

Panel Discussion

Topic: Decoding National Education Policy 2020 for Systemic Reforms in Education

Panelists

- Dr. Nilima Bhagwati (International Secretary General, Council for Teacher Education Foundation)
- Dr. Latika Sharma (Prof., Dept. of Education, Panjab University, Chandigarh)
- Dr. Khushvinder Kumar (President, Council for Teacher Education Foundation, Punjab and Chandigarh Chapter)
- Dr. Kuldip Puri (Prof. USOL, Panjab University, Chandigarh)
- Dr. R.P Pathak (Professor, S.L.B.S. Sanskrit Vishav Vidyala, New Delhi).

Organizing Committee

- Dr. Pargat Singh Garcha (Principal)
- Dr. Sarbjit Kaur
- Dr. Manu Chadha
- Dr. Ramandeep Kaur Sidhu
- Dr. Mini Sharma

Moderator

Dr. Pargat Singh Garcha (Principal, G.H.G Khalsa College of Education)

Overview

The National Education Policy 2020 which was approved by the union cabinet of India on July 29, 2020 outlines the vision of India's new education system. The policy encompasses a broad framework for all types of education viz. elementary, higher, vocational and teacher education etc. It also seeks to strengthen adult education and use of technology among others. The new education policy looks progressive and promising with a clear objective of restructuring Indian education system. However in India, the challenge has always been the implementation part of the policies framed. Thus in order to discuss the various challenges and opportunities of National

Education Policy 2020, G.H.G Khalsa College of Education, Gurusar Sadhar in collaboration with Council for Teacher Education Foundation organized a panel discussion on the topic “Decoding National Education Policy 2020 for Systemic Reforms in Education” on September 11, 2020. The event started with the recital of College Shabad followed by formal welcome of all the panelists by Dr. Manu Chadha, Associate Prof. in the college. She gave a brief introduction of the topic for the panel discussion.

Inaugural address Dr. Sandeep Sawhney, Principal, Doraha College of Education, delivered the inaugural address. In his address he threw light on the theme of the Panel discussion and described it as a burning topic these days in the field of education. He said that it is a third major Education Policy after Independence and was long awaited.

Deliberations by Panelists:

- **Dr. Nilima Bhagwati** shared her views on “Teacher and Teacher Education in National Education Policy 2020”. She started her deliberations by saying that there is a need to appraise people about National Education Policy 2020. She described the new policy as policy of the people, by the people and for the people which ensures to build an inclusive society. She further highlighted that a huge transformation will come in the field of education with the implementation of this policy. She emphasized that the rote memory will have no place in the new education policy on the other hand it will help to sharp critical thinking, reasoning and problem solving skills among the students. She clarified that teachers need to play an important role in the implementation of this policy. They need to reorient themselves through rigorous training. For this changes have been done in teacher education programmes in NEP 2020. Integrated Teacher education programme will now be minimum qualification for becoming a teacher. Students will also be able to opt for specialized subjects in the teacher education programmes.
- **Dr. R.P Pathak** while reflecting on “Quality of Higher Education in context of National Education Policy 2020” discussed that quality in the field of education is directly related to the quality of teachers, students, educational institutions, curriculum etc. He opined that till now the learning was not related to the life of the students and knowledge was

just poured into the minds of the learners and thus there was lack of quality in the field of education. This quality which can be ensured by integrating theoretical knowledge with its practical implication is taken care of in National Education Policy 2020. He elaborated that new education policy stressed on Indian culture, languages and Art etc. Multilingual teaching has also been given importance in the National education Policy for bringing desired quality in the field of Education.

- **Dr. Latika Sharma** deliberated on “How National Education Policy will help in overcoming Barriers to Education’. She started her deliberations by saying that the policy demands for expanding the mindset of the various stakeholder of education. She lauded the policy for its objective of equal access to education. She further said that there is a need to give due importance to informal and non-formal way of learning. She described that a number of suggestions have been put forward in the new policy including the holistic and multifaceted development of the students. She opined that the new policy will enhance deep learning among students.
- **Dr. Kuldip Puri** presented his views on “Future of Rural Education Institutes in National Education Policy 2020”. While reflecting upon his theme, Dr. Puri said that institutional restructuring is on the card as per the recommendations of the National Education Policy. He explained that there will be three types of institutions that will work in the field of education like Research Intensive Universities, Teaching Intensive Universities and Autonomous degree granting colleges or Multidisciplinary institutes. He opined that by 2040 every Research institute will become vibrant multidisciplinary institute. He also emphasized that single stream institutes will make way for multidisciplinary institutes by 2040.
- **Dr. Khushvinder Kumar** presented his views on Restructuring School Education as per National education Policy 2020. He viewed that New education Policy will have a great impact on the students as it has been framed in the backdrop where streams will be diluted paving the way for Multidisciplinary education and the Choice Based Credit System. There will be a great scope for teachers for innovation and creativity. He lauded the policy for making the basic numerical ability compulsory for students.

Important Questions on National Education Policy 2020 answered by the Panelists:

- What should be the road map to realize the target of 6% GDP on education in coming years?

The assurance of 6% GDP is just the reiteration of Kothari Commission suggested in 1968. But the volume of our education system and the number of students are not same as envisioned in 1968. Thus the assurance of 6% GDP in education is not sufficient. But the stakeholders of education would have to work within the structure provided by the government.

- What innovative changes are expected in curriculum at different levels in coming years?

Activity based teaching needs to be promoted in all the schools. Teachers must be provided with liberty to be creative and make their classroom environment interesting and promote enjoyable learning. There should be threat free learning environment and participation of the students in the planning of learning activities must also be ensured on the part of teachers. Ideas of Flipped classroom and integration of technology at all levels learning should be promoted. Teaching of every subject in the context of environment should be stressed. Ecological approach to teaching should be permeated at all levels of teaching learning process.

- How the structural changes in Regulatory Bodies are going to impact the education system?

There is no need to get afraid if some structural changes have been incorporated in the regulatory bodies. Though every move of the educational institution will be under the eye of the regulatory bodies still peer opinions will be taken care of. Every educational institution needs to put its activities online as the regulatory bodies will not compromise on the quality parameter.

- Will adding years in teacher education programmes enhance the quality?

The diverse curriculum and the training will definitely enhance the quality of the teacher education programmes.

- Is the fear among schools for school clusters or complexes which will replace them justifiable?

These complexes are suggested for effective governance and better infrastructural facilities. It is economically difficult to manage small size schools and geographical distribution of these schools made it difficult to administer them equally.

- On which parameters the strength of 3000 has been decided for higher educational institutions?

Small institutions are not viable as quality control cannot be exercised effectively on these institutions. Thus there is a stress on more enrolment and less number of institutes so that they can be better governed and regulated.

Recommendations from the Panel Discussion

- **In order to effectively implement the National Education Policy 2020 awareness needs to be created at grassroots level.**
- **There is a grave need to design the curriculum effectively so as to reap the benefits of this new education policy.**
- **While restructuring educational institutions care must be taken regarding the institutes which are already providing quality services in the field of education. They must not be lost in the process of restructuring.**
- **Multiple exit programmes must help the students to earn their vocation otherwise it will just be other fancy names for dropouts.**
- **The integration of technology in the field of education must not create digital divide.**