

Rationale for Need of Education in India and Nep 2020: Teacher's Perspective

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ABSTRACT

Needoeducation i.e. education of needs is required to stimulate a person to do the necessary efforts in the direction of fulfillment of the need. If the base of one's action is one's need, faster or better the efforts are done in the direction of its fulfillment. Likewise, if we know what the society needs before framing any policy the chances of its success increase. The commencement of NEP 2020 started many discussions regarding the basis of the policy. Hence the present study was designed to assess that how far NEP 2020 is based on Needoeducation. How many needs of the people have been considered while framing it. The actual status of Indian schools, teachers and students and what problem they are facing while following it was focused in it. The data was collected from 240 secondary school teachers using self-prepared statements. On the basis of %age it was found that 69% school teachers experienced dissatisfaction with the current education policy that prevailed before the commencement of NEP 2020. 77% school teachers agree that there is need to change the current education system. Many changes were needed according to them. Comparison of those needs with the NEP 2020 indicated these needs have been considered while framing NEP 2020.

Keywords: National Education Policy (NEP), Needoeducation, Teachers' perspective

INTRODUCTION

'Necessity is the mother of invention' is a well known proverb which states that if we need something then we work hard and go to any extent to get the thing we needed. The pandemic situation of covid-19 has proven the above proverb very well. Before this pandemic nobody has ever thought about so many ways of doing work even from home. This situation brought new techniques of teaching, learning, doing business, meeting other peoples and even maintaining relations from a distance. It has changed the lifestyle of almost every individual including children and elderly people. There was a time when we thought that kids should be kept away from the mobile phones, social media etc but this not only made it necessary for a kid of even 5 years of age to be active on social media and use mobile phone and other digital platforms yet proven that they can learn it at faster speed than adults. Moreover now days the kids knows more features and uses of these digital world and technology and are teaching these to the elders. The elder people who had not ever used the mobile phone for any other reason except for calling also learned a new way of contacting other people through video conferencing and zoom/Google meeting. No one had ever thought that even less literate people can become digital literate before this pandemic.

NEEDOEDUCATION

One can learn anything if it knows what is needed to learn. But only knowledge of what to learn does not lead to its fulfillment yet Needoeducation i.e. education of needs is required to stimulate a person to do the necessary efforts in the direction of fulfillment of the need. Everyone in this world has some Desire in one or another form like money, status, career, academic achievements, relationship etc. Few persons make their Desire A Dream of them, work upon it and try very hard to achieve that dream or Desire. But in most of the cases the dreams never comes true and the Desire are suppressed under the weight of many reasons like destiny, circumstances, lack of opportunity, environment, family problems, political interventions etc. actually the basic reason behind not achieving the dream more Desire is the lack of education about their need i.e. Needoeducation. Many of us fail to understand that a dream or Desire can only be achieved through continuous efforts. To fulfill your dreams, the dreams should be converted into needs as one can only fulfill its dreams only when it feel that there is a strong need to fulfill it and one has to do serious efforts. Needoeducation makes the pave to put the efforts towards fulfillment of the needs or dreams or desires. It provide clarity about what is actually needed, to what extent it is needed, why needed and how it can be achieved. It enrich the person with knowledge and interest which further provides the direction towards which the efforts should be done for fulfilling of that need.

The strong connection between the efforts and needs has also been pointed out by Abraham Maslow, an American Psychologist while explaining the “Hierarchy of needs” He explained that human beings are motivated to do the efforts for the fulfillment of the needs in a Hierarchy. The needs which are strongly felt are achieved earlier than those which are put at the second number i.e. it is inbuilt nature of human being that we pay attention and become active to do something only towards those needs which are necessary to be fulfilled.

Moving ahead of Maslow's theory, besides necessity there are some other factors also which affect our efforts in the direction of fulfillment of the needs like knowledge about our need, internal motivation about need, chances of its fulfillment, the ways and means we know about in direction of its fulfillment and the level of satisfaction it fulfillment it will etc. ‘Pygmalion’ a literary pace of George Bernard Shaw also raised a question through a character Emma that a person's needs are very limited until and unless it is aware about the variety of things available around him/her. So to work in the direction of fulfillment of the goals one has the clear knowledge about the needs.

