
IMPLEMENTATION OF NEP 2020 IN SCHOOL EDUCATION

Mamatha Kumari¹

Research scholar
Srinivas university
Mangaluru.

Jayashree K.²

Research Guide
College of education
Srinivas University
Mangaluru.

Article Link: <https://aksharasurya.com/2024/01/mamatha-kumari-jayashree-k/>

ABSTRACT:

The National Education Policy 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high quality education to all.

The Union Cabinet in JULY 2020 approved the new Education Policy (NEP). This aims at universalization of education from preschool to secondary level. Education improves everyone's knowledge, skills and develops personality and attitude. To get success in life, it is very important to be educated. No one can achieve anything without education. Therefore, a new education policy has been implemented for better education in India. The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers at all levels as the most respected and essential members of our society because they truly shape our next generation. The founda-

tional principles of NEP 2020 are Access, Equity, Quality, Affordability and Accountability. The policy believes that the education system should develop good human beings with rational thinking, compassion, empathy, courage, scientific temper, creative imagination and ethical values.

In order to understand the features of the current education policy 2020 , various provisions of this will have to be interpreted on the basis of which we will evaluate whether the national education policy 2020 in progressive or not . Many changes were made in the national educational policy such as the 5+3+3+4 system being adopted in place of the earlier 10+2 formula.

KEY WORDS:

National Education Policy (NEP 2020), Implementation, School, Education, School Education.

.....

Introduction

The National Education Policy 2020 envisions an India centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high quality education to all.

The Union Cabinet in JULY 2020 approved the new Education Policy (NEP). This aims at universalization of education from preschool to secondary level. Education improves everyone's knowledge, skills and develops personality and attitude. To get success in life, it is very important to be educated. No one can achieve anything without education. Therefore, a new education policy has been implemented for better education in

India. The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers at all levels as the most respected and essential members of our society because they truly shape our next generation. The foundational principles of NEP 2020 are Access, Equity, Quality, Affordability and Accountability. The policy believes that the education system should develop good human beings with rational thinking, compassion, empathy, courage, scientific temper, creative imagination and ethical values.

In order to understand the features of the current education policy 2020, various provisions of this will have to be interpreted on the basis of which we will evaluate whether the national education policy 2020 is progressive or not. Many changes were made in the national educational policy such as the 5+3+3+4 system being adopted in place of the earlier 10+2 formula.

Objectives

- » The new education policy has been implemented only to reduce the burden of the student's higher education and mental stress.
- » This new education policy will not only be degree taking education, but according to the new education policy, emphasis will be laid on creative thinking, rational decision, innovation and employment education among the students.
- » Board exams will be held twice a year to reduce the stress of board exam from the students and there will be a comprehensive report of skills and abilities in the place of marks in the report card.

- » A target has been set under the policy to provide quality education to children between the ages of 3 to 18 by the year 2030.
- » Under the new Education Policy 2020, a rule has been made to educate the students from pre-primary to fifth standard in mother tongue. This will keep children connected to their mother tongue and culture.
- » Sanskrit Tamil and regional languages are also included in along with English and Hindi languages so that the students can study easily.
- » Students will be given the opportunity to choose Sanskrit as an option in all school stages and higher education levels. There will be no pressure on any student to choose a language.
- » The sole objective of this new education policy is to make India a global knowledge superpower.

Foundational Literacy

Foundational Literacy refers to the skills and strategies in reading, speaking, writing and interpreting once thoughts.

Foundational Numeracy

It is the ability to reason and to apply simple numerical concepts. Basic numeracy skills consist of comprehending fundamental arithmetical operations like addition, subtraction, multiplication and division.

10+2 system has been changed to 5+3+3+4 system of schooling.

5+3+3+4 system has been divided into 4 stages.

- Foundational Stage
- Preparatory Stage
- Middle school Stage
- High School Stage

SCHOOL EDUCATION

This policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18.

1. Early Childhood Care and Education:

The Foundation of Learning. Over 85% of a child's cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth. Presently, quality ECCE is not available to crores of young children, particularly children from socio-economically disadvantaged backgrounds. Strong investment in ECCE has the potential to give all young children such access, enabling them to participate and flourish in the educational system throughout their lives. Universal provisioning of quality early childhood development, care, and education must thus be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready. ECCE ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, comprising of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement.

