

NATIONAL EDUCATION POLICY - 2020

REV. DR. SM. JOHN KENNEDY SJ



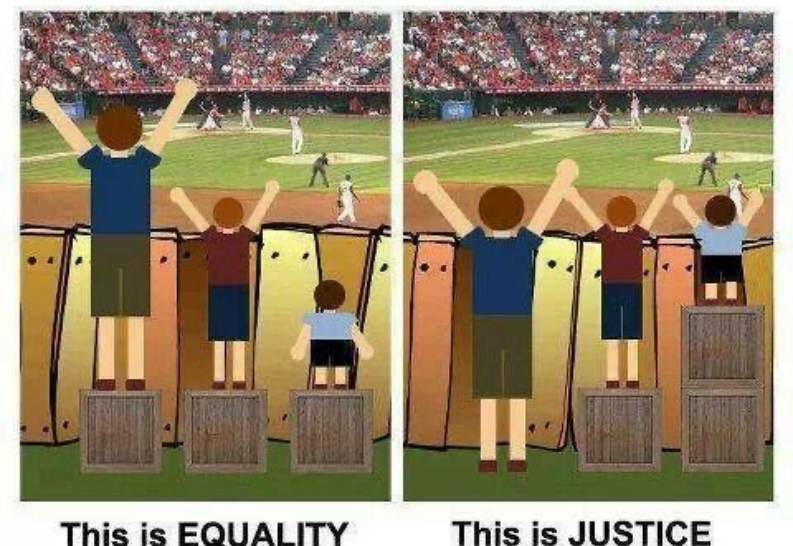
BACKGROUND

FREEDOM MOVEMENT

- Anti-colonial movement – powerful critique of the colonial educational policies interested in promoting British commercial, imperial interests



- Brahmanical, patriarchal education (education privilege of upper caste male)
- Envisioned an alternative national educational system based on equality, social justice



Topics to be dealt with

I Constitutional Guarantee

II The Evolution of India's first Education Policy

II.a Imp. Recommendations of Kothari Commission 1st Policy

II.b Important Recommendations 2nd Policy

III A perusal at the important changes occurred in the Education Sector

IV National Education Policy 2020 – 3rd Policy

V Critique of the Policy

I. Constitutional Guarantee

Constitutional Guarantee

Indian state to “provide within a period of ten years from the commencement of the Constitution, free and compulsory education for all children until they complete the age of fourteen years”. Art. 45, Part IV

Constitutional Guarantee

State to 'promote with special care the educational and economic interest of the SCs and STs'. Art 46

"that children are given opportunity and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment". Art. 39

II. The Evolution of India's Education Policy

The Evolution of India's Education Policy

1948 -1949

The University Education Commission – Dr. Radha Krishnan

1

1952 -53

The Secondary Education Commission – Sir Lakshmanasamy Mudaliyar

2

1964-66

Kothari Commission – Mr. Kothari

3

1968

First National policy of Education
Mr. Abul Kalam Azad –
First education minister

4

1986/1992

National Policy of Education
Rajiv Gandhi & Narasima Rao

5

2015 -2016

Committee for the Evolution of New Education Policy –
Mr. T. S. R Subramanian Committee

6

2017- 2019

The Committee for Draft National Education Policy
Mr. Kasturirangan Committee

7

2020

National Education Policy
29.07.2020 – Cabinet approved it

8

II.a. Important Recommendations of
Kothari Commission which paved way
for 1st Edu Policy

II.a. Important Recommendations of Kothari Commission

1. **Common school system with neighbourhood schools** “*the present educational system in our country, instead of bringing social groups and classes together, is tending to increase social segregation and class distinctions*”.

To eliminate this, move towards a common school system of public education – entire school be state funded, fully free.

II.a. Important Recommendations of Kothari Commission

2. 6% of GDP to be allotted to education. "Normally, expenditure on education should grow at the rate of growth double of the rate of economic growth".
3. Democratic values: Education to inculcate democratic values such as scientific temper of mind, tolerance, respect for the culture of other national groups and so on.

II.a. Important Recommendations of Kothari Commission

4. Promoting regional languages: medium of learning to be in regional language and three language formula.
5. Other recommendations:
 - Science education
 - Work experience (integrating work with education)
 - Vocationalisation
 - Education for national integration
 - Social and national service
 - Promoting national consciousness

II.b. Important Recommendations 2nd Edu. Policy (1986)

II.b. Important Recommendations 2nd Edu. Policy

1. It gave "special emphasis on the removal of disparities and to equalize educational opportunity," especially for Indian women, Scheduled Tribe (ST) and the Scheduled Caste (SC) communities.
2. 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.

II.b. Important Recommendations 2nd Edu. Policy

3. NPE called for a "child-centred approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide
4. The policy expanded the open University system with the Indira Gandhi National Open University, which had been created in 1985.
5. The policy also called for the creation of the "rural university" model, based on the philosophy of Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India

II.b. Important Recommendations 2nd Edu. Policy

Some additions brought in by Mr. Narasima Rao (1992)

Beginning of several trends (context of neo-liberalization)

- ❖ Institutionalizing multiple parallel layers within the school system
- ❖ Credibility of the public school system destroyed
- ❖ Education viewed as literacy, numeracy skills and not a process of unleashing the human potential

II.b. Important Recommendations 2nd Edu. Policy

Some additions brought in by Mr. Narasima Rao

- ❖ Ministry of Education changed to HRDM
- ❖ State's acceptance of the pro-market agenda in education
- ❖ Excuse for non-performance – lack of resources due to lack of priority in the ruling class agenda for mass education

III. A perusal at the important changes
occurred in the Education Sector

III. A perusal at the changes in Education Sector

- ❑ Education shifted to concurrent list by 42nd Constitutional Amendment in 1975
- ❑ National Advisory Committee set up in March 1992. Learning Without Burden – Prof. Yesh Pal, Chairman of UGC, ways and means to reduce academic burden on school students, report released in 1993.
- ❑ **UNNIKRISHNAN JUDGEMENT – 1993 (SUPREME COURT)**
 - Art. 45 in part IV has to be read in 'harmonious construction' with Art. 21 (Right to Life) in Part III of the Constitution.
 - Right to life loses its significance without education
 - So Art. 45 has acquired the status of a fundamental right

NCF in 2005, NCERT.

Deals with content in education

Aims to retrieve education from its pitiable state,
offer holistic, vibrant, empowering education,
rooted in the values of the Indian Constitution.



Recommendations

- a) Shift learning from rote method
- b) Ensure overall development of children
- c) Integrate examination into classroom learning
and make it more flexible

- d) Develop a child-centred approach
- e) Promote universal enrolment and retention up to age of 14
- f) Promote learning without burden – make learning a joyful experience



- g) Develop a sense of self-reliance and dignity of the individual
- h) Nurture concerns of the democratic polity of India

Adopted in Central run schools and some state schools.



III. A perusal at the changes in Education Sector

- ❑ The Constitution Act, 2002 inserted Article 21 –A in the Constitution to provide free and compulsory Education up to 14 years as a fundamental right.
- ❑ The Right of Children to Free and Compulsory Education (RTE) Act, 2009, came into force in April 2010.

III. A perusal at the changes in Education Sector

❑ Right to Free and Compulsory Education Act 2009

Every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain norms and standards.

RTE provides:

- Free, compulsory education in a neighbourhood schools
- Obligation of the Government to provide free elementary education

III. A perusal at the changes in Education Sector

- Specifies duties and responsibilities
- Norms, standards – Pupil Teacher Ratio
- Appointment of appropriately trained teachers
- All private schools to reserve 25% of seats
- Reduce stress, make education more relevant, meaningful, no public exam till VIII, X exam to be optional.

