



Research Paper

Comment on New School Education Structure envisaged in NEP 2020

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Abstract

The 5+3+3+4 Structure School education policy is proposed as there is no more intermediate education. Frequent changes in the field of education are confusing. Eleven years of schooling, many years ago, after that, the Intermediate was two years, and the degree was two years. Then added a one-year degree, then it becomes three years at Pre-University. Twelve years of school, and three years of the degree. The 10+2+3 has been in operation for many years. Eleven years old, school is currently suggesting a four-year degree. Along with the technological advancement, it is good that the curriculum is changing due to the changes coming in the period. But there is nothing big to be gained in changing the study years.

Key terms: School Education, NEP2020, Right to Education, Committees on Education

Received 06 Nov., 2022; Revised 18 Nov., 2022; Accepted 20 Nov., 2022 © The author(s) 2022.

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I. Introduction

It was time for the schools to open after Pandemic COVID-19. Textbooks for students, Fees, Admissions, and Problems related to these come to the fore. Students of educational institutions as a whole become topics of discussion. Despite the complexity of the lessons and the complexity of the textbooks, the volume of children's books attracts the attention of many. We may observe, everywhere, the weight of small children carrying a bag of books that weigh more than themselves. Everyone agrees that books are too much of a physical burden for young children (MHRD, 2018). The Ministry of Human Resource Development has issued some guidelines in this regard. But it is doubtful how far this will be implemented. The state of Telangana has not issued any orders in this regard. HRD Ministry guidelines say that do not give any homework to children in First and Second Grade (TOI, 2018). They have to teach two things, one in mathematics and the other in environmental science. Students from 3rd to 5th grade should be taught three things. One is language, the other is environmental science, and the third is mathematics. The longer the school, the bag weight literally imposes its limits. Bags for children of the first two classes should not exceed 1.5 kg. Children's bags in grades three to four should weigh 2 to 3 kg. For 6th to 7th-grade students, the bag of books should weigh up to four kilograms. Bags for children of class 9th should not exceed four and a half kilos, and for students of the class, tenth should not exceed 5 kg. But there are no indications that state governments are implementing it this academic year itself (MHRD, 2018).

The Department of School Education in Andhra Pradesh is making appropriate efforts for the happiness of the students of the school. They spend 30 minutes each day studying their happiness for pleasure. It includes topics related to social issues, exercises, stories, values, and topics on concentration (Baruah, 2019). Such a school has received a good response in Delhi, so the Department of School Education hopes to adopt the same approach from class one to class ten, with this, the personality development of the students. There is also a sense that teacher-student relationships improve with

pleasure classes. 1st and 2nd classes as a team, A team from grades 3 to 5, A team from grades six to eight, and A team of 9 and 10 classes as a team (Sisodia, 2020).

This decision is not only new but also very optimistic. It is a great thing to conduct classes in a school crowded with dignified subjects, basically taking pleasure at the moment when the games are over. We should expect teachers to be enthusiastic about appropriate curricula. Matha Amritanandamayi Devi says that true knowledge makes us happy (Amma, 2019). The concept of gaining happiness is not an objective. It is more important to experience than to declare happiness. Without addressing all the above discussed, a draft of a new educational approach has recently been released.

That is why a committee of nine experts headed by former ISRO chief Kasturi Rangan was set up in 2017. The committee submitted the draft to the Union Ministry of Human Resources. Their recommendations were popularized by the National Education Commission or the State Education Commission. The committee proposed to change the Ministry of Human Resource Development to the Ministry of Education. The Ministry of Education few years ago has been changed to the Ministry of Human Resource Development. The duty of the Ministry is not only to educate, but also to develop them in all respects as a fundamental resource of human beings. The ministry was renamed the Ministry of Human Resource Development, as it was also their goal to develop them in all ways. Now the Kasturi Rangan Committee is planning to turn it into the Ministry of Education. The 5+3+3+4 Structure School education policy is proposed as there is no more intermediate education. Frequent changes in the field of education are confusing. Eleven years of schooling, many years ago, after that, the Intermediate was two years, and the degree was two years. Then added a one-year degree, then it becomes three years at Pre-University.

Twelve years of school, and three years of the degree, i.e., the 10+2+3 has been in operation for many years. Eleven years old, school is currently suggesting a four-year degree. Along with technological advancement, it is good that the curriculum is changing due to the changes coming in the period. But there is nothing big to be gained in changing the study years. The principle of trilingualism has been a suggestion about us for many decades. Some states comply with this. Protests erupted when the Kasturi Rangan Committee raised the issue of Hindi. No one wants to neglect the mother tongue, but that language is being neglected so much. It is not surprising that some have recommended that this committee's recommendation is mostly old wine in a new bottle.

