
Kenspeckle Trait of NEP 2020

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ABSTRACT

For their education systems to be successful, many nations must first take into account their history and traditions, and then implement a variety of modifications at the elementary, secondary, and tertiary levels of schooling throughout their life cycles. In this article, we focus on several policies that have recently been introduced in the higher education system, and we compare those policies to the system that is already in place. There is a discussion on the several innovations that have been implemented, as well as the expected effects that NEP 2020 would have on the higher education system in India. In conclusion, several recommendations are made for improving the efficiency of its execution in order to get closer to accomplishing its goals.

Keywords: *Higher education, National education policy 2020, NEP-2020*

INTRODUCTION

The National Education Policy (NEP) 2020 is the first education policy of the 21st century, and it will replace the National Policy on Education (NPE) 1986, which has been in effect for thirty-four years. This policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to the needs of the 21st century, and aimed at bringing out the unique capabilities of each student. It was built on the foundational pillars of Access, Equity, Quality, Affordability, and Accountability. After an exhaustive and, both in terms of scope and depth, unique process of public consultation, the resulting policy has been meticulously crafted. During the consultation, over 2 lakh recommendations were collected from 2.5 lakhs of Gram Panchayats, 6600 Blocks, 6000 Urban Local Bodies, and 676 Districts. Beginning in January of 2015, the Ministry of Human Resource Development had begun a consultation process that was collaborative, inclusive, and highly participative. In May of 2016, a report was handed in by the "Committee for Development of the New Education Policy," which had been led by the late Shri T.S.R. Subramanian, who had served as Cabinet Secretary in the past. The Ministry of Education developed "Some Inputs for the Draft National Education Policy, 2016" based on this information. Dr. K. Kasturirangan, an eminent scientist and recipient of the Padma Vibhushan award for lifetime achievement in science, was appointed as the chairman of the "Committee for the Draft National Education Policy" in June

2017, and on May 31, 2019, he presented the Draft National Education Policy, 2019 to the Honorable Minister of Human Resource Development. The Draft National Education Policy 2019 was published on the website of the MHRD as well as the 'MyGov Innovate' portal in order to solicit the views, ideas, and opinions of stakeholders, including the general public.

Professional commitment

professional commitment and motivation of teachers are the factors responsible for quality education and learner achievement. Producing such teachers is a major challenge for governments across the globe today. With the ever increasing amount of knowledge today, a teacher's job has been more challenging in the light of new pedagogical and psychological theories, philosophy, sociology and globalization. Well planned and imaginative Teacher education programs are required today. The teacher education program has to be critiqued, studied, reformed, rethought and reoriented today. Quality and excellence in the education sector is one of the major initiatives of the Government of India. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in all levels of education. The present paper focuses on changing role of teacher educators in view of NEP2020. It also highlights the various roles which teachers should played in classrooms given by NEP2020. The Study put forth suggestions to overcome various challenges faced by Teacher education. The present paper is analytical in nature. Relevant books, articles and various research papers have been used. Data and information have been collected from concerned sources as per the need of the study. Interpretive approach has been followed in this study. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills. " Clinton stated in his Call for Action for American Education in the 21st Century (1996) that, "Every class should have a talented and dedicated teacher". Keywords: Changing role, professional commitment, punctual

SCHOOL EDUCATION

Guarantee that all students, from kindergarteners all the way up to high school seniors, have access to the educational opportunities that are available to them. The goal of the NEP 2020 is to reach a Gross Enrollment Ratio of 100 percent in schools by the year 2030. The provision of efficient and adequate infrastructure, alternative and innovative education centres to ensure that children who are dropping out of school are brought back into mainstream education, universal participation in school by carefully tracking students, as well as their levels of learning, will be among the initiatives that will be undertaken for this purpose. It is the responsibility of guidance counsellors, social workers with adequate training who are connected to schools or school complexes, as well as teachers, to work continuously with students and their parents to ensure that all children of school-age attend school and are successfully educated there.

