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# MITE JOURNAL OF EDUCATION

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Editor  
Mr. H.L. Gangte

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## **Editor Message**

Modern Institute of Teacher Education has long been one of the most reputed institutions in the field of Teacher Education. I am honored to be the editor of MITE Journal of Education. MITE Journal of Education maintains the highest level of ethical integrity, ensuring consistency and scientific rigor in each of its research articles. This Journal continues to excel and build the future to provide quality teacher education.

This educational journal includes twenty one articles contributed by scholars and educationists from a range of Teacher Education Institutions and Universities. The publication of this Journal is not possible without the collaborative efforts of many such people. As the editor of this Journal, I would like to thank all the members of the Research and Development Cell, editorial board members, editing committee members, research scholars, teacher educators and those others who contributed in bringing out this Journal. I feel it has become possible through the strong and continued support of its members and Management Board of Modern Institute of Teacher Education (MITE).

As the editor my concern is to ensure that MITE Journal of Education remains flexible in attending the challenges of teacher education and believe that this Journal will further develop as a flagship for developing teacher education research and successfully meeting the evolving needs of teachers. I, sincerely, hope that scholars, teachers and students will continue to supports this journal as both contributors of articles and readers in future too. I hope and wish that the readers will be benefitted from the contents of this publication.



Editor:  
Mr. H.L. Gangte  
MITE Journal of Education

## **Message**

*Prof. K.P. SUBBA RAO*

*Director, ICSSR IMPRESS Project,*

*Department of Education, Andhra University, Visakhapatnam*

The New National Education Policy, 2020 has been announced on 29<sup>th</sup> July, 2020 by Union Cabinet. It has to be approved by the parliament. Then only it will come a public document. So far many debates and discussions are being held on different fora. Some critique the document by suggesting or supplement with new ideas. Some of the organizations, teacher organizations in the states in particular and India in general vehemently reject it on certain grounds. Whatever the situation we as teacher educators have to make out being present in the present webinar organized by Modern Institute of Teacher Education, Kohima, Nagaland.

The new education policy has several innovative ideas and daring proposals, but also makes a few problematic assumptions. A majority of the path-breaking proposals submitted by Dr. K. Kasturi Rangan, Chairman of the Committee, in the new national policy draft. I welcome the policy as it promises a large set of transformative reforms of the entire education system. I refer to some proposals and issues here.

It is interesting to note that education is a public good and the public education system is the foundation of a vibrant democratic society. The recognition of education as a public good has important implications for public policy in planning, providing and financing education. It also has important implications for the states approach towards private education.

The major recommendation of the Committee that have been approved include a 5+3+3+4 systems design in school education, universal education including the secondary level, adoption of school complexes, introduction of vocational education at the upper primary level, etc.

Several reforms have been proposed in higher education which include multi-discretionary system offering choices to student from among a variety of subjects from different disciplines, integrated i.e. undergraduate, post-graduate and research level and over handling of the governance structure in higher education. There will be one regulatory body for the entire sector in the Higher Education Commission of India (HECI).

The policy emphasis on the liberal arts, humanities, facilitates selective entry of high-quality foreign universities, areas to increase public investment in education to 6% of the GDP, promise to provide higher education free to about 50% of the students with scholarships and fee waivers. It aims to increase the gross enrolment ratio in higher education to 50% by 2035.

In Summary, though the recommendations of NPE are so high and dry and the reachability and affordability will remain a question and test the time.

(K P SUBBA RAO)

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## **TECHNOLOGY-ENABLED E-LEARNING (TEL) IN HIGHER EDUCATION IN INDIA: AN EFFECTIVE TOOL FOR TEACHING AND LEARNING IN NEP-2020**

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### **ABSTRACT:**

Education is fundamental for achieving full human potential, developing an equitable society, and promoting national development. The global education development plan reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country.

National Education Policy 2020 recommends setting up of a National Educational Technology Forum (NETF) for “the free exchange of ideas on the use of technology to improve learning, assessment, planning and administration”. While this is the very laudable measure to assist teachers in participating institutions to share, collaborate to solve problems and undertake action research to improve the quality of learning for their students. This paper discusses TEL implementation model and challenges. Further, this paper highlights some trends on technology-based e-learning (TEL) in higher education in India.

**KEY WORDS:** NETF, SDG, Digital Technology, Technology Based e-learning, Higher education etc.

### **INTRODUCTION:**

Education is fundamental for skilling full human resources of a nation, contribute to nation’s development and towards building the attractive power of it at the global realms for an equitable society. Further to add the education and technology are important areas both at global and domestic levels where nations across the world are attempting to usher excellence in order to factor in gains for people, society and the country. Now India is the second-largest higher education system in the world in terms of enrolment. The Gross

enrolment ratio is 25.8 % (MHRD, 2018) from 50,000 higher education institutions in India. And there are several efforts in place to further increase the GER to 35% by 2020-21 and at least 50% by 2035 (MHRD, 2019a). In 2018, according to SC Imago country ranking, India stood 5<sup>th</sup> in research productivity.

Interestingly Indian higher education is dominated by the colleges and stand-alone institutions, constituting about 98% of the total. This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. In order to improve the quality of teaching and learning, the government of India has taken several steps. Particularly, the focus is on a new initiative called technology-enabled learning (TEL). National Education Policy 2020 recommends setting up of a National Educational Technology Forum (NETF) for the free exchange of ideas on the use of technology to improve learning, assessment, planning and administration". At the same time, this is a very laudable measure to assist teachers in participating institutions to fix existing challenges and undertakes action research to improve the quality of learning.

#### **OBJECTIVES OF THE STUDY:**

- ❖ The main objective of this study is to find out how National Education Policy 2020 support the Technology-Enabled Learning (TEL) and leads to national progress of the country
- ❖ To find out types of Technology-Enabled Learning (TEL) and its implementation strategies
- ❖ To find out challenges in the implementation of technology-enabled learning with few Recommendations
- ❖ What are various recent initiatives of Technology-Enabled Learning (TEL) programmes in higher education

#### **TECHNOLOGY-ENABLED LEARNING: ROLE OF NATIONAL EDUCATIONAL TECHNOLOGY FORUM (NETF)**

Technology-enabled learning is "the application of some form of digital technology to teaching and or learning in an educational context" (Kirkwood & Price, 2016)."Major functions as defined by NETF in National Education Policy 2020:

- ◆ "Provide independent, evidence-based advice to Central and State Government agencies on Technology-based interventions;

- ◆ Build intellectual and institutional capacities in educational technology;
- ◆ Envision strategic thrust areas in this domain; and articulate new directions for research and innovation.”

### **Technology-Enabled Learning: Successful implementation**

- ◆ Broadly two forms: A. Blended learning and B. Online learning.
- ◆ Blended learning is the use of traditional classroom teaching methods together with the use of online learning for the same students studying the same content in the same course. This is the integration of online tools in classroom teaching, but it is not about online education or distance education.

**For successful implementation in higher education, it requires a three-phase approach.**

#### **Preparation:**

This phase needs to arrange the following requirements: To identify the technology infrastructure like hardware and software. To identify the strength and weakness of the institution. To conduct workshops on the proposed technology. To develop policy to place before decision-making bodies for proper implementation

#### **Second phase**

The major focus in phase 2 is to identify teachers who have experience of developing blended courses. Support mentors to oversee the course development. Develop blended courses and offer these students

#### **Third phase:**

To measure the student learning outcomes from the blended courses and documents, the teacher pedagogical changes. Compare with TEL implementations with the similar institution and develop benchmarks to help assess their progress and institutionalizing TEL

### **Challenges & Recommendations for Technology-Enabled Learning**

- ◆ Institutional readiness
- ◆ Related to access to technology i.e. bandwidth
- ◆ Appropriate policy
- ◆ Capacity building of teachers
- ◆ Research on student learning
- ◆ Benchmarking

**RECOMMENDATIONS:**

- ♦ Related to bandwidth should approach National knowledge network supported by the government of India for teaching, learning and research.
- ♦ To develop policy documents after through consultancy process where teachers of the university help draft policy statements that are appropriate, relevant and feasible.
- ♦ To develop guidelines to support blended learning and using OER also help support policy implementation.
- ♦ A community of practice through NEP

**Recent initiatives of technology-enabled Learning (TEL) in Higher education: NPTEL, SWAYM PRABHA, SWAYAM**

National Mission on Education through Information and Communication Technology (NMEICT) under the Ministry of education has initiated in 2009: to facilitate the opportunity for all the teachers and experts in the country to develop their collective wisdom for the interest of every Indian learner and, thereby, reducing the digital divide.

**NPTEL:**

National Programme on Technology Enhanced Learning (NPTEL), one of the earliest OER initiatives in the country, developed by the joint efforts of IITs, IIMs and Carnegie Mellon University (CMU) in 1999. Web enabled courses in engineering, Management, Social Science and sciences. YouTube channel of NPTEL is highly rated while looking into its views often gets twice the number of views than similar channel of MIT's Open courseware. These courses are available at no cost except for certification fees to all students and working professionals.

**SWAYM PRABHA:**

The Swayam Prabha is a group of 32 DTH channel maintained by INFLIBNET dedicated to telecasting of high-quality education programmes on 24\*7 basis using the GSAT-15 satellite. The contents are covered by the disciplines of Social Science, Science, Arts, performing arts, Commerce and Medicine, Humanities, Agriculture, Law, Engineering, Technology, etc. The contents are provided by NPTEL, UGC, IGNOU, NCERT, CES, IITs and NIOS. The Channel is telecasted from BISAG, Gandhinagar.

**SWAYAM:**

Study Webs of Active-Learning for Young Aspiring Minds” (SWAYAM) (<http://swayam.gov.in>) is the official MOOC platform for India launched in early 2017 initiated by the Ministry of HRD renamed Ministry of education, Government of India. Designed in such a way to achieve three cardinal Principles of education policy viz., access, equity and quantity.

More than 900 experts of various disciplines and teachers from various parts of the country have participated in preparing these courses. And facility to avail as a Credits courses. The courses consist of in 4 Quadrants”1. Video lecture, 2 specially prepared reading material with the tackle that can be downloaded/printed 3. Self-assessment tests (e.g. tests and quizzes) and an online discussion forum for clearing the doubts”. And appointed nine National Coordinators; they are NPETL for engineering, UGC for the post-graduation education, CEC for under graduation education NCERT & NIOS for school education, IGNOU for graduate student and for management studies. IIMB. NIOS and NITTR.

**CONCLUSION:**

It is imperative that Indian higher education focuses on strengthening TEL by embracing a systematic approach to educate digital natives. Every stakeholder in the system has the responsibility to rethink the current approaches and focus in TEL .Moreover, university leaders and policymakers need to take appropriate decisions to make things happen in the right direction as outlined in this paper. It is a national call for steps.

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**VISION OF TEACHER EDUCATION IN CHANGING CONTEXT  
OF GLOBAL SCENARIO WITH SPECIAL REFERENCE TO  
NATIONAL EDUCATION POLICY - 2020**

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**ABSTRACT**

This paper discusses the vision of teacher education. It attempts to explain teacher education in the context of global scenario with special reference to national education policy 2020. Teacher education has to be more sensitive to the emerging demands of the school system. For this, it has to prepare teachers for a dual role of; an encouraging, supportive and humane facilitator in teaching learning situations who enables learners (students) to discover their talents, to realize their physical and intellectual potentials to the fullest, to develop character and desirable social and human values to function as responsible citizens; and, an active member of the group of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of learners, keeping in view the experiences gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities. It is an essential need to change the teacher education plan for the emerging new trends in India as well as the global requirement of the human resource.

**KEY WORDS:** Emerging demands, Experiences, Curriculum, Imperatives.

**INTRODUCTION**

Increasing the effectiveness of teachers is the key to improving our schools, but most systems around the world have only recently focused reform efforts on transforming initial teacher education. The preparatory stages for teachers have a critical influence on what teachers can do and what their students learn, yet very few countries have an effective system for educating



teachers. Many programs lack proven practices and are a long way behind the best. Currently, teachers feel underprepared for the realities of teaching because they often do not graduate with the necessary content knowledge and pedagogical skills. The challenge is to develop the mix of reforms so all actors in the system are working together to achieve this objective.

This requires looking at the teacher education pathway in its entirety, encompassing the selection of candidates, progression within a course, graduation requirements, registration and employment, induction and early career development. If all these stages are recognized as steps along a common teacher education pathway, reform is more likely to lead to effective teacher preparation.

### **THE TEACHER EDUCATION PATH WAY**

Raising the minimum standards for admission to Teacher Education courses would be a filter at the beginning of the pathway, while requiring evaluation after the first year of teaching would fall at the end. The assessments must be rigorous to be effective. The pathway should be viewed as a complete system rather than as separate steps. Stronger filters further on in the pathway affect not only the quality of the candidate but also in return affect the quality of teacher education provided. A tough entry level exam will result in high failure rates among graduates from low-quality courses, providing an incentive to improve the programs to ensure teaching students are better prepared. In contrast, setting high admission standards into Teacher Education work solely to filter candidates rather than encouraging any reforms to improve the quality of the program. Reform options at each step of the teacher education pathway are discussed below.

### **VISION OF TEACHER EDUCATION**

Teacher education has to be more sensitive to the emerging demands from the school system. For this, it has to prepare teachers for a dual role of; An encouraging, supportive and humane facilitator in teaching learning situations who enables learners (students) to discover their talents, to realize their physical and intellectual potentials to the fullest, to develop character and desirable social and human values to function as responsible citizens; and, An active member of the group of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of learners, keeping in view the experiences gained in the past and the concerns and

imperatives that have emerged in the light of changing national development goals and educational priorities.

These expectations suggests that teachers operate in a larger context. That is to say, teacher has to be responsive and sensitive to the social contexts of education, the various disparities in the background of learners as well as in the macro national and global contexts, national concerns for achieving the goals of equity, parity, and social justice as also excellence.

## **A VISION OF PROFESSIONAL PRACTICE IN THE 21ST CENTURY**

### Knowledge of Learners and their Development in Social Context

- ❖ Learning and Language
- ❖ Human Development

### Knowledge of subject matter and Curriculum goals

- ❖ Educational goals and purposes for skills
- ❖ Content, subject matter

### Knowledge of Teaching of subject

- ❖ Content knowledge
- ❖ Content and practice pedagogy
- ❖ Teaching diverse learners (Inclusive Teaching)
- ❖ Assessment and evaluation
- ❖ Classroom management

To be able to realize such expectations, Teacher Education has to comprise of features that would enable the student-teachers to

- Care for children, and who love to be with them;
- Understand children within social, cultural and political contexts;
- View learning as a search for meaning out of personal experience;
- Understand the way learning occurs, possible ways of creating conducive conditions for learning, differences among students with respect to the kind, pace and styles of learning.
- View knowledge generation as a continuously evolving process of reflective learning.
- Be receptive and constantly learning.
- View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience.
- Own responsibility towards society, and work to build a better world.

- Appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom.
- Analyze the curricular framework, policy implications and texts.
- Have a sound knowledge base and basic proficiency in language.

The objectives of teacher education would therefore be to:

- Provide opportunities to observe and engage with children, communicate with and relate to children
- Provide opportunities for self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self directed learning and the ability to think, be self-critical and to work in groups.
- Provide opportunities for understanding self and others (including one's beliefs, assumptions and emotions); developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.
- Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.

## **CHANGING CONTEXT OF TEACHER EDUCATION IN THE GLOBAL SCENARIO**

Teacher education is a global profession that needs to be understood properly. It is essential to grasp a global perspective of the profession as it is today, to make assumptions about it in the near future and to utilize the best thinking and instructional models available in the present times.

Professionally, powerful teaching is very important and increasing in our contemporary society as a result of the steam of dynamic initiatives of human development and evolution. Due to these developments and evolution, standards of learning would be higher in the 21st century than it has been in the 20th century. As a result teachers would need to acquire additional knowledge and skills, both general and specific, to be able to survive and be successful in the 21st century school environment.

Education has increasingly become important to success of both individuals and nations. Growing evidence demonstrates that, among all

educational resources, teachers' abilities are especially critical contributors to students' learning and consequently the success of a nation to advance in its economic, social and political spheres (Darling-Hammond, 2006).

- Dynamic teacher education and training in the 21st century globalised world.
- Structure of a globalised teacher education and training curricula.

### **The 'what' of globalised teacher education and training curricula**

- Knowledge of learners and how they learn and develop within social contexts, including knowledge of language development.
- Understanding of curriculum content and goals, including the subject matter and skills to be taught in the light of disciplinary demands, student needs and the social purposes of education; and
- Understanding of and skills for teaching, including content knowledge of specific subject, content pedagogical knowledge for teaching diverse learners, as these are informed by an understanding of assessment and of how to construct and manage a productive classroom.

**Table – 1**

### **The opinion based Mean difference among Teacher Educators on National Education Policy - 2020 by their designation**

Designation	N	Mean	Std. Deviation	Std. Error	F-Value	P- Value
Professors	26	33.77	5.479	1.075	2.963*	0.033
Associate Professors	21	34.05	5.296	1.156		
Assistant Professors	147	34.41	5.143	0.424		
Teaching Associates	6	40.67	7.528	3.073		
Total	200	34.48	5.354	0.379		

\*Significant at 5% level. (p<0.05)

As per the data presented in the above table it is showed that the opinion based on average score of Teaching Associates on National Education Policy - 2020(40.67) found significantly higher than Professor (33.77), Associate Professor (34.05) and Assistant Professors (34.41). While there is a significant difference among the groups in their response score on National

Education Policy - 2020, the calculated f-value 2.963 indicate significant at 5% level because the p-value is 0.033. This infers that Teaching Associates are more positive towards than the other categories of teacher educators in implementation of National Education Policy - 2020 in Teacher Education Institutions.

**Table – 2**

**The opinion based Mean difference between B.Ed. and M.Ed.& Ph.D. Qualified Teacher Educators on National Education Policy - 2020**

Qualification	N	Mean	Std. Deviation	Std. Error	T-Value	P-Value
B.Ed.	123	34.02	5.121	0.462	1.474	0.142
M.Ed. & Ph.D.	77	35.19	5.666	0.646		

According to the qualification the teachers are divided into two groups where the B.Ed. qualified teachers are in one group and M.Ed. & Ph.D. qualified teachers are in another group. The opinion based mean score of these two groups on the implementation of National Education Policy - 2020 at Teacher Education Institutions shows that M.Ed. qualified teacher educators (35.19) are little more than B.Ed. qualified teachers (34.02). While there is no much difference between the groups, the calculated t-value 1.474 is not significant at any level because the p-value is 0.142. Therefore, the analysis indicates that there is no significant difference between M.Ed. and Ph.D. qualified teacher educators in their perceptions towards implementation of National Education Policy - 2020 in Teacher Education Institutions.

**Table – 3**

**The opinion based Mean difference between male and female Teacher Educators on National Education Policy - 2020**

Sex	N	Mean	Std. Deviation	Std. Error	T-Value	P-Value
Male	130	34.61	5.444	0.477	0.483	0.630
Female	70	34.23	5.212	0.623		

The mean score of male and female teachers on the implementation of National Education Policy - 2020 at Teacher Education Institutions shows that male teacher educators (34.61) scored little more than female teacher educators (34.23). It is found that there is no significant difference between male and female teacher educators, so that the tested t-value 0.483 did not indicate any significant level. Therefore, the analysis infers that there is no significant difference between male and female teacher educators in their opinion towards implementation of National Education Policy - 2020 in Teacher Education Institutions.

**Table – 4**

**The opinion based Mean difference among Teacher Educators on National Education Policy – 2020 by their experience**

Experience	N	Mean	Std. Deviation	Std. Error	F-Value	P-Value
Below 5 years	29	34.31	4.638	0.861	0.394	0.675
5-10 years	36	35.19	5.539	0.923		
Above 10 years	135	34.32	5.467	0.471		
Total	200	34.48	5.354	0.379		

The mean difference among different experienced teachers on implementation of National Education Policy - 2020 in Teacher Education Institutions shows that the teacher educators who are having between 5-10 years (35.19) are found little more positive than the teacher educators who are having below 5 years (34.31) and more than 10 years of experience (34.32). Hence the calculated f-value is 0.394 found no significant at any level because the p-value is 0.675. This infers that there is no significant difference among different experienced teacher educators on implementation of National Education Policy - 2020 in Teacher Education Institutions.

## CONCLUSION

Our goal is to improve student learning by improving teacher preparation. To make significant change, we must first recognize that teacher education is not a series of separate, isolated events. Rather, teacher education occurs along a pathway that brings together different stages as a system. Actions taken at the end of the pathway affect decisions made at the beginning of a teacher's education, and the quality of the preceding stages of the pathway. Understanding this is critical to thinking comprehensively about appropriate policy interventions.

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## **TEACHER EDUCATION WITH SPECIAL REFERENCE TO NATIONAL EDUCATIONAL POLICY 2020**

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### **INTRODUCTION**

The National education policy is coming out after 34 years i.e. after NEP-1986. A panel headed by former ISRO chief K. Kasturirangan submitted a draft report in December 2018. It was made public and opened for feedback after Lok Sabha election in the month of May 2019. India's New Education Policy-2020 was approved by the Union Cabinet on 29 July 2020. The new education policy 2020, announcement was made by Shri Prakash Javadekar (Minister I & B) and Ramesh Pokhriyal Nishank (Minister HRD). NEP 2020 aims at making "India a global knowledge superpower" Overall national development, economic growth, equitable society and quality education. The National Education Policy 2020 has in store for teachers to lift them out their current uninspiring job profile, rampant exploitation conditions. The NEP 2020 acknowledges the reality of unmotivated teacher and proposes to completely overhaul the teaching profession to create a robust merit-based structure of tenure, salary, and promotion that incentivizes and recognizes outstanding teachers.

The Kothari Commission, 1966 said, 'Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant.' The NEP 2020 too exhorts, 'Teachers truly shape the future of our children – and, therefore, the future of our nation' thereby implying that teachers play the most important role in nation-building by creating high quality of human resource in their classrooms. The NEP 2020 current focus is on 21<sup>st</sup> century skills and effective implementation of NEP 2020 across the wide spectrum of educational institutions in India.

### **VISION OF THE NATIONAL EDUCATION POLICY 2020**

- i. Education system that contributes to an equitable and vibrant knowledge society, by providing high-quality education to all



- ii. Develops a deep sense of respect towards the fundamental rights, duties and Constitutional values, bonding with one's country, and a conscious awareness of one's role and responsibilities in a changing world
- iii. Instills skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen

### **KEY PRINCIPLES OF NEP 2020**

- i. Respect for Diversity & Local Context In all curriculum, pedagogy, and policy.
- ii. Equity & Inclusion As the cornerstone of all educational decisions.
- iii. Community Participation Encouragement and facilitation for philanthropic, private and community participation.
- iv. Use of Technology In teaching and learning, removing language barriers, and in educational planning and management.
- v. Emphasize Conceptual Understanding Rather than rote learning and learning-for-exams
- vi. Unique Capabilities Recognizing, identifying them in each student.
- vii. Critical thinking and Creativity To encourage logical decision- making and innovation
- viii. Continuous Review Based on sustained research and regular assessment by educational experts.

### **POLICIES AND CHANGES**

- i. The name of Ministry of Human Resources has been changed to Ministry of Education (SikshaMantralaya)
- ii. RTE has been extended from class 8-12
- iii. The proposal of National Academic Credit Bank has been recognized in the new education policy
- iv. Instead of exams being held every year, school students will sit only for three exam at class 3, 5 and 8
- v. Vocational class from class 6

**REGULATING AUTHORITY**

- UGC, AICTE AND NCTE merged together into Higher Education Council of India (HECI)
- i. National Higher Education Regulating Council for Teacher Education and higher education (NHERC)
  - ii. National Accreditation Council for Recognition Higher Institution (NAC)
  - iii. Higher Education Grants Council for Financial grants to Universities and Colleges (HEGC)
  - iv. General Education Council for graduate attribute and general education (GEC)

**STANDARD-SETTING AND ACCREDITATION FOR SCHOOL**

- i. Setting up State School Standards Authority(SSSA)
- ii. Self-disclosure of all the basic regulatory information of all schools at SSSA and School website
- iii. To ensure all schools follow certain minimal professional and quality standards.
- iv. Development of School Quality Assessment and Accreditation Framework (SQAAF) by SCERT & NCERT
- v. Periodic 'health check-up' of the overall system through a sample-based National Achievement Survey (NAS)
- vi. Public and private schools (except the Central Government schools) will be assessed and accredited on common minimum criteria. Private/philanthropic schools to be encouraged and enabled to play a beneficial role.

**LEVEL OF EDUCATION UNDER NEP 2020**

- i. Foundational stage (5) multilevel, play/activity-based learning
- ii. Preparatory Stage (3) play, discovery, and activity-based and interactive classroom learning
- iii. Middle Stage (3) experiential learning in the sciences, mathematics, arts, social sciences, and humanities

- iv. Secondary stage(4) multidisciplinary study, greater critical thinking, flexibility and student choice of subjects.

### **HOW STUDENTS/CHILDREN WILL LEARN?**

- i. Learning Should be Holistic, Integrated
- ii. Inclusive, Enjoyable, and Engaging
- iii. Restructuring school curriculum and pedagogy in anew design : 5 + 3 + 3 + 4
- iv. Foundational : 3 years of preschool + Grades 1-2
- v. Preparatory : Grades 3-5
- vi. Middle : Grades 6-8 and
- vii. High school : Grades 9-12 (, i.e. 9and 10 in the first and 11 and 12 in the second stages, with an option of exiting at Class 10 and re-entering in the next phase.-

### **TIMELINE FOR IMPLEMENTATION OF NEP 2020**

- i. Formulation of National Curricular Framework for School Education (NCFSE)2021-22
- ii. National Curriculum Framework for Teacher Education - 2021-22
- iii. A common guiding set of National Professional Standards for Teachers (NPST) 2022-23
- iv. Attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 2025-26
- v. State/UT governments to optimize resources through mechanisms to group or rationalize schools, such as, school complexes 2025-26.

### **TEACHER EDUCATION UNDER NEP 2020**

Based on the recommendations of NEP 2020 on teacher education and training, a National Curriculum Framework for Teacher Education, NCFTE 2021 will be drafted to guide all teacher education, pre-service and in-service, of teachers working in academic, vocational & special education streams. NEP 2020 has categories duration for B.Ed.program as the educational qualification of the candidates without clear provision for implementation of the duration of B.Ed. program.

- i. 1 year B.Ed. after PG/M.A. For those who have completed the equivalent of 4 year multidisciplinary Bachelor's Degrees or has obtained a Master's degree in a specialty.
- ii. 2-year B.Ed. after U.G/B. A, For applicants with an existing Bachelor's Degrees in other specialized subjects
- iii. 4-year B.Ed. after Class 12, Minimum degree qualification for teaching that includes student- teaching at local schools, by 2030

All B.Ed. programs will include training in time-tested techniques in pedagogy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. Teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities Multidisciplinary higher education institutions offering the 4-year in-class integrated B.Ed. The 4-year integrated B.Ed., the minimal degree qualification for schoolteachers, is conceived as a multidisciplinary and integrated dual-major bachelor's degree, in Education as well as a specialized subject. The admission to this course shall be through suitable subject and aptitude tests conducted by the National Testing Agency (NTA). All multidisciplinary Universities have been directed to set-up an education department and run B.Ed. program in collaboration with their other departments such as psychology, philosophy, sociology, neuroscience, languages, arts, music, history, literature, physical education, science, and mathematics. In addition to this they will also carry out cutting-edge research in various aspects of education to enhance the quality of their B.Ed. Program.

The B.Ed. degree will teach a range of knowledge content and pedagogy and include strong practicum training. The curriculum will also include effective techniques in pedagogy on foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, with special interests or talents, use of educational technology, and learner-centered and collaborative learning. Shorter post-B.Ed. certification courses will also be available for career growth of teachers who wish to move into more specialized areas of teaching or into leadership and management positions in the schooling system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages. A provision that truly has the potential to enhance respectability and acceptance of teaching

profession is that all fresh Ph.D. entrants, 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 including actual teaching experience gathered through teaching.

### **TEACHER RECRUITMENT & EMPLOYMENT**

For recruitment in private or government school the teacher must qualify through TET, give a demonstration class, pass the interview, and have knowledge of local language(s). The NEP 2020 provides –

- i. Teacher with local languages will be appointed in rural area.
- ii. Local housing/quarter in school campus/increased housing allowances.
- iii. TET will be strengthen with content and Pedagogy
- iv. TET will be compulsory for all school teachers (Foundational, preparatory, middle and secondary)

Teacher Eligibility Tests (TETs) will now be extended to cover teachers across all the new stages (Foundational, Preparatory, Middle and Secondary) of school education. For subject teachers, TET as well as NTA test scores in the corresponding subjects will also be considered for recruitment. NEP 2020 promotes the idea of recruiting teachers to a school complex and sharing them across the group of schools to deal with shortage of teachers particularly for music, dance, art, craft, counselors, coaches, vocational education trainers, classical language teachers, social workers, technical and maintenance staff. The NEP 2020 also encourages school complexes to hire local eminent persons or experts as ‘master instructors’ in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture etc to meet the need of teachers to teach the newly introduced classical languages and vocational and skill subjects. The new policy has also focused on transparency in teacher recruitment process and need for a mechanism for periodic performance review of teachers.

The minimum degree qualification for teaching will be a 4-year integrated B.Ed. course by 2030 and stringent action will be taken against “substandard” stand-alone teacher education institutions, according to the new National Education Policy (NEP).”By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree. Stringent

action will be taken against substandard stand-alone Teacher Education Institutions (TEIs),” the policy document said.

“A common National Professional Standards for Teachers (NPST) will be developed by the National Council for Teacher Education by 2022, in consultation with NCERT, SCERTs, teachers and expert organizations from across levels and regions. The standards would cover expected roles of the teacher at different levels of expertise and stage, and the competencies required for that stage. This could be adopted by states to determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. The professional standards will be reviewed and revised in 2030, and thereafter every ten years,” it added.

By 2021, a new and comprehensive National Curriculum Framework for Teacher Education will be formulated by the National Council of Teacher Education (NCTE) in consultation with the NCERT. “A National Mission for Mentoring will be established, with a large pool of outstanding senior and retired faculty who would be willing to provide short and long-term mentoring and professional support to university or college teachers,” the policy said.

## **EMPOWERING TEACHERS**

The Kothari Commission, 1966 said, ‘Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant.’ The NEP 2020 too exhorts, ‘Teachers truly shape the future of our children and, therefore, the future of our nation’ thereby implying that teachers play the most important role in nation-building by creating high quality of human resource in their classrooms. Recognizing the ‘power of teacher’ NEP 2020 has put in place systemic reforms that would help ‘teaching’ emerge as an attractive profession of choice for bright and talented young minds. Teacher empowerment means investing teachers with the right to participate in determining school goals and policies and to exercise professional judgment about what and how to teach. When teachers are engaged in the reform process, they need freedom and control over their own work. This makes them feel empowered, motivates them to work harder and enhances their commitment to their learners.

