

NATIONAL EDUCATION POLICY-2020, AN OVERVIEW OF ARCHITECTURAL EDUCATION

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ABSTRACT

National education policy – 2020 is a historic move in the field of education during 21st century. The policy aims at universalization of education with 100% Gross enrolment ratio (GER) and visions to provide a quality education. The implementation of NEP-2020 can become a process to achieve Sustainable development goals 2030, Goal no 4 which aims at providing Quality education to all. The restructured education system is providing a light of hope especially in the field of Architectural education. The present dynamic scenario of teaching Architecture and its assessment is measured in terms of examination has a scope of refurbishment for a student to face the factual and empirical world. The objective of this paper is to highlight on the existing Challenges and the subsequent opportunities in the field of Architecture as a professional course and also provides suggestions to enhance the practical implementation of NEP-2020 to its fullest. The paper includes primary and secondary survey with the limitation of Architectural education.

Keywords: National Education Policy, Architectural Education, Sustainable development goals, Subsequent opportunities.

INTRODUCTION

Indian school and higher education system will be soon witnessing a transformational reforms in the country after a long period of 34 years from National Policy on Education to ‘National Education Policy – 2020’. The NEP 2020 aims to bring back 2 crore school children back into education main stream through open schooling system. According to the census 2011 of India literacy rate in the country is 74.04% among which 82.14% is males and 65.46% is females. It is quite challenging to increase the literacy rate at this 21st century even after being developed socially and economically at the global level. Government of India is working tremendously in enhancing school education as this become a foundation for the higher education. Though the education system is still to be enhanced to reach out the rural sector.

Architectural education field would significantly need reformation in its regulations, curriculum, financial management, as the need has raised after a long period of 37 years (Minimum standards in Architectural education is approved in 2020). The role played by COA

(Council of Architecture) in the field of Architecture will be completely changed here after as they have tied hands while making major decisions further.

Global scenario of Architectural education:

It is well known about the practice of Architecture and about its education in the global sector as the western countries have well documented and preserved their field knowledge as a documentation. Countries like North America and Europe dominates their communication of the subject. Whereas the academic attainment is not really great. The strong historical corroboration has become an asset in these countries which needs to be foregrounded in many different places of the world. There are many different phases of Architectural practices observed in the western countries like 'Art and craft movement' which addressed and practiced many artistic forms in Architecture. Followed by 'Modern Architectural style' where the forms were very simple and straight. And 'Industrialization in Architecture' is the phase where the industrially produced materials dominated the field of Architecture.

Architectural Education in Indian scenario:

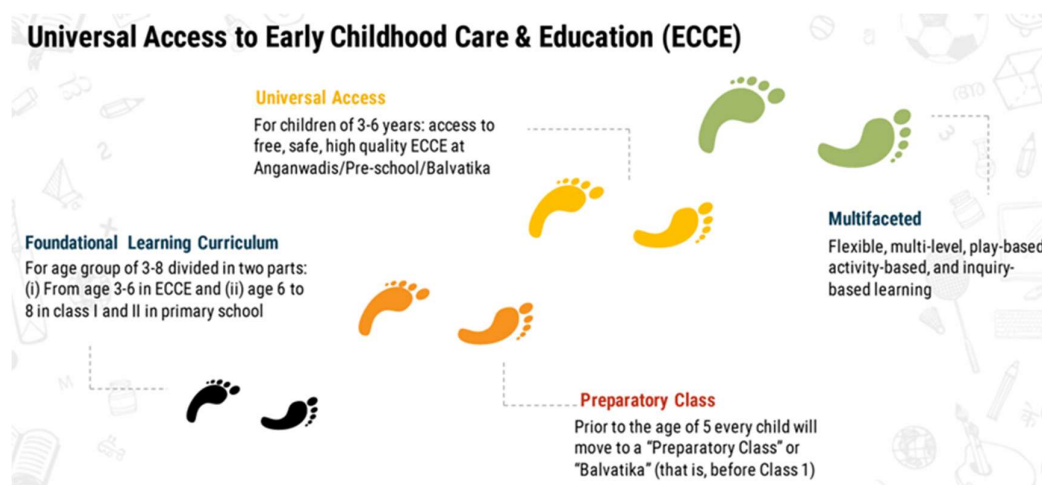
Architectural education in India is an outcome of History where colonialism dominated over a long duration of time and it has become a post-colonial. The Technical schools were established by the colonial government in the 1850's and they started offering formal Architectural education then. Before which India had its glorified Art and Architectural practice (which were hardly documented) but transferred only to the successive generations from the group of master artisan's family where knowledge was transferred and passed on. Many art schools were established in which only drafting skills were thought in order to assist the British builders and engineers who were employed to construct buildings for military and civil purpose. At the later stages the courses were conducted in the same way in which they did in Europe. Then the Indian graduates did register with RIBA which gave the degree of competence with some English knowledge. Therefore, it became a spectacle and led to arise of objection.