NEEDOEDUCATION AND EDUCATION SYSTEM OF INDIA

India is going to enter in the 75th years of independence. In these 75 years drastic changes have been witnessed by us in almost all the areas. Education plays a pivotal role in the development while education system is the mirror of development going on in any country. The types of needs attended while making any education policy decides the path as well as level of its citizens and gives shape to their lives. Right from the Sargent commission 1942, many commissions and policies were framed which can be the base for a progressive education system. Irrespective of the shortcomings every commission or policy recommended such provisions which were require according to that time. But no major difference was recommended by any policy so far. But with the introduction of New Education policy 2020, many structural, administrative, cultural, lingual changes are supposed to be come in our educational system. In the light of Needoeducation it is expected that education should be provided which is not only needed but also open the ways to think upon the needs and widen the area of opportun-

ities for the human beings.

Rawal, R (2019) highlighted 7 problems which are needed to be taken care of in the existing education system of our country: Rote learning, evaluation system, equal respect to all subjects, better training to educators, and introduction of technology, personalize education, and teach them the purpose of education. Byjus one of the leading education provider company discussed the current issues in education in india and pointed out the areas where there is requirement of work upon: expenditure on education, capacity utilization, infrastructure facilities, PPP Model, student teacher ratio, Accreditation and branding, students studying abroad etc. it further focused on the immediate requirement introducing innovations quality education and making the education affordable as a solution of its problems. Pooja (2021) talked about lack of funds and expensive education.

NEP 2020 AT SCHOOL LEVEL

After 34 years our country got a new education policy in the form of national education policy 2020. It is claimed that it brought a lot of changes which were needed from a long time. It recommended changing many aspects of Indian education system from structural to administration. It touches almost every part of the system deeply and tried to improve the current education system

Main features of NEP 2020

- The structure of school educational will be 5+3+3+4 with the introduction of 3 years of early child hood care education.
- Focus on foundational literacy and Numeracy
- Introduction of fun course to give first-hand experience to the students of local vocations at middle stage of schooling.
- Stream or vocational courses will be selected from 9th class i.e. at the secondary stage of schooling.
- Focus on integration of arts and sports with scholastic activities.
- Emphasis on use of mother tongue till primary level.
- Introduction of online vocational courses at 6-12 grade during bag less days and vacations.
- Flexibility of choosing individual curricula/ subjects.
- Development of scientific attitude, temper, problem solving, logical thinking etc values.
- Introduction of Artificial intelligence, global citizen education, mathematical and computational thinking.
- Include history and knowledge of ancient India, social and ethical values to Indianise the curriculum.
- Consider physical and psychological wellbeing of students very important.
- Revision of NEP as well as text books after every 5 years on national acceptability criterion.
- Transformation of assessment system through NCFSE, and PARAKH.
- Development of smart classrooms and schools
- Special provisions to introduce and encourage inclusive education
- Introduction of clubs, circles, and projects for gifted/talented students.
- Change in teacher education programme: introducing 4 year ITEP
- Promote professional development of teachers.

JUSTIFICATION OF THE STUDY

The present study was designed to give the rationale of Needoeducation as part and parcel of Needono-

mic School of Thought propounded by Professor Madan Mohan Goel, we have to understand, analyze and interpret the existing system of education in general and school education in particular and come out with the needs and aspiration of the academicians/teachers in Indian context at school level. Further, it tried to assess that how far NEP 2020 is based on Needoeducation. How many needs of the people have been considered while framing it and at what extent it lacks behind to meet the basic requirements. To know the above one should first know the basic problems of current education system as well as actual status of it, so the study focused on the actual status of Indian schools, teachers and students and what problem they are facing while following it.

RESEARCH QUESTIONS

- To what extent the teachers are satisfied with the current education system?
- How many teachers want changes in the current education system?
- Which changes are needed in the current education system?
- Is NEP 2020 based on the changes needed in the current education system?