III. A perusal at the changes in Education Sector

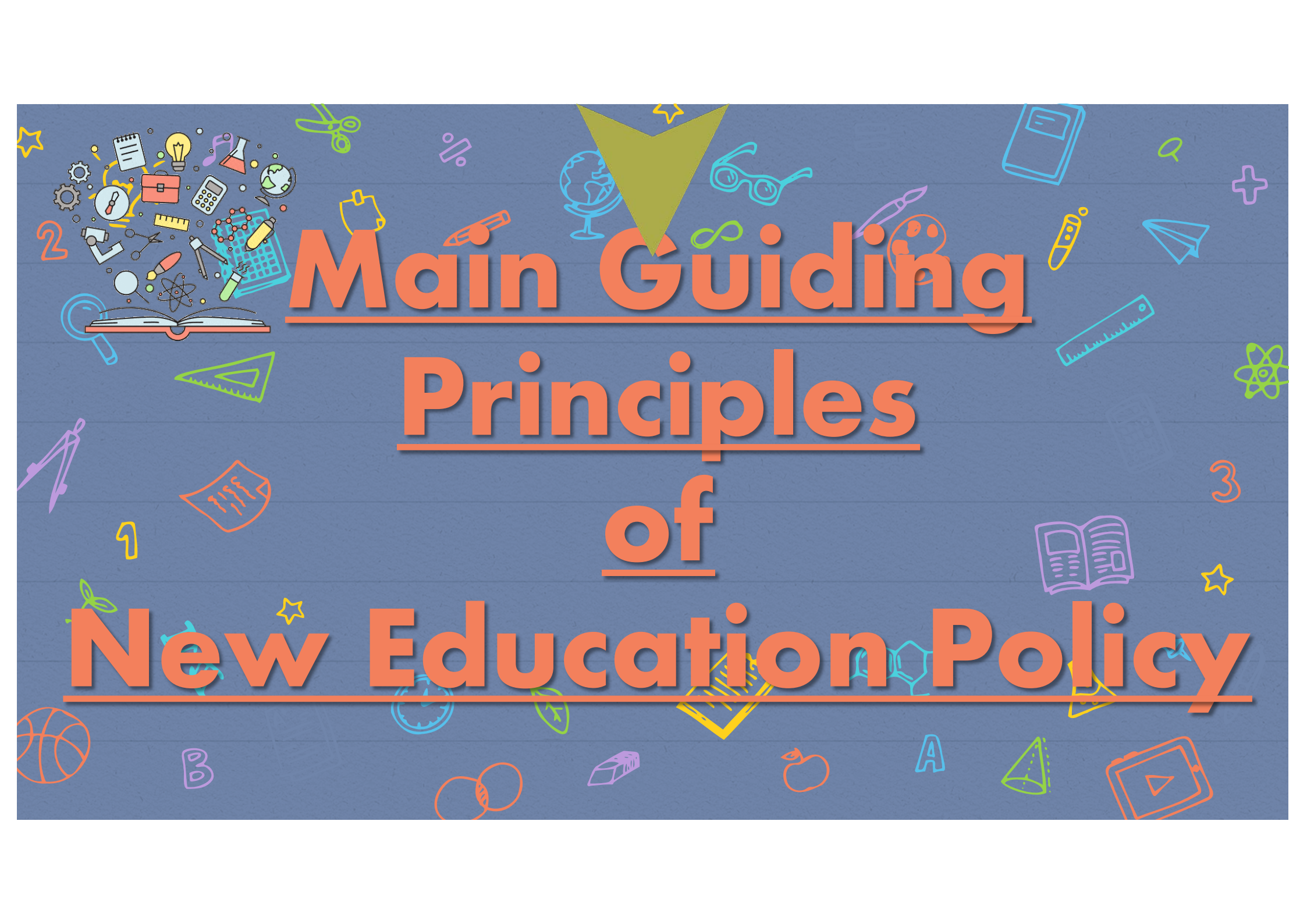
- RTE Prohibits,
 - Physical punishment and mental harassment
 - Screening procedures for admission
 - Capitation fee
 - Private tuition by teachers
 - Running of schools without recognition

BJP Govt. on Education Policy:

First input for the policy released in 2016 and withdrawn in November. (Subramanian committee).

Dr. Kasturirangan committee formed in 2018. Dec. 2018 submitted, released only on 31st May 2019, policy announced on 29th July, 2020 with the cabinet's approval.





Main Guiding Principles of New Education Policy

KEY PRINCIPLES OF NEW EDUCATION POLICY



- ❑ 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 to 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 programs, and thereby choose their own paths in life according to their talents and interests.



KEY PRINCIPLES OF NEW EDUCATION POLICY



- ❑ 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 silos between different areas of learning.
- ❑ Multidisciplinary and 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 examinations.



KEY PRINCIPLES OF NEW EDUCATION POLICY



- ❑ **Conceptual understanding, problem-solving, creativity, and critical thinking to encourage logical decision-making and innovation.**
- ❑ **Ethics and human and 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.**



KEY PRINCIPLES OF NEW EDUCATION POLICY



- ❑ 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 Divyang students, and educational planning and management.



KEY PRINCIPLES OF NEW EDUCATION POLICY




- ❑ **Respect for diversity and respect for the local context in all curriculums, 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.**

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KEY PRINCIPLES OF NEW EDUCATION POLICY



- ❑ Teachers and faculty as the heart of the learning process - their recruitment, continuous professional development, positive working environments, and service conditions.
- ❑ '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 requisite for outstanding education and development.

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KEY PRINCIPLES OF NEW EDUCATION POLICY



- Continuous review of progress based on sustained research and regular assessment by educational experts.
- 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.

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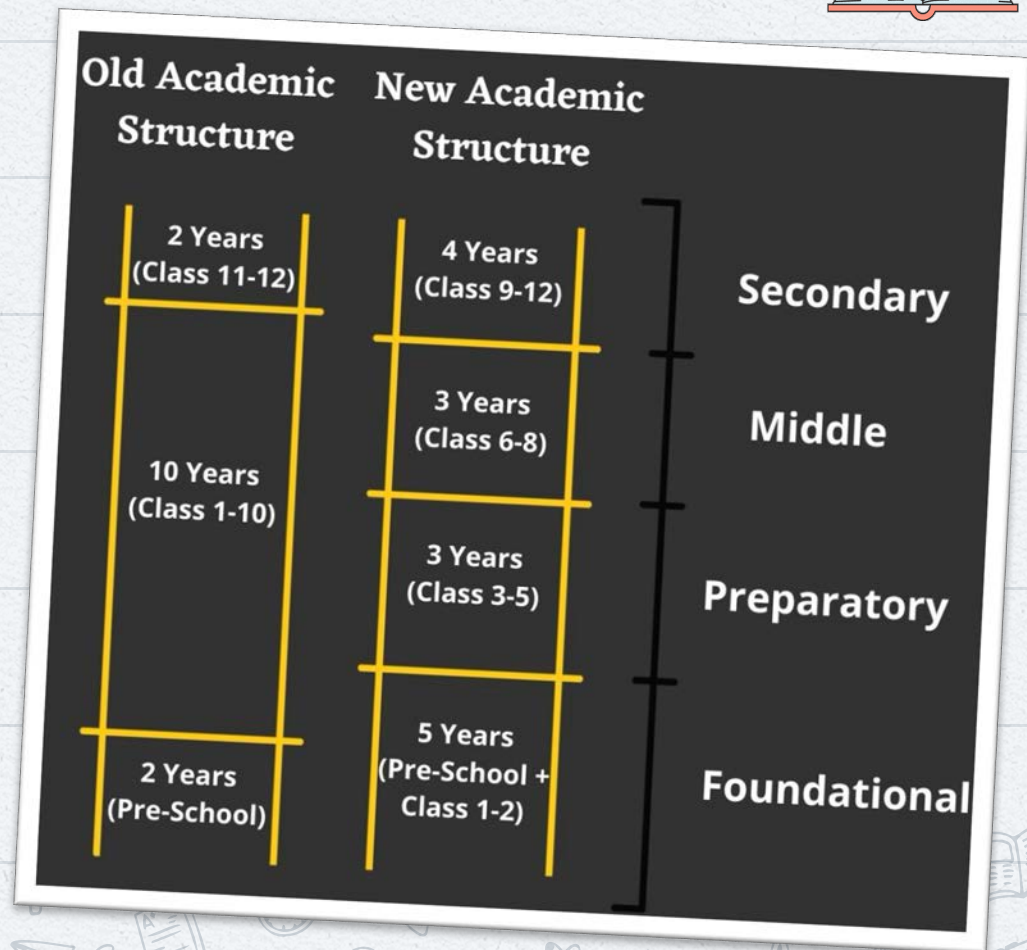
Major Changes

MAJOR CHANGES



Early Childhood Care and Education with new Curricular and Pedagogical Structure

The 10+2 structure of school curriculum will be replaced by 5+3+3+4 structure corresponding to ages 3-8, 8-11, 11-14, and 14-18. The stage of 3-6 years is recognized globally as crucial years for the development of the mental facilities of a child. This policy will bring the age group under the school curriculum. Thus, the new system will have 12 years of schooling with 3 years of Anganwadi or pre-schooling.