- Recognizing the contribution teachers can make in reforming pedagogy to improve the learning outcomes, the NEP 2020 gives **Teachers autonomy** in selecting appropriate pedagogy and encourages them to also ensure socio-emotional learning of their students, which is a critical aspect of holistic development.
- **Innovative teaching methods** adopted by teachers to improve the learning outcomes will be recognized, documented, and shared widely as recommended practices.
- Close collaboration is recommended among schools within a School Complex as it will **reduce teacher isolation** experienced by teachers working in smaller schools and create vibrant teacher communities that work collaboratively sharing their best teaching practices.
- To help schools and school complexes evolve into vibrant, caring, and inclusive communities of teachers, students, parents, principals, the School managements have been directed to ensure adequate and safe infrastructure, basic amenities and hygiene, computing devices, internet, libraries, and sports and recreational resources to all teachers and students.
- The status and image of teachers in society is another area that attracted attention in NEP in para 5.1 to 5.7. They are so passionate about it that the words “outstanding teacher” appear six times in seven short paras. Need for good training and skilling has been dealt with status in terms of remuneration has also been partly touched.
- Restoring the self-concept, self-respect, and self-confidence of the teachers as well as their position and status in the society and the immediate community they operate, is the first requirement.

## **TEACHING CAREER & PROFESSIONALISM**

The NEP 2020 talks of creating performance standards for teachers clearly spelling out the role of the teacher at different levels of expertise/ stage and competencies required for that stage.

- By 2022 a set of National Professional Standards for Teachers (NPST) will be created that will determine all aspects of teacher career management, including tenure, continuous professional development efforts, salary increases, promotions, and other recognitions.

- NEP 2020 also talks of Teacher Audit or Performance Appraisals that will be carried at regular intervals. These standards for performance appraisal will also be formulated. Henceforth, promotions and salary increases will not occur based on the length of tenure or seniority, but only based on such appraisal.
- School teachers must undergo **50 hours** of CPD opportunities every year to keep themselves by attending workshops or on-line teacher development modules.
- **School Principals** too must undergo CPD in modules related to leadership, school management and for implementing competency-based learning.
- In addition, **International pedagogical approaches** will be studied by NCERT, identified, and recommended for assimilation in pedagogical practices in India through CPD.

## CONCLUSION

NEP 2020 aims at making “India a global knowledge superpower” Overall national development, economic growth, equitable society and quality education. The NEP 2020 acknowledges the reality of unmotivated teacher and proposes to completely overhaul the teaching profession to create a robust merit-based structure of tenure, salary, and promotion that incentivizes. Indeed NEP 2020 is a very nice and the best Education Policy for India, but one of the most important drawbacks is that there is a lack of policy and action Plan on how to implement and achieve NEP 2020 policies and objectives, especially there is no clear policy and provision on Teacher Education. Teacher Education is very technical in nature therefore, due to lack of expertise in the field of Teacher Education, it is very doubtful that every State may not be able to implement strictly under the supervision of State bureaucrats and officers. Central and State Government needs to take up strong policy and action plan towards the stakeholders for effective implementation of Teacher Education policies and program.

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3. NCTE regulations 2014



## **NATIONAL EDUCATION POLICY-2020: NEW PEDAGOGICAL STRUCTURE FOR SCHOOL EDUCATION: 5 + 3 + 3 + 4 DESIGN**

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### **ABSTRACT**

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education 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. Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being.

**KEY WORDS:** policy, modify, pedagogical, ECCE, learning.

### **INTRODUCTION**

Education is the cornerstone that determines the intellectual power and wisdom of a nation. Thus the overall development of a country depends upon the quality of education imparted and the proficiency of the educated youth. Kothari Commission begins its reports with the remark “the Destiny of India is being shaped in its classrooms”. In this scientific and technological world it is the education that determines the level of prosperity, welfare and security of the people of a country. As per the National Education Policy 2020, education is fundamental or essential for achieving full human potential, developing an equitable society and promoting national development. Independent India has witnessed a number of education policies.



Education is the ultimate goal of our government. To achieve this goal a special act Right to Education was passed in 2009. The first and foremost priority of this act is to provide free and compulsory education to the children between the age group of 6 and 14. Under this Act, all Indian private, unaided primary schools have been mandated to reserve 25 percent free seats for children belonging to weaker sections and disadvantaged groups. Contrary to it, many children from poor financial and social background are being denied admission in the posh and corporate schools. These children will have to seek admission in the government schools which are run without basic amenities or infrastructures. This further augments the process of increasing dropouts. Right to education is one of the most important mandates for the ruling government of India. The ultimate aim of universalisation of education in India is to enhance the literacy rate of our country and helps individuals in acquiring knowledge and wisdom. We foresee an India with 100 per cent of literacy rate within a short period of time. NEP 2020 replaces the 10 + 2 pattern and establishes a new pedagogical structure 5 + 3 + 3 + 4.

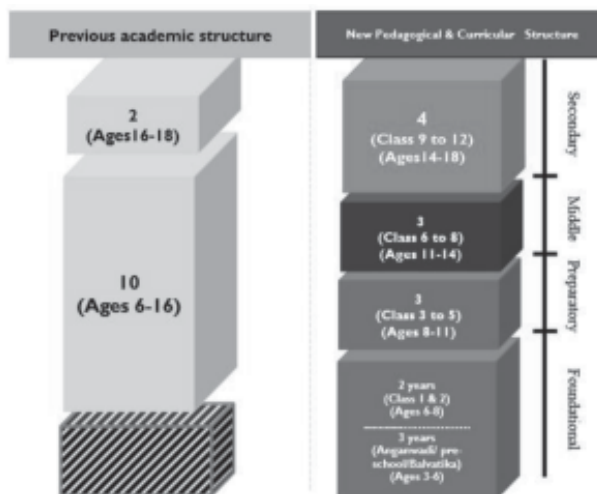
### **New Pedagogical Structure for School Education: 5 + 3 + 3 + 4 Design.**

Restructuring school curriculum and pedagogy in a new 5+3+3+4 design: The curricular and pedagogical structure of school education will be reconfigured to make them responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design:

*Anganwadis* or playschools and the kindergarten classes come under the formal education. Foundational stage (for ages 3 to 8 years), preparatory

stage(for ages 8 to 11 or classes 3 to 5 ), middle stage (classes 6 to 8) and secondary stage (classes 9 to 12) are the new pedagogical structure of the 2020 National Education Policy. One of the most remarkable features of this policy is introducing mother tongue as a medium of instruction till grade 5. If children between the age of 3 and 18 get free and compulsory education, it will be a revolution in the field of education. The new National Education Policy provides a sea of opportunities for the students of higher education with the inclusion of multiple exit option where students should have an option to exit at different stages and rejoin at any time. Another enduring feature of this education system is the introduction of Vocational courses or skill oriented education from class 6 onwards. This should enhance the children’s practical and creative skills with which they can learn some sort of life skills that will be further useful for them to eke out a living in future.

The recent National Education Policy stresses the policy of education in the mother tongue. Many people say it is very helpful and point out to the developed western countries, which implement most of their education in their mother tongue. Well, it had been possible for them because a lot of inventions and research happened there over the centuries. If not, they got the books and knowledge translated into their mother tongue. But this is not the situation in India where we have many languages and no significant translation of scientific books were found in our languages.



## **National Textbooks with Local Content and Flavour**

The reduction in content and increased flexibility of school curriculum - and the renewed emphasis on constructive rather than rote learning - must be accompanied by parallel changes in school textbooks. All textbooks shall aim to contain the essential core material (together with discussion, analysis, examples, and applications) deemed important on a national level, but at the same time contain any desired supplementary material as per local contexts and needs. Where possible, schools and teachers will also have choices in the textbooks they employ - from among a set of textbooks that contain the requisite national and local material - so that they may teach in a manner that is best suited to their own pedagogical styles as well as to their students and communities' needs.

## **CONCLUSION**

In approving the national education policy (NEP) 2020 on July 29, the union cabinet has taken an important step forward in India's transition from deprivation to development. It marks the fourth major policy initiative in education since independence. The last one was undertaken a good 34 years ago and modified in 1992. Given our current demographic profile, the stage of development we are in, and the aspirations of our youth, the new policy has not come a day too soon. The 2020 policy attempts to break free the shackles of the past. In adopting a 5+3+3+4 model for school education starting at age 3, it recognises the primacy of the formative years from ages 3 to 8 in shaping the child's future. It also recognises the importance of learning in the child's mother tongue till at least class 5.

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**A STUDY ON THE POTENTIAL CHALLENGES IN THE  
IMPLEMENTATION OF NEW NEP 2020 CONCERNING EARLY  
CHILDHOOD CARE EDUCATION (ECCE) PROGRAM WITH  
SPECIAL REFERENCE TO THE STATE OF NAGALAND.**

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**ABSTRACT**

The study was aimed to find out the potential challenges in the implementation process of the Early Childhood Care Education (ECCE) program as envisaged in the New NEP 2020. The study was conducted with special reference to the state of Nagaland, India. The secondary data were collected from sources such as newspapers, published and unpublished journals, books, internet sources and the department of SCERT Nagaland. A self-constructed questionnaire was employed to collect the data regarding the existing status of ECCE in the study area. The collected data were analyzed and presented in qualitative form. The study revealed that there was inadequate provision of educational facilities. Another finding revealed that there was shortage of well-qualified and trained ECCE educators as well as shortage of stand-alone ECCE\ pre-schools. Basing on the findings, the researcher has presented suggestions and recommendations to deal with the existing challenges and counter the potential challenges to ensure smooth implementation of the program.

**KEY WORDS:** potential challenges, implementation, NEP 2020, ECCE, Nagaland.

**INTRODUCTION**

Children are born with immense potentialities to learn their ways into the adult world. The foundation of this learning is laid during the first years of life. The first eight years of life is the most crucial for a child. It is a period of extensive growth across all the areas of development. This period transforms a dependent helpless infant into a young person capable of taking care of self and acquires the art of effective communication. Research shows that the initial six years of life is critical because it is during this period that

the brain develops more rapidly and the learning acquired during this time has lasting effect throughout their lives. Proper nutrition, physical activity, psycho-social environment, and cognitive and emotional stimulation during these six years are extremely crucial for proper brain development. During the early years, children need special education that is carefully planned to stimulate their curiosity and rapidly developing mental abilities. A carefully planned and implemented ECCE can enhance children's cognitive abilities, emotional maturity, social skills etc., that is beneficial even for their future success. ECCE programs can also bridge the achievement gaps between the children and can significantly reduce the need for remedial classes thus, conserving time and energy for other productive works. Studies also shows that children who are enrolled in ECCE programs in their initial years are better behaved and learns quicker than their counterparts. Considering the vast amount of research findings on the significance of early childhood education and care, it is of utmost importance to give urgent attention to make early childhood care and education available and accessible for every children falling under this cohort especially in the context of Nagaland.

## **CONCEPTUAL FRAMEWORK**

Early childhood care and education (ECCE) is generally the care and education both formal and informal given to children from birth to eight years. It is the most fundamental for children's development as it shapes their future. Early childhood care and education aims to promote curiosity, positive attitude, desirable work habit, emotional maturity, independence, desirable etiquette, personal hygiene etc. among the children. It is mainly based on play way method of teaching and learning in a free unrestricted environment. Another important characteristic of early childhood education is that it acts as a preparatory education for children to enter into formal schooling, thus allowing them to have a smooth transition into primary schooling by providing reading-writing readiness. According to UNESCO "Early childhood care and education (ECCE) is more than preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing, ECCE has the possibility to nurture caring, capable and responsible future citizens."

## **NEW EDUCATION POLICY (NEP) 2020 ON EARLY CHILDHOOD CARE AND EDUCATION**

The New Educational Policy 2020 emphasize on major reshaping of the existing Early Childhood Care by restructuring the curriculum and pedagogies and integrating it to the school education system in India. The most significant points highlighted in the new policy regarding ECCE are mentioned below:

- ❖ The development of a National Curricular and Pedagogical Framework for Early Childhood Care and Education up to 8 years of age will be taken up by the NCERT in two parts which will act as a guide for both the parents and ECCE institutions-
  - a) 0-3 years, focusing on health and nutrition of mother and child and cognitive and emotional stimulation of the child.
  - b) 3-8 years called the Foundational stage (age group 3-6 and 6-8 years).
- ❖ With the new policy, the planning and implementation of ECCE will be jointly carried out by the Ministry of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.
- ❖ It is envisaged that prior to the age of 5 every child will move to a “Preparatory Class” or “Balavatika” (that is, before Class 1), which has an ECCE-qualified teacher. The learning in the Preparatory Class shall be based primarily on play-based learning with a focus on developing cognitive, affective, and psychomotor abilities and early literacy and numeracy.
- ❖ Strengthen Anganwadi centers to meet the purpose of universal access to ECCE. Schools and Anganwadi centers will be integrated and the children, parents and Anganwadi teachers/workers will be invited to participate in school activities and programs and vice versa.
- ❖ The overarching goal will be to ensure universal access to high quality ECCE across the country in a phased manner with special priority given to socio-economically disadvantaged areas.
- ❖ The ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions in the manner-
  - Co-locating Anganwadis with primary schools.
  - Co-locating pre-schools with primary schools



- Build stand-alone pre-schools in areas where Anganwadis and pre-schools are not available.
- ❖ The new policy put special emphasis on the training of Anganwadi workers/teachers in accordance with the curricular/pedagogical framework developed by the NCERT.
- ❖ Strengthen Anganwadi centers with high quality infrastructure and equipment and well-trained workers\teachers.
- ❖ The Anganwadi workers\teachers with 10+2 and above qualification will be given 6 months certificate program in ECCE and those with lower educational qualification will be given one-year diploma program on early literacy, numeracy and other relevant aspects of ECCE. The training program maybe run through digital\distance mood using DTH channels as well as smart phones and will be monitored by the Cluster Resource Centers of the School Education Department.
- ❖ Make ECCE an integral part of RTE Act.
- ❖ The overall aim of ECCE will be to attain optimal outcomes in the domains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.
- ❖ The new policy envisages on the universal provision of quality early childhood care and education by 2030 with special priority given to socio-economically disadvantaged section so that every child entering Grade 1 will be school ready.

### **NEED AND IMPORTANCE OF THE STUDY**

The life span from birth to six years is critical in terms of growth and development of a child. The learning acquired during this period paves the path for their future success. From the moment of birth, children's brain starts to develop rapidly and learning is set into motion. Children at this age are flexible and possess an open mind to learn and absorb whatever is taught to them. The span from birth to six years is a 'period of opportunity' for the adults to educate their children. This 'period of opportunity' should be taken advantage of by structuring and providing quality Early Childhood Care Education to every child so that they are not denied of a better quality future. According to Maria Montessori, 'The child can only develop fully by means of experience in his environment'. Thus, the environment of learning becomes the most crucial and as such, should be stimulating, where the children can



feel safe and secured to explore, discover, experience, learn, grow and develop in a balanced manner.

With the increasing trend of both the parents working and spending most of the days' time outside of the home, there is increase in children being taken care of either by paid nannies or domestic help of the family who are neither qualified nor trained for taking up such huge responsibility of providing needed care and education to the children. Consequently, it becomes mandatory to have proper ECCE centers/institutions where the children can be taken care of, while providing required age appropriate education and care in an environment that is carefully created as home alternatives by well-qualified and trained teachers. The new NEP 2020 with its great emphasis laid on the ECCE program has created a new paradigm which if effectively implemented can change the face of the entire education system of India. The present study therefore, is an attempt to understand the potential challenges in the implementation process of ECCE as envisage in the new NEP 2020 with special reference to the state of Nagaland. It further attempts to provide suggestions to deal with the challenges to ensure effective implementation of the program.

### **OBJECTIVE OF THE STUDY**

The New NEP 2020 has created a landmark in the history of ECCE program in India by recognizing it as the “greatest and most powerful equalizer” of education. The importance of ECCE has been recognized by educationist, philosophers and thinkers for a long time, yet unfortunately, it has been very loosely addressed so far as compared to other levels of education. The new NEP 2020 however, has given top priority to the complete overhauling of ECCE program by integrating it to the formal schooling. However, in the implementation process of the program there can be number of challenges that can pull down its effective implementation. Thus, the objective of the present study is to identify the implementation challenges of the new NEP 2020 with special reference to the state of Nagaland. It also suggests measures to effectively deal with the challenges and ensure smoother implementation of the program.

### **METHOD AND PROCEDURE OF THE STUDY**

The descriptive method of educational research was adopted for the study. The data concerning the status of the ECCE program in Nagaland

were gathered from the state SCERT ECCE cell through a self-constructed questionnaire.

### **STATUS OF ECCE PROGRAM IN THE STATE**

Realizing the importance of ECCE, the state SCERT department has initiated a number of projects and plans, which are successfully in the progress for the spread as well as expansion of the ECCE program. As per the data collected from the state SCERT ECCE cell, with regard to the training of ECCE teachers, there are six months diploma courses, 1 year and 2 years training courses in ECCE for the in-service teachers, that has successfully trained ten batches of ECCE teachers so far. With regard to the spread of community awareness in the state, the department is gearing up for ushering in widespread community awareness programs through different initiatives. In addition, the teacher trainees are given the responsibility of carrying out awareness programs of ECCE in their respective villages as part of their training program. For monitoring the quality of the state ECCE\pre-school education, the department is in the process of developing a common curriculum for all the pre-schools in the state, which, along with the provision of two years Diploma in Pre-School Education (DPSE) program have been the greatest achievements of the departments in the march for expansion and development of ECCE program. As per the data gathered, due to the unavailability of a specific cadre of teachers for pre-primary sections, the services of the trained teachers are not being utilized to the fullest, which has been the biggest challenge in the way of ECCE program expansion and development in the state.

### **POTENTIAL CHALLENGES**

- ❖ Lack of \ inadequate infrastructures and facilities
- ❖ Inadequate well- qualified and trained ECCE educators
- ❖ Inadequate specialized teacher
- ❖ Inadequate subject experts
- ❖ Lack or no technical experts for the operation of digital system
- ❖ Investment\ financial challenges
- ❖ Parental ignorance
- ❖ Socio-economic difference
- ❖ Lack of mass media tools
- ❖ In view of the online\digital ECCE teacher training, connectivity may pose as a challenge for carrying out the plan in full spirit.

## SUGGESTIONS

- ❖ Create awareness and understanding on the importance of ECCE among the people especially in the rural areas.
- ❖ Intensive Training programs of teaching personnel should be given top priority.
- ❖ Appoint /create special committees to monitor ECCE.
- ❖ Guidelines for monitoring and implementing ECCE program in the state should be made available and accessible to all the stakeholders.
- ❖ Update existing pre-school curriculum to an age appropriate activity based curriculum so that the transition from pre-school to primary school can be smoother.
- ❖ Encourage and collaborate with stakeholders to take up initiatives to establish, promote and train ECCE and training educators.
- ❖ Need of simple appropriate and creative teaching learning material models for teacher educator, teachers and students.
- ❖ ECCE education should be provided affordably
- ❖ There should be changes in the implementation of ECCE teacher training programs through online system of education

## CONCLUSION

The importance of early childhood care education cannot be overstated as it lays the foundation for a strong-based lifelong learning and abilities of children. The new framework, with the objective of focusing on the children's cognitive, physical and motor, socio-emotional, cultural development and improvement of communication and early language literacy can go a long way in bringing about holistic development in the children. The ECCE programs as envisaged in the NEP 2020 if carried out and implemented in the right spirit, can be a turning point in the history of Indian education. As in the context of the state of Nagaland, in spite of the potential challenges, the new framework can produce quality outcomes not only in ECCE but also even in the higher level of education. It can provide children an improved quality of life, better health, and higher cognitive ability. With the increase in dropout rates in the state, proper ECCE program can ensure better academic achievements and higher rate of school retention. The need of the hour for that matter is to strategically plan the implementation process and make adequate investments for the same. The successful implementation of the

program can be possible if all the stakeholders of education join forces together and work with vigor towards the goal.

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## **ROLE PERFORMANCE OF HEADMASTERS AT SECONDARY LEVEL WITH REFERENCE TO NATIONAL EDUCATION POLICY – 2020**

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### **ABSTRACT**

This paper intends to discuss the role and performance of the Headmasters at Secondary level of education. The Headmaster of the school may be considered as the solar orbit round whom all the teacher planets revolve. In fact, as a head of the administration in the school, he may be compared to the head of a state. The students correspond to the army, the staff to the body of officers, campus corresponds to the territory. The Headmaster, besides planning is required to organise and administer various programmes and projects in the schools. At the outset, he must procure adequate furniture, equipment and instrument for the school. He has to ensure the old equipment and furniture are repaired, set up libraries, workshops, and other physical facilities in an effective and improved manner. The Headmaster is the head teacher in a particular school. He holds the key position, plans, coordinate and organises various programs. He ensures proper maintenance of discipline in the school. He promotes the harmonious development of the institution. He carries the traditions as well as project the image of the school according to his own ideas and ideals. It is, therefore, said that a school is great as its Headmaster.

**KEY WORDS:** Secondary Education, Headmaster, Implementation, Evaluation.

### **INTRODUCTION**

The Action Plan for Headmasters to perform their role at Secondary School Level is as follows:

- 1) Head Master should convene staff meeting on the re-opening day and discuss the following items.
  - a) Review of X Class results, subject-wise and grade-wise and ensure completion of X Class syllabus.

- b) Enrolment of pupils into the attendance registers by the teachers.
  - c) Allotment of classes and subjects to teachers.
  - d) Preparation of time-table. (Teacher wise & Class wise)
  - e) No detention of the pupil in the same class.
  - f) Evaluate grading of the pupils based on the Annual Examination Marks of the previous class.
  - g) Instructing the teachers to prepare Subject -wise Unit plans and Annual plans.
  - h) Guide the teachers to prepare teaching - learning material.
  - i) Formation of subject clubs.
  - j) To enrol the pupils of catchment area of 6 -14 age group into the school.
  - k) To enrol the drop outs into the school.
  - l) Distribution of text books. (Headmasters should ensure that every pupil must have text books.)
  - m) Allotment of classes to teachers to maintain discipline.
  - n) Take the assistance of the Physical Director / Physical Education Teacher to maintain the discipline of the school.
2. Head Master should encourage the backward and C, D grade students to achieve good marks in future.
  3. Headmaster should ensure conducting of extra classes in order to achieve good results.
  4. Preparation of Action Plan.
  5. Make arrangements for mid-day- meals to the pupils from the re-opening day on--wards.
  6. Formation of Parent - Teacher Association and convene a meeting with parents and with School Education Management Committee for taking community participation in the development of the school and education.
  7. Conduct of Unit Tests and Terminal Examinations.
  8. Formation of Scouts & Guides Units, Red Cross Units and NGC Unit.
  9. Ensure that all the teachers (including Headmaster) should write the diary every day. The Headmaster should see and sign in the diary every week.
  10. Ensure that the students should be participated in the Games and Sports Meet, Literary competitions conducted by the school on the important days and in Science Exhibitions (Science Fair).
  11. Ask the teachers to prepare Question Banks in their subjects.

12. Ensure that the teachers should value the papers after the exams and marks should be given to students. (Progress Cards should be distributed).
13. Should identify the low achievers in the Terminal Examinations and remedial measures should be taken up by the teachers.
14. Should conduct the important Days like Independence Day, Teachers Day, Republic Day and Children's Day etc.
15. Submission of list for scholarships to the concerned officer.
16. Submission of merit students list for merit and means scholarship examination.
17. Equal participation of the teachers to supervise the mid-day meal. (On rotation)
18. Headmaster is the Public Information Officer (PIO) and one senior teacher is Assistant Public Information Officer (APIO). The names of the P.I.O. and A.P.I.O. should be notified in the school. The Headmaster and Teachers should know about the Right to Information Act.

### **SIGNIFICANCE OF THE STUDY**

The Headmaster is the overall in charge of the school. He/she supervises the whole school program and bears the ultimate responsibility for performance, proficiency and effectiveness of all school programs and peer counselling program inclusive. "The headmaster's supervision in the secondary school plays a vital role through planning and developing the counselling program based on the students' needs". The teacher through counselling assists each student to understand oneself in relation to the social and psychological world in which the student lives (Wango & Mungai, 2007). The student therefore is able to accept oneself, develop personal decision-making competences and resolve personal problems. "A school's head is a planner and manager of educational experiences of his/her students which will contribute to the development of knowledge, skills, personal qualities, habits of thoughts, decision-making and proper attitude towards themselves and others as a preparation to adulthood" (Muthondu, 2007). The head-teacher's role performance acts as the peer coordinator by providing counselling for peer group members and looking after the welfare of the students involved in the scheme, not only the important issue of their emotional welfare, but ensuring that, time-wise, they can cope with their academic work. The head-teacher supervision also organizes and provides appropriate training to the new teachers and helps the group maintain a flow of new volunteers (Mwalala, 2007). "In addition, he/she provides assistance

with general administration especially when it comes to raising money from the school bursar and providing the group with an administrative budget for publicity and badges among others”. The teacher’s counselling acts as a mediator within the group when problems arise and deals with difficult issues within the group, for example, a member breaching confidentiality (Lydiah & Nasongo, 2009).

“The supervisory role of the headmaster as perceived by the students in secondary schools is guided by the following objectives: promoting personal development in helpers; creating a positive influence on the emotional climate in the school environment; providing a bridge between troubled peers and friends: by listening rather than necessarily giving advice; offering basic skills in supporting the other peers who might need psychological support for example the bereaved, alienated and drug users; enabling the individual to meet personal needs in order to be more fully functional and take control of his/her life in different settings; reducing the amount of bullying in school by supporting those involved; acting as an additional service to that provided by staff, that is complementing rather than competing with it” (Okutu, Chumba, Shadrack & Kurgat, 2011).

The perusal of studies reveals that secondary school Headmaster’s academic and administrative functions has received very little attention in India, only limited studies have been attempted to study the Role and Performance of secondary school Headmasters. So far very limited attempt has been made to study the role performance of school headmasters in Andhra Pradesh in terms of academic and administrative aspects and operations. Job performance of Headmasters creates significant effect on the teacher working aspects and on the ability of student achievement. The present study has been under taken with a view to know the perceptions of teachers and headmasters on the role performance of headmasters at secondary school level.

### **OBJECTIVES OF THE STUDY**

1. To study the perceptions of teachers and Headmasters towards Role Performance of Headmasters at Secondary Level.
2. To study the perceptions of teachers and Headmasters on various dimensions in terms of Administration, Planning, Teaching Related Issues, Disciplinary Aspects, Records Maintenance, Use of Resources, Curricular Related Issues, Staff Related Issues, Student Related Issues, Community



Related Issues towards Role Performance of Headmasters at Secondary Level in Visakhapatnam district.

3. To find out the relationship between dimensions of Role Performance of Headmasters at Secondary Level in Visakhapatnam district.

### **HYPOTHESIS OF THE STUDY**

1. There will be high perceptions of teachers towards Role Performance of Headmasters at Secondary Level.
2. There will be no significant relationships in between the areas in the perceptions of teachers towards Role Performance of Headmasters at Secondary Level.

### **METHODOLOGY OF THE STUDY**

The investigator personally visited all the sampled schools for the collection of data. All the teachers who were selected for this study purpose working in these schools teaching school subjects constitute the universe for this study. From the total number of teachers working in the sampled schools, the investigator has decided to select 300 (Headmasters 50+School Assistants 250) teachers as sampled respondents.

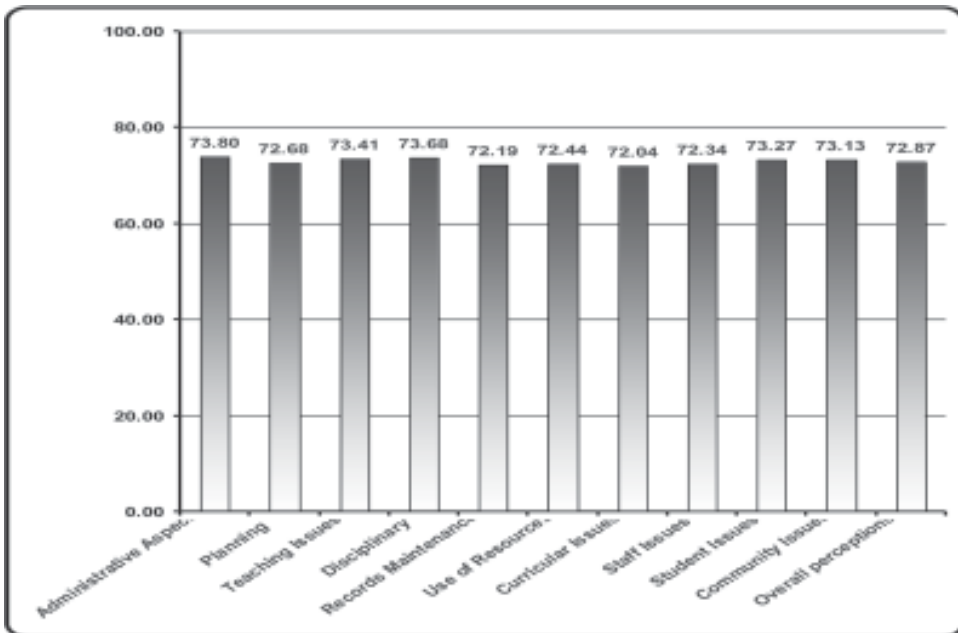
### **RESULTS AND DISCUSSIONS**

**Table 1: Overall perceptions of Teachers towards Role performance of Head Masters at Secondary Level**

Area	N	Min. Score	Max. Score	Mean	Mean Percent	Std. Dev.
Administrative Aspects	300	10	50	36.90	73.80	6.91
Planning Aspects	300	16	80	58.14	72.68	12.32
Teaching Related Issues	300	14	70	51.39	73.41	11.24
Disciplinary Aspects	300	4	20	14.74	73.68	3.70
Records Maintenance	300	5	25	18.05	72.19	4.32
Use of Resources	300	3	15	10.87	72.44	2.83
Curricular Related Issues	300	11	55	39.62	72.04	9.05
Staff Related Issues	300	12	60	43.41	72.34	9.97
Student Related Issues	300	4	20	14.65	73.27	3.43
Community Related Issues	300	6	30	21.94	73.13	4.56
Overall perceptions	300	85	425	309.70	72.87	61.98

Table 1 observed that the, teachers expressed high perceptions with respect to the areas viz., Administrative Aspects, Planning Aspect, Teaching Related Issues, Disciplinary Aspects, Records Maintenance, Use of Resources Aspects, Curricular Related Issues, Staff Related Issues, Student Related Issues, Community Related Issues and Overall perceptions towards Role Performance of Head Masters at Secondary Level in Visakhapatnam District. The mean and mean percentages are found to be 36.90, 58.14, 51.39, 14.74, 18.05, 10.87, 39.62, 43.41, 14.65, 21.94 and 309.70 which are 72.80%, 72.68%, 73.41%, 73.68%, 72.19%, 72.44%, 72.04%, 72.34%, 73.27%, 73.13% and 72.87% of their Total score respectively.

