



Qualitative Assessment Of New Policy Framework On School Education In India

Dr. Ritu Sharma^{1*}

^{1*}Asst. professor University of Delhi Email: senoritaritu@yahoo.com

Citation: Dr. Ritu Sharma (2024) Qualitative Assessment Of New Policy Framework On School Education In India *Educational Administration: Theory And Practice*, 30(4), 391-395
Doi: 10.53555/kuey.v30i4.1482

ARTICLE INFO

ABSTRACT

India has been geographically, culturally and historically tempting for the world since times immemorial. The education pedagogy is thus in sync with the vision in both letter and spirit to make it a super power. This National Education Policy has borrowed from the historical past of enlightenment and nostalgia to weave the rich cultural heritage of Indian civilization with global outreach of knowledge. Yet, despite high levels of commitments embedded within the democratic fabric of this nation, equity amongst resources is a rare thing. Therefore, NEP 2020 indicates improvisation in curriculum and pedagogy development in institutions that develops a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world (NEP:5). However, change is constant and to keep pace with increasing contradiction of what is acceptable and accommodating is challenging. The learning begins in early childcare and primary schooling is the focal centre of this education policy. For this the local dialect needs to in sync with the learning as the reproduction of knowledge is hampered subject to proficiency in language. Does this mean humanity is handicap to serve mankind without a common medium of language? Or the global harmony can be attained to encompass 'learning for all' by communicating in local dialect for the 'good for all'. NEP 2020, if pronounced well in execution can bring desired change in all-inclusive approach to uplift the downtrodden and marginalised sections of society. To instil intent with curriculum goes hand in hand developing critical thinking and holistic development.

Keywords: Education; students; school; learning and language, policy and framework.

Conceptual Framework of the Grim reality of Education

Education is a precursor for a progressive society is taken as interdisciplinary initiative. As Durkheim believed "socialization agencies that teach children how to get along with others and prepare them for adult economic roles" (Durkheim 1898). Hence, be it economics or political sciences, knowledge has a functional relationship to transform the society in a positive direction. Similarly Parsons (1959), along the same lines argued that post initial socialisation that takes place in family unit and later school becomes the focal socializing agency. This then acts as a bridge for the family vis-à-vis society as a whole, preparing children for their adult roles. However, the Marxist connotation begs to differ considering the schools as an institution to push forward the agendas of the ruling class. Giddens (2000), defines education as a "social institution which enables and promotes the acquisitions of skills, knowledge and broadening of personal horizons. There were others on the same lines such as Althusser (1971), Ivan Illich (1971) critiqued the adverse contribution of pedagogy in advanced society and said that it reproduced the capitalist ideology. Doubtlessly, in modern times with the advent of capitalisation and private funding it is a capital to be invested for personnel gains. Yet the democratic ethos of the nation deters this to be followed closely on monetary lines.

The situation is to deal with high population unable to read and write due to high ration drop out and implementation in local language and dialect. There is lack of updated information of pupil-teacher ratio (PTR) vis-à-vis the socio-economic background of students. The enrolment in no capacity takes the guarantee of the ability and sustainability at the district level for education at other levels. Also, the facilities and the