METHODOLOGY

The descriptive survey method was used for the current study. The sample of the study was 240 school teachers from Haryana. A self prepared rating scale having total 25 statements was used to collect the data. Among these, 15 statements were formulated to describe the different aspects of current education system, while other ten were designed to know the changes required to be done for the betterment of the education system. The respondents were to rate each and every statement on 3 point scale i.e. Agree, Don't Know and Disagree.

RESULTS AND DISCUSSION

The analysis of collected data was done by using %age. First 15 statements of the self prepared test were describing the different aspects of current education system, thus got the understanding of the respondents about the functioning of current education system i.e. the system prevailed before the commencement of NEP 2020.

Q. 1. To what extent the teachers are satisfied with the current education system?

For the analysis of first research question, the average of first 15 statements of the self prepared test was calculated to assess the satisfaction level of the respondents towards the current education system i.e. the system prevailed before the commencement of NEP 2020. The results are as under.

Figure 1 indicates that the satisfaction level of 240 secondary school teachers with the current education system. 69% secondary school teachers were not satisfied with the current education system. 21 % secondary school teachers were satisfied with the current education system 10% secondary school teachers were neutral about the satisfaction related to current education system.

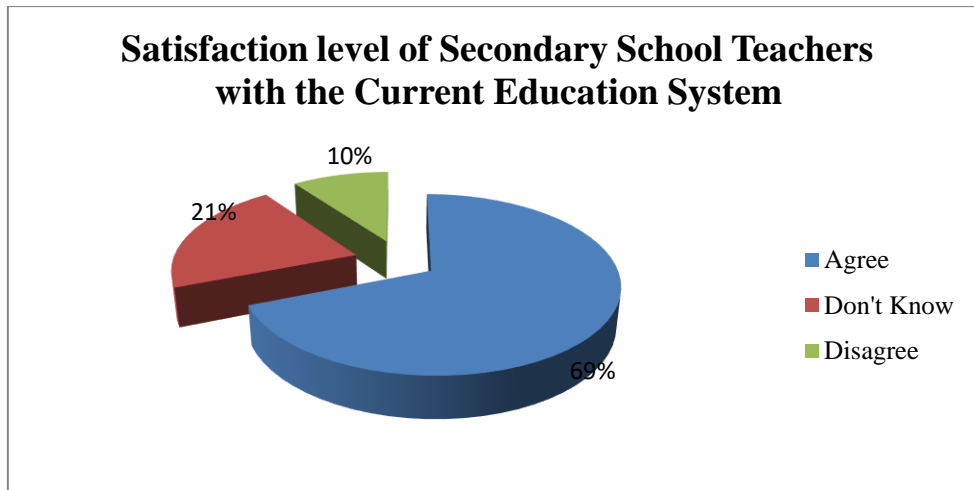


Figure: 1 Satisfaction level of Secondary School Teachers with the Current Education System

Thus it can be interpreted that 69% secondary school teachers agreed that the current school education system does not cater to the needs of the society.

Q.2 How many secondary school teachers want changes in the current education system?

For analyzing 2nd research question, % age of total responses of statement no 16 to 25 i.e. 10 statements of self prepared test, was calculated. The results were then interpreted as under:

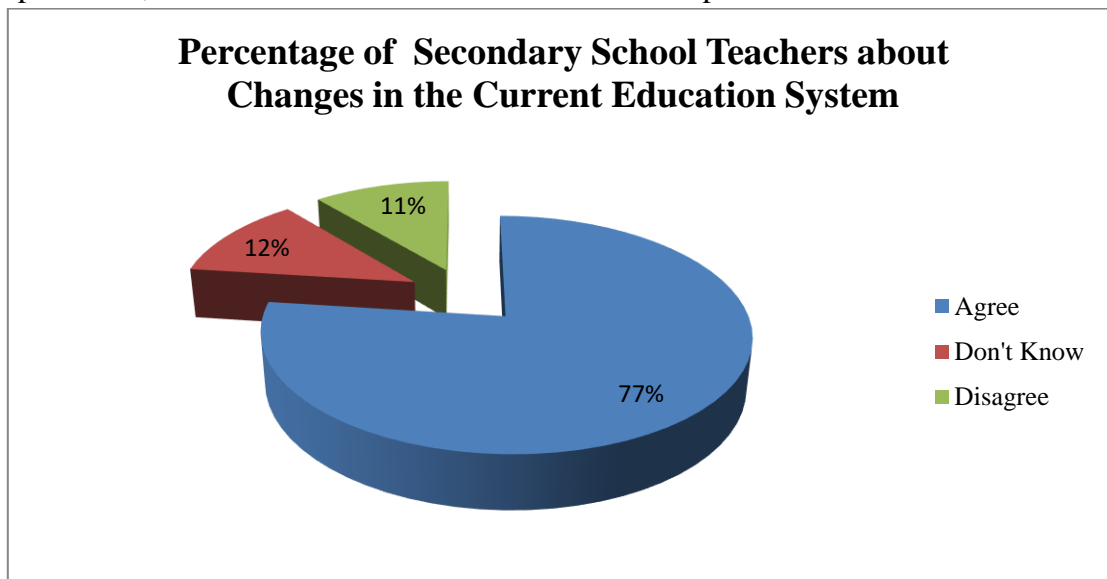


Figure 2: %age of Secondary School Teachers about Changes in the Current Education System

Figure 2 indicates the view points of 240 secondary school teachers about changes in the current education system. 77% secondary school teachers agreed that the current school education system should be changed. 12% secondary school teachers were in favour that there should be no change in the current education system. 11% secondary school teachers were neutral about the changes in the current education system. Damodharan and Chandrasekaran (2021) also strongly recommended changes in current education policy and concluded that it is right time to implement New Education Policy (2020).

Q 3.Which changes are needed in the current education system?

Here the statement wise analysis was done using %age, it reflected that what and change these many school teachers wanted the how many of them want these changes. The results are as under.

Table 1 shows the responses of 240 secondary school teachers on need of new education policy in percentage.

1. In first question, 240 secondary school teachers were asked whether the current school education system 10+2 needed to be changed. 67% secondary school teachers agreed that the current school education system 10+2 needed to be changed. 17% secondary school teachers were in favour that there is no need to change current education system. 16% secondary school teachers were not able to decide about the change of education system. It can be concluded that the current school education system 10+2 needed to be changed.

Table 1: %age of Teachers Responses

S. No.	Statement	Disagree	Don't Know	Agree
1	The current school education system 10+2 needed to be changed.	17%	16%	67%
2	Introduction of the pre primary education system is the need of the hour.	12%	9%	79%
3	Students should get a chance to select the area of interest before 10th class.	20%	12%	68%
4	Students should get the chance to change the area of their interest at every stage of study	21%	12%	67%
5	Only Mother tongue should be the medium of instruction till primary education	29%	9%	62%
6	Monitoring system of educational institutes needs to be changed.	18%	13%	69%
7	Education system should allow teachers to use innovative and creative ideas.	17%	12%	71%
8	There is a need to develop specific skills among students which can cater to the needs of local areas.	19%	13%	68%
9	There is a need to provide knowledge about small industries present in the specific localities and skills required to establish these among students.	16%	12%	72%
10	Attention is needed to make teacher education more effective.	18%	12%	70%

In second statement, 240 secondary school teachers were asked whether introduction of the Pre- Primary education system is the need of the hour. 79% secondary school teachers were in favour that Pre-Primary education system is required in modern age. 9% were not able to decide.12% were not in favour that Pre- Primary education system is the need of the hour. So most of the secondary school teachers were agreed about need of introduction of the Pre- Primary education system. Damodharan and Chandrasekaran , Bala and Dingra (2021)also reviewed that Pre- Primary education system should be implemented effectively for strong foundation of student career.

In next statement, secondary school teachers were asked whether students should get a chance to select the area of interest before 10th class. 68% secondary school teachers were agreed that students should get a chance to select the area of interest before 10th class. 12% were not able to decide.20% were disagree about giving a chance to students for selecting the area of interest before 10th class. Sharma, T.