Significance of the Study

On the 29th of July 2020, the Union Cabinet approved NEP 2020 (New Education Policy 2020), which will replace the existing 10+2 school system with a new 5+3+3+4 school system. Aside from that, the age range for the Right to Education (RTE) has been expanded to include children aged 3 to 18. (Earlier it was up to 14 years). Access, affordability, equity, quality, accountability, and universalization of Early Childhood Care Education (ECCE) are also highlighted in the New Education Policy 2020 (MHRD, 2020). There are so many issues related to school education, such as the burden of bags, the highest school fees in private schools, low enrollments, and results in government schools. Without addressing these issues, simply changing the structure would not get benefit the nation. This is the significance of the present study on some comments on the NEP 2020 New School Education Structure.

The Comments on NEP2020 New School Education Structure

If we observe the school education structure, the entry age is different in both structures. In 10+2 Structure School Education entry age is 6 years, whereas in the new 5+3+3+4 Structure School Education entry age is 3 years. Upper Primary Stage (age & No. of Years) & Middle Stage (age & No. of Years) both the (Old & New Structures) of School Education are same. Secondary & Sr. Secondary (10+2 Structure) & Secondary Stage (5+3+3+4 Structure) of School Education are the same.

Only the difference is the Children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being. But, this is against the Indianisation of education, because, NEP2020 talks about the Indianisation of education.

In ancient India, the entry age for school education is after completing the age of 12 years. Even Lord Rama and Lord Krishna joined the ashram at later stages (Around 12 and 16 years). But, those days are different, their life span is large and education is limited to a certain caste of people. Most of the education (13 years of education) is done at ashrams or in temples under

the Guru in a residential mode. This cannot be applicable here, but the NEP 2020 policy says that, over 85% of a child's cumulative brain development occurs prior to the age of 6. By, indicating the critical importance of appropriate care, and stimulation of the brain, in the early years in order to ensure healthy brain development, and growth. The policy not talks about the physical development of the child. Both are very important for learning. The present entry into school education age, i.e., 3 years, is very early.

ECCE ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning. It comprises alphabets, languages, numbers, counting, colors, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting, and other visual art, craft, drama and puppetry, music, and movement. It also includes a focus on developing social capacities, sensitivity, good behavior, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation. The overall aim of ECCE will be to attain optimal outcomes in the domains of physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy (MHRD, 2020). Comparing these recommendations envisaged in NEP 2020, with an Ancient Indian education. The main objective of ancient Indian education is that, the development of the students not only in the outer body but also in the inner body. Ancient Indian education focused on imparting ethics like humility, truthfulness, discipline, self-reliance, and respecting all creations to the students (Ghonge, Bag, & Singh, 2020).

But, it is in a conditioned environment, which cannot substitute the care and love with their mother and family, and they cannot enjoy even they learn with their peer groups by exploring the environment in an uncontrolled manner. With these, children may develop their extrovert behavior and develop cooperative learning and social skills with their peer groups. If we send them early age to school, we may take their rights and the policy bringing RTE to the age between 3 and 18 years. This is inhuman for taking their playing period of time they controlled school structure, in the name of ECCE (Preparing them to readiness for school programs). Instead of developing them as an extrovert, we are trying to push them into introverts with the new structure of education.

Mother is the first teacher of the child. The mother is not only giving birth to a child, but she will also give value-based education to her child on how to lead a life. Childhood life, is the most enjoyable life, and it never comes back again. Most of the time, they need to spend their time with their parents and develop their relationships with relatives and neighbors in general, and peers in particular. By exploring and experiencing surrounding environment of the child, and understanding the concepts of objects. The research studies also say that, mental maturity and emotional ability are good at the early adolescent age.

II. Suggestions

On the 29th of July 2020, the Union Cabinet approved NEP 2020 (New Education Policy 2020), and there were hundreds of seminars and conferences conducted on School Education in the light of NEP2020. The next stage is implementing the policy. Already, NCERT has been assigned to prepare a curricular/pedagogical framework for an initial cadre of high-quality ECCE teachers in Anganwadis, current Anganwadi workers/teachers will be trained through a systematic effort.

The following suggestion may consider in preparing a curricular/pedagogical framework for an initial cadre of high-quality ECCE teachers in Anganwadis.