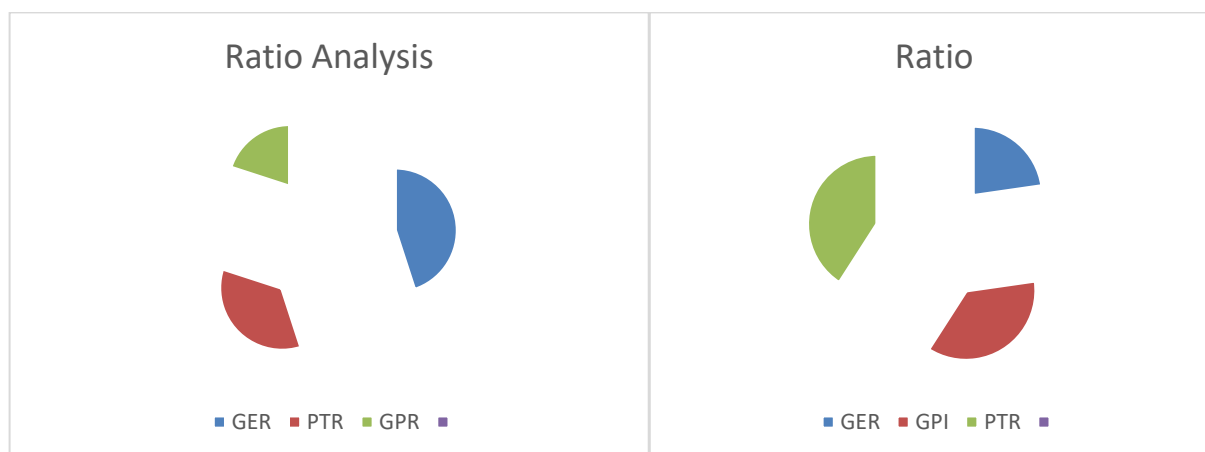
infrastructure, attendance and commitment and orientation of the teachers is equally responsible for learning. Consequently, individuals by the virtue of being born in affluent families tend to possess better economic capital inadvertently impacts the individual's life chances (cultural capital) and tend to possess greater social networks and connections (social capital). These individuals do have a smoother beginning at least, as opposed to those who come from families that lack these resources (Bourdieu, 1986, Godard, 2003).

Although the digitization of computers can facilitate the regularity of the data with consistency reducing the strain of recording and compilation of the same. The absolute data of teachers has declined by 1.95 % in 2021-22 compared to 2020-22 (GOI report on Education Plus 2021). We are hereby in a learning crises, whereby over 5 crore of the students from elementary school cannot read and write alongside cannot solve basic mathematical problems of subtraction and addition. The percentage of teachers teaching only primary (34.4 % in 2021-22 from 35.4% in 2020-21) and only upper primary (18.9% in 2021-22 from 21.5% in 2020-21) has reduced (ibid.).

In an ideal situation teaching fraternity should be based upon multicultural competence and adapt to a profession cum occupation as a commitment to learning through 'other cultures. However, the question is are they all adapted for this altruistic orientation? Are they all able to rise above their parochial cultures to bring global harmony? And, most importantly a society can be evaluated by assessing its education quality imparted to its young society. The school are the reflection of a healthy society and this lies on the teachers as are they are the forbearers and byproduct of the same education system to bring the development in the real sense of all its parameters. Moreover another stark reality is multi lingual population , and they often feel neglected and are excluded from the mainstream due to this barrier. English is preferred as an official language in globalized schools but it is not unusual that unprivileged groups who speak marginalized varieties language are themselves often marginalized or disadvantaged in school milieu (Siegel, 2006:11). Thus, regional languages and dialect are often misrepresented as undeveloped correlated with low levels of educational attainment. The universal language is inadvertently in many schools is English which deters them to participate vigorously and hinders the early acquisition of reading and writing skills (United Nations Special Rapporteur on minority issues, 2017 : 7). One of the reasons is that their parents may lack literacy skills and may be unfamiliar with official languages used in school, so that the home environment reinforces learning opportunity gaps between minority lingual groups (Watkins 2010: 48). According to Hanushek (1997) the school resources and its facilities of technology, resources etc add a lot of value to the student's development and enhancement of their performances. However according to reports, it has been found that even after several government schemes like the District Primary Education Project (DPEP) and *Sarva Shiksha Abhiyan* have been unable to provide the resources in terms of fulfilment sanitation, water, toilets, furniture, teaching aids, books and adequate activity needs based upon playgrounds, musical instruments, which curbs the scope of extra-curricular activities which are necessary for overall personality development within the government schools.

Then the Gender parity Index (GPI); Gross enrollment ratio (GER); and Pupil teacher's ratio (PTR) are the consequence of the cumulative effects of infrastructure, learning; books and stationery; orientation and socio-economic standardization of that region. Generally, GER if happens to be greater than required the records are said to be faulty. As is seen in both the graphs below the Pupil Teachers Ratio is greater than there are not exactly measured as in NEP recently ,it has been suggested that 30:1 should be in special areas with demands and otherwise 25:1 should be PT. Whereas in Graph 1-The ratio analysis of displaying excess of GER-Gross enrollment Ration can be due to anything but not learning teaching pedagogy. As then there will be mixed group of age group ranging from early schoolers (4-7) to old people (45-55) coming to fetch benefits of the school p[policies and food.

