

REPORT ON SHIKSHAK PARV- THE NEW EDUCATION POLICY (NEP) 2020

1. **Functional Literacy and Numeracy**-the NEP lays emphasis on Functional Literacy and Numeracy- the ability to speak, read, write and do arithmetic. 3- 6 years are the Foundation /critical years for learning. Every child by the age of 3 should be able to recite 30 to 35 words per minute.

For example: Each child's competency is written in paint on the walls and each teacher teaches the child according to his or her stated competency level. The **learning outcomes** in each class are already stated and the teachers teach in accordance. There are 5 key learnings from this session:

1. Limited and measurable competencies help set a clear target for stakeholders
 2. Clear mentoring and monitoring schedules ensure support and accountability
 3. Third party based assessments can build momentum and track progress
 4. Regular reviews at all levels hold stakeholders accountable and on track.
 5. National fellowship can drive implementation effectively on ground.
2. **Art and Toy Integrated Pedagogy** which talks about education through the use of Art and toys. In this pedagogy, teachers and students use Art and Crafts to learn new concepts. This pedagogy is learner centric and brings about joy and meaningful learning among students.

It helps to facilitate learning for CwSN through Art integration and use of diagrams instead of writing. She emphasised on identifying the Learning outcomes for each subject and creating an integrated pedagogy for the same. She gave an example of art Integration with Maths- count and sort the shapes and build an image, learning the basic shapes, making artistic patterns, pretend play and learning logical skills. The focus of this pedagogy is on creating new age- 21st Century skills among the students such as STEM Integration, Digital Literacy, Collaborative and Cooperative work, Social Responsibility, Organization and Modification.

Through Art and Toy Integrated Pedagogy students can learn concepts through Experiential learning as opposed to textual. Students make and use **indigenous toys and dolls** as a medium of learning. This is done at various levels starting with the exploration of toys, using these toys to learn different concepts, making the toys themselves and Community level toy making for self and others. Toys are made from organic materials such as wood, lac, coconut shells and other materials so the students learn about their environment and their surroundings. Students make and use musical instruments made from wood to understand concepts of science such as vibration and frequency. These toys also inculcate a sense of self-esteem as they do not propagate a negative self-image and do not body shame the children into having unrealistic standards of appearance. She went onto explain how the school has not used textbooks in the last 20 years since its conception and children learn through making and using toys and other forms of Art. The idea behind this pedagogy is to involve the whole body and to have a multi-sensory approach towards learning. This brings in the joy for learning and teaching among the students and teachers alike.

3. **Early Childhood Care and Education**-emphasises the role of Integrating Parents into the learning process. The active engagement of parents is very important for ensuring active participation in students. Orienting the parents to the needs of the child, help in the transition from pre-primary to primary school. ECCE also involves the active participation of CwSN in all activities and aspects

of school life. Health and Hygiene, Good Nutrition, Quality Education Love, Care and Trust are essential elements of early childhood education. The focus is on developing every child as a self-learner, an explorer, encouraging and nurturing inquiry and creativity and ensuring meaningful learning experiences for every child.

4. **Holistic Progress Card**-the Holistic progress card talks about Assessment at the heart of Learning. Change in the process of Assessment, can change the pedagogy of Learning. The Holistic Report card aims at assessment at 3 levels: Self Evaluation, Peer feedback and Parent feedback.

The 9 pillars or Navratnas for the 21st century as:

1. Inclusiveness
2. Equality
3. Equity
4. Synergy
5. Lifelong Learning
6. Sensitivity
7. Interdisciplinarity
8. Rootedness
9. Flexibility

Learning as Cognitive and Psychomotor development and the emphasis should be on applied knowledge and not on Rote learning- children can learn Vedic Maths, Abacus, Role plays etc. He gave the example from his schools where 3% students are entrepreneurs, 25% are teachers, CEOs, Managing Directors and 67% are the skilled force. He has identified 7- 9 skill based courses such as carpentry, gardening, public speaking, sports, music, dance and drama and since the students are already good in these areas in school, therefore, the transition into higher education is often very smooth for them. He emphasised on reducing the number of children in the classroom and gave 24:1 as the ideal student teacher ratio so as to facilitate personal attention. He believes in the idea of keeping the **Learner** at the centre of Assessment.

5. **Teaching in the Mother tongue**- the NEP focuses on teaching the child in the Mother Tongue as 3- 6 years are the foundation years for a child, and if communication is given to him/ her in the mother tongue, then it is easier for the child to learn.