MAJOR CHANGES

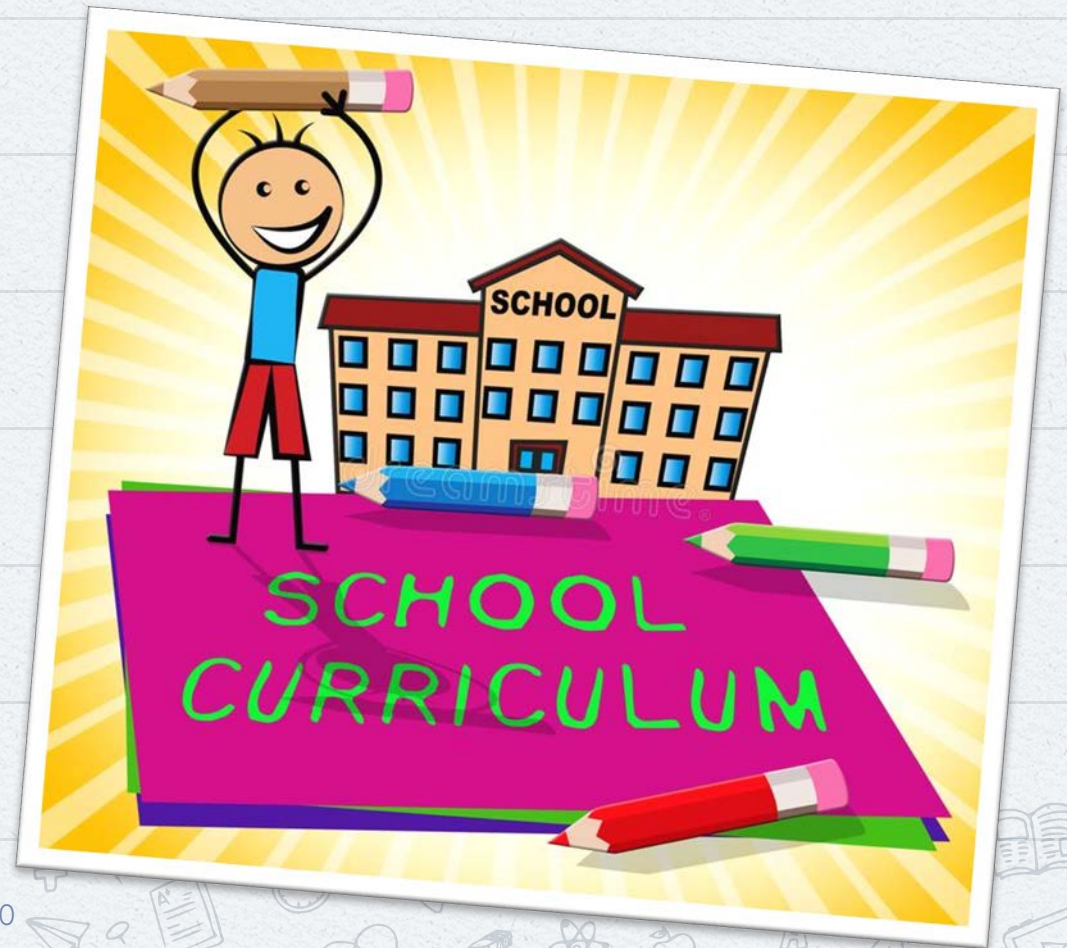


❖ Early Childhood Care and Education with new Curricular and Pedagogical Structure

✓ New Academic Structure:

- Foundation Stage (5 years)
- Preparatory Stage (3 years)
- Middle Stage (3 years)
- Secondary Stage (4 years)

- ✓ Preparatory Class: Before Class 1 (prior to the age of 5), every child will be moved to 'Preparatory Class' or 'Balvatika'



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A cartoon illustration of a young girl with red hair in pigtails, wearing a green dress with a yellow bow and blue shoes. She is sitting on a tall stack of colorful books and reading an open book. The background is white with faint grey lines.

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MAJOR CHANGES



❖ **Early Childhood Care and Education with new Curricular and Pedagogical Structure**

- Anganwadi and pre-school teachers and workers will be trained in the ECCE pedagogy and curriculum.
- Ministries of Education (MoE), Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs will jointly conduct the planning and implementation of the scheme.



MAJOR CHANGES



- ✓ **Attaining Foundational Literacy and Numeracy**
 - ❑ MoE will set up National Mission on Foundational Literacy and Numeracy for achieving universal foundational literacy and numeracy in all primary schools for all learners from grade 3 to higher level by 2025.
- ✓ **Preventing drop-out rates and assuring universal access to education at all levels**
 - ❑ Despite few significant policies such as the Right to Education Act and Samagra Shiksha, collected data reveals that students after grade 9 tend to drop out of school. This trend has been a regular phenomenon, and a collective effort has to be made to ensure universal access to education for children from all across the country.

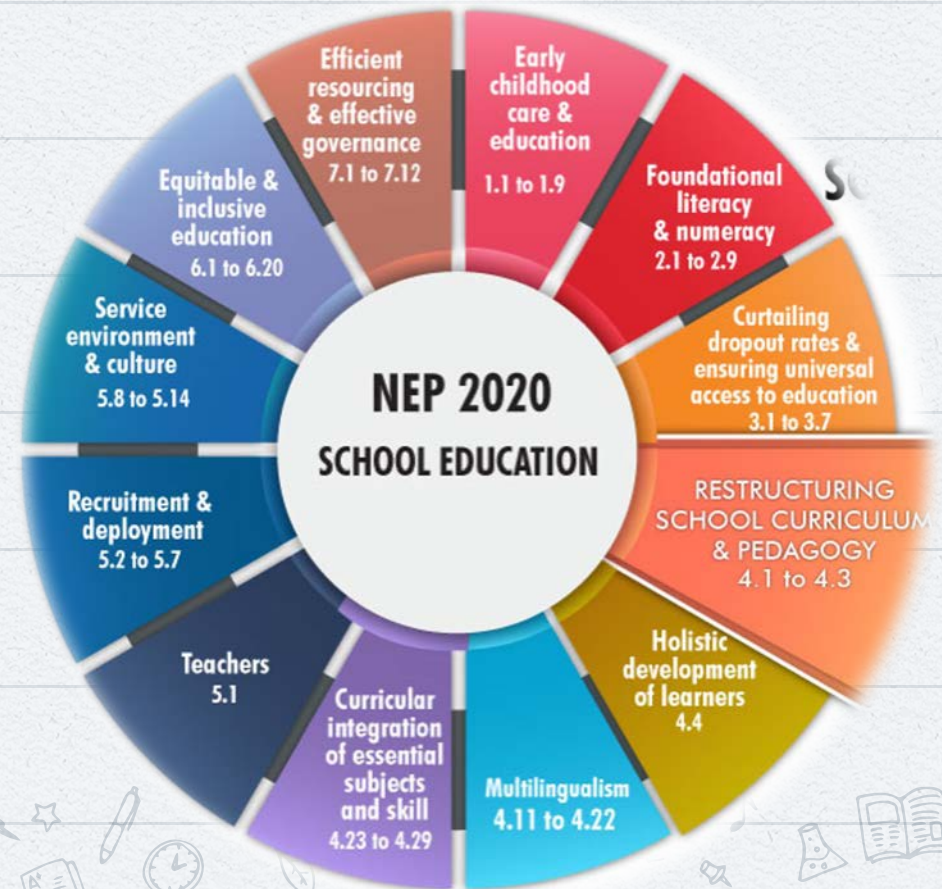


MAJOR CHANGES



✓ **Reforms in School Curricula and pedagogy**

- There will be changes in school curricula and pedagogy to enhance essential learning and critical thinking and increase focus on experiential learning.
- More flexibility and choice of subjects will be provided to students.
- The rigid gaps will be reduced between arts and sciences, curricular and extra-curricular activities and vocational and academic streams.
- Students will be introduced with vocational education from 6th grade and will also have 10 days of internship programs in the curriculum.
- NCERT will develop a new and comprehensive National Curricular Framework for School Education (NCFSE) 2020-21.



MAJOR CHANGES



✓ **Multilingualism and the power of language**

- Under NEP 2020, mother tongue languages and regional languages are given importance as a medium of instruction, at least till Grade 5, but preferably till Grade 8 and beyond.
- No language will be imposed on the students.
- Indian Sign language (ISL) will be standardized cross the country and National and State curriculum materials will be developed accordingly for use by students with hearing impairment as well as ISL.



MAJOR CHANGES



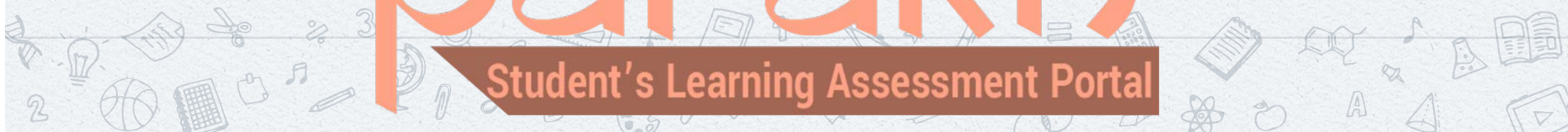
✓ **Assessment Reforms**

- The assessment will be more focused on learning and development and will test higher-order skills, such as analysis, critical thinking, and conceptual clarity.
- School examinations will be held in Grades 3, 5 and 8, which will be conducted by appropriate authority.
- Class 10 and 12 boards exams will continue but will be re-designed with holistic development as the aim.
- A new standard body, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) will be set up as National Assessment Center.

कौशल युवक - कुशल भारत

parakh

Student's Learning Assessment Portal



MAJOR CHANGES



✓ **Assessment Reforms**

- **Equitable and Inclusive Education**
- The policy gives important attention to Socially and Economically Disadvantaged Groups (SEDGs) which include gender, socio-cultural, and geographical identities, and disabilities.
- There will be a Gender Inclusion Fund and Special Education Zones (SEZs) for disadvantaged regions and groups.
- Special educators will be appointed in all schools to attend to the children with disabilities.
- Bal Bhawans will be set up in every district as a special daytime boarding to participate in art-related, career-related, and play-related activities.