The Differential Analysis of Gross Enrollment Ratio and Ppil Teacher's Ratio in NEP



Graph 1 and Graph 11:

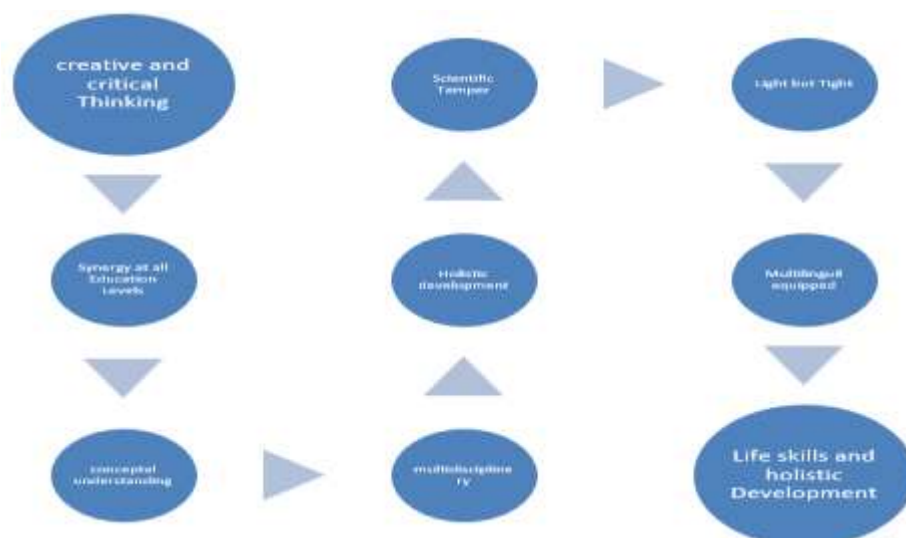
Going back to the ethos of historical development of knowledge pays allegiance to the values imparted in gurukuls to all the pupils on indifference class, rank, and order. This system of universalization as is practiced in some schools today is required to be followed for professional specialization and learning pedagogy. The life skill training combined with the synergy of all curriculums making them all-rounders is a practical solution for a diverse country. This can be imparted instilling the human values of compassion and kindness registering it into young minds. Practice the charity at schools and will be followed in society.

The rationale behind is to support critical thinking in a positive direction by presenting skills of empathy and appreciation to make the students explore the importance of descriptive understanding of society. It is this descriptive knowledge that must be utilized to arrive at critical ways of seeing the world and for appreciating the significance of description and detail in the production of knowledge. In a way, this would imbibe the techniques of reading and using it on their own leading to self reflective learning and reasoning. This clearly reflects how English has become the mechanism of domination. It intensifies the existing divide between the elite and the masses (Pathak 2002). Basil Bernstein (2000 : 631) an English sociologist distinguished two forms of speech pattern, one is the restricted code and the other is the elaborated code. He argued that members of the working class are limited to the use of the restricted code, while the members of the middle class use both codes. Factors like the cost of higher education, cultural backwardness and many others, render the marginalized individuals to the periphery (Dixon, Pauline and James Tooley. 2005).

This involves developing 'reflexivity', a key quality which needs to be present or required for students at this stage. This brings the recognition and identification of the problem at an early stage to find resilience to problems in life. Earlier as is seen in 1986 education policy the disjunct was found with varied problems in terms of sociocultural and economic nature of the nation. This phase of life is also deeply integral for decision making in the fast developing country like India. Hence, poses critical questions to how scientific knowledge can be extended beyond narrow boundaries of quantitative knowledge. This needs experimentation beyond classroom training on descriptions by suggesting them early selection and choices based upon their interest as a way of producing scientific and humanistic knowledge, on multidisciplinary subjects as well as encourage students to engage in their own introspective method developing participant observation/ project work as a tool for understanding and implementing classroom dialogue. This would bring us to international standardisation with formative assessment of student reigniting humanity lost in modern world. Coming to terms with limits of human incubation centres where experimentation and discoveries are part of daily curriculum of life skills and building patience. Thus, this research study on school education and NEP is designed to be student-centric and yet developing teachers skills encouraging a more humane approach and dignity. As per the NEP they need to build a technological infrastructure supporting the innovation and pedagogical practices on the Digital Infrastructure for Knowledge Sharing (DIKSHA); whereby children can be prepared formally early for technological innovation; mathematical. However, both Wallerstein and Gramsci was of the opinion that the disciplinary differentiation and professionalization of knowledge leading to the production of specialized education and specialized knowledge is an impediment towards the comprehensive education. These would further facilitate the teaching-learning ability to overcome communication across socio-economic impediments, if any, exist within the framework of learning for all.