(2021) also emphasised flexibility in selection of subjects for the academic and vocational development of the learners.

The next statement was asked to secondary school teachers whether Students should get the chance to change the area of their interest at every stage of study. 67% secondary school teachers were agreed that students should get a chance to select the area of interest at every stage of study. 12% were not able to decide. 21% were disagree that about giving a chance to students for selecting the area of interest at every stage of study.

Thereafter opinion of the secondary school teachers was taken on the statement that only Mother tongue should be the medium of instruction till primary education. 62% secondary school teachers agreed and 9% were not able to decide. 29% were disagreed. It can be concluded that only Mother tongue should be the medium of instruction till primary education. Damodharan and Chandrasekaran, Sharma and Bala and Dingra (2021) also reviewed effective implementation of mother tongue at primary level in their research.

Sixth statement was whether Monitoring system of educational institutes needs to be changed. 69% were agreed that Monitoring system of educational institutes needs to be changed. 13 % were not able to decide about it. And 18% were disagreed to it. Therefore most of the secondary school teachers (69%) wanted to change in Monitoring system of educational institutes.

There after it was asked that Education system should allow teachers to use innovative and creative ideas. For this, 71% secondary school teachers were agreed to it. 12% were not able to decide and 17% were disagreed to it. Hence more than half secondary school teachers were of the opinion that Education system should allow teachers to use innovative and creative ideas. Sharma (2021) also reflected in her research that there must be development of high order thinking skill for critical thinking, problem solving and creative thinking.

Further it was asked that whether there is a need to develop specific skills among students which can cater to the needs of local areas. 68% secondary school teachers were agreed to it. 13% was not able to decide and 19% were disagreed to it. So, more than half secondary school teachers were in favour that there is a need to develop specific skills among students which can cater to the needs of local areas.

Ninth statement was asked whether there is a need to provide knowledge about small industries present in the specific localities and skills required to establish these among students. 72% secondary school teachers were agreed to it. 12% were not able to decide and 16% were disagreed to it. It can be concluded that 72% secondary school teachers were of the opinion that there is a need to provide knowledge about small industries present in the specific localities and skills required to establish these among students.

The next statement was whether attention is needed to make teacher education more effective. . 70% secondary school teachers were agreed to it. 12% secondary school teachers were not able to decide and 18% secondary school teachers were disagreed to it. Overall more than half (70%) secondary school teachers were of the opinion that teacher education should be more effective. **Bala and Dingra (2021)** also indicated the importance of teacher training in their research and emphasis on effective implementation of teacher education.

On the basis of the results (Table), investigator tried to get answer of the above research question. And found following changes are needed in the current education system.

- To change the current school education system 10+2
- To introduce of the pre primary education system
- To provide option of selecting the area of interest before 10th class

- To provide a chance to change the area of interest at every stage of study
- To introduce Mother tongue as the medium of instruction till primary education
- To improve the Monitoring system and make it able to evaluate practical knowledge and actual potential of the students
- To promote the use of innovative and creative ideas among teachers
- To develop specific skills among students which can cater to the needs of local areas
- To provide knowledge about small industries present in the specific localities
- To develop employability skills among students and provide them job oriented programs
- To make teacher education more effective
- To develop values among the students
- To emphasize co curricular activities along with the curricular activities
- To make the students able to use language and mathematics in their daily life properly
- To provide equipment and facilities to the schools to be ready to provide vocational education
- To increase the number of vocational teachers

RQ 4 Is NEP 2020 based on the changes needed in the current education system?

MHRD, India claimed that the recommendations of the NEP 2020 were finalized not only after a long discussion between the experts but it also kept the needs of the society under consideration also, thus it will cater to the core needs of Indian society. The results of the current study concluded certain points which were needed to be addressed. On the basis of those needs the investigators observed that NEP 2020 kept the following needs in to the consideration.