Early Childhood Care and Education

The NEP 2020 places a strong focus on the importance of the early years in order to guarantee that all children aged 3-6 would get excellent early childhood care and education by the year 2025. The National Council of Educational Research and Training (NCERT) will endeavor to create a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8. Early childhood education will have its planning and execution carried out collaboratively by the Ministries of Human Resource Development, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. The current structure of 10+2 in school education is going to be changed in order to

accommodate a new pedagogical and curricular restructure of 5+3+3+4 that will encompass students from ages 3 to 18.

With a model with the components 5+3+3+4, this indicates that the curriculum framework for the Anganwadi/preschool level will span 3 years, while the school level would cover 12 years. As of right now, children from 3 to 6 do not fall within the purview of the 10+2 system since Class 1 does not start until the age of 6. A solid foundation of Early Childhood Care and Education (ECCE) beginning at age 3 is also incorporated in the new organizational structure of 5+3+3+4 years. ECCE will be provided by means of a significantly expanded and strengthened system of early-childhood education institutions. These institutions will include stand-alone Anganwadis, Anganwadis that are co-located with primary schools, pre-primary schools/sections covering at least age 5 to 6 years that are co-located with existing primary schools, and stand-alone pre-schools. All of the aforementioned would have staff and instructors who have received specialised training in the ECCE curriculum and methodology. Anganwadi Centers will be improved in order to broaden access to Early Childhood Care and Education (ECCE). Every child will enter what is known as a "Preparatory Class" or "Balavatika" (that is, a class that comes before Class 1) prior to the age of 5, and this class will be taught by a teacher who has ECCE qualifications.

Training for current Anganwadi workers and teachers will consist of the following: those with educational qualifications of 10+2 or higher will be given a certificate programme in ECCE that will last for six months; those with educational qualifications that are lower will be given a diploma programme that will last for one year. These programmes may be delivered in a digital or distance learning format, making it possible for educators to earn ECCE certificates with a minimum of interference in their existing line of work.

Acquiring the Necessary Foundational Reading and Numeracy:

Priority will be given to the establishment of a National Mission on Foundational Literacy and Numeracy by the year 2025. This mission will concentrate on the development of early language and mathematics abilities among students in grades one through three. Increased emphasis on reading, writing, speaking, counting, arithmetic, and mathematical thinking; continuous assessment and adaptive testing; national repository of high-quality resources on foundational literacy and numeracy; filling teacher vacancies; peer-tutoring and volunteer activities; setting up school libraries in every village; These are some of the strategies that have been implemented. Other strategies include: In addition to the formulation of a National Book Promotion Policy, a number of efforts will be carried out in order to assure the availability, accessibility, quality, and readership of books that are diverse in terms of geography, language, reading level, and genre.

The use of many languages and the influence of language:

The National Education Policy 2020 places a significant amount of emphasis on the promotion of multilingualism so that students may get familiar with the diverse range of languages spoken in their nation and learn about them. The home language, also known as the mother tongue, local language, or regional language, will be used as the medium of teaching until at least the fifth grade, but ideally until the eighth grade and beyond. Under the 'Ek Bharat Shrestha Bharat' programme, each and every student in the nation will take part in an engaging project or activity on the topic of 'The Languages of India' at some point between Grades 6 and 8, for example. Students will have the opportunity to study Sanskrit throughout all educational levels, including those in higher education, as an alternative that is both significant and rewarding. This will include providing students with the opportunity to choose Sanskrit as one of their three languages. Students will have

the opportunity to choose to study other classical languages and literatures of India, such as Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit. These languages and literatures would be widely accessible in schools. In the secondary level, students will have the opportunity to study a variety of foreign languages, including Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian. For the benefit of pupils who have hearing loss, the Indian Sign Language, often known as ISL, will be standardised throughout the nation, and resources for use in National and State curricula will be produced.

