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NATIONAL EDUCATION POLICY 2020

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ABSTRACT

Education plays a powerful role in building nation; education decides the future of the Nation, the destiny of its people. The impact will be a long-lasting one in terms of growth and Development of the nation and citizen. The role of education and its importance cannot be ignored in today's scenario. The growth and development can be seen if we compare the pre independence and post - independence era. After 34 years Indian Govt. is going to change the way we study, this is the third amendment in the education policy. There are many changes proposed in new National Education Policy 2020 that would certainly affect all the stakeholders. In this paper the author is going to explore about National Education Policy 2020 and its effects on the stakeholders and also try to bring awareness and future impact of National Education Policy 2020 by asking a series of questions floated on all the available social media and analyzing the same. NEP 2020 is a National Education Policy proposed by the Indian Government in the year 2020. The year 2020 will remain in the memory of the people due to COVID-19 and its effects on the economy but also for the radical changes proposed in the Education Policy. The changes were going to affect all the stakeholders such as students, teachers, educational institutions and parents later on the society and the nation. The education system is the base for the success of any nation. Many of the western countries are successful due to the education system and brain drain from the various countries. India is not untouched from this culture; many of our intelligent brains are working in world renowned organizations.

Keywords: Indian Education, NEP 2020, National Education Policy 2020, Future of Indian Education, Effects on the Stakeholders.

1. INTRODUCTION

India was a well-known name in the world in reference to the education system from ancient times. The Gurukul system of imparting education is very well known to all of us. As the time changes there are some changes in the Indian Education system has been observed after post-independence. The first education policy was formed in 1968 there later on in 1986 with small amendment in 1992 since then we are following the same education pattern for the last 34 years. After 34 years, a new education policy has been proposed by the Indian government in the year 2020. This proposed system bears the acceptance of the cabinet and soon it will be passed by the two houses and president permission to attain the shape of a Law to apply all over the Indian education system. Since there is some time to take the final shape but more or less the things that have been proposed will remain unchanged or may alter their shape if required. This policy was made the suggestion of students- parents, educationalists and lots of other members who are directly or indirectly involved in the education sector. This is for the first time in India that for making any policy suggestion and consultation were taken at such a large scale. All the details will be discussed in the forthcoming sections of this research paper with the help of questionnaire the understanding and awareness of the NEP 2020 and what could be the possible outcomes of the changes in the new education policy and the views of the stakeholders will be analyzed.

2. IMPACT OF STAKE HOLDERS ON NEP 2020

I. Improved integration of vocational education. The NEP states that every child will learn at least one vocational skill in middle and secondary school. Thus, vocational education will now be integrated across the value chain. Additionally, the number of students in vocational education will also be considered while arriving at the GER targets. The aim will be to expose 50 per cent of the learners in school and higher education to vocational skills by 2025. Creation of hybrid vocational ecosystem A credit-based framework in sync with the National Skills Qualifications Framework (NSQF) is envisaged to allow easy mobility between vocational and higher education and create vertical and horizontal mobility for students undergoing vocational training. Also, the policy envisages collaboration between secondary schools, ITIs, polytechnics and local industries to promote creation of skill labs under a hub and-spoke model for sharing of training resources. A modular credit-linked skilling framework will further promote lifelong learning amongst the active workforce as well as provide an impetus to scale the apprenticeship ecosystem by enabling engagement of apprentices as per The Apprentices Act, 1961 and the Apprenticeship (Amendment) Rules, 2019

II. Integration of vocational education with Higher Education .While degree programs such as Bachelor of Vocation (B. Voc.) will continue, HEIs can develop and conduct their own vocational courses in partnership with industry and NGOs.

HEIs would also be allowed to offer short-term vocational skill certificate courses. With improved linkages between formal education and vocation education, the Bachelor of Vocation program is likely to gain popularity, especially the ones that are employment oriented and co-developed with industry leaders.

III. Increased market orientation of vocational education. The NEP intends to focus on developing industry linkages and demand-driven vocational courses by engaging industry at various levels, including co-developed courses and development of incubation centers at HEIs. Besides this, the policy also envisages alignment with international standards. The focus areas for vocational education are intended to be chosen based on skill gap analysis and mapping of local opportunities. The increased impetus for vocational education and lifelong learning in the policy is likely to provide comfort to employers as far as continuous supply of skilled manpower is concerned and will improve the overall supply-side recognition of the vocational system

IV. Multiple entry-exit facilities for students: students seeking a career in vocational education and related jobs will get a better preview of the same during their secondary school and will have option to obtain higher education degrees later with the introduction of the credit transfer framework.