**Graph -1: Overall perceptions of Teachers towards Role performance of Head Masters at Secondary Level**



**EDUCATIONAL IMPLICATIONS OF THE STUDY**

1. The study recommends that the head teachers should use the most appropriate leadership style that facilitates collective responsibility and consultative decision making with all stakeholders in the schools,

- preferably democratic leadership style. Also the government should facilitate the head teacher leadership styles through empowerment and training since they have a direct relationship with the students' academic performance.
2. The government and education stakeholders should enhance community sensitization, and participation on matters of school management. This will help to give a sense of school ownership to the community and establish them as key contributors to the education sector. This will reduce local community politics and their involvement in students' indiscipline.
  3. The government should develop a curriculum for in-service training of education staff including the deputy head teachers. This will enhance career progression in their profession as managers.
  4. Regular seminars should be facilitated by the authorities for head and teachers.
  5. Head teachers should employ organizational skills such as teamwork and various quality improvement measures so as to influence the performance of the schools Practice.
  6. Head teachers should be actively involved in academic activities so as to influence the school academic performance.
  7. ICT to be embraced in all schools' administration to enhance teachers communication skills.
  8. The headmasters should pay more attention to their instructional supervisory role for quality and effective school administration as it has a significant influence on the motivation of their staff. School supervision and inspection should be prioritized by the Administrators for effective service delivery by the school headmasters.
  9. Government should provide more facilities like stationeries, equipment; school building and libraries to ease the supervisory work of principals. Similarly, they should also minimize the bottle necks that often delay response to challenges of schools administrators by Education officials.
  10. The administrators should come up with methods of training principles in educational administration and supervision as a prerequisite for their appointment as well as teachers to improve schools supervision to enhance quality and academic performance of students in national examination.

## CONCLUSION

Every head teacher and/or school principal will be responsible for building strong in-school teacher development processes and a supportive school culture that enhances the capabilities of all the teachers in the school. This task will be integrated into their role definition and evaluation. In this effort, the teachers and the head teacher/principal can receive support from the larger community available to them within the school complex.

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## TEACHER EDUCATION IN NEP – 2020: AN OVERVIEW

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### ABSTRACT

An ancient proverb shall be called up on as it lays down as ‘if you’re planning for one year, plant rice, if you are planning for five years plant trees; if you are planning for the future, educate your child’. Thus, education is the most important invention of mankind. Man without education would still be living just like an animal. It is an education which transformed man from a mere “two legged animal into human”. Teachers are the back bone of our society who generates skilled and quality man power. Society gave these teachers the highest respect because they were committed to bring about the comprehensive and harmonious development of the student’s personality as it is expressed in the statement ‘*aacharyadevobhava*’ which occurs in the *Taitriya Upanishad*. This National Education Policy 2020 is the first education policy of the 21<sup>st</sup> century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21<sup>st</sup> century education, including SDG4, while building upon India’s traditions and value systems.

**KEY WORDS:** National Educational Policy (NEP), Sustainable Development Goal (SDG), Teacher Education Institutions (TEIs).

## TEACHER EDUCATION IN NEP – 2020: AN OVERVIEW

### INTRODUCTION

About education, rightly quoted by the great philosopher, Rabindhranadh Tagore “*The highest education is that which does not merely give us information but makes our life in harmony with all existence*”. An ancient proverb shall be called up on as it lays down as ‘if you’re planning for one year, plant rice, if you are planning for five years plant trees; if you are planning for the future, educate your child’. Thus, education is the most important invention of mankind. Man without education would still be living just like an animal. It is an education which transformed man from a mere

“two legged animal into human”. The word education is like a diamond which appears to be off a different colour when seen from different angles. Education of man does not begin at school, it begins at birth. It ends, not when he graduates from the university, but at his death. Hence, education is a lifelong process.

Teachers are the back bone of our society who generates skilled and quality man power. They spear head change by shaping and building students’ personality and make them ideal citizens of the country. As one looks at the great impact on the growth, development and wellbeing of the students and nation, one must agree that teaching is a noble profession. One more quotation is- parents’ gives birth but teacher give life. Therefore, teaching of the teacher should as weapon of all-round development of the nations’ through shaping their students. In this way, teacher and student have to adopt the new innovative trends in learning system and in daily life.

### **NEEDED PROPER EDUCATION SYSTEM: EDUCATION AS ALL-ROUND DEVELOPMENT OF THE NATION**

The great Chinese scholar, namely *Confucius*, being an oldest educationalist wrote a treatise - real development of the society we can attained when the people in order, peace without violence , no crime , cities with more harmonious, better living conditions , love and affections, moral , valuable human relations but not materialistic . Human science like education has been vitally maintained for the economic development. ‘The Great Learning’ around 2500 years ago, in this book, he sets out the human science process in these words’——

*“Those who wished to make their wills sincere would first extend their knowledge. The extension knowledge consists in the investigation of things. When things are investigated, knowledge is extended; when knowledge is extended, the will becomes sincere. When the will is sincere, the mind is rectified, when the mind is rectified, the personal life is cultivated; when personal life is cultivated, the family will be regulated; when the family is regulated the state will be in order and when the state is in order; there will be peace, and peace is one of the important ingredients which lead to Economic Development”.*

### **ROLE OF TEACHERS IN THE 21<sup>st</sup> CENTURY**

The teacher in the emerging Indian society has a very crucial role in the social reconstruction and in the transmission of wisdom, knowledge and

experiences of one generation to another. Children are the potential wealth of a nation. They are always exposed to the information of the teacher. It is therefore necessary to realize that the emerging Indian society can achieve all round development with the help of the teacher who acts as a powerful agency in transmitting its cherished values. A teacher is not only a custodian of a nation values but is also an architect par excellence of new values. A teacher can help our country in the process of reconstruction. But so far we have not been able to harness this extremely useful manpower. This could be possible if the teacher's role is properly recognized and he is in proper frame of mind to understand the problems of the country and make a sincere effort to create a climate in which society can move forward. Dr.S.Radhakrishnan has apparently remarked, "Teachers place in society is vital importance; he acts the point of the transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning". The secondary education commission has rightly stated, "we are however, convinced that the most important factor in the contemplated education reconstruction is the teacher, his personal qualities, his educational qualification his professional training and the place that he occupies in the school as well as in the community. Now with the increasing complexity of modern times, education faces ever changing new demands, and mostly teachers have to bear the brunt of the changes. Hence, the teachers need to change their role.

### **TEACHER EDUCATION**

Dr. S. Radha Krishnan quoted "A good Teacher is an eternal student. A teacher is the one who teaches the true meaning of life. A teacher introduces to a new vision of life. A teacher helps in accomplishing a target. A teacher is a source of inspiration." In the olden times, there was no systematic provision for the education of teacher but it was assumed that he alone had a right to teach who had acquired complete mastery over knowledge and could also translate it into practical life. Indian teachers imparted education with a unique devotion.

Society gave these teachers the highest respect because they were committed to bring about the comprehensive and harmonious development of the student's personality as it is expressed in the statement 'aacharyadevobhava' which occurs in the Taitriya Upanishad.

Even during the Buddhist and Jain periods, a teacher occupied a much respected place in society. It was presumed that he gave the student real self-knowledge. Respect was shown to him by saying “Na devahshriguroh” During the middle ages, a person well versed in religious rituals and predominance was regarded as a good teacher. The need for systematic education of teachers came to be felt during the British period, which led to Teacher Training.

In the system of personal relationship with in which children learn, the teacher is probably next to members of the immediate family. In the classroom group, where children, adolescents and adults interact, the teacher acts as the leader, the one who gives or withholds security and is responsible for law and order. The teacher is considered as the pivot of any educational system of education. If the teachers are well educated and trained and if they are intellectually alive and take interest in their job, then only the success is ensured but on the other hand, if they lack training in education and if they cannot give their heart to their job, the system is destined to fail.

Teaching is an art. Teacher is an artist. To know the art of teaching requires considerable knowledge, a wide variety of interests and skills and a very positive attitude on the part of teacher. A teacher is to understand his subject as well as his pupil, he is to motivate, to instruct, to organize, to evaluate, etc., It means that he is to play many roles and that too very efficiently. To attain efficiency in every aspect of teaching it is essential that a teacher should undergo a well-designed course of teacher education. Not only to this extent but teacher education should continue as long as teacher is in the profession.

### **NEED FOR THE STUDY**

As discussed in the above, teachers are the back bone of our society who generates skilled and quality man power. One more quotation is- parents’ gives birth but teacher give life. Therefore, teaching of the teacher should as weapon of all-round development of the nations’ through shaping their students. In this way, teacher and student have to adopt the new innovative trends in learning system and in daily life. It necessitates the importance of teacher education. The teacher in the emerging Indian society has a very crucial role in the social reconstruction and in the transmission of wisdom, knowledge and experiences of one generation to another. Thus, teachers have to acquire sophisticated and advanced skills to transform to the children effectively.



## **OBJECTIVES OF THE STUDY**

The present study is undertaken with the following objectives:

1. To analyze the significance of teacher education in the contemporary era
2. To study the importance of teacher education in NEP - 2020
3. To study the implementation of teacher education in NEP - 2020

## **INTRODUCTION OF NEP – 2020**

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for

multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.

This National Education Policy 2020 is the first education policy of the 21<sup>st</sup> century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21<sup>st</sup> century education, including SDG4, while building upon India's traditions and value systems. The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. The pursuit of knowledge (*Jnan*), wisdom (*Pragyaa*), and truth (*Satya*) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self. World-class institutions of ancient India such as Takshashila, Nalanda, Vikramshila, Vallabhi, set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries. The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system.

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 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 very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability.

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

### **PREVIOUS POLICIES**

The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education.

### **PRINCIPLES OF NEP – 2020 THIS POLICY**

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning

are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education.

### **TEACHER EDUCATION IN NEP - 2020**

Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so far have neither been able to curb the malpractices in the system, nor enforce basic standards for quality, and in fact have had the negative effect of curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system.

In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession, the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.

As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration

with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.

The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes.

HEIs offering teacher education programmes will ensure the availability of a range of experts in education and related disciplines as well as specialized subjects. Each higher education institution will have a network of government and private schools to work closely with, where potential teachers will student-teach along with participating in other activities such as community service, adult and vocational education, etc.

In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country.

The faculty profile in Departments of Education will necessarily aim to be diverse and but teaching/field/research experience will be highly valued. Faculty with training in areas of social sciences that are directly relevant to school education e.g., psychology, child development, linguistics, sociology,

philosophy, economics, and political science as well as from science education, mathematics education, social science education, and language education programmes will be attracted and retained in teacher education institutions, to strengthen multidisciplinary education of teachers and provide vigour in conceptual development.

All fresh Ph.D. entrants, irrespective 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. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines. Ph.D students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be re- oriented for this purpose.

In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time.

A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

### **IMPLEMENTATION OF NEP - 2020**

Any policy's effectiveness depends on its implementation. Such implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner. Therefore, the implementation of this Policy will be led by various bodies including MHRD, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs

along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education.

Implementation will be guided by the following principles. First, implementation of the spirit and intent of the Policy will be the most critical matter. Second, it is important to implement the policy initiatives in a phased manner, as each policy point has several steps, each of which requires the previous step to be implemented successfully. Third, prioritization will be important in ensuring optimal sequencing of policy points, and that the most critical and urgent actions are taken up first, thereby enabling a strong base. Fourth, comprehensiveness in implementation will be key; as this Policy is interconnected and holistic, only a full-fledged implementation, and not a piecemeal one, will ensure that the desired objectives are achieved. Fifth, since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States. Sixth, timely infusion of requisite resources - human, infrastructural, and financial - at the Central and State levels will be crucial for the satisfactory execution of the Policy. Finally, careful analysis and review of the linkages between multiple parallel implementation steps will be necessary in order to ensure effective dovetailing of all initiatives. This will also include early investment in some of the specific actions (such as the setting up of early childhood care and education infrastructure) that will be imperative to ensuring a strong base and a smooth progression for all subsequent programmes and actions.

Subject-wise implementation committees of experts in cooperation and consultation with other relevant Ministries will be set up at both the Central and State levels to develop detailed implementation plans for each aspect of this Policy in accordance with the above principles to achieve the goals of the Policy in a clear and phased manner. Yearly joint reviews of the progress of implementation of the policy, in accordance with the targets set for each action, will be conducted by designated teams constituted by MHRD and the States, and reviews will be shared with CAGE. In the decade of 2030-40, the entire policy will be in an operational mode, following which another comprehensive review will be undertaken.

**FINDINGS**

- According to NEP - 2020 teachers must play vital role in both Schools and Societies.
- NEP – 2020 emphasis on Teacher Education and implementation of policy.
- Finally, NEP – 2020 has cherished in words.

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## **A STUDY OF CAPACITY BUILDING OF VISUALLY IMPAIRED LEARNERS THROUGH MULTIMEDIA APPROACH IN PROMOTING INCLUSIVE EDUCATION**

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### **ABSTRACT**

Education is a right of every child in the country. Special education program should be customized to address each individual student's unique needs. Special educators provide a continuum of services, in which students with special needs receive services in varying degrees based on their individual needs. Special education programs need to be individualized so that they address the unique combination of needs in a given student. Child's physical, neural, intellectual, social and emotional development should enable to be ready to learn with relative ease. It has to be avoided that in education students with special needs are frequently isolated from the classroom during regular school time in order to receive extra help, a practice identified as remedial groups separated from the regular classroom. The present study emphasize the need and significance of capacity building of visually impaired learners through multimedia approach in promoting inclusive education.

**KEY WORDS:** Special Education, Inclusive Education, capacity building, visually impaired

### **INTRODUCTION**

Education is for me, Education is for you. Education is for all of us. It is our fundamental rights to acquire good and quality education. The image of our society is the reflection of our Education system. It is an individual's rights to educate ourselves and others too without any discrimination and disabilities.

**Disabilities** are of several kinds such as Physical handicapped, mentally challenged, vision impaired, speech impaired, hearing loss or deafness, neural system disorder, ADHD, autism, hyper active, learning disabilities, cerebral palsy and multiple disabilities at a time. Building of

physical, mental, social, emotional and intellectual capacity by promoting Inclusive Education among abled and among differently abled learners is the way to attain the global aims of Education to All of us.

**Visually Impaired** “Any person who can able to see from the distance of 200 to 240 feet or 6/6 meters is considered as having normal or good vision ability but if a person’s seeing ability was examine through Snellen chart and still he or she cannot be able to see any objects, letters or things from the distance of 20 feet is considered to be visually impaired which may be differs from mild, profound or severe.”

According to the Individuals with Disabilities Act, USA (1993) – “Visual impairment including blindness means impairment in vision and that even with correction adversely affects the child’s educational performance.”

**Multimedia** Approach is effective in building capacity of Disabled students of secondary education, Teachers imparting education to disable students, schools and Parents of disabled students. Capacity building means improving the attitudes, skills, and knowledge of the people, improvement in their Syllabus, co-curricular activities, methods of teaching, rules and regulation. We can also suggest government and legal authorities in their various types of norms, acts, facilities and rules.

In Multimedia various means of media communications are there to transfer information which reaches to the large number of people whether abled or disabled at same time. Multimedia can helps in bringing inclusive and barrier free surrounding by giving shapes to person’s values, knowledge, behavior, beliefs, perceptions, skills and attitudes through the use of ICT tools, Newspaper, Magazine, Journal, Web sites, Internet Browsing, Television and Films, Radio, E-learning Approaches, Audio-visual techniques and many more to the all types of community pupils. It is basically Non-personal channels of broadcasting a message to the body like Students, Teachers, Institutions, Parents and Governmental authorities.

The progress of the country like India, in the era of technology is only depends upon the awareness, attitudes, adaptation of Information and Communication Technology and behavior of people towards the Multimedia Educational Approach in Inclusive Education which enables the process of learning as more faster goals oriented, more participatory, flexible in time and space unaffected by distances and customized to individual learning styles and increased collaboration through exploration, discovery and experience.

## **CONCEPT OF INCLUSIVE EDUCATION**

The concept of Inclusive Education is very broader and strategic approach which signifies that it is an arrangement to bring all diverse students having abilities and having mild/moderate disabilities or disorders to come together in one classroom and community regardless of their strengths and weaknesses in any area like physically or mentally and seek to maximize the potential of all students.

Inclusion in education is the strategic approach that will bring higher morale and higher self-esteem as compared to those students who are affected from isolation, exclusion, and marginalization. Catering the educational learning needs of differently abled learners in inclusive education set up enables the learners to build and develops friendships among co-learners or peers and enjoys the virtue of social freedom.

The inclusive educational environment helps them to identify strengthens, weaknesses, opportunities and challenges of the outside world and make them able to identify who they are and what they can do best with their different abilities.

## **OBJECTIVES OF THE STUDY**

The present research study focuses on the following main objectives which will help in performing the research work: -

- 1) To study the need of inclusive education by identifying the problems faced by differently able learners studying in regular classroom of secondary education.
- 2) To describe and classify the physical and sensory disabilities like hearing impaired, visually impaired and orthopedically impaired.
- 3) To assist the differently able learners at secondary level with use of multimedia and supportive technique for building their capacity and for personality development.
- 4) To find out the uses of various Multimedia techniques that enables to enhance the quality of teaching and learning process in Inclusive education environment for differently abled learners studying in secondary education.
- 5) To determine the advantages of the inclusion of differently abled learners in regular classroom by using various multimedia approaches and technologically supportive devices.

- 6) To study the capacity building of Teachers and differently abled learners of secondary education in promoting inclusive education with the help of multimedia techniques.

### **HYPOTHESES (A)**

- 1) There is no significant difference in the performance of differently able students after applying Multimedia technique in Inclusive Education Classroom.
- 2) There is significant difference in the performance of differently able students after applying Multimedia technique in Inclusive Education Classroom.

### **HYPOTHESES (B)**

- 1) There is no significant difference while using multimedia approach for improving the capacity of teachers and differently able learners in promoting Inclusive Education.
- 2) There is significant difference while using multimedia approach for improving the capacity of teachers and differently able learners in promoting Inclusive Education.

### **DESIGN OF THE STUDY**

The design for the study is Descriptive Method.

### **SAMPLING TECHNIQUE**

Considering the size of the population and nature of research work; Stratified Random Sampling Technique is used for the selection of sample at the district level.

### **TOOLS**

1. Questionnaires are prepared for teachers. 2. Multimedia devices for conducting demo lessons. 3. Assistive and adaptive devices. 4. Seminars are also conducted for teachers and Schools Principals. 5. For data analysis and interpretation- Percentage method is used. These sampling tools considers: Differently abled learners (Disabled students), teachers, Schools Principals.

### **RESEARCH PROCEDURE**

This research procedure will include following phases of research for accomplishing the objective of the study and analyze the effective use of multimedia approaches with use of supportive devices to enhance the ability of differently abled learner learning in inclusive education environment under

one roof by overcoming the restrictive barriers, isolation and exclusion from education.

### **CAPACITY BUILDING OF VISUALLY IMPAIRED LEARNERS**

A research on capacity building of visually impaired learners discussed about the visually impaired learners and their types and also the way of identifying the visually impaired learners in the regular classroom. The research has also suggested the role of a teacher who supports these differently abled visually impaired learners and how to build the capacity of these visually impaired learners with the help of varied types of multimedia tools and assistive devices available for these learners in the inclusive education classroom for the promotion of inclusion in education. Visual sense is the one of most important senses in the individual person. To overcome the problem of vision impairment to have effective teaching and learning, learners can make use of assistive and multimedia devices such as radio, tape recorder, smart app in mobile, magnifier, closed circuit television, computer assisted instruction, talking calculators, Braille, flash card or block font, audio learning aids, 3 - D model for multisensory learning, abacus, hand scanner, voice recorder, sensor walking cane and spectacle telescope. Researcher has also mention the ways to build up the capacity of visually impaired learners.

### **CONCLUSION**

Inclusive Education opens the doors of opportunities. Education with inclusion mood in regular classroom is very efficient and effective for all the types of diverse or differently abled learners. It is the sheer responsibility of the educator, parents and school authorities to make special arrangement for differently abled learners either in inclusive education classrooms or at home. For the Inclusive knowledgeable society, it may be expensive to arrange multimedia, assistive and ICT tools for differently abled learners but it will brings literacy, education, prosperity, growth, confidence and independence among the differently abled learners and so to a nation. Hence, Multimedia and ICT is an interactive and innovative approach for building the capacities, potentials, skills, perspective, personality, knowledge and confidence of the differently abled learners, teachers, parents and schools of Thane district. Though use of Multimedia and ICT resources are time consuming and very costly but still it enriched the newer, innovative ways of teaching and learning in the meaningful ways and benefits the societies by promoting Inclusive educational environment.

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## **IMPACT OF ONLINE EDUCATION WITH REFERENCE TO NATIONAL EDUCATION POLICY – 2020**

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### **ABSTRACT**

This paper intended to discuss the impact of technology. The rapid changes and increased complexity of today's world present new challenges and put new demands on our education system. There has been generally a growing awareness of the necessity to change and improve the preparation of students for productive functioning in the continually changing and highly demanding environment. In confronting this challenge it is necessary to consider the complexity of the education system itself and the multitude of problems that must be addressed to. Indeed, any strategy for change must contend with the diverse factors affecting the education system, the interactions of its parts, and the intricate interdependencies within it and with its environment. Technology has become a major component in the system of education. Being on the 21st century the lives of people have changed immensely due to a high increase in technology inventions. Communication definitely has evolved in so many ways with the newer technology being used. Technology have shaped teaching and learning because in the 1990's schools spent increasing amounts of funds on computers, networks, internet access and other technology devices. This indicated that the learning process was going to be transformed because it was worth it and all the equipment was being used to change the form of earning.

**Key Words:** Technology, Communication, Demanding Environment.

### **INTRODUCTION**

Education has evolved tremendously over the past centuries. From one room school houses, segregated schools, to public and private schools, forms of education and how we receive it are always changing. In the past decade, technology has become a large part of education and schooling. Views on types of schooling and education are changing rapidly. Videos and articles can be found all over the Internet on basically any subject you can think of.

Much of today's schooling is done through online classes. Due to the increasing popularity of technology in education and the availability of the service, how schools are run will change and the need for teachers and staff will lessen. In the near future all schooling will be done by and through technology. The use of technology in schools and education has been increasing rapidly over the past decade. Classrooms have gone from paper, pencils, and chalkboards, now to laptops, smart boards, and online homework. Much of the homework students do is now turned in online, where it can be graded instantaneously and the results given right away to the student. This also saves teachers time from not grading each paper individually and allows them to focus on what is next in the lesson. Online school work allows students to share files and documents, work on group projects where everyone can edit a paper at the same time, and work on papers any time or place where technology is available. Note taking and studying have become much more efficient.

### **NEED OF THE STUDY**

As far as the global scenario technology is one of the important aspects for the development of society. Education is one of the way for impart the seeds of technology where ever is necessary. National Education Policy is very useful weapon for implementing new ideas in educational system to meeting the global standards. Technology creates innovative environment in our classrooms and other job oriented training places. This leads a good product of human resources will be see in future.

### **OBJECTIVES OF THE STUDY**

1. To study the technology in education and its impact for the new generations.
2. To understand the how influence the technology in various aspects in the society.
3. To identify the innovative strategies in technology for implementing New Education Policy.
4. To assess the importance and impact of technology in education system.

### **MAIN THEME OF THE STUDY**

Technology has also begun to change the roles of teachers and learners. In the traditional classroom, such as what we see depicted in de Voltolina's illustration, the teacher is the primary source of information, and the learners passively receive it. This model of the teacher as the "sage on the stage" has



been in education for a long time, and it is still very much in evidence today. However, because of the access to information and educational opportunity that technology has enabled, in many classrooms today we see the teacher's role shifting to the "guide on the side" as students take more responsibility for their own learning using technology to gather relevant information. Schools and universities across the country are beginning to redesign learning spaces to enable this new model of education, foster more interaction and small group work, and use technology as an enabler.

Technology is a powerful tool that can support and transform education in many ways, from making it easier for teachers to create instructional materials to enabling new ways for people to learn and work together. With the worldwide reach of the Internet and the ubiquity of smart devices that can connect to it, a new age of anytime anywhere education is dawning. It will be up to instructional designers and educational technologies to make the most of the opportunities provided by technology to change education so that effective and efficient education is available to everyone everywhere.

### **Effects of technology on education**

There are various effects of the latest technology on education that results in better understanding of the mechanism that students require for their future:

#### **Research**

If the school library is outdated or lacking in a selection of titles, the students might find it a daunting task to compile the important research for an essay or research papers. As long as the school has a computer lab, the students can use the computers and the internet as a digital encyclopaedia to obtain the research that they need.

This way the technology has played a significant role in student's day to day life. The whole credit goes to the internet. While students are wary of the legitimacy of some of the content that they read online, there are many schools that use software like encyclopaedia Britannica to help students do such researches.

#### **Globalization**

When schools in different parts of the state, country or world connect, then students can meet their counterparts with the help of video conferencing without leaving the classroom. There are some sites such as Glovico, which

are used to help the students learn foreign languages online by pairing a group of students with the teacher from another country or state. Many reputed Universities & Institutes like Symbiosis, Sikkim Manipal & IIMs are also offering distance learning courses to their students without making them visit the campus.

### **Web seminars**

Not every school has the resource and budget to send its students on field trips that are related to the study of course. When this is the case in schools, then the student's education suffers a lot. But again thanks to the latest and trending technology, using which students can use the internet to virtually attend web seminars put on by museums and other educational institutions. NASA offers a program which allows students to talk to astronauts in space.

### **Educational games & videos**

Teachers expose children to computers with the help of educational games. Instead of playing board games which focuses reduction, students can learn the basics of spelling, counting and many other major educational lessons with the help of computer games which makes the learning process a fun and interesting for students. Because there are many schools that have at least one computer in the classroom, therefore, the teacher can make that computer an important part of learning source for the young students.

Students watch informative videos which explain the concept in a detailed manner & make it easier for the students to learn & understand it. Byju's is one of most successful examples of using such concept & establishing itself in the market. It is teaching many students across the country with their learning videos & making education fun.

### **Impacts of technology on Education are the following:**

Easy access to information; easy retention of information, more storage of information, better presentation of information, teaching became more interactive, easy sharing of knowledge and more interest in learning.

The field of education (teaching and learning) has revolutionized since the advent of technology. Schools have realized the importance of technology and have started implementing it in the classrooms. With the arrival of computers in schools, it has become easier for teachers to impart knowledge and for the students to acquire it. The onset of technology has made the journey of teaching and learning more effective.

**Technology is a teaching tool**

Computers provide us with an interactive audio-visual medium. Animation software and Power Point presentations are used to present information in an interactive way. Both teachers and students find it helpful and interesting to use audio-visual tools. Large number of students can be addressed simultaneously with the help of projectors, screens, microphones and speakers. These teaching aids have led to increased attendance in classes.

**Technology has made student life easy**

Technology has made the life of students easier. Nowadays, students use different software and tools to make presentations and projects, instead of using pen and paper. An iPad is very light as compared to a pile of notebooks. Surfing an E book is easier as compared to a heavy book. These tools help to generate more interest in studies. There are online libraries which require no physical space. The teachers, students and researchers sitting in different parts of the world can access the same online library simultaneously.

**Easy to store information**

Due to technology, data storage has become much easier. It takes few seconds to type or copy-paste various information. A small pen drive can store huge amount of information. So, managing records online is easier. Computers enable better and strong storage of data as compared to managing hard copies.

**Digital classrooms**

Both students and teachers get benefited through the use of digitized boards in classrooms. Thanks to the advanced technology that we can see the entire syllabus online and then decide which courses and subjects we should opt for. Interactive digitized boards can be used by students for drawing figures, making diagrams, doing mathematical calculations, etc.

**Information is easily accessible**

The internet search engines are a source of immense information. They are now used as an effective tool for searching information. All this is possible in just one or two clicks. Both teachers and students are benefited through this.

Wikipedia is the ideal example, around ten years ago, it didn't even exist. Now, it is by far the world's largest encyclopaedia. It has around 2.5 million

entries: instantly available free, on the Web. All are contributed free by more than 75,000 volunteers. Wikipedia provides an excellent platform for cooperative sharing.

### **Teaching is sharing**

The application of technology has made education more collaborative. There are online forums where subject experts can meet and discuss subject specific topics, review the syllabus and plan assessments to enhance the process of teaching. Teachers can impart customized education to cater different learning abilities and needs of the students. Everyone has a personal learning style, almost as unique as one's fingerprints. Any skills can now be taught online in sequence, from beginner level to master level. Good teachers and multimedia experts can tailor such instant learning programs to individual learning styles and in individual modules.

### **CONCLUSION**

Technology is an integral part of living in 21st-century referred to the fourth revolution that is accompanied by challenges and opportunities. It also has structural character and therefore has the ability to include and exclude the technological factors. The sheer scope of change underway in communication technology with respect to methodology and modes of education may require to be revised at the organizational level.

### **EDUCATIONAL IMPLICATIONS OF THE STUDY**

1. Government needs to allocate more funds for better implementation of technology in education.
2. Prepare innovative plan for implementing technology in education from secondary level to higher education level.
3. Conduct awareness campaigns regarding technology and related issues through education.
4. Provide technological facilities to schools, colleges, universities and students.
5. Identify the ways and means for better implementation of educational programme in relation to technology.
6. As far as Draft of National Education Policy – 2019, the implementation of technology is very essential for the future generation.

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## **CURRICULUM AND PEDAGOGY IN SCHOOLS EDUCATION**

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### **ABSTRACT**

In education, a curriculum is broadly defined as the totality of student experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction, or to an overview of the student's experiences in terms of the educator's or school's instructional goals. Pedagogy, most commonly understood as the approach to teaching, refers to the theory and practice of learning, and how this process influences, and is influenced by, the social, political and psychological development of learner. The National education policy 2020 envisions an Indian-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 present conceptual paper is to study the extent to which the 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, understand the holistic development of learners, reduce curriculum content to enhance essential learning and critical thinking, the Experiential learning for providing practical experience, understand the multilingualism and the power of language in teaching learning, transforming assessment for student development and support for gifted students/students with special talents.