2. Foundational Literacy and Numeracy:

An Urgent & Necessary Prerequisite to Learning The ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. However, various governmental, as well as non-governmental surveys, indicate that we are currently in a learning crisis: a large proportion of students currently in elementary school - estimated to be over 5 crore in number have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction with Indian numerals. Attaining foundational literacy and numeracy for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3). The highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025. The rest of this Policy will become relevant for our students only if this most basic learning requirement (i.e., reading, writing, and arithmetic at the foundational level) is first achieved. To this end, a National Mission on Foundational Literacy and Numeracy will be set up by the Ministry of Human Resource Development (MHRD) on priority. Accordingly, all State/UT governments will immediately prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools, identifying stage-wise targets and goals to be achieved by 2025, and closely tracking and monitoring progress of the same.

ADVANTAGES OF NEP (2020)

- The new education policy will give importance to student's practical knowledge instead of just pushing them towards rote learning.
- For School dropouts brought back to mainstream education encouraging open learning platforms.
- It will help students to develop scientific temper from a young age.
- This will promote value based education.

Conclusion

This new education policy has been implemented only to improve the future of students. The government of all countries should change its education policy from time to time to improve the future of students. If India wants to become a global knowledge super power, then it is necessary to change India's Education Policy from time to time. This new education policy of India is the best education policy ever.

Bibliography

1. Agarwal, J.C.(2009). Essentials of Examination System Evaluation, Tests and Measurements. New Delhi: Vikas Publishing House Pvt LTD.
2. Ahmad, J. M. G., & Hassan, A. (2011). The Relationship between Self Concept and Response Towards Students“ Academic Achievement Among Students Leaders in University Putra Malaysia. International Journal of Instruction, 4 (2), 23-38. Retrieved from <https://files.eric.ed.gov/fulltext/ED522690.pdf> on -04-14.
3. Alessio, H. (2004). Student Perceptions About and Performance in Problem-Based Learning. Journal of Scholarship of Teaching and Learning, 14(1), 23-34. Retrieved from <https://files.eric.ed.gov/fulltext/EJ913362.pdf> on 08-04- 14.
4. Annakodi, R. (2011). Relationship between Co-Curricular Activities and Academic Achievement among the Second Year Students of Arts and Science College of Coimbatore District. Journal of Educational Research & Extension, 48(4), 48-54.
5. Anne L.Cummings, Harry G.M. and Jack Martin. (1989). Protocol Analysis of the Social Problem Solving of Teachers. American Educational Research Journal, 26, (1), 25-43. https://www.jstor.org/stable/1162868?seq=1#page_scan_tab_contents on 04-04-14.
6. Cannella, G.S., & Reiff, J.C.(1994). Individual Constructivist Teacher Education: Teachers as Empowered Learners. Teacher Education Quarterly 21(3),27- 38.
7. Darshana, S., & Bandhana. (2012). A Study of the Achievement Motivation, Study Habits and Academic Achievement among Secondary School Students. Educational Quest, 3(1), 17-21.
8. Devaki, V. & Pushpam, A.M.L. (2011). Metacognitive Ability of XI Standard Students and its Association with Academic Achievement in Chemistry.
9. Edutracks, 11(4),25-29. Dewey, J.(1916). Democracy and Education. New York: The Mac Millan Company. Dubey, L.N., (2011). Problem

- Solving Ability Test. Agra: National Psychological Corporation.
10. Kimmons, V.J., & Spruiel, P.R. (2005). Using Problem-Based Learning in a Multidisciplinary Setting. *Clothing and Textile Research Journal*, 23(4), 385-395. Retrieved from Klegeris, A., & Hurren, H. (2011). Impact of Problem Based Learning in a Large Classroom Setting: Student Perception and Problem Solving Skills. *Advances in Physiology Education*, 35(1), 408-415. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/22139779> on 03-04-18.
 11. Kong, L.N et al.(2014). The Effectiveness of Problem Based Learning on Development of Nursing Students’ Critical Thinking: A Systematic Review and Meta-Analysis. *International Journal of Nursing Studies*, 51(3), 458-469.
 12. Kothari, C.R., & Garg, G.(2014). Research Methodology Methods and Techniques. New Delhi: New Age Internati Smith, F.G.(2005). Problem Based Learning: Can it improve Managerial Thinking? *Journal of Management and Education*, 29(2), 357- 378.
 13. Stefanou, C., Josephy, M.P., Jonathan, S., & Lord, S.M.(2013). Self-regulation and Autonomy in Problem Based Learning Environment. *Active Learning in Higher Education*. Retrieved <https://www.researchgate.net/publication/258124490> ,DOI:10.1177/1469787413481132 on 15-03-18.
 14. Stringer, R.W., & Heath, N. (2008). Academic Self-Perception and its Relationship to Academic Performance. *Canadian Journal of Education*, 31(2), 327-345. Retrieved from <https://files.eric.ed.gov/fulltext/EJ797194.pdf> on 05-04-14onal Publishers.