This is well exemplified in the basic universal requirements of inclusion and choices guided by reflective thinking and conceptual understanding in NEP as seen in Graph III.

Concepts of NEP in Elementary Schools



Graph III:

Main Focus:

- To study the status of learning -teaching pedagogy conducted under NEP.
- To study the pattern and assessment of execution programmes
- To study the impact of quality education of based on impact indicators e.g., availability; attitude, classroom processes, students learning etc.
- To make recommendations for making the NEP more effective.
- To identify the best practices / innovative practices on education learning and holistic development.
- To recommend the social ethical connect with the whole pedagogic practise in teaching.

The Historicity of Education Policy for Schools:

Rashtriya Madhyamik Shiksha Abhiyan (RMSA 2009) was providing access to secondary school level education to all youth as per norms - by providing close proximity (e.g. secondary schools within 5 Kms and higher secondary schools within 7-10 Kms) / provision of efficient and safe transport / residential facilities, taking into account local conditions. The earlier policy that worked with the objective of universalization of secondary education is to make good quality education available and accessible to the age group of 14 to 18. RMSA was launched to deal the growing needs for knowledge in middle school because of universalization of elementary education, with the implementation of *Sarva Shiksha Abhiyan* and (Right of Children to Free and Compulsory Education) RTE 2009. The three major goals of RMSA are Access, Equity and Quality. The objective was to enhance that the supplies of the everyday resources to be sed by students and teachers in teaching learning pedagogy. This was further culminated in Equity, inclusion, and digitization according to the changing times of school education. As there were 1509136 schools in (2020-2021) as compared to 1489115 (2021-2022). Thus there is clear cut decrease in the schools despite the improvements inter alia the enrollments have also decreased post covid 264449987 (2020-2021) to 265235830 (2021-2022). Alongside the data on the presence of secondary and primary schools in Delhi region are as follows; Total number of schools at 5619; Primary (2594); upper primary (826); and are secondary (357) and Higher Secondary are 1842 (NEP:31). Considering this data, the upper primary and senior elementary are much lesser in number which in fact is the supporting foundation stone of education. Considering the above the radical changes required radical policies of NEP needs to consider following directives:

1.	To improve equity and access to education to all children subject to norms overcoming socio economic hinderance and geographical location (of long distances by presence of schools in near vicinity/ use of technology /food and lodging facilities,)also should be open to long distance schooling via correspondence. However in remote areas the rules are relaxed and more importance is been given.
2	All children are to made inclusive of the availability of the pedagogy resources and life skill development.
3.	This policy also takes into account the multicultural perspective demanding multilingual and interdisciplinary approach to curriculum targeting vocational courses and skill enhancement courses for their future orientation too.
4.	This policy ensures the classroom learning is interest oriented and light but tight modules are maintained to achieve global harmony and international synergy with other subjects.
5.	This policy, thus aims to overall socio-economic and cultural development of global policy of sustainable knowledge.

Careful state-level planning will be necessary for ensuring implementation and execution of policies as is evident in the table provided above for their continuous enrichment. Besides the conventional in-service education programmes, it will be necessary to develop a mechanism whereby schoolteachers will be able to share their experiences and learn from each other, thereby developing a learning community and culture. This further aims to achieve a curriculum in its all rond capacity diluting the subject boundaries in a new and comprehensive National Curricular Framework for School Education (NCFSE 2020-21) will be undertaken by the NCERT with the recommendation of NEP.

