



NATIONAL EDUCATION POLICY 2020: AN ANALYTICAL STUDY OF AMELIORATING IN SCHOOL EDUCATION AND TEACHER EDUCATION IN INDIA.

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ABSTRACT A well-defined and well-planned education policy helps a nation's economy and social position grow. Like that NEP 2020 is a progressive thought of the Indian education system. The policy accords the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3. This study only analyses the School and Teacher Education reforms concerning NEP 2020 in India. The policy states, "The highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025 and to universalize education from pre-school to secondary level by 2030. It envisions an India-centric education system and the provision of quality education and equitable access to all students in a sustainable manner. The National Education Policy states that by 2030 the minimum educational qualification for teachers would be a four-year duration integrated B.Ed. degree. Though NEP 2020 has new targets to be achieved by 2035.

KEYWORDS : New Education Policy, Foundational Literacy, Universalized Education, School Education, Teacher Development, Equitable access.

INTRODUCTION

Education is fundamental for achieving full human potential, developing an equitable and just society and Promoting national development. The Government of India's Ministry of Human Resource Development (MHRD) released the New Education Policy on 29th July 2020. With the motto of Educate Encourage Enlighten, this is India's first education policy to be released in the last 34 years. India has a total of 4 education policies to date. The first policy was formulated in 1968 and the second in 1986. The third policy was formulated in 1992, and the fourth in 2020. Based on recommendations of the Kothari Commission, the first National Education Policy was released in 1968. This policy had called for a National School System, which meant that all students, irrespective of caste, creed, and sex would have access to education of a comparable quality up to a given level. The NPE, 1986 calls for a substantial improvement in the conditions of work and the quality of teachers' education. The Policy also emphasizes the teachers' accountability to the pupils, their parents, the community, and to their profession. Program of Action (POA) 1992, under the National Policy on Education (NPE), 1986 recommended that the Government should take a strong determination and commitment to providing education for all, the priority areas being free and compulsory education, covering children with special needs, eradication of illiteracy, education for women's equality and a special focus on the education of S.C. s (Scheduled caste) and S.T (Scheduled Tribe). Based on Teacher Education, the new NEP 2020 recognizes that teachers will require training in high-quality content as well as pedagogy. By 2030, teacher education will gradually be moved into multidisciplinary colleges and universities. The minimum degree qualification for our teachers will be a 4-year integrated B. Ed. The aim of the new policy is the universalization of education from preschool to secondary level with a 100% Gross Enrolment Ratio (GER) in school education by 2030. Through the open schooling system, the NEP 2020 will bring 2 crores of out-of-school children back into the mainstream. NEP 2020 aims to provide infrastructure support, and innovative education centers to bring back dropouts into the mainstream, besides tracking students and their learning levels, facilitating multiple pathways to learning involving both formal and non-formal education modes. The Policy believes that the education system should develop good human beings with rational thinking, compassion, empathy, courage, resilience, scientific temper, creative imagination, and ethical values. Generally, we found significant changes from the former National Policy on Education (NPE) to New Education Policy (NEP) 2020. The main significant change is in pedagogical structure from a 10 + 2 + 3 system to a 5 + 3 + 3 + 4 system. This is an effort to optimize learning based on children's cognitive development. This National Education Policy (NEP 2020) envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, thereby making India a global knowledge superpower.

Significance Of The Study

This study plays a major role in the field of School and Teacher education according to NEP 2020. The goal of this paper is not to inform the reader what others have to say about a topic but to draw on what others have to say about a topic and engage the sources to thoughtfully offer a unique perspective on the issue at hand. This study also helps the students to develop their understanding of the new policies and various recommendations.

OBJECTIVES OF THE STUDY

The main objectives are as under-

- To study the biggest reforms made in NEP 2020 in School Education.
- To study the biggest reforms made in NEP 2020 in Teacher Education.
- To compare between New Education Policy 2020 and the National Policy of Education 1986 in the context of School Education and Teacher Education.

METHODOLOGY

This study is purely qualitative in nature and also to write this paper, All the data has been collected from various sources, i.e., journals, reports, print media, and various other Government websites and also various committee/commission reports. The study is mainly based on analytical study only.