Art and Toy Integrated Pedagogy emphasises on the importance of teaching the child in the Mother Tongue, an analogy with solving a puzzle where children are given clues and manipulatives through which they solve the puzzles. Similarly, when the child is given language manipulatives, it helps him/ her to learn better. Since the child is familiar with his mother tongue and it is the language of the home, and the medium of instruction at home, any learning that he undertakes, is strengthened when taught in the Mother tongue of the child. It also enables the child to learn other languages like English or other foreign languages as that sets the base for the understanding of all languages. He gave the example of the governments of Odisha and Jharkhand – how they have come together to teach in the 5 languages of the area in these states. These can be taught through multilingual dictionaries, pictorial presentations etc.

6. **No Hard Separation**-the NEP talks about Flexibility at its core. This flexibility is comprehensive and aligned with the 21st century India transformation to compete globally. According to the NEP, there is no hard separation between Academic and Vocational courses, Arts and Science,

Curricular and Extracurricular activities. It emphasises on the flexibility of subjects from school level till college.

Flexibility is a salient feature of the NEP. Flexibility in curriculum is novel and engaging both at school level and college level, there is flexibility in duration and structure at the UG level, multiple entry and exits with certifications at each level. This flexibility is in a graded manner from school to UG level. To understand flexibility, it is necessary to understand the current system of rigidity in the education system. Currently, a child in class 9 and 10 studies 5 compulsory subjects with 2 languages, Maths, Science, and SST and no other options. With the NEP, at the Secondary stage (class 9th& 10th), he now has an option of **5 Compulsory + 2 Optional subjects**. CBSE has revised the curriculum to incorporate 2 optional subjects: **Skill Specific** subjects such as Retailing, Beauty and Wellness, Banking etc. and the second option of **3rd language**, Music, Home Science etc.

Similarly, for Senior Secondary (class 11th&12th), currently, if a child wants to study Biology, he/she has to compulsorily study Physics and Chemistry irrespective of his interest and passion. With the NEP, he/ she now has an option to study Biology, independent of the other two and can choose other **Academic subjects** such as Music, History, Legal studies, Painting, NCC etc. along with a **Vocational subject** such as Automotive, Geospatial Technology, Agriculture as per his interest, choice and passion. Every child will be able to **customise** or **tailor** his own curriculum and have the opportunity to study and choose subjects according to his choice, interest, needs and passion. This flexibility will enable children to have wider choices and will make them more adaptable and productive human beings. The NEP also offers **Contemporary Subject** choices such as Artificial Intelligence, Organic living, Global Citizenship which will be introduced at relevant stages of schooling. The NEP also provides flexibility for **Board exams**. The students will now get 2 attempts for board exams. One main exam and one improvement exam. Best of the 2 attempts will be considered. This will reduce the one time stress level among the students.

NEP promotes flexibility at the **Higher education** level as well, with multiple entry and exit options with Certification. At the UG level, if a child completes:

- 1 year- Certificate
- 2 years- Diploma
- 3 years- Bachelor
- 4 years- Bachelor of Research degree

There is flexibility in Structure as the child can choose a **Major** and a **Minor** degree for example, a Major in Law and a Minor in Journalism. This aims at developing all capacities of the individual and promotes holistic, multidisciplinary development in an integrated manner.

The features of NEP 2020: 6 E's to the future:

1. Envisions Learning preparedness for global citizenship
2. Emphasises Metacognition
3. Empowers students through multidisciplinary approach
4. Encourages deeper learning
5. Eschews differentiation between curricular and extra- curricular
6. Enables subject integration.

The emphasis is on Deeper learning which encapsulates Core Academics, Critical Thinking, Collaboration, Communication, Learning how to learn and Developing an academic mind-set in the new age learner. It is also important to determine the model of integration that can be followed- horizontal or vertical integration. To create self-sustainable global citizens who can

create employment for themselves and for others, it is necessary to teach them not How to Think, but What to Think.

For the successful implementation of the NEP, it is necessary for all stakeholders to work together. Teachers need to understand that when students move into college, they face several challenges. Therefore, teachers themselves need to be oriented about the policy and the global trends in education and discuss these challenges with the students. The awareness of the NEP is very important and we must channelize our energies together in coherence and not in isolation. Professional Development Programmes (PDP) for the teachers and Reflexive practices- when they see the joy children derive from these changes, would help in the proper implementation of the NEP.