**KEY WORDS:** Curriculum, Pedagogy, Pedagogical structure of School Education, Holistic development, Experiential learning.

### **INTRODUCTION:**

#### **Curriculum**

In education, a curriculum is broadly defined as the totality of student experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction, or to an overview of the student's experiences in terms of the educator's or school's instructional goals.

The word “curriculum” began as a Latin word which means “a race” or “the course of a race” (which in turn derives from the verb *currere* meaning “to run/to proceed”). The word is “from a Modern Latin transferred use of classical Latin *curriculum* “a running, course, career”. Curriculum must include the necessary goals, methods, materials and assessments to effectively support instruction and learning.

- 1. Goals:** Goals within a curriculum are the standards-based benchmarks or expectations for teaching and learning. Most often, goals are made explicit in the form of a scope and sequence of skills to be addressed. Goals must include the breadth and depth to which a student is expected to learn.
- 2. Methods:** Methods are the instructional decisions, approaches, procedures, and routines that teachers use to engage all students in meaningful learning. These choices support the facilitation of learning experiences in order to promote a student’s ability to understand and apply content and skills. Methods are differentiated to meet student needs and interests, task demands, and learning environment. Methods are adjusted based on ongoing review of student progress towards meeting the goals.
- 3. Materials:** Materials are the tools selected to implement methods and achieve the goals of the curriculum. Materials are intentionally chosen to support a student’s learning. Material choices reflect student interest, cultural diversity, world perspectives, and address all types of diverse learners.
- 4. Assessment:** Assessment in a curriculum is the ongoing process of gathering information about a student’s learning. This includes a variety of ways to document what the student knows, understands, and can do with their knowledge and skills. Information from assessment is used to make decisions about instructional approaches, teaching materials, and academic supports needed to enhance opportunities for the student and to guide future instruction.

### **Pedagogy**

Pedagogy, most commonly understood as the approach to teaching, refers to the theory and practice of learning, and how this process influences, and is influenced by, the social, political and psychological development of

learners. Pedagogy, taken as an academic discipline, is the study of how knowledge and skills are imparted in an educational context, and it considers the interactions that take place during learning. Both the theory and practice of pedagogy vary greatly, as they reflect different social, political, and cultural contexts.

Pedagogy is often described as the act of teaching. The pedagogy adopted by teachers shapes their actions, judgments, and other teaching strategies by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Its aims may range from furthering liberal education (the general development of human potential) to the narrower specifics of vocational education (the imparting and acquisition of specific skills).

## **NEED AND SIGNIFICANCE CURRICULUM AND PEDAGOGY**

The teacher is required to achieve the aims of education. For that purpose, he/she has to employ suitable instructional methods and procedures. But this can be done only when one knows what efforts he/she is to make and in what order. In other words, he/she should know the content of curriculum which consists of subjects, activities and experiences in the properly graded form. Curriculum is in fact the ‘warp and woof’ of the whole educational process. Its need and importance may be as follows:

### **1. Achievement of Educational Aims**

Merely defining the aims of education is futile. There should be well planned efforts to achieve the aims of education. We must think of knowledge, activities, experiences and other influences which help in the achievement of aims of education.

### **2. Criteria of Suitable Teachers**

It is curriculum which can show what types of teachers are required in the schools. We should know what type of work they are required to do and this is according to the requirements of curriculum.

### **3. Selection of Suitable Methods**

Curriculum enables the teacher to select suitable methods of teaching. ‘How to teach’ will be determined by ‘what to teach’.

### **4. Reflects Trends in Education**

Curriculum is a means to achieve the aims of education which are dynamic and go on changing with the changing social requirements. Naturally,



the curriculum will reflect the trends in education. For example, modern education places following demands on the curriculum:

- a) **Providing Suitable Knowledge:** Curriculum should include suitable knowledge which will help in the achievement of aims of education.
- b) **Providing Suitable Activities and Experiences:** Curriculum includes well selected activities and experiences needed for the development of pupils according to social requirements.
- c) **Providing Wholesome Influences:** Curriculum should provide wholesome school programme to develop the desirable behaviour patterns in the pupils.

Having a well-thought-out pedagogy can improve the quality of your teaching and the way students learn, helping them gain a deeper grasp of fundamental material. Being mindful of the way you teach can help you better understand how help students achieve deeper learning. And it can, in turn, impact student perception, resulting in cooperative learning environments. The proper approach helps students move beyond simple forms of thinking as defined in the Bloom's taxonomy pyramid, like basic memorization and comprehension, to complex learning processes like analysis, evaluation, and creation. Students can leverage their preferred learning styles with a teaching process that supports them, and the way they like to learn.

### **Objectives of Curriculum and Pedagogy in Schools Education**

1. To know the extent to which 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.
2. To understand the children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included.
3. To know the principles of New Education Policy 2020
4. To understand the holistic development of learners
5. To reduce curriculum content to enhance essential learning and critical thinking
6. To know the Experiential learning for providing practical experience
7. To empower students through flexibility in course choices

8. To understand the multilingualism and the power of language in teaching learning
9. To know the Curricular Integration of Essential Subjects, Skills, and Capacities
10. To frame the National Curriculum Framework for School Education (NCFSE)
11. To prepare the National Textbooks with Local Content and Flavor
12. Transforming Assessment for Student Development
13. Support for Gifted Students/Students with Special Talents

## **METHODS AND PROCEDURES**

### **New Education Policy 2020**

The union Cabinet, chaired by Prime Minister Narendra Modi, approved the National Education Policy 2020 on July 29, 2020. The policy is based on the Draft National Education Policy 2019, which the Committee for Draft National Education Policy – chaired by Dr. K. Kasturirangan, former chairman of the Indian Space Research Organization – submitted to the Ministry of Human Resource Development on December 15, 2018.

The four-part National Education Policy covers school education (Part I); higher education (Part II); ‘Other Key Areas of Focus’ (Part III) such as adult education, promoting Indian languages and online education; and ‘Making it Happen’ (Part IV), which discusses the policy’s implementation.

### **Principles of New Education Policy 2020**

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- ❖ 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 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 programmes, and thereby choose their own paths in life according to their talents and interests;
- ❖ 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;
- ❖ Multidisciplinarity and a 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-exams;
  - ❖ Creativity and critical thinking to encourage logical decision-making and innovation;
  - ❖ Ethics and human & 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; • 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;
  - ❖ Respect for diversity and respect for the local context in all curriculum, 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;
  - ❖ Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;
  - ❖ A '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 co requisite for outstanding education and development;

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

## School Education

### Developmentally Appropriate Structure for School Education (5+3+3+4 design)

**1. Foundational Stage: (Five years for children of 3-8 years age group):**  
**5 years:** 3 years of Anganwadi /Pre-school +2 years in Primary School of Grades 1,2. **The Foundational Stage** will comprise five years of flexible, multilevel, play-based, activity-based, and discovery-based learning and pedagogy of ECCE as well as time-tested Indian traditions for cognitive and emotional stimulation of children.

**2. Preparatory Stage: (Three years for children of 8-11 years age group):**  
**3 years** of Grades 3,4,5.

**Preparatory Stage** will comprise three years of education, building on play, discovery, and activity based pedagogical and curricular style of Foundational Stage, but gradually beginning to incorporate textbooks as well as aspects of formal classroom learning. The aim of this stage is to lay the general groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics so that students are prepared to delve deeper into learning areas through specialized subjects in the stages that follow.

**3. Middle Stage: (Three years for children of 11-14 years age group):** **3 years** of Grades 6,7,8.

**Middle Stage** will comprise three years of education, building on the more formal pedagogical and curricular style such as Experiential Learning within each subjects and explorations of relations among different subjects by introduction of subject teachers for learning/discussion of more abstract concepts in each subject that students will be ready for this stage across sciences, mathematics, arts, social sciences, and humanities.

**4. Secondary Stage: (Four years for children of 14-18 years age group in two phases):** **4 years** of Grades 9,10,11,12 (First Phase 9,10 and Second Phase 11,12) Each year is divided into 2 Semesters).

**Secondary Stage** will comprise four years of multidisciplinary study and will build on the subject oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater

attention to life aspirations, and greater flexibility and student choice. Each student would take 5 to 6 subjects each semester of which some common subjects for all along with elective courses such as arts, vocational subjects and physical education so that all students can expand their horizons as they see fit and explore their individual interests and talents. The notions of “higher secondary” and “junior college” will be eliminated. Grades 11 and 12 will be considered an integral part of the secondary stage. The goal of all the above stages of school education is to create holistic and complete individuals equipped with key 21st century skills by adapting more of interactive, creative, collaborative, joyful, engaging, and exploratory activities and more experiential learning

## **RESULT AND DISCUSSION**

The appropriate Structure for School Education (5+3+3+4 design) described stages are purely curricular and pedagogical, designed to optimize learning for students based on the cognitive development of children; they will inform the development of National and State curricula and teaching-learning strategies at each stage, but parallel changes to physical infrastructure will not be required.

### **Holistic development of learners**

The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today. The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. Curriculum frameworks and transaction mechanisms will be developed for ensuring that these skills and values are imbibed through engaging processes of teaching and learning.

### **Reduce curriculum content to enhance essential learning and critical thinking**

Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning. The mandated content will focus on key concepts, ideas, applications, and problem

solving. Teaching and learning will be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning.

### **Experiential learning**

In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. The assessment tools will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class.

Art-integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art-integrated approach will strengthen the linkages between education and culture.

Sports-integration is another cross-curricular pedagogical approach that utilizes physical activities including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc. Sports-integrated learning will be undertaken in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement.

### **Empower students through flexibility in course choices**

Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans. Holistic development and a wide choice of subjects and courses year to year will be the new distinguishing feature of secondary school education. There will be no hard separation among

‘curricular’, ‘extracurricular’, or ‘co-curricular’, among ‘arts’, ‘humanities’, and ‘sciences’, or between ‘vocational’ or ‘academic’ streams. Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum, with a consideration for what is interesting and safe at each age.

### **Multilingualism and the power of language**

Home language is usually the same language as the mother tongue or that which is spoken by local communities. However, at times in multi-lingual families, there can be a home language spoken by other family members which may sometimes be different from mother tongue or local language. Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language. Thereafter, the home/local language shall continue to be taught as a language wherever possible. This will be followed by both public and private schools. High-quality textbooks, including in science, will be made available in-home languages/mother tongue. All efforts will be made early on to ensure that any gaps that exist between the language spoken by the child and the medium of teaching are bridged. In cases where home language/mother tongue textbook material is not available, the language of transaction between teachers and students will still remain the home language/mother tongue wherever possible. Teachers will be encouraged to use a bilingual approach, including bilingual teaching-learning materials, with those students whose home language may be different from the medium of instruction.

The three-language formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity. The three languages learned by children will be the choices of States, regions, and of course the students themselves, so long as at least two of the three languages are native to India.

For the enrichment of the children, and for the preservation of these rich languages and their artistic treasures, all students in all schools, public or private, will have the option of learning at least two years of a classical language of India and its associated literature, through experiential and innovative approaches, including the integration of technology, in Grades 6-



12, with the option to continue from the middle stage through the secondary stage and beyond.

In addition to high quality offerings in Indian languages and English, foreign languages, such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian, will also be offered at the secondary level, for students to learn about the cultures of the world and to enrich their global knowledge and mobility according to their own interests and aspirations.

The teaching of all languages will be enhanced through innovative and experiential methods, including through gamification and apps, by weaving in the cultural aspects of the languages - such as films, theatre, storytelling, poetry, and music - and by drawing connections with various relevant subjects and with real-life experiences. Thus, the teaching of languages will also be based on experiential-learning pedagogy.

Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed, for use by students with hearing impairment. Local sign languages will be respected and taught as well, where possible and relevant.

### **Curricular Integration of Essential Subjects, Skills, and Capacities**

While students must have a large amount of flexibility in choosing their individual curricula, certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world. In addition to proficiency in languages, these skills include: scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and computational thinking; ethical and moral reasoning; knowledge and practice of human and Constitutional values; gender sensitivity; Fundamental Duties; citizenship skills and values; knowledge of India; environmental awareness including water and resource conservation, sanitation and hygiene; and current affairs and knowledge of critical issues facing local communities, States, the country, and the world.

Every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts,



such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs. A practice-based curriculum for Grades 6-8 will be appropriately designed by NCERT while framing the NCFSE 2020-21.

All curriculum and pedagogy, from the foundational stage onwards, will be redesigned to be strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning etc. – in order to ensure that education is maximally relatable, relevant, interesting, and effective for our students. Stories, arts, games, sports, examples, problems, etc. will be chosen as much as possible to be rooted in the Indian and local geographic context. Ideas, abstractions, and creativity will indeed best flourish when learning is thus rooted.

### **National Curriculum Framework for School Education (NCFSE)**

The formulation of a new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be undertaken by the NCERT - based on the principles of this National Education Policy 2020, frontline curriculum needs, and after discussions with all stakeholders including State Governments, Ministries, relevant Departments of the Central Government, and other expert bodies, and will be made available in all regional languages. The NCFSE document shall henceforth be revisited and updated once every 5-10 years, taking into account frontline curriculum.

### **National Textbooks with Local Content and Flavor**

The reduction in content and increased flexibility of school curriculum - and the renewed emphasis on constructive rather than rote learning - must be accompanied by parallel changes in school textbooks. All textbooks shall aim to contain the essential core material (together with discussion, analysis, examples, and applications) deemed important on a national level, but at the same time contain any desired nuances and supplementary material as per local contexts and needs. Where possible, schools and teachers will also have choices in the textbooks they employ - from among a set of textbooks that contain the requisite national and local material - so that they may teach in a manner that is best suited to their own pedagogical styles as well as to their students and communities' needs.

Concerted efforts, through suitable changes in curriculum and pedagogy, will be made by NCERT, SCERTs, schools, and educators to significantly reduce the weight of school bags and textbooks.

### **Transforming Assessment for Student Development**

The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education.

The progress card of all students for school-based assessment, which is communicated by schools to parents, will be completely redesigned by States/UTs under guidance from the proposed National Assessment Centre, NCERT, and SCERTs. The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment.

The current nature of secondary school exams, including Board exams and entrance exams - and the resulting coaching culture of today - are doing much harm, especially at the secondary school level, replacing valuable time for true learning with excessive exam coaching and preparation. These exams also force students to learn a very narrow band of material in a single stream, rather than allowing the flexibility and choice that will be so important in the education system of the future.

While the Board exams for Grades 10 and 12 will be continued, the existing system of Board and entrance examinations shall be reformed to eliminate the need for undertaking coaching classes. To reverse these harmful effects of the current assessment system, Board exams will be redesigned to encourage holistic development; students will be able to choose many of the subjects in which they take Board exams, depending on their individualized interests. Board exams will also be made 'easier', in the sense that they will test primarily core capacities/competencies rather than months of coaching and memorization; any student who has been going to and making a basic

effort in a school class will be able to pass and do well in the corresponding subject Board Exam without much additional effort.

With regard to all of the above, guidelines will be prepared by NCERT, in consultation with major stakeholders, such as SCERTs, Boards of Assessment (BoAs), the proposed new National Assessment Centre etc., and teachers prepared, for a transformation in the assessment system by the 2022-23 academic session, to align with the NCFSE 2020-21.

To track progress throughout the school years, and not just at the end of Grades 10 and 12 - for the benefit of students, parents, teachers, principals, and the entire schooling system in planning improvements to schools and teaching-learning processes - all students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. These examinations would test achievement of basic learning outcomes, through assessment of core concepts and knowledge from the national and local curricula, along with relevant higher-order skills and application of knowledge in real-life situations, rather than rote memorization. The Grade 3 examination, in particular, would test basic literacy, numeracy, and other foundational skills.

It is proposed to set up a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), as a standard-setting body under MHRD that fulfils the basic objectives of setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India, guiding the State Achievement Survey (SAS) and undertaking the National Achievement Survey (NAS), monitoring achievement of learning outcomes in the country, and encouraging and helping school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century in consonance with the stated objectives of this Policy.

The principles for university entrance exams will be similar. The National Testing Agency (NTA) will work to offer a high-quality common aptitude test, as well as specialized common subject exams in the sciences, humanities, languages, arts, and vocational subjects, at least twice every year.

### **Support for Gifted Students/Students with Special Talents**

Teachers will aim to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material

and guidance and encouragement. Topic-centered and Project-based Clubs and Circles will be encouraged and supported at the levels of schools, school complexes, districts, and beyond. Examples include Science Circles, Math Circles, Music & Dance Performance Circles, Chess Circles, Poetry Circles, Language Circles, Drama Circles, Debate Circles, Sports Circles, Eco-Clubs, Health & Well-being Clubs/ Yoga Clubs and so on. Along these lines, high-quality national residential summer programmes for secondary school students in various subjects will also be encouraged, with a rigorous merit-based but equitable admission process to attract the very best students and teachers from across the country including from socio-economically disadvantaged groups.

Olympiads and competitions in various subjects will be conducted across the country, with clear coordination and progression from school to local to state to national levels, to ensure that all students may participate at all levels for which they qualify. Efforts will be made to make these available in rural areas and in regional languages to ensure widespread participation.

## **CONCLUSION**

National Education Policy 2020 will play an important role in the transformation of the Indian education system. Now it is expected to help India in reaping its demographic dividend. NEP will play a significance role for development of pre-primary education to higher education system in India. The present paper had studied the National policies and the interrelation to the teachers. Also, the present paper focused on role of teacher, as a Teacher is to shape the minds of the younger generation. The students- teacher interaction is very significant in the new education era.

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## **EMPOWERING TEACHERS AND CHILDREN THROUGH LIFE SKILL EDUCATION WITH REFERENCE TO NATIONAL EDUCATION POLICY – 2020**

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### **ABSTRACT**

This paper discusses about empowering of teachers and children through life skills. Life skill education equips the teachers to acknowledge and develop the basic life skills of self-awareness, empathy, problem solving, decision making, effective communication, interpersonal relations, creative thinking, critical thinking, coping with emotions and coping with stress, among their students. Life skills education is very important especially for teachers who prepare the young minds. The Life Skills Education will enable teachers to translate knowledge, attitude and values for handling real life situations to the children helping them decide what to do, when to do and how to do it with ease. It would help teachers enhance quality of education through innovation, creativity and equip children become more analytical in approach, recognise the relationship between knowledge and power.

**KEY WORDS:** Life Skills, Innovation, Evaluation.

### **INTRODUCTION**

In an ever-growing technology and data driven world, much of the focus in education has understandably taken a shift toward STEM-based (science, technology, engineering, and math) initiatives that will prepare students for the coursework and careers of the future. But life skills—how well equipped students are to make good decisions and solve problems in their academic and professional careers as well as their personal lives—should also play a critical role in a well-rounded and comprehensive education.

### **NEED OF THE STUDY**

Democracies need active, informed and responsible citizens, who are willing and able to take responsibility for themselves and their communities and contribute to the political process.

Democracies depend upon citizens who, among other things, are:

- aware of their rights and responsibilities as citizens
- informed about social and political issues
- concerned about the welfare of others
- able to clearly articulate their opinions and arguments
- capable of having an influence on the world
- active in their communities
- responsible in how they act as citizens.

These capacities do not develop unaided; they have to be learnt. While certain life skills may be acquired through our everyday experience in the home or at work, they are not sufficient to adequately equip citizens for the active role required of them in today's complex and diverse society.

If citizens are to become genuinely involved in public affairs, then a more systematic approach towards citizenship education is essential.

### **OBJECTIVES OF THE STUDY**

1. To study the Life Skills Training with reference to National Education Policy.
2. To understand the new strategies in relation to life skill education and training for a better tomorrow.
3. To evaluate the life skills and related methods for better classroom environment in concerned with NEP.

### **MAIN THEME OF THE STUDY**

#### **What Is Life Skills-Based Education?**

Think of life skills as the building blocks or framework that allow students to apply the knowledge they acquire in school to real world problems and situations. Also referred to as “soft skills” in a professional context, the ability to think abstractly and approach problems from multiple angles to find practical solutions, and the skill to communicate clearly and effectively are just as important as technical knowledge in a particular field or academic subject.

According to Macmillan Education, “In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over

the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace, and our home life.”

But life skills go well beyond choosing a major in college or impressing a potential employer in the future. Life skills provide children with important tools for development, such as independent thinking, how to socialize and make new friends, and how to take action in situations where their parents or teachers may not be around to help or intervene (dealing with a bully or personal insecurities and fears, for example.) Unlike motor skills and basic intelligence, executive function and decision-making skills are not innate but learned.

**Examples of life skills include:**

- Self-reflection
- Critical thinking
- Problem solving
- Interpersonal skills

**The Benefits of Teaching Life Skills at a Young Age**

Building life skills is essentially an exercise in helping children develop sound judgment and good habits for long-term stability, wellness, and success.

**How to Promote Life Skills for Young Students**

Parents can take an active role in teaching life-skills at home with projects that provide real world examples and lessons in decision making and problem solving. They can be as simple as assigning household chores and budgeting exercises through an allowance, to caring for a pet or volunteering in the community.

Fun and simple-to-organize activities, like game nights (or afternoons) with family and friends with an educational focus that also encourage working in teams, can help to build social and interpersonal skills.

**Everyday Survival Skills**

In addition to brushing their own teeth and learning how to tie their shoes and get dressed, young children should know what to do in common situations as well as emergencies, such as:

- How to get to and from home and school
- Who to call in an emergency (memorize phone numbers)
- How to safely cross the street



- What to do if they are bullied or witness bullying
- How to safely use kitchen appliances and prepare basic meals
- How to do the laundry

### **The Importance of Books and Reading**

The benefits of reading to young children and fostering a reading habit early in a child's life are hard to overstate. From building and strengthening vocabulary and language skills to aiding with creative thinking, reading is one of the easiest and best activities available to teach children a range of new skills. Some of the many benefits of reading include:

- Builds self-regulation (also known as executive function)
- Teaches empathy
- Improves concentration
- Exposes children to diversity and differing perspectives and situations than their own

The acquisition of problem-solving and reasoning abilities is a fluid and ongoing process, and working with children early in their development to lay the framework with examples that they can understand and apply on their own is a good place to start.

If you would like your child's education to include more life skills, consider enrolling them in a public school at home via online learning. As your child's Learning Coach you can ensure a well-rounded education that you can supplement with plenty of real world skills!

What are life skills?

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life.

They include creativity, critical thinking, problem-solving, decision-making, the ability to communicate and collaborate, along with personal and social responsibility that contribute to good citizenship – all essential skills for success in the 21st century, both for healthy societies and for successful and employable individuals.

Life skills touch upon issues that are:

1. real: they actually affect people's lives
2. topical

3. sometimes sensitive: they can affect people on a personal level, especially when family or friends are involved
4. often controversial: people disagree and hold strong opinions about them
5. ultimately moral: they relate to what people think is right or wrong, good or bad, important or unimportant in society.

### **The importance of life skills**

Benefits for the individual.

In everyday life, the development of life skills helps students to:

1. Find new ways of thinking and problem solving
2. Recognise the impact of their actions and teaches them to take responsibility for what they do rather than blame others
3. Build confidence both in spoken skills and for group collaboration and cooperation
4. Analyse options, make decisions and understand why they make certain choices outside the classroom
5. Develop a greater sense of self-awareness and appreciation for others

### **EDUCATIONAL IMPLICATIONS OF THE STUDY**

- It helps them to develop self-confidence and successfully deal with significant life changes and challenges, such as bullying and discrimination.
- It gives them a voice at school, in their community and in society at large.
- It enables them to make a positive contribution by developing the expertise and experience they need to assert their rights and understand their responsibilities, while preparing them for the challenges and opportunities of adult and working life.

### **Benefits for society**

The more we develop life skills individually, the more these affect and benefit the world in which we live:

- a. Recognising cultural awareness and citizenship makes international cooperation easier
- b. Respecting diversity allows creativity and imagination to flourish developing a more tolerant society
- c. Developing negotiation skills, the ability to network and empathise can help to build resolutions rather than resentments

## CONCLUSION

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility. Life skills are the skill set that enable people to live happy and meaningful lives and reach their potential. People who have sufficient life skills flourish. In this context, a meaningful life is achieved through mental wellbeing, self-awareness, skills for appreciating humanity in others as well as working towards wellbeing in one's community. Instilling life skills and wellbeing skills in school supports mental wellbeing in children and youth now and in the future. Our goal is also to decrease human suffering.

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## FOUNDATION STAGE UNDER NEP-2020: A BOON FOR THE YOUNG MIND

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### ABSTRACT

The Foundation Stage under NEP-2020 has been popularly in the picture as Early Childhood Care and Education (ECCE). However, it is properly defined and illustrated in the present NEP-2020. This Foundation Stage is the boon for the young mind as the children are free from the baggage system. They are to be provided holistic education and bookish knowledge is to be avoided as much as possible. Cooperation, coordination, dinning together, mingling together etc are to be given more emphasis. Moreover, Local Dialect and Mother Tongue are to be used at this stage due to which they can open up without any hesitation. The existing *Anganwadi* should play a great role in molding the children.

**KEY WORDS:** NEP-2020, ECCE, ANGANWADI.

### INTRODUCTION

An NEP is a comprehensive framework to guide the development of education in the country. The need for a policy was first felt in 1964 when Congress MP Siddheshwar Prasad criticised the then government for lacking a vision and philosophy for education. The same year, a 17-member Education Commission, headed by then UGC Chairperson D S Kothari, was constituted to draft a national and coordinated policy on education. Based on the suggestions of this Commission, Parliament passed the first education policy in 1968.

### NEW EDUCATION POLICY, 2020

The Union Cabinet **cleared a National Education Policy (NEP)** sweeping changes in school and higher education, a look at the takeaways and their implications for students and institutions of learning.

As per the New National Education Policy, the whole schooling period is divided in the form of a design 5+3+3+4. First three classes are taken from Pre Schooling and the next two classes are taken from formal schooling. Hence, this first 5year stage is named as the Foundation Stage. Till the date, there are three Education Policy made in Independent India. First of all the

Education policy was made in 1968 and the second in 1986 which was modified in 1992 and known as the Plan of Action (POA) for National Policy on Education 1986 and the third policy is this New NATIONAL EDUCATION POLICY-2020. The 10+2 existing pattern of the schooling has been changed into the following Pedagogical structure:

1. FOUNDATION STAGE (5): Nursery to Class 2  
Age Appropriation: From 3 years to 8 years
2. PREPARATORY STAGE (3): Classes 3 to 5  
Age Appropriation: From 8 years to 11 years
3. MIDDLE STAGE (3): Classes 6 to 8  
Age Appropriation: From 11 years to 14 years
4. SECONDARY STAGE (4): Classes 9 to 12  
Age Appropriation: From 14 years to 18 years.

The EARLY CHILDHOOD CARE AND EDUCATION (ECCE) falls under Foundation Stage Category.

#### AIMS AND OBJECTIVES

The main aims and objectives of this Foundation Stage is

- To provide holistic education to young mind
- To prepare the children for Preparatory Stage
- To ensure children's enrollment and attendance in school

#### **AN INTERESTING MOVE FOR THE YOUNG CHILDREN BY NEP-2020**

The 5 year course is again divided into 3 years and 2 years. During the first 3 years the children are to spend in Anganwadi and the next 2 years they have to spend in the formal school. Here, the children will be provided holistic education in a play way method with fun activities. The Anganwadi workers will be trained for the job. At present, some workers are not even matriculate. No child will get dropped out because of failure. Foundation Education does not require any book or bookish knowledge. In this regard, the teacher should be specially trained. Moreover, most of the children get drop-out at the early age because of poverty. Till the date the government school has no provision for Pre-schooling Education like Nursery, Lower Kindergarten and Upper Kindergarten. However, almost all the Private Primary Schools are having this facility. As per the new policy, these classes will be added to the Government Schools too. However, it is not very clear whether this will be supported by Anganwadi fully or partially.

This is research based findings that a child gets 85% of cumulative brain development till the age of 6 yrs. At this stage they can learn very fast. Thinking this, certain academic inputs can be given to the children to analyze, grasp, learn and understand the things. So, carefully content designing should be framed for the optimal benefit. Till the date we have not yet formalized the Early Childhood Care and Education. If in the foundational stage, the contents are not formalized then it won't help when the child goes to further stage. There should be a proper synchronization for the different stages. The knowledge and experience that a child gets in earlier stage should be properly linked with the later stage to understand the new content. Even, the Right to Education Act deals with Class1onwards. However, in this NPE-2020, provision is made to bring all the four Stages from Foundation to Secondary and from 3 years of age to 18 years of age under RTE Act.

### **MAJOR RECOMMENDATIONS ON FOUNDATION STAGE**

1. Learning should be Flexible
2. Learning should be Multi- Faceted
3. Learning should be Play-based
4. Learning should be Multi-level
5. Learning should be Activity based
6. Inquiry based learning. As per the constructivist approach of Teaching-Learning, enquiry is given most important place. The children develop their mind the attitude to enquire. Their questions may be from their imaginations, their attitudes and their observations.
7. Learning should comprise Indoor games, outdoor games, art, painting, drama, music, numeration, puzzle based activities to improve logical thinking.
8. Group activities to get collaborative learning and other behavior learning from the peer- groups.
9. Learning language skills and mother tongue, as it is found that the children can learn very fast in their own Mother Tongue.
10. All efforts will be made early on to ensure that any gaps that exist between the language spoken by the child and the medium of teaching are bridged. In cases where home language/mother tongue textbook material is not available, the language of transaction between teachers and students will still remain the home language/mother tongue

wherever possible. Teachers will be encouraged to use a bilingual approach, including bilingual teaching-learning materials, with those students whose home language may be different from the medium of instruction.

11. Lunch and Breakfast should be provided during school hour.
12. A NATIONAL CURRICULUM AND PEDAGOGICAL FRAMEWORK FOR EARLY CHILDHOOD CARE AND EDUCATION (NCPFECCE) should be framed by NCERT for uniformity in Foundation Stage throughout the nation.
13. Standalone schools like Anganwadi and primary schools both can conduct this Foundation stage.
14. The teachers not having the requisite qualification will be provided training, diploma and certificate course.
15. The Ministry of Education together with the Ministry of Women and Child Development, Ministry of Health and Family Welfare and Ministry of Tribal Affairs should work the development at Foundation Stage.
16. Learning Should be Holistic, Integrated, Enjoyable, and Engaging. A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals.

### **MULTIDISCIPLINARY EDUCATION CENTRAL TO LEAD INDIA IN 21<sup>ST</sup> CENTURY**

Multidisciplinary education will be the central and crucial point to lead India into the 21<sup>st</sup> century and the fourth industrial revolution, said K. Kasturirangam, Chairperson, Drafting Committee, National Education Policy, 2020.