V. Promotion of inclusivity and diversity: the Government of India aims to establish a “Gender-Inclusion Fund” to build the nation’s capacity to provide inclusive quality education to all girls, including vocational education. This is expected to reduce the disparity in access to education (including vocational education) for children and across socio-economically disadvantaged groups

VI. Increased demand for trained vocational instructors and master trainers: the NEP mandates an adequate number of teachers in schools across subjects - particularly in subjects such as vocational education. Schools will also be encouraged to hire local eminent personalities or experts as master instructors in vocational subjects. This is expected to result in increased demand of master trainers.

3. INDIAN EDUCATION SYSTEM

Current education system was active and running from last 34 years and in the year 2020 a new radical reform could be seen after supplementation of NEP 2020 in forthcoming years. Starting from Gurukul system of education to the British influenced education system, many up gradation and changes has been accepted implemented or modified in the education system. Many of us are one through the system that would be replaced soon, there are many prominent changes that could bring some expected positive outcomes like the old 10 + 2 system will be replaced by 5+ 3 + 3 + 4 system and another important change is that the stream system [Arts, Science and Commerce] has been removed now students are free to choose the available combination of subjects. Education system of the country should prepare future ready and skilled students so that in their future they could achieve the success

at personal level and community level to make a successful and developed nation in all aspects. It is expected that removing the boundaries of subject stream and giving liberty of choosing what a students want to learn and excel in that area. Indian education system consists of various players like the education provider institutes that include both govt.

4. INDIAN EDUCATION POLICIES

India has gone through two major education policies after Independence; first in 1968 and second in 1986 this is the third change that is proposed in 2020. The changes are made according to the need of the time. The main objective of the education policy after independence to make literate and educate the people of India made the skill set improved to the world level. 1968 Based on the report and recommendations of the Kothari Commission (1964–1966), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and proposed equal educational opportunities in order to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India and specialized training and qualification of teachers. The policy called for a focus on the learning of regional languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English language, the official language of the state where the school was based, and Hindi. Language education was seen as essential to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for the use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians. The policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six percent of the national income. As of 2013, the NPE 1968 has moved location on the national website.

N.P.E 1986: In 1986, the government led by Rajiv Gandhi introduced a new National Policy on Education. The new policy called for "special emphasis on the removal of disparities and to equalize educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve such a social integration, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The NPE called for a "child- cantered approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the Open University system with the Indira Gandhi National Open University, which had been created in 1985. The policy also called for the creation of the "rural university" model, based on the philosophy of Mahatma Gandhi, to promote economic and

N.P.E 1992: The 1986 National Policy on Education was modified in 1992 by the P. V. Narasimha Rao government. In 2005, Former Prime Minister Man Mohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance government. Programme of Action 1992, under the National Policy on Education (NPE), 1986 envisaged to conduct of a common entrance examination on all India bases for admission to professional and technical programmes in the country. For admission to Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid down a Three – Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions – with an option to join AIEEE). This takes care of varying admission standards in these programmes and helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations.

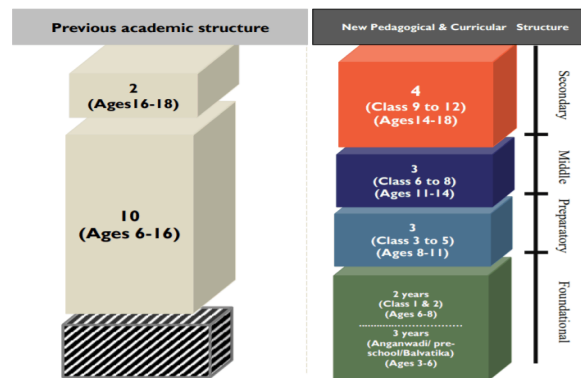
N.E.P 2020: In 2019, the Ministry of Human Resource Development released a Draft New Education Policy 2019, which was followed by a number of public consultations. The Draft NEP discusses reducing curriculum content to enhance essential learning, critical thinking and more holistic experiential, discussion-based and analysis-based learning. It also talks about a revision of the curriculum and pedagogical structure from a 10+2 system to a 5+3+3+4 system design in an effort to optimize learning for students based on cognitive development of children. On 29th July 2020, the cabinet approved a new National Education Policy with an aim to introduce several changes to the existing Indian education system. If we look at the previous policies there are some gradual changes as per time the focus is more on the education, to improve primary education, more teachers from socially backward classes, entrance exams for engineering colleges at national level to enhance the quality of the education, in the proposed NEP 2020 the old system of 10+2 education was removed and it is being replaced by 5+3+3+4. It's a radical change which was never done in past there are some other proposed changes which were discussed by the author in