MAJOR CHANGES



✓ **Robust Teacher Recruitment and Career Path**

- In the recruitment of teachers, a robust and transparent process will be used, and promotions will be merit-based, with a mechanism for multisource periodic performance appraisals and available progression paths to becoming educational administrators or teacher educators.
- National Council for Teacher Education (NCTE) will develop National Professional Standards for Teachers (NPST) by 2022.



MAJOR CHANGES



✓ **Standard-setting and Accreditation for School education**


- Every State and Union Territory (UT) will set up an independent State School Education Authority (SSSA).
- This will focus on clear, separate systems for policymaking, regulation, operations, and academic matters.
- School Quality Assessment and Accreditation Framework (SQAAF) will be developed in consultation with all stakeholders.







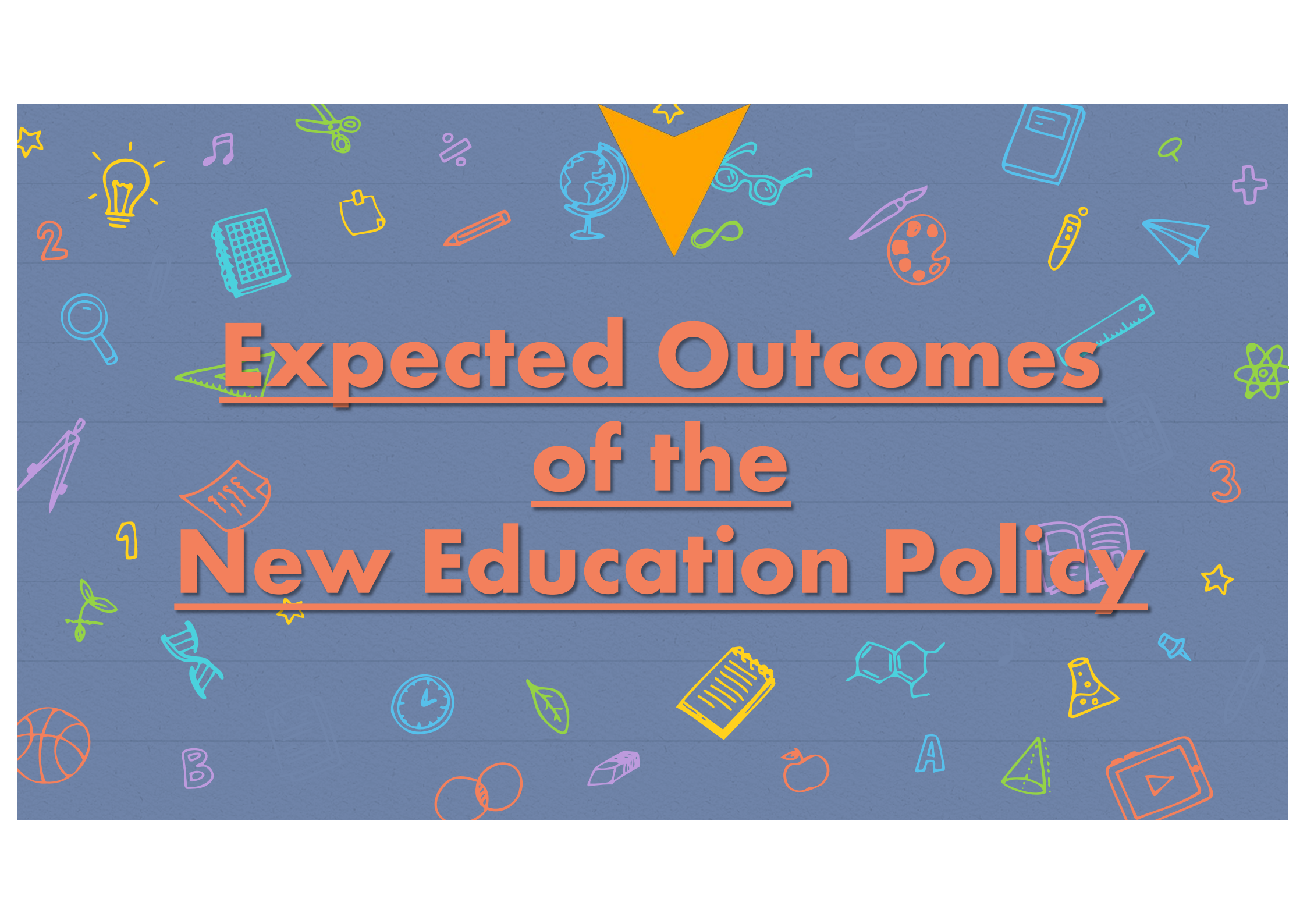
**SOME CONTROVERSIAL, CONTENTIOUS,
CONFLICTING AND CONFUSING ISSUES**

- 
- ▶ **1. Promoting a particular ideology, plurality and diversity at peril**
 - ▶ **2. Indian ethos – value education, Vedic model, Varnashrama dharma**
 - ▶ **3. Sanskrit glorified, imposition and importance**
 - ▶ **4. Reservation – SC, ST, BC, OBC – educationally and economically disadvantaged.**
 - ▶ **5. Contribution of minorities, minority rights**

- 
- ▶ **6. Funding – no clear strategy**
 - ▶ **7. Private philanthropic enterprise**
 - ▶ **8. Volunteers to teach in schools**
 - ▶ **9. Centralized control – IES, NTA, NCERT**
 - ▶ **10. Tampering with history and syllabus**

- 
- ▶ **11. School closure**
 - ▶ **12. School complexes/clusters**
 - ▶ **13. Twining of schools**
 - ▶ **14. IX to XII, flexibility in taking exam**

- 
- ▶ **15. ODL (Open Distance Learning) for those not able to come to school**
 - ▶ **16. Academic bank of credits**
 - ▶ **17. Multiple exit and entry at higher education**
 - ▶ **18. Cluster of colleges**



Expected Outcomes of the New Education Policy

-
- A young girl with dark hair, wearing a black face mask and a light-colored school uniform, is the central figure. She is giving a thumbs-up gesture with her right hand. In her left arm, she holds a green notebook with a colorful illustration of people and a red 'A4' logo at the bottom. The background is a classroom with other students sitting at desks, some wearing masks. The photo is framed with a white border and set against a light blue background with faint icons of school supplies like a clock, pencil, and paper.

EXPECTED OUTCOMES OF THE NEW EDUCATION POLICY



- ✓ **Focus on 21st- century skills in learning, teaching and assessment**
- ✓ **Provide help to students to develop scientific temper from a very young age**
- ✓ **Effective Governance**
- ✓ **Resource sharing**
- ✓ **Overcome the language barrier in learning**
- ✓ **Common standards for private and public school education**

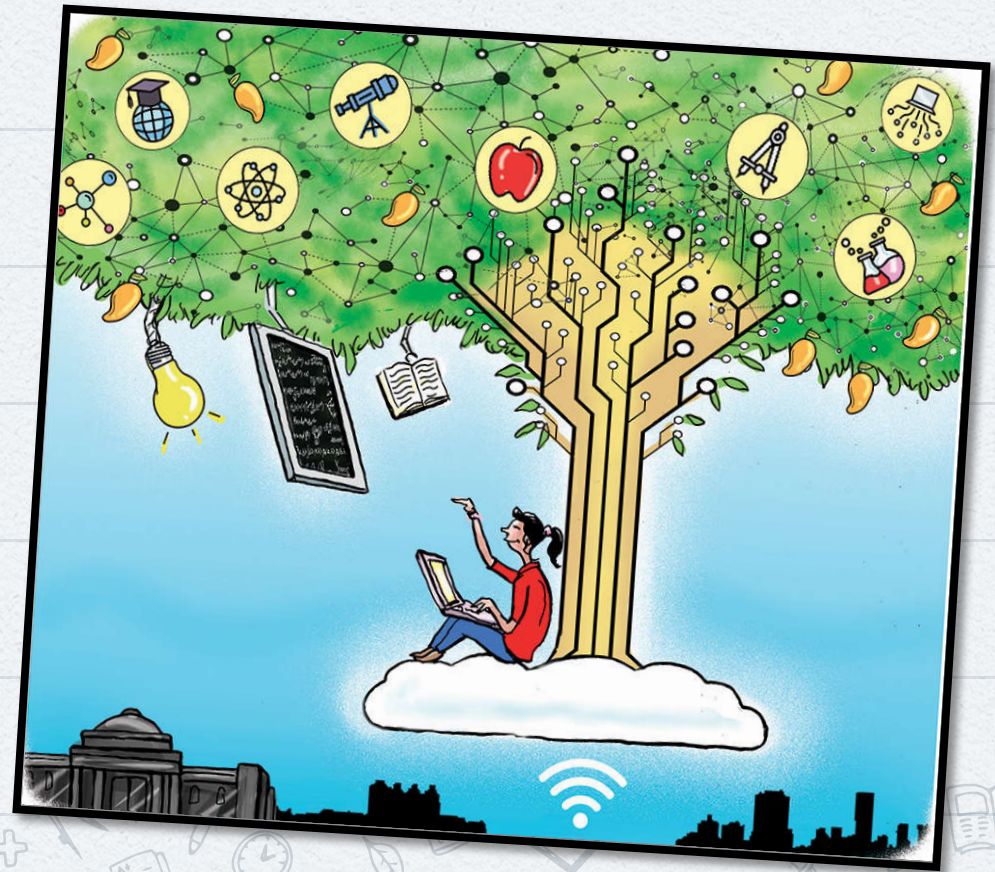


Strengths of the New Education Policy

STRENGTHS OF THE NEW EDUCATION POLICY



- ✓ NEP 2020 is a welcome and ambitious re-imagination of India's educational system into a modern, progressive and equitable one.
- ✓ It is a path breaking document. The policy addresses pedagogical issues, structural inequities, broadening of access apart from making the learners future ready, etc.,
- ✓ Flexibility - students (learners) can change their learning trajectories
- ✓ Multi-disciplinary approach
- ✓ Emphasis on Conceptual learning



STRENGTHS OF THE NEW EDUCATION POLICY



- ✓ Enhancement of creativity and critical thinking
- ✓ Cultivating life skills like cooperation, teamwork, empathy and resilience
- ✓ Regular formative assessment for learning rather than existing summative assessment
- ✓ As opposed to the current teacher-centric model, in which teacher decides the subject, curriculum and evaluation, a student-centric model will be developed.