Kasturirangam, the Former Chairman of Indian Space Research Organization (ISRO), is currently serving as the chancellor of the Central University of Rajasthan and as the chairperson of NIIT University.

He was speaking at the Virtual convocation address of the Indian Institute of Information Technology, Design & Manufacturing (IIITDM), in Kancheepuram.



“As a crucial step to lead India into the 21<sup>st</sup> century and the fourth Industrial revolution, Multidisciplinary education is central.

Engineering schools such as the IIT’s and even NIIT, will move towards more holistic multidisciplinary education with more arts and humanities, while arts and humanities students will aim to learn more science. All will make an effort to incorporate more vocational subjects and soft skills.” Kasturirangan said. He said IIITDM with its plan for bringing multidisciplinary and holism to its various courses could be in the forefront of creating world-class innovators and producing seminal ideas coming out of a thinking process that cuts across disciplines by marrying science education with arts and humanities and other fields. Kasturirangan said the vision of India’s new education system has been crafted to ensure that it touches the life of each and every citizen, consistent with their needs and necessities, besides creating a just and equitable society.

“The approach is to realize a new system aligned with the aspirational goals of 21<sup>st</sup> century education while remaining rooted to India’s value systems and ethos. The policy provides an integrated, yet flexible approach to education,” he said.

According to him, the new education policy has kept the interconnectedness of the various phases of education in mind and how the same will enable continuity, coherence and processes to ultimately realize an end-to-end educational roadmap for the country. “Major emphasis is given in the policy to the aspect of holistic, multidisciplinary education as a foundational component at all levels of education,” he added.

Delving on the higher educational system in the new education policy, Kasturirangan said the holistic nature of education, also called liberal education in contemporary discussions, traces its origin to the age-old idea of liberal arts discussed almost 1400 years ago in the classical Indian texts on education like Banabhatta’s ‘Kadambiri’ wherein a truly educated person is described as one who had mastered all the 64 kalas- a composite of multidisciplinary subjects.

The former ISRO Chairman advised the fresh graduates to have conviction in whatever they do and cited his experience at the space agency. “I still remember the events in ISRO related to the failures of first two Augmented Satellite Launch Vehicles (ASLVs). Even though a sense of

despondency overtook us initially, we did not allow the setback to override our resolve to succeed,” he said.

According to him, the critical analysis and the in-depth assessment of the problems and the technology and quality issues that were addressed really paved the way for the success of the present generation of Polar Satellite Launch Vehicles (PSLVs) and the Geosynchronous Satellite Launch Vehicles (GSLVs). Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being.

### **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. It also includes a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation. The overall aim of ECCE will be to attain optimal outcomes in the domains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.

A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT in two parts, namely, a sub-framework for 0-3 year-olds, and a sub-framework for 3-8 year-olds, aligned with the above guidelines, the latest research on ECCE, and national and international best practices. In particular, the numerous rich local traditions of India developed over millennia in ECCE involving art, stories, poetry, games, songs, and more, will also be suitably incorporated. The framework will serve as a guide both for parents and for early childhood care and education institutions.

The overarching goal will be to ensure universal access to high-quality ECCE across the country in a phased manner. Special attention and priority will be given to districts and locations that are particularly socio-economically disadvantaged. ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions consisting of (a) stand-alone Anganwadis; (b) Anganwadis co-located with primary schools; (c) pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and (d) stand-alone pre-schools - all of which would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE.

For universal access to ECCE, Anganwadi Centres will be strengthened with high-quality infrastructure, play equipment, and well-trained Anganwadi workers/teachers. Every Anganwadi will have a well-ventilated, well-designed, child-friendly and well-constructed building with an enriched learning environment. Children in Anganwadi Centres shall take activity-filled tours - and meet the teachers and students of their local primary schools, in order to make the transition from Anganwadi Centres to primary schools a smooth one. Anganwadis shall be fully integrated into school complexes/clusters, and Anganwadi children, parents, and teachers will be invited to attend and participate in school/school complex programmes and vice versa.

It is envisaged that prior to the age of 5 every child will move to a “Preparatory Class” or “Balavatika” (that is, before Class 1), which has an ECCE-qualified teacher. The learning in the Preparatory Class shall be based primarily on play-based learning with a focus on developing cognitive, affective, and psychomotor abilities and early literacy and numeracy. The mid-day meal programme shall also be extended to the Preparatory Classes

in primary schools. Health check-ups and growth monitoring that are available in the Anganwadi system shall also be made available to Preparatory Class students of Anganwadi as well as of primary schools.

To prepare an initial cadre of high-quality ECCE teachers in Anganwadis, current Anganwadi workers/teachers will be trained through a systematic effort in accordance with the curricular/pedagogical framework developed by NCERT. Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme covering early literacy, numeracy, and other relevant aspects of ECCE. These programmes may be run through digital/distance mode using DTH channels as well as smart phones, allowing teachers to acquire ECCE qualifications with minimal disruption to their current work. The ECCE training of Anganwadi workers/teachers will be mentored by the Cluster Resource Centres of the School Education Department which shall hold at least one monthly contact class for continuous assessment. In the longer term, State Governments shall prepare cadres of professionally qualified educators for early childhood care and education, through stage-specific professional training, mentoring mechanisms, and career mapping. Necessary facilities will also be created for the initial professional preparation of these educators and their Continuous Professional Development (CPD).

ECCE will also be introduced in Ashramshalas in tribal-dominated areas and in all formats of alternative schooling in a phased manner. The process for integration and implementation of ECCE in *Ashramshalas* and alternative schooling will be similar to that detailed above.

The responsibility for ECCE curriculum and pedagogy will lie with MHRD to ensure its continuity from pre-primary school through primary school, and to ensure due attention to the foundational aspects of education. The planning and implementation of early childhood care and education curriculum will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. A special joint task force will be constituted for continuous guidance of the smooth integration of early childhood care and education into school education.

## CONCLUSION

India has made remarkable strides in recent years in attaining near-universal enrolment in elementary education. However, the data for later grades indicates some serious issues in retaining children in the schooling system. The Gross Enrolment Ratio (GER) for Grades 6-8 was 90.9%, while for Grades 9-10 and 11-12 it was only 79.3% and 56.5%, respectively - indicating that a significant proportion of enrolled students drop out after Grade 5 and especially after Grade 8. As per the 75th round household survey by the National Sample Survey Organization (NSSO) in 2017-18, the number of out of school children in the age group of 6 to 17 years is 3.22 Crores. It will be a top priority to bring these children back into the educational fold as early as possible, and to prevent further students from dropping out, with a goal to achieve 100% GER in preschool to secondary level by 2030. A concerted national effort will be made to ensure universal access and afford opportunity to all children of the country to obtain quality holistic education—including vocational education - from pre-school to Grade

It is also found through survey that around 1 crore children are not attending the school at Primary Stage.

Now, as per NEP-2020 it is planned 100% attendance for the children by 2025 at the Foundation Stage.

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## **REFORMS IN SECONDARY SCHOOL LEVEL CURRICULUM WITH REFERENCE TO NATIONAL EDUCATION POLICY – 2020: NEEDS AND CHALLENGES**

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### **ABSTRACT**

This paper discusses about the Reforms in Secondary Education basing on NEP- 2020. India has emerged as a global leader and a strong nation. Education is the key to the task of nation building as well as to provide requisite knowledge and skills required for sustained growth of the economy and to ensure overall progress. Education has been identified as a critical input for economic development and for human resource development. India's education system is divided into different levels such as pre-primary level, primary level, elementary education, secondary education, undergraduate level and postgraduate level. Secondary education is increasingly becoming an area of focus in developing countries, which have thus far concentrated on achieving universal elementary education. Now NEP-2020 on secondary education in India discusses issues and aspects critical for the development of this subsector. Secondary education, in terms of policy, is a concurrent item in that it is within the purview of both State and Central governments. State level implications and strategies for developing this sub-sector are critical. At the secondary stage, students will study almost forty-eight subjects: "Each year of the Secondary Stage will be divided into 2 semesters, for a total of 8 semesters. Each student would take 5 to 6 subjects each semester." A careful reading of the policy document suggests that these subjects would perhaps be in the nature of crash courses! These curricular 'reforms', according to NEP 2020 will result in, "thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem-solving, ethics, social responsibility, and digital literacy" among students, the ultimate goal of education.

**KEY WORDS:** Secondary Education, NEP- 2020, Curricular Reforms, Scientific Temper.

## **INTRODUCTION**

NEP 2020 is a collaborative effort, reaching stakeholders to the block level to understand the changes required in the educational structure. The report also proposes renaming MHRD to Ministry of Education. Here are the key takeaways or suggestions of the NEP 2020.

The National Education Policy 2020 is focused on Access, Equity, Quality, Affordability, and Accountability of the education system of the country.

The New Education Policy holds that Secondary Education begins to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens. Conscious internalization of a healthy work ethos and of the values of a humane and composite culture will be brought about through appropriately formulated curricula.

## **NEED OF THE STUDY**

The Present Curriculum of the Secondary School challenges and issues crop up in the ever changing societal context. Government of India realized these new challenges and issues and resolved the New Education Policy on Education in 1986 after a comprehensive appraisal of the existing educational system, followed by a countrywide debate. The New Education Policy holds that Secondary Education begins to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens.

## **OBJECTIVES OF THE STUDY**

1. To study the Reforms in Secondary Level Education Curriculum.
2. To understand the Global standards with reference to new Curriculum.
3. To identify the new trends in Education with reference to NEP – 2020.

## **MAIN THEME OF THE STUDY**

The Policy recognizes, from inputs of teachers, students, scientists, and educators, that the curriculum content is currently severely overloaded. Both the 1993 MHRD Yashpal Committee report 1993 “Learning Without



Burden” and the NCF 2005 highlighted the great need for reducing our overcrowded curriculum content load in favour of a more engaging, holistic, experiential, and analysis-based form of learning. Those well-researched recommendations have never been more relevant than today. Indeed, today, the rush in classrooms to finish and rush through all the mandated curricular material via rote memorization continues to prevent opportunities for critical thinking and discovery-based, discussion-based, and analysis-based learning - and thus true understanding - from taking place.

Reduce curriculum load in each subject to its essential core content, in order to make space for more holistic, experiential, discussion-based, and analysis-based learning: The mandated contents in the curriculum will be reduced, in each subject area, to its core, focussing on key concepts and essential ideas. This will thereby yield more space for discussion and nuanced understanding, analysis, and application of key concepts. Teaching and learning will strive to be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning.

The Present Curriculum of the Secondary School describing categories of human behavior either in generality or specificity. The New Education Policy of 1986 has redefined and restated the earlier educational goals with its focus on (a) emphasis on the socio-economic well-being, competence and creativity of the individual; (b) development of knowledge and skills in various areas; (c) development of knowledge and skills in employment opportunities; (d) integration of individual into the social system; (e) education as a means of equalizing opportunities; (f) development of sense of right and wrong; and (g) development of spirit and adventure and mass participation in various programmes. But the present curriculum is inadequate to meet with the broad goals highlighted in the policy. (iii) The existing curriculum of the Secondary School level fails to demonstrate the ability to apply what is learned to practical situations in the community for improvement of life. This reason behind this is that curriculum is not based on the needs and aspirations of the different cultural environments of the students population. (iv) Students previous experience of the student community of different subcultures play a vital role in meaningful learning. But the present curriculum assumes the response of individuals in various subcultures will be alike.



Therefore a uniform curriculum all over the country is sociologically and psychologically unsound. (v) The democratic ideal of true citizenship through education is a major goal of education. But the curricular provisions made in it are inadequate to for the children to realize such a sober ideal. (vi) Subjects like social studies, English, mathematics and science of the Secondary School Curriculum do not reveal any real concern with the method of presenting those subjects. (vii) School is a provision of the community to educate its children. There is a two-way relationship; one should benefit from the other. The curriculum is to meet the basic needs of the community members. For this, schools have to function as community centres so that material and human resources are mutually benefited. Such a scope is apparently scanty for the curriculum focused its main attention on the intellectual aspects of the people. (viii) Self-sufficiency through education is a long-cherished wish of the pupils. For this, education should have a vocational bias. But such an approach has not been considered in the general academic pursuit at the secondary level. (ix) Utilization of local resources can enhance the process of education. Curriculum has to incorporate the entire available local resources, human and material to enrich it and provide it a fund of knowledge. But our local resources still remain to be unexplored by the educationists of the country. (x) Concept of human resource development has become important as the basic postulate behind and type of education. The bases upon which human resource development rests are knowledge, competencies and skills. These are to be imparted through the curriculum in a scientifically structured procedure. (xi) Education is now getting globalised. Futurologists of education look at education as what is happening at present. They are concerned with an ideal model of curriculum that should exist after a period of time. There may come a day when people only with real skills will be employed. Only the best people will be selected for the task. Most important changes expected in human beings composing the society is the imbibitions of affective objectives. A curriculum with special emphasis on the inculcation of character, attitude and values is of utmost importance at the critical stage.

Curriculum and Pedagogy in Schools 77 accompanied by context and motivation, and post-accompanied by analysis, discussion, and application. The curriculum will aim at enabling learners to attain learning outcomes relating to all curricular areas, including sports, science, art, language, literature, and ethics education, thereby ensuring that all children and youth receive an education that helps realize their potential, in all realms,

to the fullest. 4.3. Reduce curriculum content to enhance essential learning and critical thinking The Policy recognizes, from inputs of teachers, students, scientists, and educators, that the curriculum content is currently severely overloaded. Both the 1993 MHRD Yashpal Committee report 1993 “Learning Without Burden” and the NCF 2005 highlighted the great need for reducing our overcrowded curriculum content load in favour of a more engaging, holistic, experiential, and analysis-based form of learning. Those well-researched recommendations have never been more relevant than today. Indeed, today, the rush in classrooms to finish and rush through all the mandated curricular material via rote memorization continues to prevent opportunities for critical thinking and discovery-based, discussion-based, and analysis-based learning - and thus true understanding - from taking place. Reduce curriculum load in each subject to its essential core content, in order to make space for more holistic, experiential, discussion-based, and analysis-based learning: The mandated contents in the curriculum will be reduced, in each subject area, to its core, focusing on key concepts and essential ideas. This will thereby yield more space for discussion and nuanced understanding, analysis, and application of key concepts. Teaching and learning will strive to be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning. Students will be given increased flexibility and choice of subjects to study across the arts, humanities, sciences, sports, and vocational subjects.

### **EDUCATIONAL IMPLICATIONS OF THE STUDY**

The New Education Policy visualizes a total re-orientation of the entire educational system with its main focus on the Broad Goals of Education, since most of the challenges in education are closely linked to them. The Broad Goals restated in the Policy are:

- (i) Emphasis on the socio-economic well being, competence and creativity of the individual. This encompasses:
  - (a) Physical, intellectual and aesthetic development of personality;
  - (b) Inculcation of a scientific temper and democratic, moral and spiritual values;
  - (c) Development of self-confidence to innovate and face unfamiliar situations;

- (d) Creation of an awareness of the physical, social, technological, economic and cultural environment;
- (e) Fostering a healthy attitude to dignity of labour and hard work;
- (f) A commitment to principles of secularism and social justice;
- (ii) Development of knowledge and skills in various areas relating to various subjects, languages, communication, hobbies, games and sports.
- (iii) Development of knowledge and skill in employment opportunities in the context of a particular pattern and rate of development.
- (iv) Integration of individual into the social system. Besides the regular role, education must inculcate suitable habits for health care, mental application, management of time and conservation of physical, mental and emotional energy.
- (v) Education as a means of Equalizing Opportunities, so that a person belonging to any religion, caste, creed, sex or economic strata, would have the chance of developing him or her potentials to the full.
- (vi) Development of Sense of Right and Wrong-through moral and spiritual values.
- (vii) Development of Spirit and Adventure and Mass Participation in various programmes like protection of the environment, energy conservation, population control etc.

## CONCLUSION

The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and learning how to learn - and away from the culture of rote learning present today. The goal will be to create holistic and complete individuals equipped with key 21st century skills. All aspects of curriculum and pedagogy will be reoriented and revamped in order to attain these critical goals. Reorientation of the content and process of school education: The entire school education curriculum will be reoriented to develop holistic learners and develop in learners higher order skills of critical thinking, creativity, logical deduction, collaboration/teamwork, social responsibility, multilingualism, quantitative reasoning, and digital literacy. School education will develop scientific temper, aesthetic sense, communication, ethical reasoning, digital literacy, knowledge of India, knowledge of critical issues facing the community and the world.

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## **THE ROLE OF NEP-2020 ON EARLY CHILDHOOD CARE AND EDUCATION**

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### **ABSTRACT**

Education is important for National development. The future of the country depends on the scientific and technological research that takes place in education. Children are the foundation for the future. Child development is highest between the ages of 3 to 6 years. By the age of six, a child's brain growth will have increased by almost 85 percent. Recognizing this, the new National Education Policy -2020 brought in 5 + 3 + 3 + 4 instead of 10 + 2. Childhood care and education should be provided to children between the ages of three to eight as part of this educational approach. ECCE refers to educating children through games, songs, philosophical ideas, drawing, and painting. Thus social development, emotional development, moral development, and cultural development take place in children. Providing early childhood care and education is one of the many Issues & Challenges. Dedicated Anganwadi workers enroll children in school. The establishments of ECCE centers in primary schools and the provision of teacher facilities, as well as the design of curricula that are conducive to child care and education, are also difficult.

**KEY WORDS:** ECCE, Goals, Teacher, Committee and commissions, NEP-2020.

### **OBJECTIVES**

- To know about the Early Childhood Care and Education.
- To know about the role of NEP-2020 on ECCE.

### **INTRODUCTION**

Childhood care and education is crucial for a child's development. The first six years of life are very special in childhood. Evolution takes place

rapidly at this stage. Childhood care and education is based on the philosophy of educators. Of whom Rousseau, Pestalozzi, Maria Montessori, Gandhi, Rabindranath Tagore, and Aurobindo, etc... Childhood care and education is linked to elementary education. In which 1 and 2 classes are connected.

## **ECCE**

ECCE full form Early Childhood Care and Education, it refers to care (health, nutrition, sanitation, hygiene, protection) and education (Early stimulation, education, guidance, developmental activities) provided to young children aged 0-8. It takes place at home and in the community and is provided through organized services and programs that target children directly or indirectly. This term, which is used by UNESCO, indicates a holistic vision of young children's care, development, and learning.

### **Goals of ECCE**

Conceptually, childhood care and education are divided into two types.

- **Developmental Goals**

1. Early Childhood Care and Education helps the Child to grow up freely.
2. Self-disciplined spirit planets are also accustomed by Early Childhood Care and Education.
3. Early Childhood Care and Education Muscle - Learned according to motor skills.
4. The use of new vocabulary and expressions in Early Childhood Care and Education will enable you to be active with others.
5. Boys and girls participate in games together.

- **Educational Goals**

1. Early Childhood Care and Education strives for the holistic development of children.
2. The skills that contribute to learning in ECCE are imparted through direct experience.
3. Early Childhood Care and Education train children to learning on their own.
4. Early Childhood Care and Education encourages contact with the environment, participation in social work, and finding creative solutions to problems.
5. Early Childhood Care and Education provides the environment needed to thrive socially, mentally, and physically.

6. By Early Childhood Care and Education strengthen the foundations needed to learn reading, writing, and math by the age of eight.

### **Various centers currently implementing ECCE**

The Early Childhood Care and Education Center aims to promote freedom, happiness, health, cooperation, and adjustment with a view to the holistic development of children. Various Early Childhood Care and Education centers are run by the government, NGOs, and private managements.

1. Kindergarten schools
2. Anganwadi centers
3. Ecce centers
4. Family child care homes
5. NGOs
6. Pre-Primary schools and class

### **Principles of Development of ECCE curriculum:**

The Early Childhood Care and Education curriculum should be tailored to the physical, social, cognitive, and emotional development. The Early Childhood Care and Education curriculum should be thought-provoking, intriguing, and experimental. Also based on the following points.

- **Child Needs:** Parents and teachers should set up pre-school programs with a view to accepting, empathy, opportunity, equality, freedom, cooperation, justice, trust, identity. Children should be given freedom in the teaching-learning process and given the opportunity for expression. Fostering in children the perseverance to be achieved by making the teaching process practical. Thereby developing the skills that children need to face the challenges in their life.
- **Child development:** A variety of developments can be identified in a child reaching adolescence. They are Motor development, Sensory development, Cognitive development, Language development, Emotion development, and Social and Personal development. ECCE helps to achieve all these.
- **Play and Active learning:** Play and Active learning is an important method in Early Childhood Care and Education. Through games, through songs, through stories, through lightning cards and numbers are taught using a variety of beads, marbles, and pebbles. Thus the teaching-learning process is complete as the children have direct experiences.

### **The Role of the Teacher in the Implementation of the ECCE**

1. Teacher classroom wise sports and Arts are given priority in the curriculum.
2. The teacher should constantly strive in the skill development of the child.
3. The teacher must design the curriculum to continue happily.
4. The teacher should organize sports competitions, dance competitions, drama competitions, painting competitions in the school.
5. The teacher is a variety of work for the holistic development of the child.

### **Acts, Committee and commissions Priority of ECCE**

- The sergeant report 1944 stated that country education policy required a nursery school or Early Childhood Care and Education.
- The Kothari Commission 1964-66 believes that early childhood and education is essential for the physical growth, mental growth and emotional development of students.
- The National Education Policy (1986, 1992R) seeks to achieve universal elementary education for the 21st century.
- Steps are being taken towards achieving universal elementary education by implementing ECCE through the *Sarva Shiksha Abhiyan* program across the country.
- The National Curriculum Framework-2005 and the National ECCE Policy state that teacher-student action, parental involvement, child development, and qualitative assessment are only possible through ECCE.
- RTE-2009 suggests that it would make sense to merge the 6 to 8 year elementary education phase into pre-primary education. So that the full development of the child can be achieved.

### **Role of NEP-2020 on Early Childhood Care and Education**

Early Childhood Care and Education is the foundation for learning. The new National Education Policy -2020 informs the following about Childhood Care and Education.

1. By the first six years, a child's brain is 85 percent developed. Nearly one crore children in India are away from Early Childhood Care and Education. Early Childhood Care and Education help children to participate and develop in education. Universal Provisioning of Child Development, Care and Education 2030 or so should be achieved as soon as possible.



2. It develops social competencies, good behavior, ethics, teamwork and cooperation. As well as physical and motor development, cognitive development, socio-emotional-moral development, cultural/artistic development and communication and early language, literacy and numerical development.
3. NEP-2020 develops the National Curriculum and Pedagogical Framework (NCPFCCE) for children up to 8 years of age in two parts. They are 1. Sub-framework for children 0-3 years, 2. Framework for children 3-8 years. Many of the great indigenous traditions of India, especially those developed over millennia in the Early Childhood Care and Education that includes art, stories, poetry, games, songs and more, are also aptly embedded. NEP-2020 serves as a guide for parents and child care and educational institutions.
4. Many of the great indigenous traditions of India, especially those developed over millennia in the Early Childhood Care and Education that includes art, stories, poetry, games, songs and more, are also aptly embedded. NEP-2020 serves as a guide for parents and child care and educational institutions. (A) Early Childhood Care and Education is distributed through a significantly expanded and strengthened system of early-childhood educational institutions consisting of stand-alone Anganwadis. (B) Anganwadis are affiliated with primary schools. (C) Pre-Primary Schools 5 to 6 year olds are affiliated with existing primary schools. (D) Appoint teachers who are specially trained in the curriculum and teaching of the Early Childhood Care and Education.
5. For universal access to Early Childhood Care and Education, Anganwadi Centers will be strengthened with high quality infrastructure, play equipment and well trained Anganwadi teachers. Every Anganwadi has a well-constructed building with good ventilation, well-designed, child-friendly and enriching learning environment. Anganwadi school complexes will be fully integrated. And Anganwadi children, parents and teachers are invited to participate and participate in school / school complex activities.
6. It is suggested that every child before the age of 5 go to a “preparatory class” with an ECPA-qualified teacher. Learning in a preparatory class is mainly based on game-based learning. It focuses on developing cognitive, affective and mental abilities as well as early literacy and numeracy. The

lunch program will also be extended to preparatory classes in elementary schools. The health check-ups and growth monitoring available at Anganwadi are available to Anganwadi students as well as primary schools.

7. High quality ECCE teachers in Anganwadi are trained through a systematic effort in line with the teaching framework developed by NCERT. A 6-month certification program is conducted in ECCE for qualified Anganwadi teachers of 10 + 2 and above. One year diploma program for those with low academic qualifications, the ECCE is given to explain the elements. Classes can also take place online or offline.
8. ECCE will be introduced in phases in tribal areas in the hospice and in all formats of the alternative school. The process of integration and implementation of ECCE in Ashrams and Alternative School Education is similar to that described above.
9. The responsibility for ECCE curriculum and pedagogy will lie with MHRD. And also to ensure its continuity from pre-primary school through primary school, and to ensure due attention to the foundational aspects of education. The planning and implementation of childhood care and education curricula are jointly managed by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW) and Tribal Affairs. The establishment of a special joint task force will provide continuous guidance on the smooth integration of child care and education in school education.

## CONCLUSION

Family environments are very important in a child's learning process. In the past, due to the existence of joint families, children learned something from family members and came to school. Currently children are unable to continue their education due to small families. The responsibility of learning fell on the school. According to many studies, a child's brain development is 85 percent within 6 years. Children at ECCE engage in learning activities freely, happily, and with mutual adjustment

Participate and therefore, leading to the holistic development. Philosophers, educators, education committees-commissions have been specifically told about ECCE. The new National Policy 2020 has a lot to say about early childhood education and care. NEP-2020 is about providing happy quality early childhood education and care through games and songs.

Establishment of ECCE centers even in tribal areas with the aim of providing education to all. Teachers working in *Anganwadi* Centers were informed that training should be imparted. The responsibility of teaching was tied to MHRD, thereby helping the government to provide quality education. NEP-2020 addresses a wide range of issues regarding early childhood care and education in line with 21st century goals. Through this the physical, mental and spiritual development of the children can be enhanced.

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## **CREATING A LEARNING ENVIRONMENT WITH REFERENCE TO NATIONAL EDUCATION POLICY – 2020:NEED OF THE HOUR**

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### **ABSTRACT**

This paper discusses the learning environment and related issues with reference to National Education Policy. Classroom management is the orchestration of the learning environment of a group of individuals within a classroom setting. Teachers' management decisions is viewed as precursors to instruction, and is treated in the literature as if they are content-free. The image is of a teacher first attending to classroom management, and then beginning instruction without further reference to management decisions. A teacher's classroom-management system communicates information about the teacher's beliefs in the content and the learning process. It also circumscribes the kinds of instruction that will take place in a particular classroom. A classroom in which the teacher takes complete responsibility for guiding students' actions constitutes a different learning environment than one in which students are encouraged and taught to assume responsibility for their own behaviours.

**KEY WORDS:** Learning Environment, NEP, Implementation, Evaluation.

### **INTRODUCTION**

#### **Creating a Learning Environment**

Creating and implementing a learning environment means careful planning for the start of the school year. The learning environment must be envisioned in both a physical space and a cognitive space. The physical space of the classroom is managed as the teacher prepares the classroom for the students. Is the space warm and inviting? Does the room arrangement match the teacher's philosophy of learning? Do the students have access to necessary materials? Are the distracting features of a room eliminated? Attending to these and similar questions aids a teacher in managing the physical space of the classroom.

Teachers must also consider the cognitive space necessary for a learning environment. This cognitive space is based upon the expectations teachers set for students in the classroom and the process of creating a motivational climate. Effective teachers create and implement classroom management practices that cultivate an engaging classroom environment for their students.

In both elementary and secondary classrooms, the start of the school year is crucial for effective management. A significant aspect of this beginning is the teacher's establishment of expectations for student's behaviour, which are expressed through rules and procedures. Rules indicate the expectations for behaviour in the classroom, and for how one interacts with one's peers and the teacher. Procedures have to do with how things get done. Rules can be, and frequently are, developed with the students' help, which increases the likelihood of compliance.

Ultimately, with or without student input, the teacher must have a picture of what code of behaviour is essential for the classroom to function as desired. Both rules and procedures must be taught, practiced, and enforced consistently. Included with the development of rules and procedures is the accountability system of the classroom, which must be communicated to the students, how they are held responsible for the academic work that they do.

An essential part of organizing the classroom involves developing a climate in which teachers encourage students to do their best and to be excited about what they are learning. There are two factors that are critical in creating such a motivational climate: value and effort. To be motivated, students must see the worth of the work that they are doing and the work others do. A teacher's demonstration of value shows students how their work is worthwhile and is connected to things that are important for them, including other learning and interests. Effort ties the time, energy, and creativity a student uses to develop the "work," to the value that the work holds. One way that teachers encourage effort is through specific praise, telling students specifically what it is that they are doing that is worthwhile and good. In combination an understanding of the value of academic tasks and the effort necessary to complete these tasks motivate students to learn.

It is possible to create a setting that appears to be well managed, where room arrangement, rules, and procedures are operating well, but where little actual learning takes place. However, when a teacher creates structure

and order, as well as a learning environment in which students feel the excitement of learning and success, then the classroom can truly be said to be well managed. At the beginning of the year, teachers must set expectations and create a motivational climate for learning and combine this with orchestrating the physical space in order to both create and implement a successful classroom management system.

### **SIGNIFICANCE OF THE STUDY**

Despite well meaning efforts over the past decades, the quality of programmes at a majority of our institutions, in both in-class and ODL modes, have been lacking across a number of parameters. First, curricula remain rigid, narrow, and archaic. They have too often not responded to the modern advances in disciplinary knowledge or in educational practice. Programmes do not cultivate a broad knowledge of the Indian context – and its history and culture – or of the global literacy that is required for effective learning in the 21st century, and that is needed to make our programmes attractive and relevant for today’s Indian and global citizens.

Second, faculty too often lack the autonomy to design curricula, and this lack of autonomy also negatively impacts pedagogy – indeed, faculty perform best when they are able to teach in their own innovative styles, and when they are able to take into account their own expertise and their own knowledge of students’ needs. The rigid curriculum that is transacted, combined with the external assessment of students that follows – with no formal processes for formative assessments in the majority of institutions – ensure emphasis on rote memorisation with little room for critical thinking, creative projects, and discussion.

Finally, student support is currently almost non-existent at most institutions. While some form of academic support may be available in a few institutions, the quality care that young people may need is generally missing.