The 10 key principles of the NEP 2020.

1. **Purpose and Aims of Education**- it is important to define the purpose and aims of education like, being good humans, thinking independently, engaging humans, economically independent, humane, knowledge creation etc.
2. **Education is a public tool**- the aim is to strengthen the public education system through carefully constructed mechanisms. One way to do is to increase the public expenditure to 6% of GDP on education.
3. **Teacher is at the centre of Education**- child centric and teacher centric education are not in conflict at all. The aim is to restore teachers to their high status in society that empowers the teacher and supports her in every way.
4. **Rigorous research on Child Development**-extensive research on child development has been taking place over the years and therefore, the policy focuses on developing the appropriate design of 5+3+3+4 starting at 3 till the age of 18. The New Curriculum Framework focuses on transformation of exams from rote learning to practical learning. This will help to remove the psychological stress faced by the children.
5. **Early Childhood years**- Birth to 8 years are considered to be the most critical years of development. Child development grows rapidly during these years- biological, physical, cognitive and social and emotional dimensions increase at a fast rate. Therefore, it is important for higher quality and care from age. In fact even below the age of 3 years.
6. **Basic Learning outcomes**- the policy defines the basic learning outcome as Functional Literacy and Numeracy which is a comprehensive approach to read, write, and do arithmetic at age appropriate level in the next 5 years.
7. **Developing values, skills and capacities for the 21st century**: the policy focuses on knowledge as an integrated whole and its relationship to the world around us. Integrated holistic education for becoming capable citizens of tomorrow.
8. **The regulation, support and design must** be supportive, empowering and energizing as opposed to interfering and inspectorial.
9. **Quality, equity and inclusion**- quality will lead to equity but not the other way. The policy will focus on including socio economic groups and large disadvantaged groups from society.
10. **Trust**- this means developing a culture of trust in the entire education system. So if there is no trust, there will be no empowerment, energy or ownership. This aims at establishing accountability and authenticity amid rigorous public scrutiny.

Hon'ble Prime Ministers Address- Shri. Narendra Modi

The PM stressed on the importance of the NEP for the 360 degree holistic development of the child. According to him, we are in a new era of a new dawn. The NEP will give 21st century India a new direction. Everything has changed in the last so many years, but our education hasn't progressed. Therefore, it was necessary to change the education system. The work has just started and there are many questions that need to be answered- what changes, impact on the educationists, impact on students, how to implement the changes?

The NEP keeps the **Teacher** at the core- no matter how big the plane, it still needs a pilot to fly it. The pilot here is the Teacher. The policy keeps the student/ learner at the centre and teachers are advised to make their own learning materials. The emphasis is on giving the children an environment of Discovery. They should develop a scientific and mathematical thinking- we have to teach them logical reasoning and thinking skills.

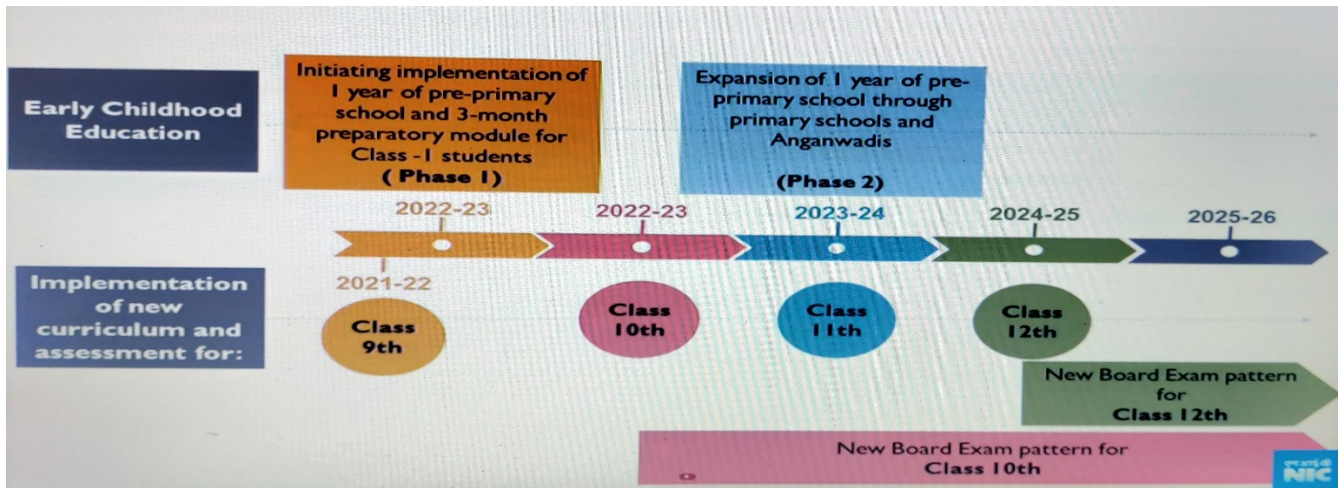
The policy promotes learning for all, starting from the age of 3 years till the age of 18 years. Therefore, the system of **5+3+3+4** has been brought about with emphasis on **Early Childhood Care and Education** and **Foundational Literacy and Numeracy**. The child has to move from **LEARN TO READ** to **READ TO LEARN**. It is important for education to go out of the classroom and into the real world. Curiosity increases the ability to learn. He gave the example from Japan of **Shirin Yoku**. *Shirin* means forest, and *Yoku* means bath. So, *Shirin Yoku* means bathing in the forest atmosphere or taking in the forest through our senses- where children can see, feel, touch, taste and smell trees and nature around them.