OBEJECTIVE

1. There will be several systems, each with their own checks and balances, to fight and stop.
2. Educational institutions may be grouped together in the form of school complexes or clusters

Recruitment of teachers and career opportunities

The hiring of educators will be accomplished via rigorous and open procedures. A structure for multi-source periodic performance reviews will be put into place, and promotions will be based on merit rather than seniority or tenure. In the future, there will be opportunities for teachers to further their careers and become educational administrators or teacher educators. By the year 2022, the National Council for Teacher Education will have developed a common set of National Professional Standards for Teachers (NPST). This will have been done in consultation with the NCERT, the SCERTs, teachers from a variety of levels and regions, expert bodies in vocational education, and higher education institutions, among other organisations. The competences necessary for each level of expertise or stage would be specified in the standards, and those standards would address the anticipated tasks of the instructor at each level. This might be implemented by states as a method for determining all areas of teacher career management, including tenure, professional development activities, wage increases, promotions, and other types of recognitions. In the year 2030, the professional standards are scheduled to undergo a review and revision, and afterwards, every 10 years.

Governance in Schools Schools can be organised into school complexes or clusters, which will be the basic unit of governance and administration that will ensure the availability of all resources, including infrastructure, such as academic libraries, and human resources, such as art and music teachers, along with a robust professional teacher community.

Education with a Vocational Focus:

By the year 2025, at least half of all students who go through the public school and higher education systems will have participated in some kind of vocational education. Starting at an early age, in middle school and secondary school, students will be exposed to many occupational fields, and eventually, a high-quality vocational education will be seamlessly incorporated into higher education. During the course of the next ten years, secondary schools throughout the country will be required to provide some kind of vocational education as part of their standard curriculum. In order to accomplish this goal, secondary schools will work together with ITIs, polytechnics, local industries, and other organisations. Every youngster should be taught at least one trade or profession and given exposure to many more options. Around some point between grades 6 and 8, students will go without bags for ten days so that they may do an internship with a local professional in a relevant field, such as a potter, artist, gardener, or carpenter. Internships of a similar kind, in which students

may get experience in a variety of vocational areas, are available to students throughout grades 6–12, including during vacation times. Moreover, online vocational training classes will be made accessible to students

Regulation

There will be a single overarching umbrella body for promotion of higher education- the Higher Education Commission of India (HECI)- with independent bodies for standard setting- the General Education Council; funding-Higher Education Grants Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC). Regulation will be 'light but tight' to ensure financial probity and public-spiritedness to eliminate conflicts of interest with transparent self-disclosure as the norm not an inspectorial regime. The regulatory body will function through a faceless intervention through technology for regulation & will have powers to penalise HEIs not conforming to norms and standards. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.

Professional Education

All professional education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and 12 agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.

Technology in Education

The National Educational Technology Forum (NETF), which will be its own independent entity, will be established in order to offer a forum for the unrestricted sharing of ideas about the use of technology to improve learning, evaluation, planning, and administration. It is planned to improve classroom procedures, assist the professional development of teachers, increase educational access for disadvantaged groups, and expedite educational planning, administration, and management by appropriately integrating technology into all levels of education. Platforms for education that are based on technology, such as DIKSHA and SWAYAM, will have a more seamless integration into both K-12 and higher education. Higher education institutions (HEIs) shall take an active part in the conduct of research on disruptive technologies, as well as in the creation of instructional materials and courses, including online courses, in cutting-edge disciplines.

Providing Funding for Instruction

The commercialization of higher education will be fought against and stopped through a variety of measures that include checks and balances. As a kind of organization designated as "not for profit," auditing and transparency requirements will be the same for all educational institutions. The Central government and the individual states have agreed to collaborate in order to raise the level of public investment in the education sector and get it up to 6% of GDP as quickly as possible. The Central Advisory Board of Education is going to be beefed up in order to guarantee collaboration and put an increased overall emphasis on excellent education. The redesigned and revitalized CABE will also be responsible for developing, articulating, evaluating, and revising the vision of education in the country on an ongoing basis. This will be done in close collaboration with the Ministry of Human Resource Development (MHRD) and the respective apex bodies of the states. In addition to this, it will develop and continually evaluate the institutional frameworks that will assist in the realization of this goal.