### **OBJECTIVES OF THE STUDY**

1. To study the classroom environment in primary and secondary level.
2. To identify the ways and means for implementation of educational programmes in school system.
3. To evaluate the plans and procedures in relation to classroom environment with reference to National Education Policy.

## **MAIN THEME OF THE STUDY**

### **Learning Environment and Maintenance**

A teacher's classroom management decisions do not stop after the planning and establishment that is crucial in the beginning the school year. As the school year progresses, classroom management involves maintaining the learning environment through conscientious decision-making concerning students and the classroom.

Teachers in a classroom teach groups of children. Maintaining the learning environment, therefore, requires teachers to focus on group processes. Jacob Kounin's landmark findings from the late 1960s on the management of classroom groups identified that the means by which teachers prevent problems from occurring in the first place differentiated them as more effective managers. Kounin, whose work was reaffirmed by Paul Gump, a noted ecological psychologist in Kansas in the 1980s, identified several strategies that teachers use to elicit high levels of work involvement and low levels of misbehaviour. These strategies are: (1) with-it-ness (communicating awareness of student behaviour), (2) overlapping (doing more than one thing at once), (3) smoothness and momentum (moving in and out of activities smoothly, with appropriately paced and sequenced instruction), and (4) group alerting (keeping all students attentive in a whole-group focus). These tools help teachers to maintain the flow of instruction. A significant stumbling block to the flow of instruction is in attention to transitions between activities, lessons, subjects, or class periods. It is here that teachers are likely to feel that they are less effective in maintaining the flow of instruction. Effective transitions are structured to move students from one activity to another, both physically and cognitively. The goal of smooth transitions is to ensure that all students have the materials and mind-sets they need for a new activity.

While effective managers work with groups of students, they also are attentive to students' individual behaviours and learning needs. Maintaining a learning environment requires teachers to actively monitor their students. According to classroom management research, active monitoring includes watching student behaviour closely, intervening to correct inappropriate behaviour before it escalates, dealing consistently with misbehaviour, and attending to student learning. In terms of monitoring both student behaviour and learning, effective managers regularly survey their class or group and watch for signs of student confusion or inattention. Maintaining effective management involves keeping an eye out for when

students appear to be stuck, when they need help, when they need redirection, when they need correction, and when they need encouragement.

Teachers must also check for understanding, both publicly and privately. Maintaining a classroom management system requires the teacher to anticipate student actions and responses in order to be preventive rather than reactive. Excellent classroom managers mentally walk through classroom activities, anticipating areas where students are likely to have difficulty and planning to minimize confusion and maximize the likelihood of success.

Activities planned for these classrooms are paced to ensure that students have enough to do, that assignments reflect an awareness of student attention spans and interests, and that downtime is minimized between assignments or activities. The orientation of the classroom must be purposeful, with a variety of things to be done and ways to get those things done.

Institutions and faculty must have the autonomy to innovate on matters of curriculum, pedagogy and assessment, informed by a broad overall framework of higher educational qualifications that ensures consistency across institutions and equivalence across programmes, both in the ODL and the traditional in-class modes. Curriculum and pedagogy must be designed by institutions and motivated faculty to ensure a stimulating and engaging learning environment for all students, and assessment must be used to further the goals of each programme.

Each institution must integrate their academic plans – ranging from curricular improvement to quality of classroom transaction – into the larger IDP. Each institution must also be committed to holistic development of students, and create strong internal systems for supporting diverse student cohorts in academic, social and interpersonal domains – both inside and outside formal academic interactions in the classroom. Faculty must have the capacity and training to be able to approach students not just as teachers in the classroom, but also as mentors and guides.

## **EDUCATIONAL IMPLICATIONS OF THE STUDY**

Everything a teacher does has implications for classroom management, including creating the setting, decorating the room, arranging the chairs, speaking to children and handling their responses, putting routines in place (and then executing, modifying, and reinstituting them), developing rules, and communicating those rules to the students. These are all aspects of classroom management.



## CONCLUSION

A close look at how class activities evolve reveals the need for a classroom management system that is visible, established, monitored, modified, refined, and re-established. While teachers work with students who have different dispositions and abilities, they must be prepared to create, implement, and maintain an environment in which learning is the centre.

To help ensure that schools have positive learning environments, the role expectations of principals and teachers will explicitly include developing a caring and inclusive culture at their schools, for more effective learning for all, and for the benefit of all in their communities. Finally, teachers need to be given more autonomy in choosing finer aspects of curriculum and pedagogy, so that they may teach in the manner that they find most effective for the students in their classrooms and communities. Teachers will be recognised for novel approaches to teaching that improve learning outcomes in their classrooms.

All schools will be provided with adequate physical infrastructure, facilities, and learning resources, either individually or within their school complex. State governments will review all schools against clearly stated norms for essential facilities and safe and attractive learning environments and achieve them by 2022. Funding will be allocated by the Centre and State governments on a priority basis for the design, development, and maintenance of infrastructure and resources that are effective and conducive to learning.

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## **REFORMS IN SECONDARY SCHOOL LEVEL CURRICULUM WITH REFERENCE TO NATIONAL EDUCATION POLICY – 2020: NEEDS AND CHALLENGES**

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### **ABSTRACT**

This paper discusses about the Reforms in Secondary Education basing on NEP- 2020. India has emerged as a global leader and a strong nation. Education is the key to the task of nation building as well as to provide requisite knowledge and skills required for sustained growth of the economy and to ensure overall progress. Education has been identified as a critical input for economic development and for human resource development. India's education system is divided into different levels such as pre-primary level, primary level, elementary education, secondary education, undergraduate level and postgraduate level. Secondary education is increasingly becoming an area of focus in developing countries, which have thus far concentrated on achieving universal elementary education. Secondary education, in terms of policy, is a concurrent item in that it is within the purview of both State and Central governments. State level implications and strategies for developing this sub-sector are critical. At the secondary stage, students will study almost forty-eight subjects: "Each year of the Secondary Stage will be divided into 2 semesters, for a total of 8 semesters. Each student would take 5 to 6 subjects each semester." A careful reading of the policy document suggests that these subjects would perhaps be in the nature of crash courses! These curricular 'reforms', according to NEP 2020 will result in, "thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem-solving, ethics, social responsibility, and digital literacy" among students, the ultimate goal of education.

**KEY WORDS:** Secondary Education, NEP- 2020, Curricular Reforms, Scientific Temper.

## **INTRODUCTION**

NEP 2020 is a collaborative effort, reaching stakeholders to the block level to understand the changes required in the educational structure. The report also proposes renaming MHRD to Ministry of Education. Here are the key takeaways or suggestions of the Draft NEP 2020.

The Draft National Education Policy 2020 is focused on Access, Equity, Quality, Affordability, and Accountability of the education system of the country.

The New Education Policy holds that Secondary Education begins to expose students to the differentiated roles of science, the .humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens. Conscious internalization of a healthy work ethos and of the values of a humane and composite culture will be brought about through appropriately formulated curricula.

## **NEED OF THE STUDY**

The Present Curriculum of the Secondary School challenges and issues crop up in the ever changing societal context. Government of India realized these new challenges and issues and resolved the New Education Policy on Education in 1986 after a comprehensive appraisal of the existing educational system, followed by a countrywide debate. The New Education Policy holds that Secondary Education begins to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens.

## **OBJECTIVES OF THE STUDY**

4. To study the Reforms in Secondary Level Education Curriculum.
5. To understand the Global standards with reference to new Curriculum.
6. To identify the new trends in Education with reference to NEP – 2020.

## **MAIN THEME OF THE STUDY**

The Policy recognizes, from inputs of teachers, students, scientists, and educators, that the curriculum content is currently severely overloaded.

Both the 1993 MHRD Yashpal Committee report 1993 “Learning Without Burden” and the NCF 2005 highlighted the great need for reducing our overcrowded curriculum content load in favour of a more engaging, holistic, experiential, and analysis-based form of learning. Those well-researched recommendations have never been more relevant than today. Indeed, today, the rush in classrooms to finish and rush through all the mandated curricular material via rote memorization continues to prevent opportunities for critical thinking and discovery-based, discussion-based, and analysis-based learning - and thus true understanding - from taking place.

Reduce curriculum load in each subject to its essential core content, in order to make space for more holistic, experiential, discussion-based, and analysis-based learning: The mandated contents in the curriculum will be reduced, in each subject area, to its core, focussing on key concepts and essential ideas. This will thereby yield more space for discussion and nuanced understanding, analysis, and application of key concepts. Teaching and learning will strive to be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning.

The Present Curriculum of the Secondary School describing categories of human behavior either in generality or specificity. The New Education Policy of 1986 has redefined and restated the earlier educational goals with its focus on (a) emphasis on the socio-economic well-being, competence and creativity of the individual; (b) development of knowledge and skills in various areas; (c) development of knowledge and skills in employment opportunities; (d) integration of individual into the social system; (e) education as a means of equalizing opportunities; (f) development of sense of right and wrong; and (g) development of spirit and adventure and mass participation in various programmes. But the present curriculum is inadequate to meet with the broad goals highlighted in the policy. (iii) The existing curriculum of the Secondary School level fails to demonstrate the ability to apply what is learned to practical situations in the community for improvement of life. This reason behind this is that curriculum is not based on the needs and aspirations of the different cultural environments of the students population. (iv) Students previous experience of the student community of different subcultures play a vital role in meaningful learning. But the present curriculum

assumes the response of individuals in various subcultures will be alike. Therefore a uniform curriculum all over the country is sociologically and psychologically unsound. (v) The democratic ideal of true citizenship through education is a major goal of education. But the curricular provisions made in it are inadequate to for the children to realize such a sober ideal. (vi) Subjects like social studies, English, mathematics and science of the Secondary School Curriculum do not reveal any real concern with the method of presenting those subjects. (vii) School is a provision of the community to educate its children. There is a two-way relationship; one should benefit from the other. The curriculum is to meet the basic needs of the community members. For this, schools have to function as community centres so that material and human resources are mutually benefited. Such a scope is apparently scanty for the curriculum focused its main attention on the intellectual aspects of the people. (viii) Self-sufficiency through education is a long-cherished wish of the pupils. For this, education should have a vocational bias. But such an approach has not been considered in the general academic pursuit at the secondary level. (ix) Utilization of local resources can enhance the process of education. Curriculum has to incorporate the entire available local resources, human and material to enrich it and provide it a fund of knowledge. But our local resources still remain to be unexplored by the educationists of the country. (x) Concept of human resource development has become important as the basic postulate behind and type of education. The bases upon which human resource development rests are knowledge, competencies and skills. These are to be imparted through the curriculum in a scientifically structured procedure. (xi) Education is now getting globalised. Futurologists of education look at education as what is happening at present. They are concerned with an ideal model of curriculum that should exist after a period of time. There may come a day when people only with real skills will be employed. Only the best people will be selected for the task. Most important changes expected in human beings composing the society is the imbibitions of affective objectives. A curriculum with special emphasis on the inculcation of character, attitude and values is of utmost importance at the critical stage.

Curriculum and Pedagogy in Schools 77 accompanied by context and motivation, and post-accompanied by analysis, discussion, and application. The curriculum will aim at enabling learners to attain learning outcomes relating to all curricular areas, including sports, science, art, language, literature, and ethics education, thereby ensuring that all children

and youth receive an education that helps realize their potential, in all realms, to the fullest. 4.3. Reduce curriculum content to enhance essential learning and critical thinking The Policy recognizes, from inputs of teachers, students, scientists, and educators, that the curriculum content is currently severely overloaded. Both the 1993 MHRD Yashpal Committee report 1993 “Learning Without Burden” and the NCF 2005 highlighted the great need for reducing our overcrowded curriculum content load in favour of a more engaging, holistic, experiential, and analysis-based form of learning. Those well-researched recommendations have never been more relevant than today. Indeed, today, the rush in classrooms to finish and rush through all the mandated curricular material via rote memorization continues to prevent opportunities for critical thinking and discovery-based, discussion-based, and analysis-based learning - and thus true understanding - from taking place. Reduce curriculum load in each subject to its essential core content, in order to make space for more holistic, experiential, discussion-based, and analysis-based learning: The mandated contents in the curriculum will be reduced, in each subject area, to its core, focusing on key concepts and essential ideas. This will thereby yield more space for discussion and nuanced understanding, analysis, and application of key concepts. Teaching and learning will strive to be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning. Students will be given increased flexibility and choice of subjects to study across the arts, humanities, sciences, sports, and vocational subjects.

### **EDUCATIONAL IMPLICATIONS OF THE STUDY**

The New Education Policy visualizes a total re-orientation of the entire educational system with its main focus on the Broad Goals of Education, since most of the challenges in education are closely linked to them. The Broad Goals restated in the Policy are:

- (i) Emphasis on the socio-economic well being, competence and creativity of the individual. This encompasses:
  - (a) Physical, intellectual and aesthetic development of personality;
  - (b) Inculcation of a scientific temper and democratic, moral and spiritual values;
  - (c) Development of self-confidence to innovate and face unfamiliar situations;

- (d) Creation of an awareness of the physical, social, technological, economic and cultural environment;
  - (e) Fostering a healthy attitude to dignity of labor and hard work;
  - (f) A commitment to principles of secularism and social justice;
- (ii) Development of knowledge and skills in various areas relating to various subjects, languages, communication, hobbies, games and sports.
  - (iii) Development of knowledge and skill in employment opportunities in the context of a particular pattern and rate of development.
  - (iv) Integration of individual into the social system. Besides the regular role, education must inculcate suitable habits for health care, mental application, management of time and conservation of physical, mental and emotional energy.
  - (v) Education as a means of Equalizing Opportunities, so that a person belonging to any religion, caste, creed, sex or economic strata, would have the chance of developing him or her potentials to the full.
  - (vi) Development of Sense of Right and Wrong-through moral and spiritual values.
  - (vii) Development of Spirit and Adventure and Mass Participation in various programmes like protection of the environment, energy conservation, population control etc.

## CONCLUSION

The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and learning how to learn - and away from the culture of rote learning present today. The goal will be to create holistic and complete individuals equipped with key 21st century skills. All aspects of curriculum and pedagogy will be reoriented and revamped in order to attain these critical goals. Reorientation of the content and process of school education: The entire school education curriculum will be reoriented to develop holistic learners and develop in learners higher order skills of critical thinking, creativity, logical deduction, collaboration/teamwork, social responsibility, multilingualism, quantitative reasoning, and digital literacy. School education will develop scientific temper, aesthetic sense, communication, ethical reasoning, digital literacy, knowledge of India, knowledge of critical issues facing the community and the world.



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**QUALITY EDUCATION FOR SECONDARY SCHOOL STUDENTS**

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**ABSTRACT**

“Education is simply the soul of a society as it passes from one generation to another.” Education in India has to be seen in the light of globalization that is based on the declared intent of making India knowledgeable. It is the constructive agency for improving our society. It aims at shaping the behavior of the students in a durable way and also to bring about all-round development in their personality. On the other hand, the human society is facing challenging crises of eroding human values. Teachers are the pivot around whom all education revolves. By teaching ethical and spiritual matters through curriculum, the students can develop a new understanding of, and respect for, other faiths and backgrounds. Apart from this, quality education is pivotal for students, relevant work and knowledge-based subject is needed and the National Education Policy 2020 is the first education policy of the 21<sup>st</sup> century which can help achieve quality education

**KEY WORDS:** Quality Education, NEP 2020, New Curricular and Pedagogical Structure.

**INTRODUCTION:**

Education in India has to be seen in the light of globalization that is based on the declared intent of making India knowledgeable. This is the constructive agency for improving our society. It aims at shaping the behavior of the students in a durable way and also to bring about all-round development in their personality. On the other hand, the human society is facing challenging crises of eroding human values. Education is not only very important for the student, but for all human beings. Without education it would probably difficult to handle all the hurdles which we face.

Education brings about overall development of a person and helps in acquiring knowledge and skills which are necessary for becoming successful in life. Education is the process of facilitating learning, the acquisition of knowledge, skills, and values, beliefs and habits. While coming to the types, there are three types namely Formal, informal and non-formal. Formal education takes place in the premises of the school, where the student may learn basics and academic skills; it begins in elementary school and continues with secondary school.

### **NEED OF THE QUALITY EDUCATION:**

**A quality education** is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. The meaning of quality education is one that covers curricular, pedagogically and overall development of the students. It educates the student to become proactive and productive members of the society. It mainly focuses on the overall development of the student through the social, emotional, mental, physical and cognitive development of each student regardless of gender, race, ethnicity, socio economic status, etc.

### **Significance of the quality education in secondary schools:**

The Right to Education Act, 2009 –Article 21-A in the constitution of India (86<sup>th</sup> Amendment), aims to provide free and compulsory Education of all the children within the age of six to fourteen years. After the completion of elementary they should enter into secondary stage. This secondary schools should aim at providing quality education, and the gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education.

The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. The vision of National Education Policy 2020 is to instill among the learners a deep rooted pride in being Indian not only in thought but also in spiritual and intellectual deeds as well as the overall development of the student i.e., to develop knowledge, skills, values, and dispositions that support responsible

commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen and to bring the conscious awareness of one's roles and responsibilities in a changing world.

Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being.

### **Curriculum and pedagogy in schools:**

The word curriculum refers to the lessons and academic content taught in a school or in a specific course or programme. The word Pedagogy is derived from Greek origin made up of 'paidos' means child and 'agogos' means leader. So, it's a fairly fancy word that describes the science and art of education and learning theory. Pedagogy word describes the science of teaching, and how content is presented and delivered to a learner. It is the creation of an educational process that leads to knowledge gain in the learner. Curriculum and pedagogy play a major role in education system.

### **National Curriculum Framework for School Education (NCFSE):**

The formulation of a new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be undertaken by the NCERT - based on the principles of this National Education Policy 2020, frontline curriculum needs, and after discussions with all stakeholders including State Governments, Ministries, relevant Departments of the Central Government, and other expert bodies, the framework will be made available in all regional languages. The NCFSE document shall henceforth be revisited and updated once every 5-10 years, taking into account frontline curriculum.

Having a well-thought-out pedagogy can improve the quality of teaching and the way students learn, helping them gain a deeper grasp of fundamental material. Being mindful of the way you teach can help you better understand how to help students achieve deeper **learning**. In education the word pedagogy describes the carefully thought-out process of how a teacher will teach their students, taking into account prior learning, classroom context, end goals and more. Effective teaching involves using the ideal pedagogy at different times, in different contexts to support the very best learning outcomes. The different pedagogical approaches could be broken

down into four categories: behaviorism, constructivism, social constructivism, and liberationist. Pedagogy is defined simply as the method and practices of teaching, it encompasses the teaching styles, teaching theory, feedback and assessment. The definition of pedagogy includes the theory and practice of teaching, the strategies employed in order to teach, the specific interaction of teacher and students, the instructional content used, the combined goals of the learner and teacher and the way the content is presented and delivered to the learner.

In spite of that According to National Education Policy 2020, it explains that Curriculum and Pedagogy in Schools should be such that Learning Should be Holistic, Integrated, Enjoyable, and Engaging. Restructuring school curriculum and pedagogy in a new 5+3+3+4 design. The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18). The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE as mentioned in above. The Preparatory Stage will comprise three years of education building on the play, discovery, and activity-based pedagogical and curricular style of the Foundational Stage, and will also begin to incorporate some light text books as well as aspects of more formal but interactive classroom learning, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics. The Middle Stage will comprise three years of education, building on the pedagogical and curricular style of the Preparatory Stage, but with the introduction of subject teachers for learning and discussion 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 explorations of relations among different subjects, will be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers. The Secondary Stage will comprise of four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects. In particular students would continue to have the option of exiting after Grade 10 as per the National Education Policy 2020 and re-entering in the next phase to pursue vocational or any other courses available in Grades 11- 12, including at a more specialized school, if so desired. The above-described stages are purely curricular and pedagogical, designed to optimize learning for students based on the cognitive development of children; they will inform the development of National and State curricula and teaching-learning.

**Curricular Integration of Essential Subjects, Skills, and Capacities.** While students must have a large amount of flexibility in choosing their individual curricula, certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world. In addition to proficiency in languages, these skills include: scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and computational thinking; ethical and moral reasoning; knowledge and practice of human and Constitutional values; gender sensitivity; Fundamental Duties; citizenship skills and values; knowledge of India; environmental awareness including water and resource conservation, sanitation and hygiene; and current affairs and knowledge of critical issues facing local communities, States, the country, and the world.

Concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. at relevant stages will be undertaken to develop these various important skills in students at all levels. It is recognized that mathematics and mathematical thinking will be very important for India's future and India's leadership role in the numerous upcoming fields and

professions that will involve artificial intelligence, machine learning, and data science, etc. Thus, mathematics and computational thinking will be given increased emphasis throughout the school years, starting with the foundational stage, through a variety of innovative methods, including the regular use of puzzles and games that make mathematical thinking more enjoyable and engaging. Activities involving coding will be introduced in Middle Stage

All curriculum and pedagogy, from the foundational stage onwards, will be redesigned to be strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning etc. – in order to ensure that education is maximally relatable, relevant, interesting, and effective for our students. Stories, arts, games, sports, examples, problems, etc. will be chosen as much as possible to be rooted in the Indian and local geographic context. Ideas, abstractions, and creativity will indeed best flourish when learning is thus rooted.

While coming to learner-centered learning, the student should be made to learn in different styles as we all have an affinity for certain learning styles, and we know through research that we need all of them. Learners will gravitate toward certain styles, as educators we need to move beyond catering to one or a few styles. The dynamic classroom needs to represent all styles, as well as carefully identify and focus on individual strengths and help learners develop in the areas that are challenging by catering to each one of them as per their needs.

Visual learners – get information most easily from a visual display or chart

Auditory learners – learn best by listening to lectures and conversation

Language learners – reading and talking is their forte

Active learners – need to move, touch and do in order to learn best

Logic learners – want to know how and why in order to make sense of their learning

Team learners – need to share, compare, work and study in groups

### **OBJECTIVES OF STUDY:**

A good quality education is one that provides all learners with capabilities they require to become economically productive, contribute to peaceful and democratic societies.



Quality education is one that curricular, pedagogically and overall development (social, emotional friendliness, mental, physical and cognitive development) of the students. It aims to educate the student in becoming an active and productive member of society.

**NEP National Education Policy 2020** is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country.

This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems.

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.

Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging Restructuring school curriculum and pedagogy in a new 5+3+3+4 design.

## **RESULTS AND DISCUSSIONS:**

Education in India has to be seen in the light of globalization that is based on the declared intent of making India knowledgeable. This is the constructive agency for improving our society. It aims at shaping the behavior of the students in a durable way and also to bring about all-round development in their personality and it provides all learners with capabilities they require to become economically productive. The meaning of quality education is one that curricular, pedagogically and overall development of the students. The overall development means development of the student through the social, emotional friendliness, mental, physical and cognitive development of each student regardless of gender, race, ethnicity, socio economic status.

### **Transforming Assessment for Student Development:**

The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will indeed be for learning; it will help the teacher



and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education.

The progress card of all students for school-based assessment, which is communicated by schools to parents, will be completely redesigned by States/UTs under guidance from the proposed National Assessment Centre, NCERT, and SCERTs. The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each National Education Policy 2020 18 learner in the cognitive, affective, and psychomotor domains. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment.

The holistic progress card will form an important link between home and school and will be accompanied by parent-teacher meetings in order to actively involve parents in their children's holistic education and development. The progress card would also provide teachers and parents with valuable information on how to support each student in and out of the classroom. AI-based software could be developed and used by students to help track their growth through their school years based on learning data and interactive questionnaires for parents, students, and teachers, in order to provide students with valuable information on their strengths, areas of interest, and needed areas of focus, and to thereby help them make optimal career choices.

The current nature of secondary school exams, including Board exams and entrance exams - and the resulting coaching culture of today - are doing much harm, especially at the secondary school level, replacing valuable time for true learning with excessive exam coaching and preparation. These exams also force students to learn a very narrow band of material in a single stream, rather than allowing the flexibility and choice that will be so important in the education system of the future. While the Board exams for Grades 10 and 12 will be continued, the existing system of Board and entrance examinations shall be reformed to eliminate the need for undertaking coaching classes.

To reverse these harmful effects of the current assessment system, Board exams will be redesigned to encourage holistic development; students will be able to choose many of the subjects in which they take Board exams,

depending on their individualized interests. Board exams will also be made 'easier', in the sense that they will test primarily core capacities/competencies rather than months of coaching and memorization; any student who has been going to and making a basic effort in a school class will be able to pass and do well in the corresponding subject Board Exam without much additional effort. To further eliminate the 'high stakes' aspect of Board Exams, all students will be allowed to take Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired.

According to NEP-National Education Policy-2020 the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4. In this, secondary school students come under classes nine to twelve means the age between 14 to 18. Based on the new pedagogical and curriculum structure secondary school students are age between 14 to 18 and the classes are nine to twelve.

The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18).

The curricular and pedagogical initiatives, including the introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED). Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging Restructuring school curriculum and pedagogy in a new 5+3+3+4 design.

**CONCLUSION:**

Education in India has to be seen in the light of globalization that is based on the declared intent of making India knowledgeable. In India we need quality education for that we provide quality teaching in an understandable way to the student. Currently our education system is better for doing learner-centered education. There could be changes in the curriculum and pedagogical structure in schools. Teachers truly shapes the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teachers in India are the most respected members of society. Only the very best and most learned become teachers. Society gives teachers, or gurus, what they need to pass on their knowledge, skills, and ethics optimally to students.

**IMPLEMENTATIONS:**

Any policy's effectiveness depends on its implementation. It will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner. Therefore, the implementation of this Policy will be led by various bodies including MHRD, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education.

Implementation will be guided by the following principles. First, implementation of the spirit and intent of the Policy will be the most critical matter. Second, it is important to implement the policy initiatives in a phased manner, as each policy point has several steps, each of which requires the previous step to be implemented successfully. Third, prioritization will be important in ensuring optimal sequencing of policy points, and that the most critical and urgent actions are taken up first, thereby enabling a strong base. Fourth, comprehensiveness in implementation will be key; as this Policy is interconnected and holistic, only a full-fledged implementation, and not a piecemeal one, will ensure that the desired objectives are achieved. Fifth, since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States. Sixth, timely infusion of requisite resources - human, infrastructural, and financial - at the Central and State levels will be crucial for the satisfactory

execution of the Policy. Finally, careful analysis and review of the linkages between multiple parallel implementation steps will be necessary in order to ensure effective dovetailing of all initiatives.

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## **ROLE OF TEACHERS TOWARDS ADMINISTRATIVE ASPECTS AT SECONDARY LEVEL WITH REFERENCE TO NEP 2020**

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### **ABSTRACT**

This paper intended to discuss the role of teachers towards administrative aspects at secondary level. Involvement of teachers and head teachers in making policies and decisions that affect them and providing timely guidance from the district education officials and inspectors equips head teachers with knowledge and managerial competencies to improve on the head teachers' supervisory role in sustaining the teachers' motivation in the teachers' job performance. The supervisory role is one of the functions of a school operation that has been and continues to be a very challenging aspect of administration in secondary schools. Since the physical infrastructure of educational institutions is investment intensive, it is important to utilise these as fully as possible, for the longest time during each day and for all the days in the year, by making suitable administrative arrangements. An administrative plan to enable this must be created urgently by the government for each school complex, and should be integrated in the development plan for the complex. The role of school teachers act as a head teachers will be strengthened by giving them autonomy and authority over financial decisions within a framework announced by the school complex. They will also be supported by the school complex to make best use of their autonomy. The financial decisions and hows will be reviewed by the SMC, in addition to oversight by the head of the school complex.

**KEY WORDS:** Administration, Head Teachers, Innovations, Implementation, Evaluation.

### **INTRODUCTION**

Schools are the base of education for children and if they do not receive the proper education then the future of the nation is lost. To save the future of children and to create a strong backbone for the nation the role of

management information system in schools is extremely important. Such management information software integrates information from various areas and brings them under one umbrella to cut down on haphazard administration.

It consists of several aspects like improving teaching standards, unhindered running of school admin, improving the budget of schools and also enhancing parental engagement which makes a positive impact on the lives and future of the students.

This obviously brings us to the question of easy accessibility of MIS in the education sector. Everyone seems to understand the importance of such systems in place but not many of us understand whether it is easily accessible or not. In order to build a better future and a bright one, the management information systems are irreplaceable. The key aspects of attendance and performance are handled nicely by this system. Also, this system contains reports, drag, and drop features which will make accessing the information easier for teachers and make it more intuitive.

Educational Administration is regarded as the process of integrating the appropriate human and material resources that are made available and made effective for achieving the purposes of a programme of an educational institution. The term “Administration” doesn’t refer to any single process or act. It is like a broad umbrella encompassing a number of processes such as: planning, organizing, directing, coordinating, controlling and evaluating the performance. The same situation occurs in the field of educational administration. The concept of educational administration is applicable in case of an educational organisation which has certain purposes or goals to fulfil.

In order to achieve these purposes or goals, the head of the educational organisation plans carefully various programmes and activities. Here the educational organisation may be a school, college or university. The head of the school/college/university organizes these programmes and activities with co-operation from other teachers, parents and students. He/She motivates them and co-ordinates the efforts of teachers as well as directs and exercises control over them. He/She evaluates their performance and progress in achieving the purposes of the programme.

### **Basic Functions of Educational Administration:**

The prime concern of administration of any programme is proper accomplishment of the pre-fixed purposes and goals. This becomes possible through adequate utilization of both human and material resources with the

purpose of bringing qualitative improvement of the programme. For this there is the necessity of different aspects of management which are accepted as the functions of administration. In order to simplify it we can be said here that proper management of a programme needs various aspects that are regarded as the functions of administration.

**These are:** a. Planning, b. Organizing, c. Directing, d. Coordinating, e. Supervising, f. Controlling and g. Evaluating

In the field of educational administration, the educational authority as the administrative authority exercises its functions in relation to the above mentioned aspects. But it is essential to mention that the functions of educational administration can be studied under two major perspectives. One is in general perspective and the other is in contextual perspective. Let us discuss these functions one by one.

### **NEED OF THE STUDY**

We are in the part of globalisation, so update the knowledge according to the development in the society. Administration is very important aspect in any level of institutions. Especially as far as the draft National Education Policy has given priority to the school education for the enhancement of the standards. Teachers in the secondary school level who acted as head masters are need to pay attention about the administrative aspects and related issues.

### **OBJECTIVES OF THE STUDY**

1. To study the significant differences in the perceptions of the teachers with respect to Administrative Aspects at Secondary Level basing on their socio-economic backgrounds viz., Gender, Designation, Age, Locality, School Management, General Qualification, Professional Qualification and Teaching Experience.
2. To study the significant differences in the perceptions of the teachers with respect to Planning Aspects at Secondary Level basing on their socio-economic backgrounds viz., Gender, Designation, Age, Locality, School Management, General Qualification, Professional Qualification and Teaching Experience.
3. To study the significant differences in the perceptions of the teachers with respect to Teaching Related Issues at Secondary Level basing on their socio-economic backgrounds viz., Gender, Designation, Age,

Locality, School Management, General Qualification, Professional Qualification and Teaching Experience.