For new age learning to take place, children must **Engage, Explore, Experience** and **Express to Excel**. He gave several examples of situations where children can be taught values like compassion and empathy. With the NEP, there will be reduced syllabus and practical integration leading to Fun learning among children.

In 2021- the 75th year of Independence- students will venture into the new Education System. The future is going to be very different and they would require 21st century skills such as **Critical thinking, Creativity, Collaboration, Curiosity and Communication** for a sustainable future. Children must learn concepts like **Coding, Artificial Intelligence, Data Science and Robotics**.

There is emphasis on learning and teaching in the mother tongue. The language of the house is the best language to learn as English is first translated into Hindi. Parents do not get connected to schools because of language. So it is advised to keep the language of learning as the mother tongue, at least till grade 5, and the promotion of other Indian languages along with whichever foreign languages they want to learn. The NEP keeps the teachers at the core of learning. There is a need to unlearn the old and learn the new as teachers of the future.

Implementation of the School Policy Plan:



She concluded her presentation by stating the Salient features of the NEP 2020 as:

1. It is known/ understood by all stakeholders involved in implementation /for whom it is being implemented- used of various mediums
2. Flexibility in the manner/ format / process of implementation- innovations encouraged
3. Realistic policy and implementation strategy having convergence with present schemes- SamagraShiksha, MDM, AE
4. Focus on local context and flavour in implementation- SCF, textbooks, multiple languages, flexible pedagogy, local art and culture, local sports/ games/ toys
5. Use of modern tools and IT solutions for tracking, reporting and monitoring

The key points are as follows:

1. **Learning through language**-Consider Language as a medium for education. Language supports cognitive processes for Learning.
Dr.DhirJhingan talked about the role of language in the process of learning. FLN (NEP 2020) cannot be implemented unless 'a language of comprehension' is included from the beginning.

$$\begin{array}{l} \text{Reading} \\ \text{Comprehension} \end{array} = \begin{array}{l} \text{Language} \\ \text{Comprehension} \end{array} \times \begin{array}{l} \text{Word} \\ \text{Recognition} \end{array}$$

Therefore, learning through a familiar language in ECE and early school years is crucial. A strong foundation in a familiar language (first or home) language helps in learning other languages better. It improves learning and academic achievement in other subjects. It affirms the child's language, culture and identity, creating positive self-image and self-efficacy among children.

2. **Holistic Progress Card**- The concept of *Ahimsa* in assessment is a clear change in the paradigm from:

The learner as an object → the learner as a subject

Judgemental → Validating

Single perspective → Multiple Perspective

Supervisory power → Participatory

Fear → Fun, Introspection

Normative → Celebrating Uniqueness

Cutting Marks → Setting New Goals

In the Holistic Progress Report, there is:

- Extensive, Qualitative reporting in a constructivist framework.
- No marks or external judgement.
- Self-Reflection, Peer Feedback, Parental and Initiator feedback till grade 11.
- Nonviolent with constructive words- areas of strength, areas that can be further improved, goals for the future.
- Criterion based with rubrics of achievement levels related to cognitive and transversal competencies.

The NEP gives us a deeper understanding of the Education system of the 21st century with a few key highlights on Flexibility, Integration, and Holistic Assessment. The attempt is to create a fun and joyous environment for the learner and teacher in the process of learning.