DISCUSSIONS

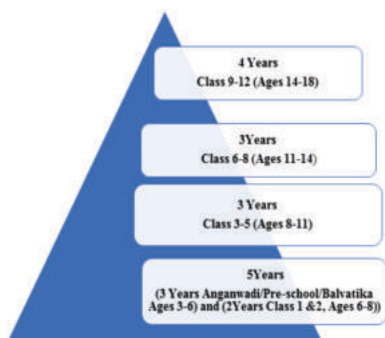
Objective No-i: To Study The Biggest Reforms Made In Nep 2020 In School Education

- Previous Policies:** Before the NEP 2020, there are so many committees and commissions in independent India that recommended school education and as well as teacher education, like the Radhakrishnan Commission (1948-49) also known as University Education Commission. It suggested the integration of secondary education and higher education by setting up UGC. It was set up to inquire into the requirements of higher education in India. The Mudaliar Commission (1952-53) also known as the Secondary Education Commission recommended that, study the aims, curriculum & teaching standards of secondary education of every province in India. To study pay scales & service conditions of secondary school teachers. To study the condition of secondary schools in every province. To study the examination system of the secondary level. The Education Commission (1964-66) under the chairmanship of Dr. DS Kothari (hereafter, the Kothari Commission Report) recommended the concept of the Common School System — a "system of public education which will cover all parts of the country and all stages of school education and strive to provide equality of access and commission also recommend free and compulsory education. The NPE (1968) recommended that 'strenuous efforts' should be made to fulfill the Constitutional mandate of free and compulsory education for all children up to the age of 14 years and to reduce wastage and stagnation in schools.

The National Policy of Education of 1986 and Programme of Action, of 1992 were to establish a national system of education that implies that all students irrespective of caste; creed, sex, and religion have access to education of comparable quality. The RTE Act (2009) is to ensure that each child in India receives quality elementary education irrespective of their economic or caste background and also recommended free and compulsory education for all children of India in the 6 to 14 age group.

- **NEW EDUCATION POLICY (NEP) 2020:** Now new NEP 2020 has come to India with many changes and reforms, and the major change is the structure of the School Education System. Here 5+3+3+4 education system has been substituted instead of 10+2. The structure of the 5+3+3+4 system is adopted by the respective age (3-18Yrs.) of students and different age levels or stages of students. That is-
 - **Foundational Stage (3-8Yrs.):** Children will spend five years in the Foundational stage. Out of these five years, 3 (3-6 yrs.) years of pre-primary or Anganwadi education. In the Foundational stage of education, Early Childhood Care and Education (ECCE) from age 3 is included in the Pre-primary stage, which is to promote better overall learning, development, and well-being, and 2 years up to classes I (6-7Yrs.) and II (7-8Yrs.) will be covered. Statistical analysis in NEP 2020 says that over 85% of a child's collective brain development befalls before the age of 6, indicating the critical importance of proper care and stimulation of the brain in the early years to safeguard healthy brain development and growth. Presently, quality ECCE does not exist for cores of young children, mainly children from socio-economically underprivileged backgrounds. The durable outlay in ECCE has the potential to elasticity all young children such access, empowering them to participate and embellish in the educational system during their lives. Universal provisioning of eminence early childhood development, care, and education must thus be accomplished as soon as possible, and no later than 2030, to confirm that all students inside Grade 1 are school prepared.
 - **Preparatory Stage (8-11Yrs.):** The duration of this level is 3 years, with the duration of 8-11 years. In these 3 years, students will study up to classes III, IV, and V. In this stage of the new education policy, special consideration will be focused on firming the numerical skills of the students. At the same time, all children will also be given knowledge of the regional language. Along with this, children will be taught science, art, mathematics, etc. through experiments.
 - **Middle Stage (11-14Yrs.):** The Middle Stage will comprise three years of education, with the duration of 11-14 years. In these 3 years, students will study up to classes VI, VII, and VIII. The objectives of this stage are to build on the pedagogical and curricular style of the Preparatory Stage, but with the introduction of subject teachers for learning and conversation of the more abstract concepts in each subject that students will be ready for at this stage across the sciences, mathematics, arts, social sciences, and humanities. Experiential learning within each subject, and investigations of relations midst different subjects, will be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers.
 - **Secondary Stage (14-18Yrs.):** Four years in this stage have covered classes IX, X, XI, and XII with a multidisciplinary study. The objectives of this study are to build on the subject-oriented pedagogical and curricular style of the Middle Stage but with greater depth, greater life-threatening thinking, greater consideration of life aspirations, and greater suppleness and student choice of subjects.

NEW ACADEMIC STRUCTURE (5+3+3+4)



The above chart shows the new academic structure of NEP 2020, which shortly elaborate on every stage of the school structure and their respective classes and ages.