### **HYPOTHESIS OF THE STUDY**

1. There will be no significant differences in the perceptions of the teachers with respect to Administrative Aspects at Secondary Level basing on their socio-economic backgrounds viz., Gender, Designation, Age, Locality, School Management, General Qualification, Professional Qualification and Teaching Experience.
2. There will be no significant differences in the perceptions of the teachers with respect to Planning Aspects at Secondary Level basing on their socio-economic backgrounds viz., Gender, Designation, Age, Locality, School Management, General Qualification, Professional Qualification and Teaching Experience.
3. There will be no significant differences in the perceptions of the teachers with respect to Teaching Related Issues at Secondary Level basing on their socio-economic backgrounds viz., Gender, Designation, Age, Locality, School Management, General Qualification, Professional Qualification and Teaching Experience.
4. There will be no significant differences in the perceptions of the teachers with respect to Disciplinary Aspects at Secondary Level basing on their socio-economic backgrounds viz., Gender, Designation, Age, Locality, School Management, General Qualification, Professional Qualification and Teaching Experience.

### **METHODOLOGY OF THE STUDY**

The actual selection of *mandals* was made by first arranging the *mandals* alphabetically of Visakhapatnam district locality wise and then the *mandals* were selected by adopting stratified random sampling technique. Later, the researcher collected the list of schools and then arranged the schools in an alphabetical order, later the schools were selected by adopting stratified random sampling technique.

All the teachers who were selected for this study purpose working in these schools teaching school subjects constitute the universe for this study. From the total number of teachers working in the sampled schools, the investigator has decided to select 300 (Headmasters 50+School Assistants 250) teachers as sampled respondents.



## RESULTS AND DISCUSSIONS

**Table - 1:** Mean, SD, and 't'/F Values on the perceptions of Teachers based on their Socio-Economic variables towards Administrative Aspects at Secondary Level.

Variable	Category	N	Mean	SD	F/t-Value	p-value
Designation	Headmaster	50	40.54	4.93	4.19**	0.00
	Teacher	250	36.17	7.03		
Gender	Male	204	37.22	6.80	1.15NS	0.25
	Female	96	36.23	7.13		
Age	Below 35	82	36.09	7.23	1.02 NS	0.36
	35 to 45	94	36.84	7.08		
	Above 45	124	37.48	6.56		
Locality	Rural	150	41.67	3.79	2.95*	0.05
	Urban	125	34.44	7.37		
	Tribal	25	37.14	6.83		
Management	Government	50	36.59	7.07	1.65 NS	0.19
	Zilla Parishad	175	38.41	5.92		
	Municipal	75	35.00	9.54		
General Qualification	Degree	175	35.56	7.00	5.13**	0.00
	PG	125	39.79	5.78		
Professional Qualification	B.Ed.,	158	36.74	6.79	0.25 NS	0.86
	M.Ed., & above	113	36.88	7.33		
	TPT	23	38.09	5.80		
	HPT	6	37.00	7.13		
Teaching Experience	Below 10	100	34.20	6.60	12.27**	0.00
	10 to 20	135	36.89	7.06		
	Above 20	65	41.08	4.73		

\*\*Significant at 0.01 level, \*Significant at 0.05 level and NS : Not Significant

Table 1 revealed that the mean perceptual score of teacher category respondents towards Administrative Aspects at Secondary Level. The mean perceptual score for Headmasters was 40.54, whereas for the Teachers category it was 36.17. The Standard Deviations for Headmasters and teacher respondents were 4.93 and 7.03 respectively. The  $t$  – value was 4.19 and the  $p$ -value was 0.00 which was statistically significant at 0.01 level. It shows that, there is a significant difference between the perceptions of Headmasters and Teachers and Headmasters perceived high towards Administrative Aspects at Secondary Level than that of teacher category respondents.

With regard to Gender revealed that, the mean perceptual score of male category respondents was 37.22, whereas it is for the female category respondents was 36.23. The Standard Deviations for male and female category respondents were 6.80 and 7.13 respectively. The derived  $t$  – value was 1.15 and the  $p$ -value was 0.25 which was statistically not significant. This shows that there is no significant difference between the perceptions of male and female category respondents and they perceived similar opinion towards Administrative Aspects at Secondary Level.

With regard to Age, The mean perceptual scores of teachers for below 35 years age group was 36.09, and it is for 35 to 45 years age group was 36.84, whereas it is for the above 45 years age group was 37.48. The Standard Deviations for below 35, 35 to 45 and above 45 years age group category respondents were 7.23, 7.08 and 6.56 respectively. The ‘ $F$ ’-value was 1.02 and the  $p$ -value was 0.36, which was statistically not significant. This shows that, there is no significant difference among the perceptions of teachers based on their age group and they perceived similar opinion towards Administrative Aspects at Secondary Level.

The mean perceptual scores of teachers belong to rural area was 41.67 whereas it is for the urban and tribal was 34.44 and 37.14 respectively. The Standard Deviations for rural, urban and tribal area category respondents were 3.79, 7.37 and 6.83 respectively. The ‘ $F$ ’-value was 2.95 and the  $p$ -value was 0.05 which was statistically significant at 0.05 level. This shows that, there is a significant difference among the perceptions of teachers based on their locality and rural area category teachers perceived high towards Administrative Aspects at Secondary Level than that of urban and tribal area teachers.

The mean perceptual score of teachers management wise presented as follows. The mean perceptual score of teachers working in Government was 36.59, whereas for Zilla Parishad it was 38.41 and for Municipal school teachers it was 35.00. The Standard Deviations for Government, Zilla Parishad and Municipal school category respondents were 7.07, 5.92 and 9.54 respectively. The 'F'-value was 1.65 and the p-value was 0.19, which was not significant. This shows that, there is no significant difference among the perceptions of teachers based on their school management and they perceived similar opinion towards Administrative Aspects at Secondary Level.

With regard to their General Qualification, the mean perceptual score of Degree qualified category respondents was 35.56 whereas it was for Post-Graduation qualified category teachers was 37.79. The Standard Deviations for Degree and PG qualified category respondents were 7.00 and 5.78 respectively. The derived F – value was 5.13 and the p-value was 0.00, which was significant at 0.01 level. This shows that, there is a significant difference between the perceptions of Degree and PG qualified category teachers and PG qualified category teachers perceived high towards Administrative Aspects at Secondary Level than that of Degree qualified category teachers.

With regard to their Professional Qualification, the mean perceptual score of B.Ed., qualified category respondents were 36.74 and M.Ed. & above qualified category teachers was 36.88 whereas it was for TPT qualified category teachers was 38.08 and for HPT qualified category respondents was 37.00. The Standard Deviations for B.Ed., M.Ed., & above, TPT and HPT qualified category respondents were 6.79, 7.33, 5.80 and 7.13 respectively. The derived F – value was 0.25 and the p-value was 0.86, which was not significant. This shows that, there is no significant difference among the perceptions of teachers based on their professional qualification and they perceived similar opinion towards Administrative Aspects at Secondary Level.

With regard to their Teaching Experience, the mean perceptual score of teachers for below 10 years' experience category was 34.20 and 10 to 20 years teaching experienced category teachers was 36.89 whereas it was for the above 20 years teaching experience category teachers was 41.08. The derived F – value was 12.27 and the p-value was 0.00 which was significant At 0.01 level. This shows that, there is a significant difference among the perceptions of teachers based on their teaching experience and above 20 years teaching experienced category teachers perceived high towards Administrative

Aspects at Secondary Level than that of below 10 and 10 to 20 years teaching experienced category teachers.

### **EDUCATIONAL IMPLICATIONS OF THE STUDY**

1. Government should provide more facilities like stationery, equipment; school building and libraries to ease the supervisory work of principals. Similarly, they should also minimize the bottle necks that often delay response to challenges of schools administrators by Education officials.
2. The administrators should come up with methods of training principles in educational administration and supervision as a prerequisite for their appointment as well as teachers to improve schools supervision to enhance quality and academic performance of students in national examination.
3. The administrators should organize workshop, seminars and conferences for principals from time to time so as to keep them abreast of the modern day supervisory techniques and their expected supervisory functions, this will enable them to be more effective in performing the role and to ensure quality education.
4. The use of relevant instructional materials by teachers in their lessons should be highly encouraged by the school head or principals. To this end headmasters should guide teachers in the improvisation of materials where no provision has been made. The use of relevant instructional materials helps to increase learning effectiveness and makes learning more meaningful.
5. The government should provide leadership courses to all newly appointed school heads while those who are already practicing headship roles should attend in-service seminars to improve their abilities to implement reforms in the secondary education.
6. The government should create conducive working environment for teachers by providing reasonably housing, allowances and other remunerations whatsoever may attract teachers to stay happily in the teaching profession.

### **CONCLUSION**

Educational Administration has a vast area of operation ranging from Planning to Budgeting in an effort to make the educational process purposive and functional. An important tool it is effective, systematic and has a definite

purpose. It focuses upon the attitude towards work and adopts practical measures to ensure that the system of work functions efficiently and assists in the achievement of the aims of education thus benefiting the learners who are the main stakeholders in the educational system. National Education Policy will be change the scenario of administrative system in the secondary schools in global way for better future of the society.

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## CURRICULUM AND PEDAGOGY IN SCHOOLS EDUCATION

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### ABSTRACT

The National Education Policy (NEP) – 2020 is the first Education Policy of the 21<sup>st</sup> century. The aim of this New Educational Policy is to strengthen the roots of Indian culture and develop high quality education to all the sections of the people in the country. This policy was introduced to revise all the age – old aspects of education structure and rebuild to meet the aspirational goals of 21<sup>st</sup> century education. This policy is based on the principal that every child should be nourished with education in order to develop their higher – order cognitive capacities, foundational capacities of literacy and numeracy, so that they can develop critical thinking and problem solving without depending on others. The ancient. Indian Education system aim is also not just giving knowledge form the books but life beyond schooling to read their life with complete realization and liberation. In order to achieve our goal, we have to provide high – quality education to all and thereby making India as a super power in knowledge, Now, it become a great need to modify the curriculum and pedagogy of our institutions. Hence the 10+2 structure of school education was modified in NEP 2020 as a new pedagogical and curricular restructuring of 5+3+3+4. In Earlier pattern i.e., in 10+2 system 3 to 6 year children are not covered, but in new policy 5+3+3+4 structure Early childhood Care and Education (ECCE) from 3 years, children are included in learning which promotes overall development of the child. The restructuring school curriculum and pedagogy in a new 5+3+3+4 design which to enables children to learn holistic, Integrated, Enjoyable and engaging.

The curricular and pedagogical structure will therefore designed as 5+3+3+4, consisting of the foundational stage (3 years of *Anganwadi* + 2 years in primary school) Grades 1-2 (both together covering ages 3-8) preparatory stage Grades 3-5, (covering ages 8-11) middle stage Grades 6-8,

covering ages 11-14) and secondary stages Grades 9-12 in two phases. i.e., 9 and 10 in the first phase and 11 and 12 in the second phase.

The above mentioned stages are purely curricular and pedagogical which helps in cognitive development of the children which enhances the Indian Global knowledge.

**KEY WORDS:** Curriculum, Pedagogy, Global knowledge, Literacy, Numeracy.

## INTRODUCTION

The National Education policy is formulated by the Government of India. To promote high – quality Educational opportunities to all the sections of the society. Education is the key to Indian’s leadership on the global stage for economic growth. Good quality education enables the development of the Individual, society, country and the world. Our government wants to prepare our citizens i.e., the young buds of the society to nourish and nourish them with global development knowledge. In 1968 the then Prime Minister Indira Gandhi announced the first national policy on Education, which called for a” radical restructuring” and proposal of Equal Educational Opportunities.

In 1986, the Government led by Rajiv Gandhi introduced a new policy on Education, which is meant especially for removal of disparities for women, scheduled Tribes and scheduled castes and equalize educational opportunities.

In 1992, National policy on Education was modified by P.V. Narasimha Rao government .

In 2019, the Ministry of Human Resource Development released a draft new Education Policy 2019, the Draft NEP recommends for reducing curriculum and enhance critical thinking and holistic experiential learning. It also states about revision of the curriculum and pedagogical structure from 10+2 system to 5+3+3+4 system design, on 29<sup>th</sup> July 2020, the cabinet approved new National Education Policy. The Global Education development agenda reflects the sustainable development Goal of the 2030 Agenda for sustainable development of the child. It seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. As the world is undergoing drastic changes in the aspect of Education and knowledge India also has the need to improve multidisciplinary abilities in the fields of sciences, social, humanities, computer science. The



Government wants to give the Education, as move towards learning how to think critically and solve problems. Education should develop creativity and innovativity among children. So, in order to achieve our goals to reach the global knowledge, Indian Government proposed the National Education Policy – 2020, which is the first Education Policy in 21<sup>st</sup> century. The National Education Policy, 2020 was approved by the union cabinet of India on 29<sup>th</sup> July 2020. The Central Government announced the New Education Policy 2020 which brings major reforms in Education system i.e., 10+2 structure of schooling system was replaced by 5+3+3+4 pattern. i.e., it includes 12 years, in which 3 years of *Anganwadi* and pre-schooling. It is only a policy, which depends on further regulations by both state and central government. The major initiatives of NEP -2020 is 5+3+3+4 structure, i.e., bringing children from ages 3 to 5 years within formal education system and ensuring curricular continuity in the last four years. A mission of foundational literacy, numeracy, free break fasts are being added to free Mid–day meal in government schools. Vocational Education along with internships from class 6<sup>th</sup>, and proposed redesign of the board examinations are some of the major initiatives in school Education.

The new Education Policy - 2020, envisages a new curriculum and pedagogical structure for school Education which is responsive and relevant to the needs and interests of learners at different stages of their development the policy aims to shape an education system that benefits all of the children in India. The National Education Policy 2020 can fulfil the gap, between the current state of learning and the required learning. It helps in improving the learning quality, which helps to improve their knowledge. The vision of the National Education Policy, 2020 is based on the principle that Education must develop higher order cognitive capacities and foundational capacities of the children.

### **NEED AND SIGNIFICANCE**

- The policy aims to shape and education system that benefits all the children in India and transforms Indian’s Education system 2020.
- The NEP 2020 aims at making “India a global knowledge super power”.
- Universalization of education from preschool to secondary level with 100% gross Enrolment Ratio in school education by 2030.
- The current 10+2 education system is replaced by a new 5+3+3+4 curricular structure corresponding to ages 3 to 8 years ; 8 to 11 years ; 11



to 14 years ; and 14 to 18 years respectively. i.e., means the uncovered age group 3 to 6 years are added for schooling which is the crucial age of development of mental ability of a child.

- Starting vocational education from 6<sup>th</sup> class with internship, helps the children to develop creative activities.
- No language can be imposed on any student, and Teaching up to grade 5 is to be in mother tongue or regional language helps the children to be fear – free about school. The Aim of NEP, is increase, Gross Enrolment Ratio by 2035.
- National Education Policy aims to facilitate an inclusive, participatory, and holistic approach which is a progressive shift from rote memory to scientific approach of Education.

The significance of their National Education policy 2020 is it will cover five important areas i.e.,

- I. Foundational literacy and numeracy.
- II. Critical life skills
- III. Vocational skills development.
- IV. Basic education
- V. Continuing Education.

It contributes directly in transforming our nation from low – quality education to high – quality education.

True freedom to students is given by allowing them exit and re-entry of students in universities combined with ability to transfer credits across universities.

The NEP – 2020 includes focus on teacher training for schools, funds given for educating girl child, Gender inclusion fund, special Education Zones for disadvantaged groups and freedom for university course length.

NEP -2020 signifies the young students giving multiple choices giving multi-disciplinary courses.

The National Educational Technology forum (NETF) was created to provide a platform for the free exchange of ideas about technologies, planning and administration.

NEP – 2020, three language formulas can be adopted in higher education and Sanskrit will also be kept in use.

According to NEP – 2020, every student will be taught a vocational skill according to the student choice form class VI onwards.

No rigid separation was found between arts and science curriculum, and 10 days internships from 6<sup>th</sup> grade with local trades and crafts.

## **OBJECTIVES**

1. To know, how to improve the attractiveness of teaching.
2. To know about restructuring school curriculum and pedagogy.
3. To achieve Education for all.

## **METHODS AND PROCEDURES INVOLVED IN DEVELOPING CURRICULAM AND PEDAGOGY IN SCHOOL EDUCATION**

Curriculum and methodology and socializing children are the components of pedagogy curriculum, is a great deal of thought, time, effort which is essential to prepare the learning outcome goals related to each subject. Curriculum is list a way to lead the teacher in a proper way. It helps the teacher as well as the student to flourish well in their way of reach its goal. Curriculum helps the students in preparing them to continue in their Journey in a better way year after year. Curriculum allows the student to learn in a sequential order. Curriculum sets goal not only for students, but also to teachers. Curriculum also sets learning goals to entire institution and provides a clear path for the progress of the children moving from one grade to another grade. Curriculum should be regularly updated to meet the current needs of the society. These updates and changes in the curriculum helps to get latest information and skills which are needed to our students to meet today's world. Today's students are more worrying about their Journey in their global community. So, there is a need of curriculum change regularly.

According to NEP – 2020, teaching method should be designed to encourage learning process and cognitive skills. The teaching methods used in implementing the curriculum should be planned properly in order to reach the goals of learning. In cognitive socialization, teachers play an important role in promoting the child from natal culture to school culture through their teaching strategies.

## **RESTRUCTURING SCHOOL CURRICULUM AND PEDAGOGY**

The curricular and pedagogical structure of school education was reconfigured based on the developmental needs of the learners at different

stages depending on the ages of 3 to 8 years, 8 to 11 years, 11 to 14 years and 14 to 18 years respectively. So, National Education Policy - 2020 has prescribed the curricular and pedagogical structure as 5+3+3+4 design consisting of foundational stage in two parts. (3 years of Angagwadi+2 years primary schools) Grades 1 to 2 (3 to 8 years ) preparation stage Grades 3 to 5 (8 to 11 years ) Grades 6 to 8 (11 to 14 years) secondary stage Grades 9 to 12 in two phases. (i.e., 9 and 10 years) in the first and 11 and 12 years in the second covering ages 14 – 18.

Developing knowledge for pre – school children needs both foundation of factual knowledge and skills and conceptual understating. As, the foundational stage consists of five years of flexible, multilevel play-way learning the children are able to learn with stress free brain.

As 85% of the Childs cumulative brain development occurs prior to the age of 6 indicates appropriate care of the brain in order to develop mental health.

As, early childhood care and Education (ECCE) is the foundation of learning, the National Education Policy – 2020 recommended for strong investment on ECCE to enhance their mental ability.

So, the main aim of early childhood care and Education is to pull – out the inner domain of physical development, motor development, cognitive development, socio – emotional – ethical development, cultural development.

The development of social competence is the central feature of many pre – school programs.

National Education Policy – 2020 has given special attention to socio – economically disadvantaged children and areas. So, Anganwadi centres are strengthened with high – quality structure, play equipment, well – trained Anganwadi teacher.

The responsibility for ECCE curriculum and pedagogy will lie with MHRD, which leads them from pre primary school to primary school.

## **FOUNDATIONAL LITERACY AND NUMERACY**

National Education Policy - 2020 give importance for foundational literacy and numeracy. It is important for every child, to gain the ability to read and write and perform basic operations with numbers.

It was identified that many of the students are in a learning Crisis i.e., they are unable to attain foundational literacy i.e., the ability to read and write and numeracy i.e., the ability to carry out basic relations and subtractions with Indian numerals. NEP – 2020 has focused on reducing learning poverty through foundational literacy and numeracy.

Primary Education is the first stage of formal education where the child acquires the foundation of literacy and numeracy. Without foundational learning, children often fail to flourish in the further steps of learning. NEP – 2020 stated that “ a large proportion of students currently in elementary schools, estimated to be over five crore, have not attained foundational literacy and numeracy. The Vajpayee government started *Sarva Shiksha Abhiyan* for Universalization of primary education in a time bound manner and it was carried forward by Modi Government with a new scheme *Samagrashiksha*.

So, Attaining foundational literacy and numeracy for all children has become an urgent mission. The national mission will take a holistic approach in making the children. NPE – 2020 recommended that curriculum should plan as learning should be holistic, integrated, enjoyable and engaging.

According to NEP – 2020 Education given to children, must be holistic, it must help the development of every person’s intellectual, emotional, social, physical, creative potentials. It is a new movement in Education. An application of holistic education to a curriculum is described as transformational learning. In holistic learning children need to know about themselves. It involves learning self - respect and self – esteem. Then, children will able to learn about relationships, holistic learning also helps the children to learn about aesthetics. So, curriculum should be developed for ensuring the skills and values embedded in teaching, learning process. National Education Policy – 2020, reduced curriculum content in order to enhance essential learning i.e., giving space to critical thinking which includes discussions, discovery, experimental , analysis, etc.,

According to NEP – 2020, Teaching and learning will be conducted in more attractive methods in which questions and doubts to be encouraged and creating fun, creativeness, collaborative and exploratory activities to students. Holistic education makes children love towards learning and gives attention to penitential learning. Holistic development in children makes them engaged, productive and contributing citizens for building an equitable

global society. NEP – 2020 wanted to shift the mode of education from rote memorization skills to competency – based learning. Board Examinations are also changed in manner in the sense of minimum core capacities rather than months of coaching from the text books.

### **EXPERIENTIAL LEARNING**

Experiential learning makes the child more interested in learning and enjoys the mode of learning. Experiential learning includes sports, Art, Crafts, etc., in their Experiential learning there will be no separation among curricular, extra – curricular, co – curricular activities. Learning can be done through all these activities. Which can create interest in children. In addition to school curriculum, physical education, art and craft, vocational skills are to be given to children without any stress to them. Learning should be made enjoyable including arts, sciences, humanities, languages, sports and vocational subjects. Sports will develop self – discipline, team work, responsibility, etc., as it causes to holistic development by promoting cognitive abilities art and craft education develops experience in them, which is called as experiential learning and their art and craft education develops a great link between education and culture.

In experiential learning, the student can able to connect the academic content to real – world experiences. It gives experience to the child in doing different activities in their daily life. Experiential learning focuses on courses, community and work in day to day life. Experiential learning based on past knowledge and encourages the students to involve actively in the given activities.

### **FLEXIBILITY IN COURSE CHOICES**

NEP – 2020 has given more flexibility to secondary school to choose their interested courses. As, the globe requires skill – based, technicians, the NEP – 2020 has given flexibility so, that children can gain multi – disciplinary skills, NEP -2020 wants to promote flexible curricular structure to develop combinations of disciplines of study. A flexible curriculum allows students to explore their classes more freely without any stress or fear and fulfil their requirements.

### **CURRICULAR INTEGRATION**

Due to flexibility in the choice of courses, there will be a curricular integration with essential subjects and skills. NEP – 2020 wants to produce

citizens of more productive and contributing nature to the country. So, each student can take their interested vocational art crafts as decided by the state government. They the students are useful to meet the local needs of the people. Basic training in health, hygiene etc., are added to the main topics, then the citizens can meet the local needs of the people numeracy and computational knowledge is very important, which for India citizens which place India in top position. It must be introduced at the secondary school level as mathematical puzzles and games, which makes the children enjoyable. According to NPE – 2020 NPE – 2020 recommended for vocational crafts decided by the state government, saying that there will be no bag days for somedays and enjoying them in carpentry, electric work, gardening, pottery making, stitching etc., and also engage them with sports, quizzes, puzzles and made them enjoyable engaging courses related to India customs, culture and traditions makes children to learn about Indian ethics. NEP – 2020 wants to inculcate Indian knowledge system to students at the secondary level itself. So, that they are clearly know that India's future aspirations regarding global knowledge. Tribal – medicinal practices, forest Management, traditional crop cultivation, natural framing are the contributions of ancient India to Modern India. So, NPE – 2020 wants to continue the specific courses to today generation so that they can reach the future aspirations of India. NPE -2020 included constitutional values, ethical values, Indian traditional values in curriculum. So, as the children will learn what's right and what's wrong and take right decisions in their life.

### **MULTILINGUALISM**

Children will easily understand the concepts of learning in their Mother Tongue. So, NPE – 2020 recommended for home language or mother language in the primary schools. High quality text books and text books on sciences are all made available in home language. NPE – 2020 recommended for three – language formula keeping in mind the constitutional provisions. There will be a greater flexibility in the three language formula and no language will be imposed on any state.

Efforts are made by our Andhra Pradesh state government to publish bilingual text books, so that children can be able to understand the concept clearly and also they are able to try to think and talk about the concerned topics. It will help the children to improve their fluency in different languages. India languages has a great effective expressions in both prose and poetry

versions. To Enrich our cultural enrichment and national Integration Sanskrit is was also introduced. As, India is a develop country, it is essential to introduce multi – lingual languages. In addition to Sanskrit, other local languages like Telugu, Tamil, Kannada, Malayalam, Odia, Pali, Persian and Prakrit etc, should be considered parallel. According to NEP – 2020, In addition to Indian languages, foreign languages like Japanese, French, Spanish, German, Portuguese, and Russian were also offered at secondary level.

### **RESULT AND DISCUSSIONS ON CURRICULUM AND PEDAGOGY IN SCHOOLS IN NATIONAL EDUCATION POLICY – 2020**

The curricular and pedagogy design of 5+3+3+4 pattern is very useful to children. In the early age i.e., the foundational stage (in two parts 3 years of *Anganwadi* + 2 years of primary school). In restructuring the pattern like this children are able to subject to studies at the age of 3 years which is the correct stage of the grasping the ideas and also it is the growing stage of the brain. Engaging children at the age of 3 years in this NEP – 2020, is a good decision. In the other level grades 1 and 2 covering the ages of 3 to 8 is making the child to continue in the studies without break; grades 3-5 is covering the ages 8 to 11 which makes the child prepared to learn new things and concepts in their academic standards and also concepts to be faced in the day to day life. Grades 6 to 8, covers the age from 11 to 14 years in which students are able to know their interests and want search to learn new things. Grades 9 to 12 which is the secondary stage can be completed in two phases i.e., 9<sup>th</sup> and 10<sup>th</sup> grade in the first phase and 11<sup>th</sup> and 12<sup>th</sup> in the second phase, covering the ages form 14 to 18 years in which are very well developed, and they know their interests, and they are ready to learn different languages, so NEP – 2020, encouraged multi – lingualism and also instructed state and local governments to implement their own language pattern. In the way, that the students can learn both Indian languages (i.e., mother language and local language) as well as foreign languages. And also at their secondary stage they will be able to choose their interested vocational crafts like pottery, stitching, paints, carpentry, electric work, metal work, gardening etc., so, the students can able to learn their interesting craft work and develop the learned work in their future, which will be helpful to students to earn their livelihood. Not, only that, at their secondary level learning vocational courses develop self – discipline, team work, responsibility, self – initiative, self direction and collaboration with each other. It helps for holistic development in the



children. NCERT identified the need of vocational courses and mechanism skills and so, prepared the necessary national frame work for early childhood and school education. In this 5+3+3+4 design, learning from academic books is optimized and helps in cognitive development of the child. This design of 5+3+3+4 pattern expects less input and great output potential. So, that they can develop knowledge, skills, values, commitment, sustainable learning, thereby, they grow as a knowledgeable global citizen. According to this pattern of design. i.e., 5+3+3+4, at preparatory stage, the teacher has to recognize, the unique capability of each student in both academic and non – academic sides. At, the grades 3 to 5, covering ages of 8 to 11 years highest priority to achieve foundational literacy and numeracy should be given. At this stage of education, flexibility has to be given to students and hard separation of curricular, extra – curricular, co – curricular, vocational, academic streams is not present. So, multi disciplinarily and a holistic development of the learners can be acquired. From Grades 6 to 8 on wards; i.e., 11 to 14 years of age, rote learning and learning for exams can be over crossed by conceptual understanding and learning which enhances critical thinking and creativity. At this stage only we can inject ethics, respect towards fundamental duties, democratic spirit, spirit of service, respect towards public properties etc., from Grades 9 to 12 which the secondary stage which includes 14 to 18 years of age which is completed in phases as Grades 9 to 10 in first phase and 11 to 12 in second phase. In this stage, the age group from 14 to 18 years are very interested in learning many languages. So, NPE – 2020 introduced multilingualism, both mother language and foreign languages. Because, of learning more language, life skills as a team work, cooperation, communication can developed. Use of technology can be developed by learning multi – languages. NPE – 2020 curriculum and pedagogy in education develops respect for diversity, equality form Early Childhood Care to higher education. As education is a basic right to every child, NEP – 2020 has taken every step, to take the children to reach the goal of 2040.

The Government of India has set up a target of 2040 to implement the entire NEP – 2020 policy, as this will be success only with the collaboration of state and central Governments together. NEP – 2020 wants to revamp all the education system that is coming up over three decades and give the best global standards of education. This educational reform will be the role – model for the entire world from pre – school to secondary school 100%.



Gross enrolment Ratio (GER) in school Education and by 2030 is the target of NEP – 2020. The government is planning for subject - wise committees from both central and state levels to work for the development of NEP – 2020.

Another important topic of school education is breaking the strict division of arts, commerce and science in high schools. This will be helpful to study multidisciplinary approach in high school.

Introduction of vocational courses with an internship will also help the students to learn practically. No bag days was also implemented in schools.

As NEP – 2020 proposed right to Education upto age limit - 18, every child will able to take education. The policy is also struggling hard to make it success by providing proper funding, accreditation, standard settings, and regular supervision. The government is also striving for inclusion funds to help the disadvantaged children’s education. The states also needs to provide digital tools for Universalization of Education.

The, NEP – 2020 depends on foundational principles such as Access, Equity, Quality, Affordability and Accountability. So, the aim of developing the citizens with rational thinking, compassion, scientific temper, courage with become success and make the students on 1<sup>st</sup> place. Massive use of technology in education helps to achieve our goal. The regions that facing in greaten social and economic barriers are designated as “special education zones”. And they are provided with special funds.