✓ **STEAM** will be promoted in the place of **STEM**

STRENGTHS OF THE NEW EDUCATION POLICY



✓ **Enhancement of 21st Century skills:**

- Collaboration
- Communication
- Creativity
- Critical Thinking
- Character
- Citizenship
- Computational Skills

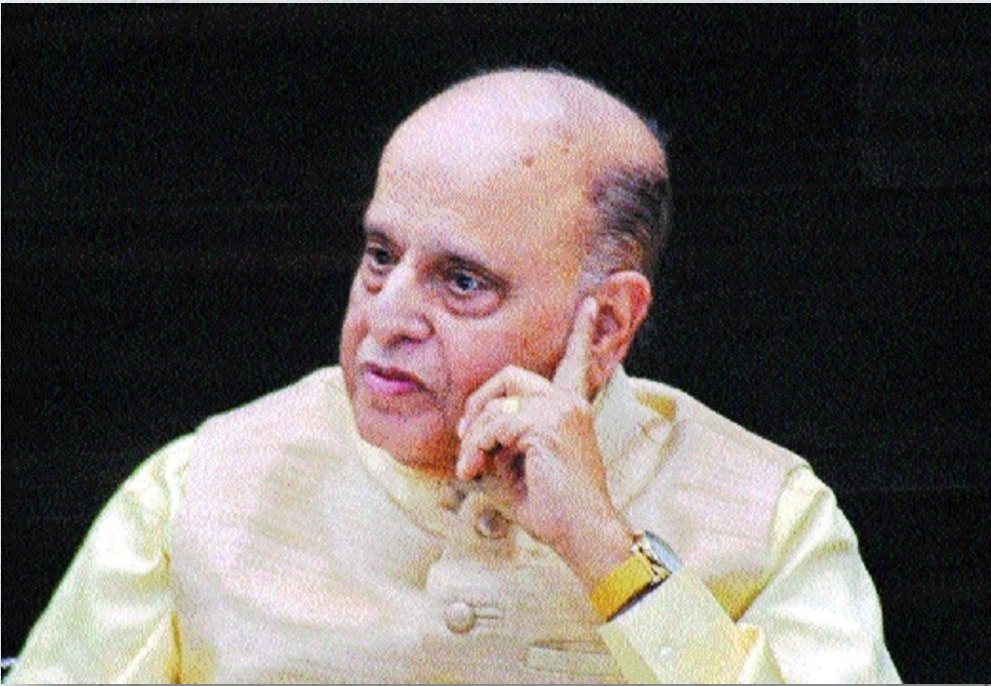




Major Challenges in the implementation of the New Education Policy

*“Indian Educational system is underfunded heavily
bureaucratized and lacks capacity for innovation and scale
up”.*

-Dr. K. Kasturirangan



MAJOR CHALLENGES IN THE IMPLEMENTATION OF THE NEW EDUCATION POLICY



➤ The sheer size and diversity of India's education sector makes implementation an uphill task.

a. School education: 15 lakhs schools; 25 crore students; 89 lakhs teachers; - the second largest educational system in the world

b. College education: 3.74 crore students; 1000 universities; 39,931 colleges; 10,725 standalone institutions...



MAJOR CHALLENGES IN THE IMPLEMENTATION OF THE NEW EDUCATION POLICY



➤ **NEP 2020's eventual realization is critically linked to state capacity. Creating a shared responsibility and ownership amongst key stakeholders including the private sector, at the state and district levels that have extraordinary diversity is going to be a major challenge to the educational leadership.**

- a. Coordination issues
- b. Inadequacy of organizational resources
- c. Actor's capacity or reactions against reforms -
Changing the mindset - dismantle the mindset -
archaic thinking that only with a degree or certificate
can one successfully secure a job
- d. Insufficient focus on implementation
- e. Implementation as a change process
(go beyond top-down policy making)
- f. Enacting changes in complex Educational⁶⁵ system



MAJOR CHALLENGES IN THE IMPLEMENTATION OF THE NEW EDUCATION POLICY



➤ In order to implement the NEP 2020, the existing education system has to go through a massive overhaul- a lot of resistance from various stakeholders may slow down the process - e.g. There will be one Higher Education Commission in the place of existing regulatory bodies like UGC, AICTE, NCTE, etc.

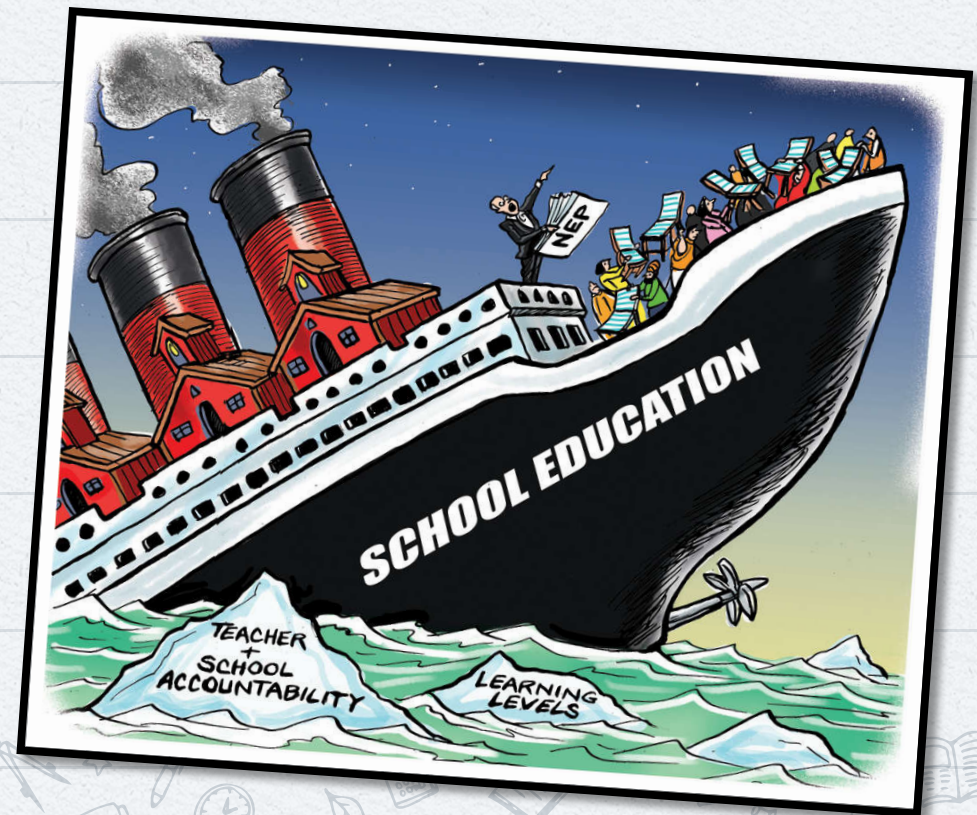
- a. Reimagining and adopting pedagogical changes
- b. Re-thinking assessment
- c. Training educators
- d. Raising the bar for teachers
- e. Bottom-up approach as opposed to top-down approach (A transformation is needed from 'what to think' to 'how to think').



MAJOR CHALLENGES IN THE IMPLEMENTATION OF THE NEW EDUCATION POLICY



- The NEP would largely hinge on the extent of cooperation between the Centre and States. While the NEP has been drafted by the Union government, its implementation would largely depend on the active cooperation of the states (managing the federal math is critical for the realization of the NEP). A number of opposition-ruled states have been raising strong objections to several key provisions of the NEP and the manner in which they are being rolled out.



MAJOR CHALLENGES IN THE IMPLEMENTATION OF THE NEW EDUCATION POLICY



- The role of the private sector, particularly in dealing with the higher education system is extremely critical for translating the inclusionary vision of the NEP.
 - a. 70% of the higher educational institutions are run by the private sector.
 - b. 65-70% students are currently enrolled in private higher educational institutions.
 - c. The private sector brings in much needed financial resources and innovation.