Role of 'COA' in Architectural education:

According to Architects Act 1972, it is the 'Council of Architecture' which prescribe on the minimum standards of Architectural education for an undergraduate and post graduate degree programs monitor the standards followed by the institutions and approves the same all over the country. In India there are 580 institutions imparting undergraduate degree course in Architecture and all the institutions. COA also governs and imparts architectural education standards on par with the 'Council of Architecture Regulations, 1983' which set forth the requirement of eligibility for admission, course duration, standards of staff & accommodation, course content, examination etc. also periodically inspects and oversees if the standards are maintained.

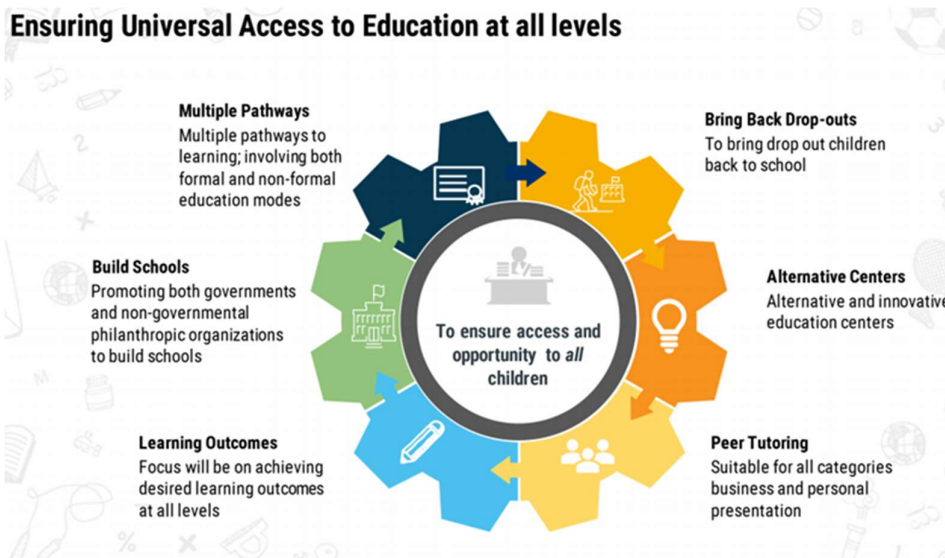
National Education Policy-2020:

National education policy envisions at an education system that contributes to an equitable and vibrant knowledge society by providing high quality education. NEP-2020 hopes to develop a strong perception towards fundamental duties, rights, and constitutional values. Also evolves one's role, responsibility and bonding with his own country. NEP-2020 also envisions the Universal access to early childhood care and education.



Source: Draft report NEP-2020

And also ensures universal access to education at all levels in order to ensure access and opportunity to all children.