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Education Policy focuses on all the major areas like School Education that includes Pre- school education too and Higher Education and other key areas of focus. It also talks about how it is going to implement and establishing of new bodies to regulate the structure. NEP 2020, addresses the following challenges facing the existing education system: Quality, Affordability, Equity, Access, Accountability. National Education Policy 2020 has been announced on 29.07.2020. The National Education Policy 2020 proposes various reforms in school education as well as higher education including technical education. A number of action points/activities for implementation in school education as well as higher education are mentioned in the National Education Policy 2020. Details of the salient features of NEP 2020 are as follows-

- i. Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12;
- ii. Ensuring quality early childhood care and education for all children between 3-6 years;
- iii. New Curricular and Pedagogical Structure (5+3+3+4);
- iv. No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;
- v. Establishing National Mission on Foundational Literacy and Numeracy;
- vi. Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.
- vii. Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired;
- viii. Setting up of a new National Assessment Centre, Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);
- ix. Equitable and inclusive education - Special emphasis given on socially and Economically Disadvantaged Groups.
- x. A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;
- xi. Robust and transparent processes for recruitment of teachers and merit based performance;
- xii. Ensuring availability of all resources through school complexes and clusters;

5. NEP CURRICULUM STRUCTURE 2020



6. APPROACHES OF NEP 2020

- Curriculum and Content:** The NEP seeks to introduce a shift from 10+2 structure to 5+3+3+4 structure, where early childhood education will be a part of formal education. In addition, the NEP 2020 focuses on reducing the curriculum content to make space for critical thinking and in turn, develop individuals with 21st-century skills instilled in them. Hence, all aspects of the curriculum and pedagogy need to be restructured to attain these goals. The challenges in successfully implementing these changes include modifying the curriculum in accordance with the National Curriculum Framework.
- Teacher Availability and Training:** The policy envisages the redesign of the school curriculum. However, in order to deliver the curriculum effectively, schools and concerned authorities need to train teachers and understand the pedagogical needs to make a smooth transition to the new education system. Furthermore, they need to shift the focus from teacher-centered learning to student-centered learning to foster collaborative skills, critical thinking, and problem-solving and decision-making abilities in the youth. A study suggests that over 250 million students are estimated to enroll in K-12 schools in India by 2030. This means that we need nearly 7 million more teachers to handle this burgeoning student population. Since teaching is one of the low-paid professions in India, experiential learning and concept-oriented teaching will be a challenging task. Until the teacher remuneration is revised, the implementation of the NEP 2020 will be quite challenging.
- Technology:** The NEP 2020 lays emphasis on leveraging the advantage of technology in making the youth future-ready. But, developing digital infrastructure such as digital classrooms, remote expertise-driven teaching models, AR/VR tools to bridge gaps in physical teaching and laboratory infrastructure is a great challenge because the majority of the schools don't have a proper set-up to support these tools. Also, the cost associated with building digital infrastructure might not be affordable for all schools across

the country. Moreover, in rural areas of the country where the Internet connectivity is nearly absent, deploying digital learning tools is out of the question. Hence, the government should work on improving the basic infrastructure that will support the digital infrastructure in all area. Examination Structure the NEP focuses on formative assessment for learning rather than summative assessment. The primary purpose of changing the assessment system is to promote continuous tracking of learning outcomes. However, continuous assessment requires schools and teachers to use innovative evaluation approaches and assignments. These approaches demand technological intervention and active involvement of teachers and students.

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