Research Question or Hypotheses

There are a complex range of dichotomies that comes to mind in terms of education given the conceptual framework and the specification of dimension of NEP 2020. Thereby the specific questions should be sharply formulated in the case of an explanatory research design specification of variables and assumptions. How have the initiatives impacted the performance of students in English, Hindi and Maths due to the several initiatives by the government?

There is certain anxiety positing relationship through specific hypotheses that must apex the research proposal.

- To what extent does this recommendation fulfil demands of learning outcome?
- How would a formal structures yet informal (light but tight) would deconstruct the socio-economic pressures of modern society or is there not a likeable chance of another abuse of institutionalised practise.
- Can this reflexivity be able to induce conscious effort and embodied subjectivity in desired outcome?

4. Can this NEP empathise and negotiate with the all-round global tensions of terrorism, inflation and unemployment.
5. Does this another new policy would increase the interest of underprivileged vis-à-vis the development of privileged sections of society.
6. How far education is responsible for equity and equality within a highly agrarian society?

Policy Outcome:

- Data base of schools and pedagogy practice needs to revise curriculum based upon life skills and vocational courses subject to the need of the regions concerned.
- The study will provide an insight about the number of availabilities of resource pool at different levels and their qualification,
- It will also assess the quality of the material being provided to address the problem and prospects of the training programmed, such as factors facilitating and impeding teachers training especially with lack of motivation among the teachers for the training,
- The study will bring out with some of the best practices by identifying the gap in the training and learning outcome for students in education.

References

1. Bernstein, B. (2000). *Pedagogy, Symbolic Control and Identity: Theory, Research, Critique*. Rowman and Littlefield Publishers.
2. Bourdieu, P. 1986 "The Forms of Capital" in Handbook of theory and research for the sociology of education, edited by J. G. Richardson. New York: Greenwood Press. Pp. 241–58
3. Bourdieu, P. (1991). Language and symbolic power. Cambridge: Polity Press.
4. Dixon, Pauline and James Tooley. 2005. "The Regulation of Private Schools Serving Low-Income Families in Andhra Pradesh, India." *The Review of Austrian Economics* 18 (1): 29–54.
5. Feldman, C. F., Stone, A., & Renderer, B. (1990). Stage, transfer, and academic achievement in dialect-speaking Hawaiian adolescents. *Child Development*, 61, 472–484.
6. Giroux, H. A. (2001). Theory and resistance in education: Toward a pedagogy for the opposition. Westport, CN: Bergin & Garvey.
7. Hanushek. 1997. "Assessing the Effects of School Resources on Student Performance: an Update." *Educational Evaluation and Policy Analysis* 19 (2): 141–61
8. Hayes, D. (2016). Social attitudes towards the English language in Bihar. Research Report. British Council, Kolkata. DOI: 10.13140/RG.2.2.22842.18883
9. Kumar, K. (1989). Social Character of Learning. Sage Publications.
10. NEP Document 2020 Government of India
11. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
12. (accessed on 20 december 2023)
13. Report on UNIFIED DISTRICT INFORMATION SYSTEM FOR EDUCATION PLUS (UDISE+) 2021-22 FLASH STATISTICS
14. https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/udise_21_22.pdf. (Accessed on 12 Nov 2023)
15. Pathak, A. (2002). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Rainbow Publications.
16. Pinar, W. F. (2015). Curriculum Studies in India, intellectual histories present circumstances. Palgrave Macmillan.
17. Siegel, J. (2006). Language ideologies and the education of speakers of marginalized language varieties: Adopting a critical awareness approach. Elsevier, 157-174.
18. Siegel, J. (2003). Social context. In C. Doughty, & M. H. Long (Eds.), *Handbook of second language acquisition* (pp.178–223). Oxford: Blackwell.
19. Pathak, A. (2002). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Rainbow Publications.
20. Watkins, K. (2010). Reaching the Marginalized. EFA Global Monitoring Report. Education for All. United Nations Educational, Scientific and Cultural Organization. Oxford
21. Wallerstein, I., & Young, N. D. (1997). Open the social sciences: Report of the Gulbenkian Commission on the restructuring of the social sciences. *College and Research Libraries*, 58(4), 392.