- Philosophers have pondered the nature of childhood and the socialization process. Early childhood education was pioneered by Western scholars such as Rousseau, Froebel, Dewey, and Montessori. While Dewey highlighted the value of education, Everyday events gave possibilities, and it was believed that the child's own intuition, the focus of education should be on activities and interests. Action and direct observation, according to Froebel, were the greatest ways to educate youngsters. Their concepts have paved the path for sensory and practical activities to become part of the curriculum (Froebel, 1837).
- Indian philosophers have also been influenced by their observations of young children and their discoveries regarding the child's interest in various things and activities. The first Indians to conceptualize a child-centered approach to the care and education of young children were Gandhi, Tagore, Aurobindo, Gijubhai Badekha, and Tarabai Modak. They believed that education should be delivered in the child's native language, that it should be linked to the child's social and cultural context, and that the community should be actively involved in the learning process. Youngster can easily express their thoughts in their mother tongue/vernacular language since language is the true medium of self-expression.
- (Lillard et al., 2017) conducted a longitudinal study that, took advantage of randomized lottery-based admission to two public Montessori magnet schools in a high-poverty. American city on a number of cognitive and social-emotional tests Montessori preschool improved the results of children in a variety of ways. Although not significantly different at the outset, the Montessori children improved with time on measures of academic

achievement, social understanding, and mastery orientation, as well as reporting a preference for scholastic work.

- The Montessori education approach was brought to India by Gijubhai Badheka, an Indian pioneer educator who has written extensively on the subject. His theories about how the mind of a young child develops in the pre-school or formative years are extremely important. Badheka was against the colonial system of education which was practiced in the country. According to him, the colonial system didn't allow teachers the freedom to introduce new ideas or concepts which could inspire children to learn with passion. "Games are real education. Great powers are born on the playground. Games mean character building"- Gijubhai Badheka (Today, 2021).
- Scholars in Developmental Psychology and Child Development such as Piaget, Bruner, Vygotsky, and Gardner have recently emphasized, this based on their research. According to their findings, children natural modes of learning are play and activity, and that child's natural modes of learning are play and activity. Children's learning and development are influenced by their living and learning in a variety of social and cultural environments. While Piaget emphasized that children build their knowledge through play, absorbing the events and then fitting them into their own understanding and context children are continually changing and utilizing new information to make sense of their perceptions and experiences (Ansoorge, 2020).
- To organize non-formal pre-school activities in the Anganwadi for children in the age group 3-6 years of age and to help in designing and making toys and play equipment of indigenous origin for use in Anganwadi. To organize supplementary nutrition feeding for children (0-6 years) and expectant and nursing mothers by planning the menu based on locally available food and local recipes. To provide health and nutrition education, and counseling on breastfeeding Infant & young feeding practices to mother (MWCD, 2010).
- Dr. Sucheta Yogesh Jasrai Designed, Developed and Implemented a film for facilitating the First Transition of Children from Home to Pre-School- SAFAR GHAR SE SCHOOL TAK. This film was found to contribute significantly to facilitating the First Transition of Children from Home to Pre-School. Also, this Film-GHAR SE SCHOOL TAK was conferred 1st Award by the CEC which is the Consortium of Educational Communication, UGC.

III. Conclusion

Twelve years of school, and three years of the degree, i.e., the 10+2+3 has been in operation for many years. Along with technological advancement, it is good that the curriculum is changing due to the changes coming in the period. But there is nothing big to be gained in changing the study years. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being. But, this is against the Indianisation of education, because, NEP2020 talks about the Indianisation of education. In ancient India, the entry age for school education is after completing the age of 12 years. The policy not talks about the physical development of the child. Both are very important for learning. The present entry into school education age, i.e., 3 years, is too early. The research studies also say that, mental maturity and emotional ability are good at the early adolescent age. On the 29th of July 2020, the Union Cabinet approved NEP2020, and there were hundreds of seminars and conferences conducted on School Education in the light of NEP2020. The next stage is implementing the policy. Already, NCERT has been assigned to prepare a curricular/pedagogical framework for an initial cadre of high-quality ECCE teachers in Anganwadis, current Anganwadi workers/teachers will be trained through a systematic effort. While preparing curricular/pedagogical framework the works of western scholars on early childhood education such as Rousseau, Froebel, Dewey and Montessori and Indian philosopher's observations of young children such as Gandhi, Tagore, Aurobindo, Gijubai Badeka etc. works may be considered for an initial cadre of high-quality ECCE teachers in Anganwadis.

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