Curriculum: On the curricular side, it will be extremely vital to introduce an increased focus on foundational literacy and numeracy - and generally, on reading, writing, speaking, counting, arithmetic, and mathematical thinking - throughout the primary school curriculum. NEP 2020 recommended calls for piloting technological interventions to help teachers and expanding public and school libraries to foster a culture of reading and communication.

All school children shall undergo regular health check-ups organized by the schools and for this health cards will be issued to them. Research shows that the hours of the morning after a nutritious breakfast can be particularly productive for the study of subjects that are cognitively more demanding; these hours may be leveraged by providing a simple but energizing breakfast in addition to midday meals. Expenditure on meals will be linked to food costs and inflation in order to ensure the quality of food served and its nutritional content.

Objective No-ii: To Study The Biggest Reforms Made In Nep 2020 In Teacher Education

The new education policy must help reinstate teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the best and brightest to enter the teaching profession at all levels, by ensuring teachers' livelihood, respect, dignity, and autonomy, while also installing basic methods of quality control and accountability in the system. The recommendations that this policy makes for teacher development are:

Teacher Development & Teacher Vacancies/Recruitment

- To ensure that truly excellent students enter the teaching profession - especially from rural areas - a large number of merit-based scholarships shall be instituted across the country for study at outstanding 4-year integrated B.Ed. programs. In rural areas, special merit-based scholarships will be established that also include preferential employment in their local areas upon successful completion of their B.Ed. programs.
- All B.Ed. programs will include training in time-tested as well as the most recent procedures in pedagogy, including with respect to introductory literacy and numeracy, multilevel teaching, and evaluation, teaching children with special needs, teaching children with special interests or talents, use of educational technology, and learner-centered and cooperative learning; all B.Ed. programs will also include strong practicum training in the form of in-classroom teaching at local schools.
- All self-governing TEIs will be obligatory to convert to multidisciplinary institutions by 2030 since they will have to offer the 4-year integrated teacher preparation program.
- Multidisciplinary higher educational institutions will work towards establishing high-quality education departments and teacher education programs and will be powerfully supported by government backing to achieve this goal.
- Teacher Eligibility Tests (TETs) will be supported to better test substantially correlated to being owing teachers, both in terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle, and Secondary) of school education.
- The NCF for Teacher Education, 2009 (NCFTE 2009) outlines may excellent methods that are still pertinent for completing effective teacher education.
- To safeguard a passable number of teachers across subjects - mainly in subjects such as art, physical education, vocational education, and languages - teachers could be hired to a school/school complex and sharing of teachers across schools can be considered in accordance with the grouping of school's format adopted by State/UT governments.
- To endorse home-grown information and expertise, schools/school facilities will be permitted and indeed will be supported with appropriate resources to hire local eminent persons or experts as 'specialized instructors' in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists and would benefit students and help preserve and promote local knowledge.

- For good teaching-learning, the primary goal is refurbishing the service environments and cultures of schools will be to exploit the abilities of teachers to do their jobs effectively.
- An identical obligation in this way will be to ensure dressed and pleasant service conditions at schools. Passable and safe set-up, including working toilets, clean drinking water, clean and striking spaces conducive to learning, electricity, computing devices, and cyberspace, library and sports, and recreational resources will be important to provide to all schools in order to ensure that teachers and students are comfortable and inspired to teach and learn in their schools.
- The NEP 2020 does not only say about secondary school teachers but also says about pre-primary teachers. The NEP 2020 recommended preparing an initial cadre of high-quality ECE teachers, current Anganwadi workers/teachers will be trained through a systematic effort and as per the curricular/pedagogical framework developed by NCERT. Those Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a 6-month certificate program in ECE; and those with lower educational qualifications shall be given a one-year diploma program covering early literacy, numeracy, and other relevant aspects of ECE.
- These programs may be run through digital/distance mode using DTH channels as well as smartphones, allowing teachers to acquire ECE qualifications with minimal disruption to their current work.
- The ECE training of the Anganwadi workers/teachers will be mentored by the Cluster Resource Centers of the School Education Department who shall have at least one monthly contact class with the Anganwadi teachers for continuous assessment.
- According to NEP 2020, Separate teacher education institutions will be converted into multi-disciplinary institutions by 2030 offering a 4-year integrated teacher preparation program, and it will be helpful for our future teacher generation.
- Also, all fresh Ph.D. applicants, regardless of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period. Ph.D. scholars will also have the least number of hours of actual teaching experience gathered through assistantships and it will be a good chance to better development of their teaching profession.
- Admission to pre-service teacher preparation programs, like all HEI admissions, will be carried out in large part through subject and aptitude tests as conducted by the National Testing Agency.
- Today our country is suffering from job vacancies, especially in the teaching profession. Student-teachers are also prepared and highly qualified but they are not getting jobs. This policy aims to end that problem. It is recommended that the Teacher vacancies will be filled as soon as possible, in a time-bound manner - especially in disadvantaged areas and areas with large pupil-to-teacher ratios, or high rates of illiteracy - with special attention given to employing local teachers and female teachers.
- A comprehensive teacher-requirement planning exercise will be conducted across India and in each State to assess expected teacher and subject vacancies over the next two decades. At least one teacher per class/grade and a pupil-teacher ratio (PTR) of fewer than 30:1, will be ensured at the level of each school; socio-economically disadvantaged areas will aim for a PTR of under 25:1.
- Teachers will be proficient, stimulated, and supported - with continuous professional development for the purpose - to impart introductory literacy and numeracy to students who have fallen behind. New Education Policy 2020 endorses arranging a National Mission for Mentoring with a large pool of unresolved senior/retired faculty, counting those with the ability to teach in Indian languages to provide mentorship to academy/college teachers.