MAJOR CHALLENGES IN THE IMPLEMENTATION OF THE NEW EDUCATION POLICY



- The successful execution of key initiatives requires availability of adequate financial resources for decades.
 - a. Funding is a big challenge in the Covid era.
 - b. *As per the policy, the allotment of fund has to increase from 4.6% - 6% which means 2.5 lac crores every year.*
 - c. *Current focus on healthcare and economic recovery is bound to slow down the execution speed of the policy.*



MAJOR CHALLENGES IN THE IMPLEMENTATION OF THE NEW EDUCATION POLICY



- The NEP 2020 lays down the framework for transformational reforms in school and higher education systems in India. The new policy targets 100% Gross Enrolment Ratio (GER) in school education in next 10 years and 50% GER in higher education by 2035 from the current 27.1% GER. *This implies that the government will have to open 1 university every week for next 15 years and 50 schools every week for next 15 years.*
- Inter-disciplinary higher education demands for a cultural shift.
- Digital Connectivity will be a problem in interior villages and remote areas



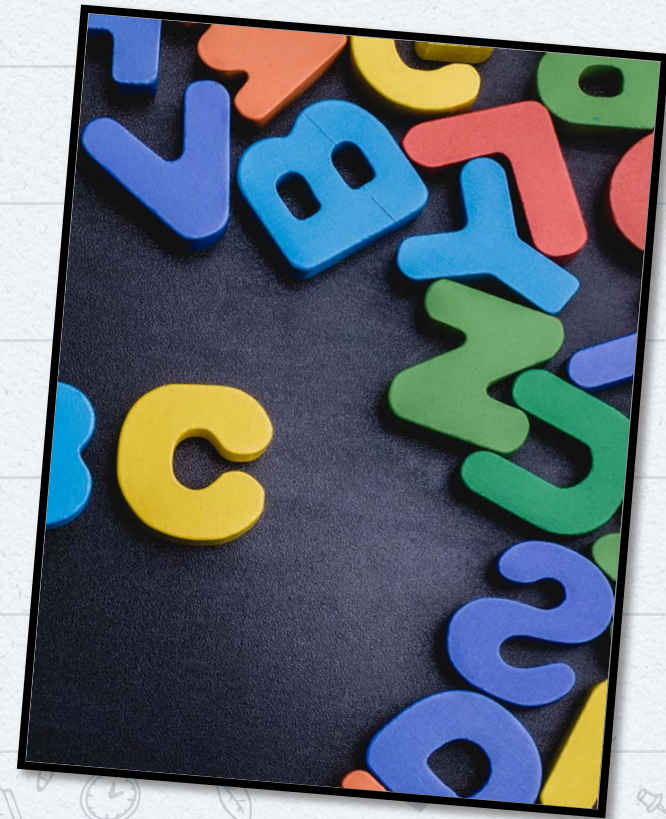
Strategies for implementation of the New Education Policy

STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



- **There are two main things that schools need to do to effectively implement NEP 2020**

- ✓ **Changing the pedagogical structure**
- ✓ **Transforming the teaching-learning process.**

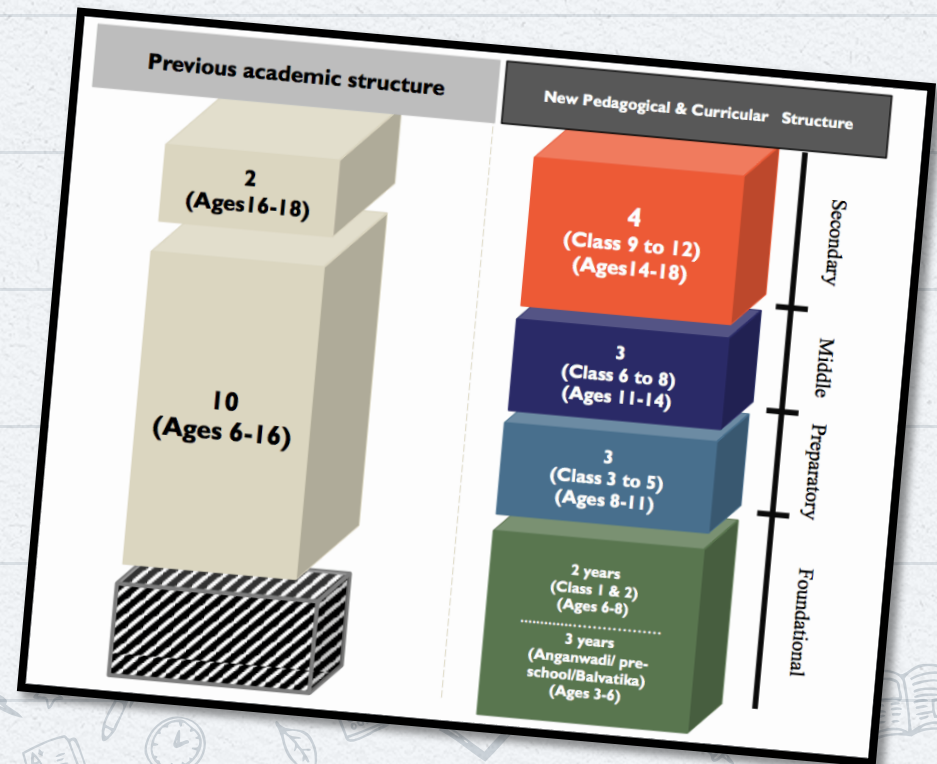


STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



Changing the Pedagogical Structure

- The 10+2 board examination structure has been dropped and the new school structure will be 5+3+3+4, which comes as a big relief and would prove revolutionary.
- Most of the existing private schools already have the ECCE embedded in their system and will only have to make a slight change in the class structure and objectives of the change. For example, class 1 and 2 will have to be added to the foundational stage.



STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



Changing the Pedagogical Structure

- Heads of schools must ensure that teaching-learning activities are designed such that there is greater scope for interaction, children are encouraged to ask questions and classroom sessions are made more fun through creative, collaborative and exploratory activities for students, to promote deeper and more experiential learning.

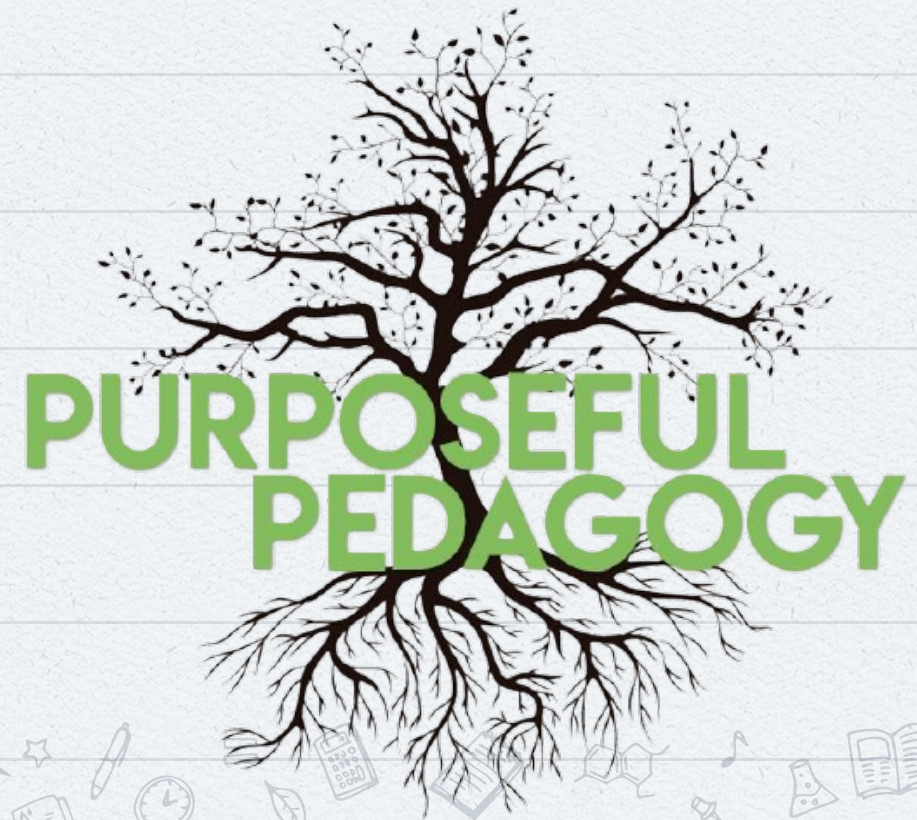


STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



Changing the Pedagogical Structure

- Activities that allow exploration of relations among/across different subjects must be encouraged. Topics selected for the project work should encourage critical thinking, problem solving and creativity.



STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



Changing the Pedagogical Structure

- As teachers are the major factors in bringing about the change in this new pedagogical structure, training would have to be conducted and concurrent changes will be expected to be made.
- Parents will have to be made aware, acquainted and familiarized with this change.



STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



How schools can transform the teaching-learning process?

- **Focus on core essentials**
 - Mapping of the curriculum across grades and narrowing it to the respective core knowledge only. The focus will be on practical application-based learning.
 - This reduction will create space for teachers to add activities related to experiential learning, creative and critical thinking skills etc.



STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



How schools can transform the teaching-learning process?

- **Stress on the importance of literacy and numeracy skills**
 - All schools will have to rework in these areas to bring about a transformation in the teaching strategies so that these foundational skills can be developed, strengthened and achieved by Grade 3.
 - There will need to be more focus at an early age on reading, writing, and learning of basic mathematical concepts. Introducing innovative teaching would be essential to achieve this.



STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



How schools can transform the teaching-learning process?

- Promoting multilingualism and the power of language
 - In the early years, teaching-learning transaction may be initiated in the mother tongue/home language for the benefit of all children. Gradually, a blended approach i.e., home language to school language (English) may be used.
 - Various studies that show young children best understand things in their mother tongue or home language. So teachers should be encouraged to be bilingual to achieve the best outcomes.



STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



How schools can transform the teaching-learning process?

- Changes in classroom teaching with the NEP
 - Moving away from rote learning and memorizing to score marks during exams to actual conceptual understanding.
 - Schools will have to adopt the top-down approach of shifting from syllabus completion to defining learning goals, curate classroom instruction through innovative pedagogy and link assessments to these goals.

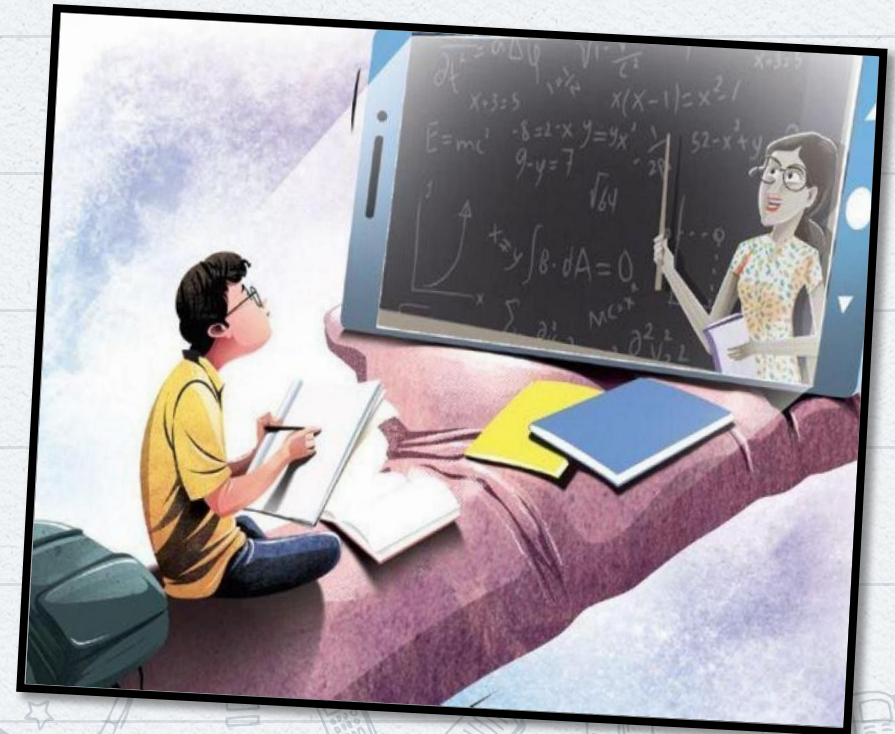


STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



How schools can transform the teaching-learning process?

- Changes in classroom teaching with the NEP
 - Educators must look at integrating subjects, streams and technology to create a holistic learning experience for students along with the component of digital literacy, scientific temper and computational thinking.



STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



How schools can transform the teaching-learning process?

- **Changes in classroom teaching with the NEP**
 - Schools are encouraged to embrace the use and advantage of technology. Basic infrastructure for this must be incorporated into the school system.
 - Teachers must also be encouraged to use the technology available to empower themselves and enhance their teaching abilities.



STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



How schools can transform the teaching-learning process?

- **Change in the assessment pattern**
 - Examinations will run semester wise and two exams will be held annually. Board exams won't be held in high regard like they have been for years.
 - Board exams will be made 'easier' as they will primarily test core capacities, and competencies.



STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



How schools can transform the teaching-learning process?

➤ Change in the assessment pattern

- School assessment should be holistic in nature and must include self-assessment, peer assessment and parent assessment, in addition to teacher assessment.
- Multiple methods such as quizzes, role plays, group work, portfolios, project work must be used to assess students.



STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



How schools can transform the teaching-learning process?

- **Change in the assessment pattern**
 - The progress card will now be designed to reflect the 360-degree assessment of a student. The progress card will include self-assessment, peer assessment and teacher assessment.
 - A multi-dimensional report card will be generated that will reflect the progress and uniqueness of each learner in the cognitive, affective and psycho-motor domains.



- No hard separations between subjects and disciplines

- No hard separations and a multidisciplinary and holistic educational approach between arts and sciences; curricular and extra-curricular activities; vocational and academic streams etc., will need to be brought in.
- Harmful hierarchies between different areas of learning can be eliminated by integrating the subjects and learning areas.



STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



How schools can transform the teaching-learning process?

- Vocational training and coding will start from Class 6
 - As mentioned in the NEP ten bag less days per year can be planned for the hands-on learning of the vocational subjects.
 - But the challenge would be how many vocational subjects are chosen, infrastructural changes and teacher availability.



STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



How schools can transform the teaching-learning process?

- Vocational education must be integrated in the school curriculum in a phased manner. Introduction of '10 bag less days' in an academic year for Classes VI – VIII is mandatory. During these days, the students must be introduced to various vocational skills.
- Students may intern with local vocational experts such as carpenters, gardeners, tailors, beauticians, hair stylists, potters, artists, electricians, metal workers, bakers, etc.



STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



How schools can transform the teaching-learning process?

- o Experts from various vocational fields may also be invited to interact with students. Schools may check on the availability of local craftsmen and artisans in the region and plan accordingly.
- o Similarly, internship opportunities/ field visits to expose students to different vocations may also be arranged for higher grades during school days as well as holiday periods.



STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



How schools can transform the teaching-learning process?

- o Schools may identify different opportunities for field visits within a short distance from the school and make necessary arrangements for the same.
- o But the challenge would be how many vocational subjects are chosen, infrastructural changes and teacher availability.



STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



How schools can transform the teaching-learning process?

- **Need to create a large pool of trained teachers**
- In school education, the policy envisages a sweeping structural re-design of the curriculum a very welcome step.
- But in order to deliver this curriculum effectively, we need teachers who are trained in and understand the pedagogical needs.

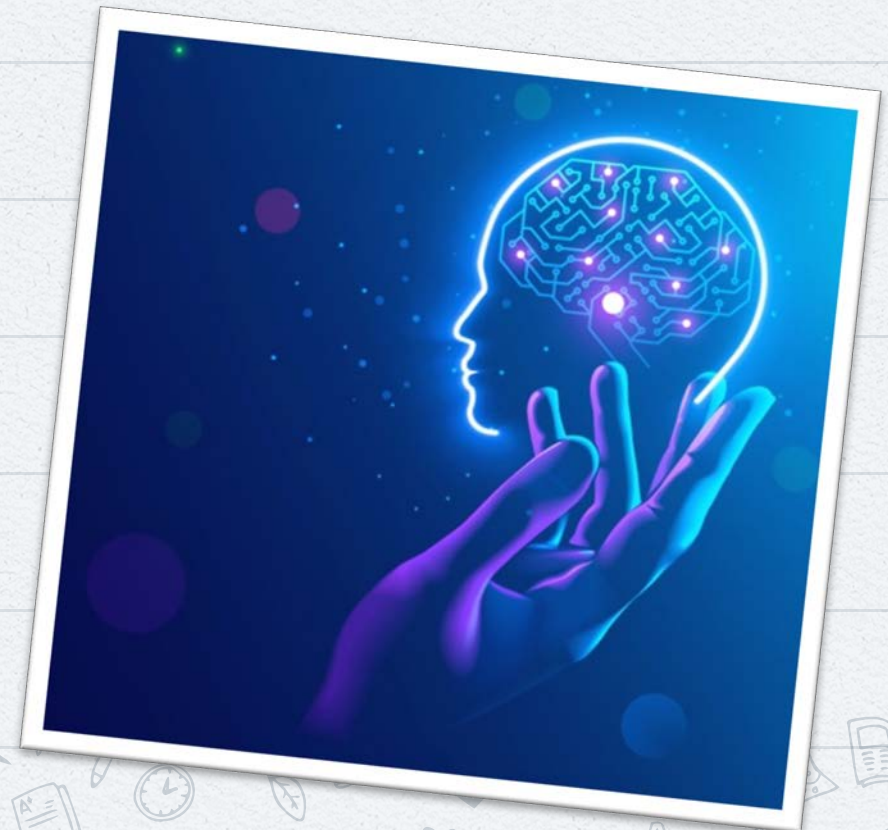


STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY



How schools can transform the teaching-learning process?