Source: Draft report NEP-2020

Fundamental Principles of National Education Policy-2020 in higher education sector

- Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.
- According the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3.
- Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and soils between different areas of learning.
- Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge.
- Emphasis on conceptual understanding rather than rote learning and learning-for-exams.
- Creativity and critical thinking to encourage logical decision-making and innovation.
- Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice.
- Promoting multilingualism and the power of language in teaching and learning.
- Life skills such as communication, cooperation, teamwork, and resilience.
- Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture'.
- Extensive use of technology in teaching and learning, removing language barriers, increasing access for underprivileged students, and educational planning and management.
- Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject.
- Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system.
- Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education.
- Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions.
- A 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment.
- Outstanding research as a corequisite for outstanding education and development.

- Continuous review of progress based on sustained research and regular assessment by educational experts.
- A rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions.
- Education is a public service; access to quality education must be considered a basic right of every child.
- Substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

Challenges in the field of Architectural education during the implementation of NEP-2020

- The existing higher education institutions are fragmented into many units with many different authorities. NEP-2020 is coming up with the hope of one standard guidelines.
- There will be no more affiliated colleges in the country here after.
- Every college should consists of minimum 3000 number of student's strength this might be a great challenge for the field of Architectural education.
- 'The Council of Architecture' will not be further functioning like present. As it will not be an academic and financial standards setting authority. This may dilute the standards of Architectural education.
- As mentioned earlier, neither AICTE nor UGC may set academic standards instead 'National Higher Education Regulatory Authority' does it further. Thus becomes a supreme regulatory authority.
- There will not be any regulatory authority who can check on the Professional standards like how the COA is doing it now.
- The option for opting subjects from any discipline of the candidate's interest during their Architectural education.
- International university can set up their campuses at the local spaces and vice versa.
- There will not be any rules and standards to recruit teaching fraternity as how the COA is now doing.
- There will also no clear guidelines on the salary scale like how COA is now giving. It becomes the concern of the individual institute to decide on the same.
- It may require high investments to bring in Practicing Architects into Architectural education system.

Opportunities in the field of Architectural education during the implementation of NEP-2020:

- Multilevel exit degree programs increases the strength of Architectural education as a whole. This system is also been practiced in many universities abroad.
- 'Online and Distance Learning' is the major concern of NEP-2021 as will increase enrolment ratio in education.

- It becomes mandatory to increase the standards of institutions to survive in the university setup.
- The Post Graduate education inclusive of training (Mentioned in draft NEP-2020) is a good initiative as it increases the hope of experienced and trained bunch of students to the practical field.
- The teacher student ratio is insisted to maintain 1:10 ratio.
- International university can set up campuses at local level.
- Initially funding for education was effective only for the Government institutions, now the system of funding is for the good institutions no matter if it is government or private.
- It is the Institution alone who is solely responsible to maintain its standards of education.

Discussion:

All the higher education institutions (HEIs) will hopefully become a Multidisciplinary institutes by 2030. And every institutions will have a minimum of 3000 students and more. Every district will have one HEI which offers medium of instructions in local/Indian language. Multilevel exit in the higher education level is the most appropriate thing that Architecture courses like B.Arch (5years degree program) can hope for. This system is also been practiced in many universities abroad and it is working successfully. In this kind of degree programs after 3 years a candidate can exit with a basic degree of Architecture. Take some experience on field and continue his education if he is willing to get his advanced education. There could be a full stop for large affiliation of universities which were resulting in low standard of undergraduate education. Foreign universities setting up at local levels could be both opportunity and a challenge where the quality matters a lot and the survival of the best universities could be seen. 1:10 Teacher student ratio is a good initiative which brings in the hope of quality, attentiveness and employment in the field of Architectural education. The option for opting subjects from any discipline along with Architectural education may dilute the course orientation, henceforth it becomes important to carefully allow the students to select suitable subject of interest with the prior made list of subjects.

Conclusion:

The NEP-2020 has been a great initiative by government of India which is oriented towards the quality based and outcome based education system. Architectural education needs the more advanced training than any vocational training which is been discussed in NEP-2020. This becomes a great success if the carrier advancement schemes are included along with education in the field of Architecture. Further if the unique sets of challenges are addressed and opportunities are enhanced at the time of implementation there is no doubt that NEP-2020 would become a great success.

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