- NEP 2020 recommended to implement the 5+3+3+4 structure of school education replacing the old one 10+2. i.e. the first change felt by the respondents
- Introduction of early childhood care and education deals with the need of introducing pre primary education system. In favour of it, Dhamodharan S. & Chandarshekhra S. (2021) analysed ECCE will prove effective in developing literacy and numeracy among the children of age 3 onwards.
- Catering to the need of providing option of selecting the area of interest before 10th class NEP 2020 offers selection of Stream or vocational courses from secondary stage of schooling i.e. 9th class.
- Though NEP 2020 will give chance to change the area of interest at every stage of study at higher education but understanding the need of exposure to more subjects at school level flexibility in selecting the subjects at middle as well as secondary level will be provided according to the subject oriented pedagogical and curricular style.
- NEP emphasized the use of Multilanguage at school level with special consideration of using Mother tongue as the medium of instruction till primary education. But the results Dhamodharan S. & Chandarshekhra S. (2021) indicated that multilingual approach for education will be unrealistic.
- Through NCFSE, and PARAKH, Transformation of Monitoring/assessment system will be possible. It will evaluate practical knowledge and actual potential of the students which was the need of the hour as per the results. Sharma T. (2021) supports this result when found that it will help in reducing the exam pressure as well as assess the competency in subject along with the knowledge.
- NEP recommended the development of scientific attitude, temper, problem solving, logical thinking etc values. It also aimed at introducing Artificial intelligence, global citizen education, mathematical and computational thinking among school children. All these will not only promote the use of

innovative and creative ideas among students but also give freedom to the teachers to use these in their teaching. Sharma T. (2021) also analysed in her study that the paradigm shift of providing holistic education that included the above said values and attitudes will bring attitude in students to think for a solution as well as positive career outcomes.

- Introduction of fun course to give first-hand experience to the students of local vocations at middle stage of schooling, where they will be exposed to vocational crafts such as carpentry, electric work, pottery, metal work and other etc will develop specific skills among students according to the of local areas work. It will also help them to know about small industries present in the specific localities. Supporting this result Chaturvedi, S. (2021) found that after the implementation of NEP 2020, the country will get a job oriented generation.
- Online vocational courses at 6-12 grades during bag less days and vacations are also recommended by NEP 2020 which will develop employability skills among students. The aim of NEP to provide vocational teachers and adequate resources to teach vocational subjects till 2025, will fulfill the need of required the number of vocational teachers as well as equipment and facilities to the schools to be ready to provide vocational education, thus students will get more job oriented programs. Sharma T. (2021) also found that 10 days of internship from grade 6th onwards will increase the practical knowledge and vocational education too.
- NEP 2020 also recommended to introduce 4 year integrated B.Ed. programme with the vision of improving teacher education thus will make teacher education more effective. Chaturvedi, S. (2021) also found NEP successful in providing right teachers in right institutions.
- NEP also mentioned that new education system will include value based education which will develop humanistic, ethical, life skills, citizenship values etc. as the need felt by the respondents.
- The physical and psychological wellbeing of students is regarded as very important in NEP 2020. Focus on integration of arts and sports with scholastic activities are recommended which will emphasize co curricular activities in school education.
- NEP 2020 also took a serious note on developing foundational literacy and Numeracy so that the students can become able to use language and mathematics in their daily life properly. The analysis done by Chaturvedi, S. (2021) also supports the results of this study when mentioned that foundational literacy and numeracy will significantly booster the learning.

Conclusion

Needoeducation is the key to achieve the goals easily and effectively. Needoeducation helps to set its priorities, decide the extent of its efforts opens the possible ways and means of efforts and finally give success in achieving what is needed. Thus an education policy which is based on Needoeducation can be very effective if implemented with sincere care and will power. In the current study it found that the school teachers experienced dissatisfaction with the current education policy that prevailed before the commencement of NEP 2020. Many changes were needed according to them. After comparing those needs with the NEP 2020, it was found that many of these needs have been addressed in it or in other words it can also be said that NEP 2020 is based on Needoeducation. So possibly if it will be implemented effectively without disturbing its vision may bring a great change in our society to give better students or citizen who will be holistically developed, skillful, enriched with values.

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