- o Schools are to encourage their teachers and Heads of schools to actively participate in the NISHTHA online training programs.
- o All teachers/ Heads of schools are required to mandatorily undergo 50 hours of Continuous Professional Development (CPD) in a year. Schools must encourage their teachers/Principal to avail various CPD opportunities both online and offline, so as to keep abreast with the latest developments in the field of education.



STRATEGIES FOR IMPLEMENTATION OF THE NEW EDUCATION POLICY

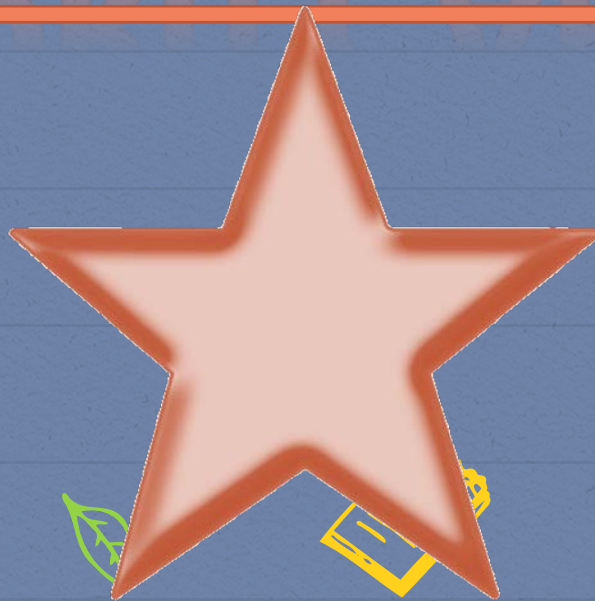


How schools can transform the teaching-learning process?

- Heads of schools must endeavor to provide a healthy service environment which is conducive to optimizing teaching learning, while providing ample opportunities for professional growth.
- Many of the curricular changes require substantial mindset shifts on the part of teachers, as well as parents.



PRIORITY AREAS



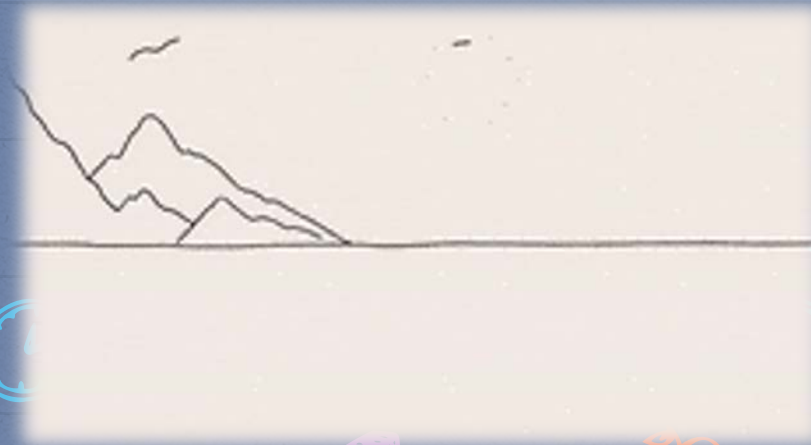
PRIORITY AREAS



1. Early Childhood Care & Education (ECCE)
2. Foundational Literacy & Numeracy (FLN)
3. Curtailing dropout rates and Ensuring Universal Access to Education: Connecting the unconnected
4. Curriculum & Pedagogy
5. Teachers' Capacity Building
6. School - to -work transition: Vocational Training
7. Equitable and Inclusive Education
8. Effective Resourcing and Effective Governance through School Complexes/Clusters
9. Standard-setting and Accreditation



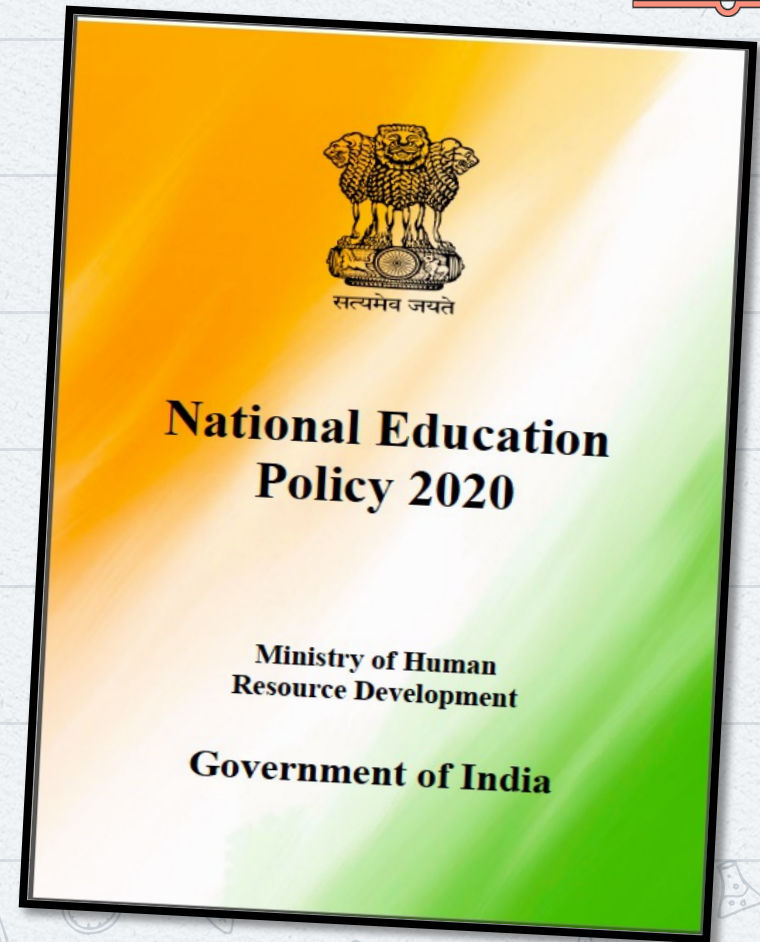
THE WAY FORWARD



WAY FORWARD



1. Don't get panicky. The NEP 2020 is not that bad as it is perceived to be.
2. Get all your teachers to read the document of NEP 2020 (66 pages) and familiarize with its content related to school education (the first 30 pages).
3. Gradually get ready with infrastructural facilities to accommodate ECCE (if you don't have). Hence, a school would mean the educational process and facilitates to educate a child from age 3+ to 18.



WAY FORWARD



4. Plan to introduce play based, activity oriented, toy and games pedagogy in the foundational and preparatory stage and thereafter in the middle school use collaborative teaching, sensory learning, ICT enabled and experiential teaching-learning methodologies (invest some money in transforming the existing classrooms especially in the junior classes).

5. NEP 2020 demands that every Principal needs to be a 'Pedagogical Leader'. Principals/HMS need to be trained in pedagogy, ICT and different competencies required to be a pedagogical leader.



WAY FORWARD



6. While recruiting new teachers, check on teacher qualification compliance for the various sections (Foundational, preparatory, middle and secondary). This will be state specific and under different names in different states. E.g. TTC, DLED, ECCE Training, TET, SET, B.Ed., etc.

7. Gradually introduce bi-lingual system as medium of instruction for the foundational and preparatory stages. At the same time, lay emphasis on proficiency in English.



WAY FORWARD



8. Initiate special training sessions to promote soft skills and life skills especially for the nursery and primary teachers.

9. Get prepared and plan to move into new continuous assessment mode without examination up to completion of Class 8 if you are not already having a system in place.

10. Gradually introduce blended teaching and assessment/evaluation mode (hybrid mode): online, offline, ICT based, case study based, assignment based, project based, presentation based, open book based assignments.



WAY FORWARD



11. Organize activities to promote 21st Century Skills (the 7 C's).

12. Strengthen the competencies of teachers through regular professional trainings in order to empower teachers to help students to pick out the core concepts from a lesson or chapter they are learning as only core concepts will be included for assessments by the examination boards.

13. Introduce co-operative learning starting from primary level



WAY FORWARD



14. Strengthen the protocol related to the safety and security of children, vulnerable adults and women in the school campuses.

15. While constructing new buildings, kindly make infra-structural provisions for children with disabilities (ramp, toilets, lift, etc.).

16. Gradually make provisions for appointing a trained counselor and a special teacher in all schools.

17. Get a few rooms ready for introducing some of the vocational traits which may require extra space and facilities.



CONCLUDING REMARKS

NEP 2020 needs to be further analyzed so as to adapt it to be culturally appropriate, socially progressive and most importantly, people-centric. It fails to address the current lacuna existing in the education system. It simply overlooks issues like inadequate and tottering educational infrastructure, insufficient and poorly remunerated personnel and unsatisfactory reach of education to the poorest.



It is imperative that the NEP has to be altered to address these deficiencies and be shed of any political capital that the ruling parties hope to gain from it.

Lakshmi Priya (EPW 30/07/2020), aptly states that the NEP 2020 in the garb of promoting new-age and liberal education, actually advances the privatization and centralization in the education system.

The interventions recommended above can create tremendous impact - from making education more accessible and inclusive to reducing dropout rates and improving learning outcomes by using more adaptive learning systems and community engagement.







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