

NEP2020: MAJOR REFORMS IN SCHOOL CURRICULAM AND PEDAGOGY

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ABSTRACT

The National Education Policy 2020 (NEP 2020), was approved by the Union Cabinet of India on 29 July 2020. This is the first education policy of the 21st century which replace the thirty-four year old National Policy on Education (NPE), 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. Education in India is a Concurrent List subject. Himachal Pradesh has become the first state to implement New Education Policy 2020. The national educational policy should be implemented in all schools over India by 2022.

KEYWORDS:- National Education Policy 2020, Reform, Schools, Higher Education, Overview and Analysis.

Introduction:

Education is an important human activity today. Education begins from birth and continues till our death. There is no boundary for pertaining education. Its implications are rich and varied. It includes the knowledge and experience acquired by a person in his life time. Education is not only necessary for survival but also for enrichment of one's life, better living and improvement in social and cultural life. Gandhiji regarded education as a powerful force for social reconstruction. Education contributes to the development of better people around the globe with the information, skills and ethics.

Why the need for change in pre-education policy?

1. To cater to the needs of a knowledge-based economy in the changing global scenario changes were needed in the current education system.
2. New education to enhance the quality of education, promote innovation and research.
3. In education policy to ensure global access to Indian educational system.

Methodology

This study is purely qualitative in nature using secondary data consisting of books, journals and websites, research articles, government publications and so.

Objectives

To study biggest reforms and challenges incorporated in NEP 2020.

Reforms

A. Biggest reform made in NEP 2020

1. The 5+3+3+4 system: The 10+2 structure of school curricula is replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This includes 12 years of schooling and three years of Anganwadi and pre-schooling. Schooling from 3 years: According to the New Education Policy, from the age of 3, children will be part of Early Childhood Care and Education (ECCE). This will be delivered through

standalone Anganwadis, Anganwadis collocated with primary schools, pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools, and stand-alone pre-schools - all of which would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE. Promoting libraries: A National Book Promotion Policy will be formulated, and extensive initiatives will be undertaken to ensure the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres. Teaching up to class fifth in the mother tongue/regional language: The mother tongue or local or regional language will be the medium of instruction in all schools up to Class 5 (preferably till Class 8 and beyond), according to the NEP. Besides, Sanskrit will be offered at all levels and foreign languages from the secondary school level. Creating Bal Bhavans: Every state or district will be encouraged to establish 'Bal Bhavans' as a special daytime boarding school, to participate in art-related, career-related, and play-related activities. Free school infrastructure can be used by Samajik Chetna Kendras.

2. Easing of board exam: The board exams for class 10 and 12 will continue. However, the board exams will be made 'easier' as they will primarily test core capacities, competencies rather than months of coaching or memorization.

3. Changes in report card: The progress card of all students for school-based assessment will be redesigned. It will be a holistic, 360-degree, multidimensional report card that will reflect in great detail the progress and uniqueness of each learner in the cognitive, affective, and psychomotor domains. The progress card will include self-assessment, peer assessment, and teacher assessment.

4. NEP ends science-commerce-arts streams: NEP has eliminated the rigid separation of streams. Students will now be able to choose subjects like history and physics at the same time in class 11 and 12.

5. National Educational Technology Forum: An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.

NEP 2020 key targets as well as the Timeline for Implementation:

1. The entire policy will be implemented by 2040.
2. 100% Gross Enrolment Ratio from Pre-School to Secondary level by 2030.
3. Teachers to be prepared for assessment reforms by 2030.
4. Common standards of learning in public and private schools.
5. Universalizing early childhood care and education by 2030.
6. Vocational training for at least 50% learners by 2025.

B. Challenges in the implementation of NEP 2020

1. Opening new school will be a greater challenge

The National Education Policy 2020 intends to bring 2 crores children who are currently not in schools, back into the school system. This will surely require a substantial amount of investment in classrooms and campuses and also need for appointing new teachers. Though many teaching positions are still unfilled in existing schools, this may become challenging to achieve the goal.

2. Funding Challenges

Appropriate resource allocation is a major challenge. For example 6 % of GDP budget for education discussed and recommended in all previous Education Commissions and Policy documents but it never became a reality. Unlike the previous policy documents in NEP 2020 also assures of 6 % GDP Budget to education but for provisions and implementation the NEP 2020 document only says, Central and State Governments will make efforts for such allocations. When the Central Government is facing resource crisis during global slowdown of economies and Covid -19 severe and negative impact of economies becoming standstill, how one can expect that during the revamping of economies education sector will get due share and use full resource. At least next 3/4 years are challenging for countries recover their economies from Covid-19 impact. Over 250 million students are expected to enroll in schools in India by 2030. With a teacher-student ratio of 1:35, India needs an estimated 7 million plus teachers to address this huge student population. Those teachers need to have graduated in an esteemed B.Ed. programme for a 12th pass, graduates and post-graduates for one, two and four-year respectively. Teaching also happens to be one of the lowest paid professions in India.