The Education and Culture Ministry:

It is possible that it would be good to re-designate the Ministry of Human Resource Development as the Ministry of Education in order to put more of an emphasis on education and learning (Moe).

Ensuring Universal Access at all levels of school education

NEP 2020 emphasizes on ensuring universal access to school education at all levels- pre school to secondary. Infrastructure support, innovative education centres to bring back dropouts into the mainstream, tracking of students and their learning levels, facilitating multiple pathways to learning involving both formal and non-formal education modes, association of counselors or well-trained social workers with schools, open learning for classes 3, 5 and 8 through NIOS and State Open Schools, secondary education programs equivalent to Grades 10 and 12, vocational courses, adult literacy and life-enrichment programs are some of the proposed ways for achieving this. About 2 crores out of school children will be brought back into main stream under NEP 2020.

Early Childhood Care & Education with new Curricular and Pedagogical Structure

With emphasis on Early Childhood Care and Education, the 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This will bring the hitherto uncovered age group of 3-6 years under school curriculum, which has been recognized globally as the crucial stage for development of mental faculties of a child. The new system will have 12 years of schooling with three years of Anganwadi/ pre schooling.

NCERT will develop a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8. ECCE will be delivered through a significantly expanded and strengthened system of institutions including center and pre-schools that will have teachers and Anganwadi workers trained in the ECCE pedagogy and curriculum. The planning and implementation of ECCE will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.

Attaining Foundational Literacy and Numeracy

Recognizing Foundational Literacy and Numeracy as an urgent and necessary prerequisite to learning, NEP 2020 calls for setting up of a National Mission on Foundational Literacy and Numeracy by MHRD. States will prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025. A National Book Promotion Policy is to be formulated.

Reforms in school curricula and pedagogy

The school curricula and pedagogy will aim for holistic development of learners by equipping them with the key 21st century skills, reduction in curricular content to enhance essential learning and critical thinking and greater focus on experiential learning. Students will have increased flexibility and choice of subjects. There will be no rigid separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams.

Vocational education will start in schools from the 6th grade, and will include internships.

A new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be developed by the NCERT.

Multilingualism and the power of language

The policy has emphasized mother tongue/local language/regional language as the medium of instruction at least till Grade 5, but preferably till Grade 8 and beyond. Sanskrit to be offered at all levels of school and higher education as an option for students, including in the three-language formula. Other classical languages and literatures of India also to be available as options. No language will be imposed on any student. Students to participate in a fun project/activity on 'The Languages of India', sometime in Grades 6-8, such as, under the 'Ek Bharat Shrestha Bharat' initiative. Several foreign languages will also be offered at the secondary level. Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed, for use by students with hearing impairment.

Assessment Reforms

NEP 2020 envisages a shift from summative assessment to regular and formative assessment, which is more competency-based, promotes learning and development, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. All students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. Board exams for Grades 10 and 12 will be continued, but redesigned with holistic development as the aim. A new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a standard-setting body.

Equitable and Inclusive Education

NEP 2020 aims to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background. Special emphasis will be given on Socially and Economically Disadvantaged Groups (SEDGs) which include gender, socio-cultural, and geographical identities and disabilities. This includes setting up of Gender Inclusion Fund and also Special Education Zones for disadvantaged regions and groups. Children with disabilities will be enabled to fully participate in the regular schooling process from the foundational stage to higher education, with support of educators with cross disability training, resource centers, accommodations, assistive devices, appropriate technology-based tools and other support mechanisms tailored to suit their needs. Every state/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 as Samanic Chetna Kendras

CONCLUSION

The conventional methods of instruction have been phased out as part of the new education strategy, which is revitalizing the education sector. As a result of the shift in the government's perspective towards the educational system in the country, both the administration of schools and the parents of students have become aware of the need to adapt their children's education to the new educational system. In order for the education industry to adapt to the changes, it requires a cutting-edge integrated academic management system such as LEAD, which is ideally aligned with the key characteristics of NEP 2020.

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