Objective No-iii: Comparison Between New Education Policy 2020 And National Policy Of Education 1986 In The Context Of School Education And Teacher Education

The Education Policy 2020 is the successor of the Education Policy 1986, which is a landmark contribution to the field of education. Let us clarify the matter clearly through the following comparison.

SL.	NEW EDUCATION POLICY 2020	NATIONAL POLICY OF EDUCATION 1986
1	Ministry of Education (MOE)	Ministry of Human Resource Development (MHRD)

2	Gross Enrolment Ratio (GER)- 50% by 2035	Gross Enrolment Ratio (GER)- 50% by 2018
3	Education format 5+3+3+4	Education format 10+2
4	Break-up of age: 3-8, 8-4, 11-14, 14-18	The break-up of age: 6-16, 16-18
5	Exam- Class 3, 5, 8, 10, 12	Exam- Each year up to class 12
6	Board exam. - objective and description, twice a year	Board exam. - descriptive, once a year
7	No hard separation of Arts, Commerce, and Science. All will be mixed with the curriculum	Hard separation- Arts, Commerce, Science
8	Curriculum content will be reduced to its core essentials	No such policy
9	Health care and check-up will be done	Healthcare and supplements programs are already running
10	360-degree holistic report card for students including skills	No such policy
11	One vocational subject is must-class 6 to 8	Not mandatory in the existing format
12	Bag-less days encouraged	No such policy
13	Conducting to be taught from class 6 onwards	Not mandatory in the existing format
14	3 language- by state, region, and choice of student	3 languages- Hindi, English, and the regional
15	Indian sign language students with hearing impairment to be developed by NIOS	No such policy
16	Pre-school to be added in KVS	Starts from class I
17	Preparatory class Balavatika for children below the age of 5- by ECCE qualified teacher	Not mandatory in the existing format
18	Report card to have reviewed by teachers, peers, and students as well	Report card to have reviewed by teachers
19	NCC wings- secondary and higher secondary schools	NCC wings- secondary and higher secondary education schools
20	Free boarding schools like JNVs for poor students	Free boarding schools like JNVs for poor students
21	National scholarship portal for SC, ST, OBC, and SEDG	National scholarship portal for SC, ST, OBC, and SEDG
22	Education sector to get 6% of the GDP	Education sector to get 4.5% of the GDP
23	Minimum qualification for teaching, 4-year integrated B.Ed. degree by 2030	No such policy

The above comparison shows the huge difference between the two policies. The New Policy of Education 2020 was a huge change from the National Policy of Education 1986. Especially for school education, teacher development, and higher education also.

CONCLUSION

NEP 2020 may turn out to be the best policy in the field of education and human resource. However, in the formulation of this policy, a considerable amount of change is required in the organization, such as an overall change in various fields at the school, college, and university level, change in infrastructure, change in classrooms, change in the mindset of teachers, change in the mindset of students, etc. Whatever comes, this policy will make a breakthrough contribution to the field of education. This policy (NEP 2020) will benefit everyone from the primary level to the higher education level. How effective this implementation of education will be remains to be seen in the future, but on the face of it, I think this policy is useful for everyone.

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