3. Need to create trained teachers

NEP proposes to add three years to a child's education through ECCE for the age-group 3-6 years. As per international norms, the idea is to prepare the child for primary school through play, activities, nutrition and care so as to aid cognitive growth and learning abilities in a safe and caring environment. This requires adequately trained persons who are given due recognition as professionals performing specialised roles in the education and child care system.

4. Educational facilities and opportunities

In NEP 2020 educational facilities and Opportunities reduce for rural, poor, SC/ST and other disadvantaged sections. There is no mention about reservations or other affirmative action. The increase costs of education across the board may fail to meet the aspirations for all round knowledge and productive employment.

5. Reimagining and adopting pedagogical changes

Education must not only develop the cognitive skills in learners – both 'foundational skills' of literacy and numeracy and the 'high-order' cognitive skills like critical thinking – but also 'social and emotional skills' known as the soft skills like empathy, grit, determination, leadership and teamwork. The NEP calls for such value-based learning along with significant curriculum and pedagogical changes. These pedagogical changes are tough and need to be figured out softly for successful implementation.

7. Building public house for Remote school teachers

Teacher is regarded as the most respected and essential members of our society, as they are the ones who truly shape our next generation of citizens. Work also needs to be done in removing personal and professional barriers of working in remote, inaccessible locations which is crucial for preparing this workforce and also for making the NEP successful.

8. Digital connectivity

We require internet penetration in remote areas because elearning is the way forward, as witnessed during the pandemic. Digital infrastructure for this purpose will include digital classrooms, expertise-driven online teaching models, AR/VR technologies to overcome gaps in physical teaching and lab infrastructure, uniform assessment schemes across schools, career counselling sessions and teacher training to become skilful at new-age technologies. According to the NSS conducted by the National Statistical Office in 2016- 17, only 23.4 percent of people in cities and only 4.4 percent of people in villages have computers. In all, only 23.7 per cent of people in India have access to the internet. It is 42 percent in urban areas and only 14.9 percent in rural areas. Only 11 per cent of students in this country have online services. This will continue to be a major challenge in the next decade.

SUGGESTIONS FOR NEW EDUCATION 2020 POLICY OF INDIA

1. The initial 5 years are included in early childhood care education. It will be implemented through Anganwadi. First, Anganwadi should be converted into Kids Zone so that the child can get an education in sports. Also, one of the two Anganwadi workers should be replaced by an ASHA worker and physiotherapy so that both education and health will work together. It is said that 85% of brain development takes place in this period. Therefore, to prepare a strong and capable generation in this, skilled training will have to be made available to the children in this period.
2. Will receive education from class 3 to class 5 in the primary stage. Children between 8 and 11 years of age come. In this class, the child has to reduce the burden of books. In this phase, children should get an education through moral stories so that the round development of the child is possible. Bagless education should be imparted at this stage.
3. In the secondary stage, the child develops knowledge about his environment. The government not only distributes bicycles, mid-day meals to children, as well as the facility of de-warding like Navodaya. Because of the economic problem in rural areas of India, they are unable to get an education by engaging in agricultural work and leave their education in between.
4. Also, 50% evaluation textbook and 50% evaluation should be based on local arts promotion, culture and small cottage industries only then the concept of employment education will come true.
5. In the presence of parents in addition to the provision of custom education in the higher secondary stage abstain from sexual education also.

6. Internships in various areas of the country to the child through vocational training and entrepreneurship should be given so that children are aware of the geographical environment.
7. Implementing all the declarations requires the strong political will of basic infrastructure.
8. To improve education, universities must be made autonomous.
9. 200 top ranked universities should be given full academic, administrative financial autonomy to diversify the updated curriculum to promote global innovation.
10. Less money is spent on research in India. Research spent 0.7 percent of GDP in 2017-18. The United States spent 2.8 percent in China and 2.1 percent in Israel. To promote research in the new policy, the National Research Foundation needs to be set up on fast track messages.
11. Top Universities of India should produce more than 50,000 PhDs every year so that innovation and specialty talent can be improved.
12. To increase the Gross Enrolment Ratio, the Central and State Governments should equally provide special packages to institutions.
13. The new policy is emphasizing on the environment, sports, culture, research and development. There is a lack of basic infrastructure required to meet all these needs. For this, the government should arrange to give a large amount to the universities in the form of a loan for 20-30 years.

Conclusion

To conclude we can say that the NEP 2020 made a full attempt to design a policy that considers diverse viewpoints, global best practices in education, field experiences and stakeholders' feedback. The mission is aspirational but the implementation roadmap will decide if this will truly foster an all-inclusive education that makes learners industry and future ready.

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