## **CONCLUSION**

The new national education policy – 2020 is a very good policy which makes our students to stand on the first place in global knowledge. It is holistic, flexible, multidisciplinary, multilingual which are very essential for 21<sup>st</sup> century citizens and to reach our goal. It rectifies the poor learning outcomes and enhances the foundational literacy and numeracy. The drop – out levels will also reduced. As the NEP – 2020 states about early childhood care, restructuring curriculum and pedagogy, reforming assessments and exams, foundational literacy and numeracy, curtailing dropout rates and ensuring universal access to education at all levels, learning should be holistic, integrated, enjoyable and engaging, learning, reducing curriculum and enhancing essential learning and critical thinking i.e., experiential learning, empowering students though flexibility in course choices, multilingualism,

curricular integration of essential subjects, skills and capacities. Every student must be imposed such type of education with lots of joy and fun. They should not be given any stress while learning so that they enjoy learning. Then only, education will not appear as a burden to students. And they stand on the top of the global knowledge.

All these will be made a grand success and our dream comes true only when it was implemented successfully. The aim of the policy is to make India super power in global knowledge. The NEP – 2020 will bring India at the top – most level with its strategies.

The NEP – 2020 aspiration is to build our country as a power house of knowledge to entire world.

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## **ISSUES AND CHALLENGES OF INTERNSHIP IN TEACHER EDUCATION COLLEGES OF NAGALAND**

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### **ABSTRACT**

Internship is the position of a student or trainee who works in an organization without pay in order to gain work experience or satisfy requirements for a qualification. Internship has 4 phases as per NCTE norms. Student teachers experience a real classroom teaching during internship which in turn helps them in many ways. Students of the practice teaching schools benefit from the interns. On the other hand, with the change in the pattern and duration of internship, there are problems, issues and challenges of teacher education. This paper will highlight on the different issues and challenges of internship faced by teacher educators, student teachers and the problems relating to cooperating schools of teacher education in colleges of Nagaland.

**KEY WORDS:** Issues, Challenges, Internship

### **INTRODUCTION**

Teacher education refers to the policies, procedures and provisions designed to equip prospective teachers with the knowledge, attitudes, behavior and skills they require in performing their tasks effectively in the classroom, schools and wider community. Imparting an adequate knowledge of the subject matter, equipping the teachers with necessary Pedagogical skills are the major objectives of teacher education. Teachers have to possess a great deal of knowledge and skills with regard to both teaching and assessment, practices in order to meet those demands and standards of quality education. To meet these demands, teacher education came into being.

The Nagaland colleges of teacher education aim to produce teachers who possess academic excellence and at the same time are competent and good human. The colleges believe in imparting quality education. It also aims at promoting extension services and research. The teacher education colleges in Nagaland was running as a 1 year course with behaviorist as its teaching and learning approach till 2015 but the courses changed to 2 years course in 2015 with constructivist as its teaching and learning approach.

## The state of Nagaland has 9 (nine) teacher education college at present

Sl no	Name of the institution	Nature of institution	District	Year of Estd
1	State College of Teacher Education	Government	Kohima	1975
2	Modern Institute of Teacher Education	Private	Kohima	2012
3	URA College of Teacher Education	Private	Kohima	2014
4	Sazolie College of Teacher Education	Private	Kohima	2014
5	Salt College of Teacher Education	Private	Dimapur	1995
6	Bosco College of Teacher Education	Private	Dimapur	2003
7	Unity College of Teacher Education	Private	Dimapur	2012
8	Mount Mary College of Teacher Education	Private	Chumukedima	2017
9	Mokokchung College of Teacher Education	Government	Mokokchung	2012

Internship is the position of a student or trainee who works in an organization without pay in order to gain work experience or satisfy requirements for a qualification. Internship provides real life experiences and exposure to the interns. It enables a trainee to gain firsthand experience of working in the real world. It also allows a student or a trainee to harness the skill, knowledge, and theoretical practice they learnt at the college. Knowing oneself is the beginning of all wisdom and the internship experience provides that opportunity to the students or trainees. Internship encourages personal development and it prepares a student to enter the world of job.

Internship is one criterion that a student teacher undergoing B.Ed. course has to experience in the school. As per the norms laid down by NCTE (National Council of Teacher Education), the teacher education has four (4) phase of Internship which covers 4 months in the fourth semester.

1. *Pre Internship: 2 weeks in first semester, 2 weeks in second semester*
2. *School Internship*
3. *Post Internship*
4. *Final practice teaching*

Internship provides so much of benefits both for the student teachers and the co-operating schools but it also has its own disadvantage. So this study is

focused on the issues and challenges associated with internship in all the teacher education colleges of Nagaland.

### **NEED AND IMPORTANCE OF THE STUDY**

This study is important because this is where the student teachers get the experience of real classroom teaching and are able to self-assess and know if they are competent enough to fit themselves in the competitive world. Internship also increases the networking of the interns, it becomes a resume builder, and it is also a foundation to the career of the students. Internship also develops so much of confidence in each intern; they will have an ease transition from being a student to entering the work place. One of the most valuable skills an intern will gain from an internship is the ability to speak and deal with students in very professional settings. Not just in teaching profession alone but in any work place, employers are much more likely to employ pupils with internships and work experience rather than someone with a generic resume, lacking experience. Internship also provides real life experiences for teachers. They help teachers make their instruction more relevant to their students by using these experiences to increase knowledge of jobs, career fields and job opportunities in the community. It also provides insight into real world employment setting which can help to define career goals. They also enable students to develop soft skills which are essential for employability. Despite its many advantages, there are many issues and challenges associated with internship which need to be studied. Therefore, the present study is entitled as **“Issues and challenges of internship in teacher education colleges of Nagaland”**.

### **METHODOLOGY OF THE STUDY**

To investigate and know more about how the internship is conducted by the teacher education colleges of Nagaland, 20 teacher educators and 100 student teachers were randomly selected from all the teacher education colleges of Nagaland, using questionnaire as a tool for the study. Pilot study was conducted in 2 Teacher Education College to authenticate the questionnaire. Questionnaires were administered to 20 teacher educators and 100 student teachers. The study was delimited to all teacher education colleges of only Nagaland state.

**THE PRESENT STUDY HAS THE FOLLOWING OBJECTIVES:**

1. To study the opinion of the teacher educators in relation to school Internship
2. To find out the issues relating to duration of the Internship period
3. To find out the issues relating to the cooperating schools(schools of Nagaland) of internship
4. To find out the issues relating to the supervision done by the supervisors
5. To find out the issues of usage of 5E during the school internship
6. To find out the issues of final practice teaching
7. To bring out the suggestion for the improvement of Internship

**FINDINGS OF THE STUDY**

Based on the information collected through questionnaire, the data was analyzed and interpreted.

**Co-operating school and supervisors**

Co-operating schools/Practice teaching schools are the schools that co-operate with the teacher education colleges to conduct internship. All the Teacher Education colleges of Nagaland face problems in finding co-operating schools. Many schools think conducting the internship is a disturbance to academic calendar and activities of the school. Some schools show indifferent attitude as they are unaware of the purpose of internship. Only few schools have positive attitude towards the internship and show a welcoming and a pleasant attitude towards the interns. To every co-operating school, a teacher from the college is sent to administer the interns as a supervisor. The administrator of each co-operating school is also made to give a rating based on the performance of each intern. The table below shows, if the teacher educators and student teachers are satisfied with the attitude of the co-operating schools/practicing schools, and if the interns are satisfied with the supervision done by the supervisors during internship.

**Table -1: co-operating schools and duty of internship supervisors**

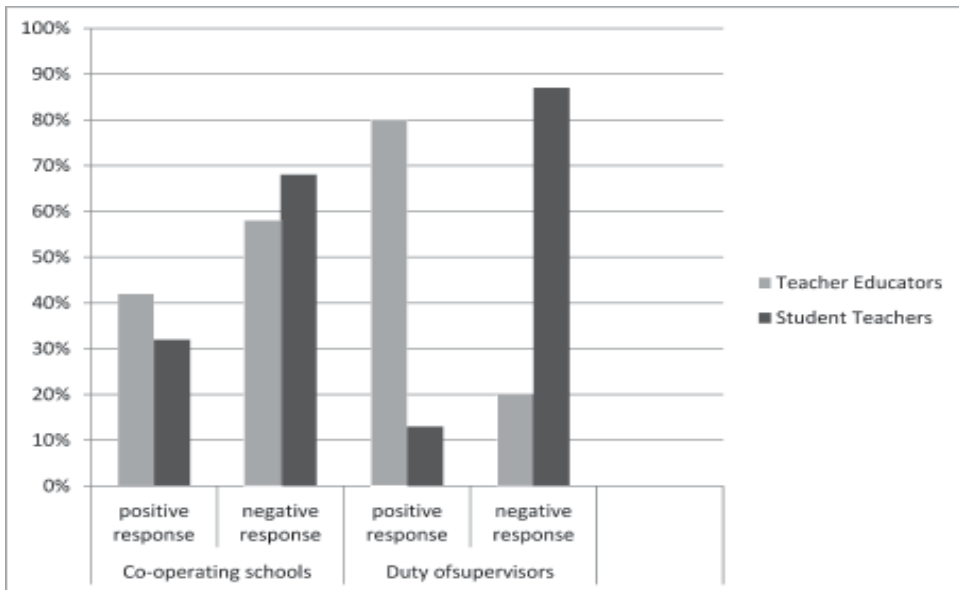


Table-1 reveals that 58% of the teacher educators and 68% of the student teachers are not satisfied with the attitude of the schools towards the whole internship programme, while 42% of teacher educators and 32% of student teachers are quite satisfied with the approach of the co-operating schools during the internship period. The table also reveals that 80% of the teacher educators are satisfied with their internship supervision duty while 87% of the student teachers are not satisfied with the supervision done by their supervisors. The student teachers are of the opinion that, the supervisors come to observe them only twice or thrice during their two months of internship, thus, their doubts and queries are not clarified on time. While the supervisors are of the opinion that their TA/DA are not properly paid by the college and in turn, they find less interest to visit schools everyday spending a huge sum of money.



## What are 5E's?

### \*\* 5E

E: Engage

E: Explore

E: Explain

E: Elaborate

E: Evaluate

**Table -2: usage of 5E's**

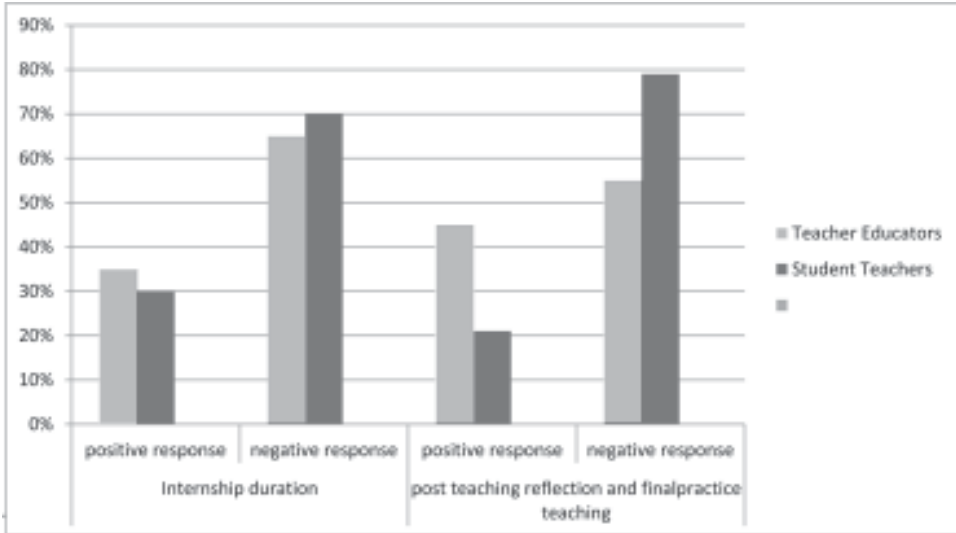
	5E's usage	
	Positive response	Negative response
<b>Teacher Educators</b>	<b>45 %</b>	<b>55%</b>
<b>Student Teachers</b>	<b>25%</b>	<b>75%</b>

In table 2, both the teacher educators and student teachers feel that using 5E's to plan the lesson model is quite easy and interesting yet, to execute it practically in the classroom it is not as easy as it seems because of the different capabilities and abilities of the students in every classroom. Also the indifferent attitude of the students towards the 5E usage is another problem the interns face. Both the teacher educators and the student teachers are of the opinion that if 5E is to be implemented properly, the number of students in each classroom should be small and the contents of each subject to be reduced.

## Internship

The whole internship duration covers 4 months including the pre-internship phase one and two, school internship, post teaching reflection and final practice teaching. After the school internship, the student teachers are required to have a post teaching reflection in their respective colleges where they share their internship experiences and interact with other peer groups to learn more from one another. Final practice teaching is conducted for 2-3 days depending on the number of student teachers in every teacher education college. Here the student teachers are made to do their last teaching where they will be administered by the external examiners. To find out whether the duration of whole internship is of any benefit or helping the student teachers in any way, to also know the effectiveness of post teaching reflection and final practice teaching. Their responses are shown in the following table.

**Table 3: Internship duration, post teaching reflection and final practice teaching**



In table 3, many teacher educators are of the opinion that internship duration should be long enough because this is where the student teachers are able to self-assess and know if they are competent enough to fit themselves in the competitive world but because many schools are not willing to co-operate, the internship duration has to be reduced. Some suggested reducing it to only 1 and half month. Many are of the opinion that one phase of pre internship is enough. 30% of the student teachers are satisfied with the whole internship duration. Many are of the opinion that pre internship is quite helpful because it is where they learn about the school atmosphere which help in keeping themselves mentally prepared to face the real classroom.70% of the student teachers feel two phases of pre-internship should be clubbed into one. The table also reveals that 79% of the student teachers are not happy and satisfied with the way post teaching reflection and final practice teaching is conducted. They are of the opinion that post teaching reflection is conducted in such a short time. Many student teachers are also of the opinion that carrying out final practice teaching is not effective at all. The final practice teaching external examiners do not do justice because they observe each class for 2-3 minutes despite the intern’s effort in preparing for the final practice teaching

for weeks. Many student teachers also doubt the marking system done by the external examiners by observing their teaching for just a minute or two. While the teacher educators are of the opinion that, because of the time constraint to complete the syllabus, they do not give enough time to the student teachers for their post teaching reflection. Many teacher educators also think final practice teaching has no significant meaning because they think; the colleges are conducting it simply to fulfill the demand of B.Ed. course.

### **SUGGESTIONS FOR IMPROVEMENT**

1. The concerned department or concerned officers of education must give proper orientation to all the schools to co-operate with teacher education colleges of Nagaland for internship.
2. All co-operating schools must be oriented and made aware about the importance of internship.
3. To reduce the duration of internship period because the schools routine and activities are disrupted and that is the reason why schools are not co-operating.
4. The supervisors assigned to schools during pre-internship and school internship to perform their duty regularly and sincerely to meet the grievances of the student teachers on time.
5. If 5E has to be implemented, the number of students in each class needs to be reduced down.
6. The course contents needs to be reduced for the effective usage of 5E's.
7. Post teaching reflection to be conducted properly for the student teachers by every teacher education colleges to help student teachers learn more from one another.
8. To increase the number of final practice teaching days to ensure that each student teacher is observed for at least 5 minutes by every external examiner.

### **CONCLUSION**

Internship provides students numerous ways to improve themselves. They gain experience, develop skills, make connections, strengthen their resumes, learn about a field and assess their capabilities and abilities. Internship also develops problem solving skills, adaptability skills, communication skills, and gives them confidence as they enter the world of jobs as we can see a study which was conducted by Biesel, Susan Yvonne(1997) on teacher interns perception of the internship with the

objective to find out the perception of the interns towards the internship and found that the interns view their experiences as positive and worthwhile because the internship programme help to reduce anxieties about entering their own first classroom. It also teaches them about the time management and the interns also develop and realize their own responsibility. Internship also acts as a real confidence builder for a student. Having realized of the so many benefits of internship we still see the issues and challenges associated with it which must not be ignored at any cost but the concerned department and concerned group of people must look into its issues on time and bring the right solution in the earliest time possible. Until and unless the issues are not looked in to, the internship will only remain a failure and the teacher education colleges will continue to conduct internship simply to fulfill the criteria of B.Ed. course.

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## **AN INTEGRATED INTERNSHIP MODEL FOR NAGALAND UNIVERSITY B.ED PROGRAMME**

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### **ABSTRACT**

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015 includes 'quality education' as one of the goals. Quality education depends on quality teachers and thus quality teacher education programmes could only cater to the needs of quality education. In general, with an exception to a few, many teacher education institutions are taking their job mechanically and not professionally. Internship is one of the major components contributing to quality teacher education but the effectiveness of B.Ed internship is doubtful in the State of Nagaland. Such a doubt triggered this research paper and that is not for providing a mere description on the status of internship alone but a solution by providing a model. This model is assumed to be helpful, with modification wherever necessary suiting the context, for solving some of the prevalent problems related to B.Ed internship using a systematic co-ordinated approach of various agencies involved either directly or indirectly.

**KEY WORDS:** Internship in Nagaland, B.Ed internship, Model Internship

### **INTRODUCTION**

Despite the various efforts for implementing the teacher education policies and programmes in India to provide equity, justice and fairness, it is not uncommon to read and hear about poor quality of teacher education. In our country, though some teacher education institutions (TEIs) are committed to quality teacher education, there are so many teacher education business houses relentlessly engaged in their motives of doing business. Rather than taking pride of the 'former', the gravity of negative impact given by the 'latter' needs immediate attention. Constant and continuous evaluation and publication of current status is needed by the practitioners and scholars for refinement and advancement in the policies and practices. This paper is the result of such an effort of looking into the credibility of the existing teacher education practices with doubt. The study is delimited to one but an important aspect of the teacher education programme in the State of Nagaland i.e. B.Ed

internship. Despite the description of the current status, suggested solutions are provided in the form of a model. This model, by suitable modification, could alleviate the gravity of the problems faced by various stakeholders to a greater extent.

## **BACKGROUND**

There are 9 teacher education institutions (TEI) offering B.Ed programme catering to the needs of the state – two public and seven private institutions. The 20-week internship prescribed by the NCTE Regulations, 2014 is not practiced as prescribed in the regulations for the specified period of 20 weeks and also not practiced uniformly by all the TEIs within the state. This does not necessitate one to place the blame on one or the other but to ponder over the causes and find means to overcome them.

As envisaged by the NCTE Regulations, 2014, the internship should spread over a period of six months or a semester from the prescribed four semesters of B.Ed Two-Year Degree Programme. In the State of Nagaland, the inability of the TEIs to follow the prescribed period of internship is, though, due to some of the prevailing situations, in the course of time that needs to be conducted without reducing the quantum of prescribed duration. Because, practicing of skills and applying of knowledge gained during the teacher education programme are helpful in reinforcing and sustaining the experiences throughout the teacher's career. Therefore, the duration of B.Ed-internship should not be compromised. This is indeed not a very tough job but that requires the co-ordination among the various agencies.

## **PROBLEMS**

A brief sketch of the existing problems related to B.Ed internship could, well, illustrate the situation and ignite the practitioners for solutions.

1. The State Government of Nagaland, due her fiscal conditions, could not afford to pre-service training (?) of many untrained in-service teachers at a larger scale since deputing substitute teachers in place of regular in-service teachers on study-leave and paying salary to them would be a problem.
2. On one side, the government discourages and tries to take stern steps on the practicing of substitute teachers and on the other side; it permits the in-service teachers taking B.Ed to arrange substitute teachers during their teacher training period. Many of these substitute teachers need not have the prescribed qualifications for the level and subjects they are teaching.

3. In an academic year, there are about 500-700 teachers trained by the TEIs in the State of Nagaland and this excludes the ones trained in the other states. Among these trained teachers, there are still many unemployed B.Ed degree holders.
4. A 20-week internship is expected to be provided as per the NCTE Regulations, 2014 for the B.Ed student teachers. As per the first draft, from the proportionate mark-distribution to the internship, this would spread throughout a semester.
  - a. But, providing internship for a period as prescribed by the NCTE was not possible in the past for want of schools which could accommodate the interns for such a long period. This was at the mercy of schools and that caused the duration of internship was randomly distributed for different interns and even of the same TEI.
  - b. There was a growing displeasure among the schools to accommodate the interns for various reasons such as,
    - (i) the teaching methods used by the interns being different from the regular teachers;
    - (ii) the burden on the teachers to finish the syllabus within the time-frame and the internship hindering the timely completion;
    - (iii) the regular teachers becoming passive during the internship period;
    - (iv) lack of seriousness and commitment of student-teachers;
    - (v) notes not being supplied by the interns;
    - (vi) tests not being conducted by the interns; and the lists go unending.
5. During the B.Ed programme, a course on pedagogy is taught after the internship is completed. This is ironical as the knowledge and skills should be developed and applied during their internship.
6. There is no efficient and effective monitoring mechanism to oversee the efficiency and effectiveness in matters related to duration, number of periods, number of learning plans actually transacted, etc.

### **NEED FOR A MODEL**

Contemplating of the aforementioned problems, the requirement of a model is enunciated that could offer:

- (i) Procedures for internship that would provide justice and equity to the student-teachers within the state;

- (ii) Means for the lab-schools to regulate the teaching-learning activities without disturbing their scheduled activities for the greater benefit of the schools;
- (iii) A solution for getting adequate number of schools for internship; and
- (iv) Support to the DoSE for providing ad-hoc trained teachers on annual contract.

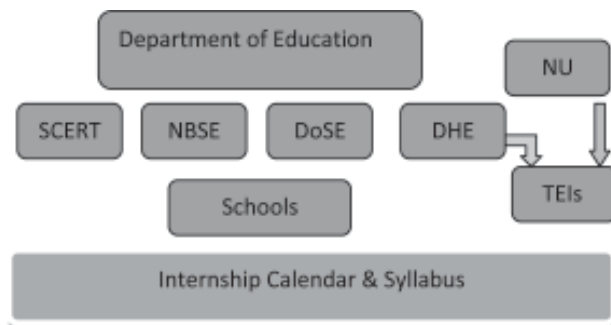
### Agencies

To achieve the above the following agencies are required to have a systematic co-ordination as provided in the model.

1. All the TEIs providing B.Ed programme
2. Department of Teacher Education, Nagaland University
3. Department of School Education: NBSE, SCERT, DoSE, Schools (Private & Government)

### A Model

1. **TEIs:** The TEIs providing B.Ed programme could design a Common Calendar of Course-Transaction in consultation with the Department of School Education and the Department of Teacher Education, Nagaland University whereby the internship period fits into the school academic calendar for their maximum benefit.



### 2. The schools could

- a. Fix the syllabus, activities, assignments, tests,... for the internship;
- b. Assign the regular teacher as a mentor who is available in the class during the intern's teaching to oversee the entire teaching-learning activities and take responsibility for the entire process;
- c. Observe, suggest, oversee and record the activities to mentor the intern for keeping pace with the time frame;



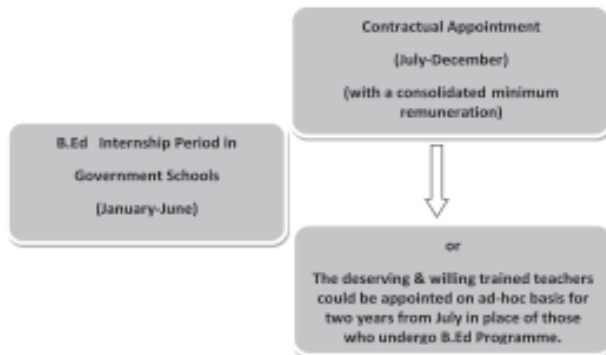
- d. Assign additional periods in case of his/her absence or inability to complete the works as scheduled;
  - e. Ensure the interns' preparing and posting well-prepared notes, question banks, PPTs, Videos, Audios,... and archive in the TEI website;
3. **TEIs could**
- a. make use of the semester break falling before the internship for constructing the 'learning plans' in groups headed by a teacher educator and post the same on their websites for other TEIs or any stake-holders to inspect into for comments;
  - b. integrate the modern technologies and the expertise of teacher educators and school teachers for preparing re-usable self-learning materials; and
  - c. choose the best teachers from their interns, register them in TEIs' Common Placement Register and help the schools in finding the best teachers
4. **Nagaland University could**
- a. Re-design the curriculum so that the internship is conducted spreading over a complete semester and after the theory courses are over by the end of the third semester;
  - b. Direct the TEIs to maintain their websites with a provision for learning materials for the school children;
  - c. Conduct surprise inspections to know the faculty and facility available for further institutional and infrastructural development; and
  - d. Conduct the external assessment of interns from the observation of activities conducted and posted in TEI websites and viva conducted in the school throughout the programme (blended mode) and not on a single attempt
5. **DoSE could**
- a. Employ the deserving volunteers from the interns for a further period of six months or one-year (after their 6-month internship) with a fixed remuneration on contractual basis in government schools;
  - b. Credit their volunteer service with credit scores for future employment;
  - c. Depute only the trained teachers for deputation against the in-service teachers undertaking training programmes;

- d. Fix a minimum remuneration for the ad-hoc trained teachers substituted in place of in-service teachers on study leave; and
- e. Oversee the in-service teachers' sincerity in the B.Ed programme on the basis of monthly report collected from TEIs.

#### 6. **Collective Responsibility (NU, TEIs, DoSE)**

A committee may be formed consisting of various stake-holders for

- a. Random inspection of documents, images, videos, audios and reports uploaded on the TEI Websites;
- b. Random inspection, observation and interrogation of interns (on-line/off-line);
- c. Getting report from the mentors, students and school staff (on-line/off-line);
- d. Certify the interns with a description of their performance in various domain



#### 7. **Existing Unfilled Vacancies**

There are unfilled vacancies for the post of teachers in the Department of School Education hampering the quality education but in the meantime, filling of these vacancies may take some longer time for various reasons. The student-teachers could be interned in those government schools. This requires a systematic approach and that would be possible using online technology. Their internship would start from January (after the third semester is completed) till June. From the following month, the desiring and deserving candidates could be appointed on ad-hoc basis with a consolidated pay for a period of one year or more as the authorities feel right. Similarly, against in-service teachers opting for study-leave, the student-teachers who complete

their training could be appointed on ad-hoc basis for a period of two years with a minimum consolidated pay. There are so many private school teachers yet to be trained and in the same way, during their teacher education the TEIs placement cell could help them in finding deserving candidates to work on ad-hoc period.

## **CONCLUSION**

A small state like Nagaland could solve the problems related to education provided there is co-ordination and sincerity among various agencies. Any educational programme could be altered according to the utility it provides to the people of the state. Education is a state subject and that could be modified as per the need and circumstances of the people of the state. For providing quality education, we need not only the certified or licensed teachers but also qualified and quality teachers. In the making of quality teachers, a co-ordinated and systematic effort is needed. Therefore, there is an immediate need for re-alignment of B. Ed curriculum and for transacting that re-aligned curriculum, the state requires co-ordination among various agencies. Nagaland can have a model teacher education programme customized as per the needs and context of the people but within the parameters set by the National Council of Teacher Education and that would be the pillars of our future education.

## **REFORMS IN SCHOOL EDUCATION BY NATIONAL EDUCATIONAL POLICY (NEP), 2020: CHALLENGES AND OPPORTUNITIES IN THE TEACHER'S PERSPECTIVE**

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### **ABSTRACT**

The National Educational Policy (NEP), 2020 is based on the objective of producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. However, the goal of the education system is to develop human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical and moral values. The roots of education need to be strengthened and hence the NEP 2020 has given more reforms in school education in addition to early childhood education. In the present paper, a brief review has been presented concerning school education and their opportunities and challenges.

**KEYWORDS:** School education, National Educational Policy (NEP), early childhood education

### **INTRODUCTION**

The new National Education Policy, 2020 is in line with Sustainable Development Goal4 (SDG4), viz. goals of universal quality education, and lifelong learning. In India, the government flagship educational scheme, Sarva Shiksha Abhiyan, is aimed at universal access and retention, bridging of gender and social category gaps in elementary education, and improving the quality of learning for all Indians. This scheme made a significant improvement in enrolment in primary education for both boys and girls. The net enrolment ratio in primary education is now around 100 %, however, net enrolment for higher education is only at 25.4%. There is a huge gap between school education and higher education in India in terms of various fundamental factors of enrolment.

To address the many growing developmental imperatives of our country, the National Education Policy, 2020 is proposed and is the first education policy of the 21st century. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including Sustainable Development Goal -4 (SDG4), while building upon India's traditions and value systems.

According to NEP 2020, A good educational institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions, and all stages of education.

### **Sustainable Development Goals (SDGs)**

In September 2015, as part of the 70th session of the UN General Assembly and have adopted the Sustainable Development Goals (SDGs). These objectives form a program of sustainable, universal, and ambitious development, a program of the people, by the people and for the people, conceived with the active participation of UNESCO.

SDG 4 is composed of 7 outcome targets and 3 means of implementation

**(a) Universal primary and secondary education** Complete free and equitable and quality primary and secondary education leading to relevant and effective learning outcomes by 2030. The provision of 12 years of free, publicly-funded, inclusive, equitable, quality primary and secondary education – of which at least nine years are compulsory, leading to relevant learning outcomes – should be ensured for all, without discrimination.

**(b) Early childhood development and universal pre-primary education**

It gives access to quality early childhood development, care, and pre-primary education so that they are ready for primary education by 2030. The provision of at least one year of free and compulsory quality

pre-primary education is encouraged, to be delivered by well-trained educators, as well as that of early childhood development and care.

**(c) Equal success to technical/ vocational and higher education**

Ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university by 2030. It is imperative to reduce barriers to skills development and technical and vocational education and training (TVET), starting from the secondary level, as well as to tertiary education, including university, and to provide lifelong learning opportunities for youth and adults. The provision of tertiary education should be made progressively free, in line with existing international agreements.

**(d) Relevant skills for decent work**

Substantially increase the number of youth and adults who have relevant skills including technical and vocational skills, for employment, decent jobs, and entrepreneurship by 2030.

**(e) Gender equality and inclusion**

Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people, and children in vulnerable situations.

**(f) Universal Youth Literacy**

By 2030, ensure that all youth and a substantial proportion of adults, both men, and women, achieve literacy and numeracy

**(g) Education for sustainable development and global citizenship**

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture contribution to sustainable development.

The knowledge, skills, values, and attitudes required by citizens to lead productive lives, make informed decisions and assume active roles locally and globally in facing and resolving global challenges can be acquired through education for sustainable development and global citizenship education,

which includes peace and human rights education, as well as intercultural education and education for international understanding.



Fig.1 Sustainable Development Goals

### School Education

This policy envisages that the existing 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 as shown in the representative Fig.1.

Currently, Class 1 begins at age 6; children in the age group of 3-6years are not covered in the 10+2 structure. However, in the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being. School education includes the following subchapters

- Early Childhood Care and Education: The Foundation of Learning
- Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning
- Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels
- Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable and Engaging
- Teachers
- Equitable and Inclusive Education: Learning for All

- Efficient Resourcing and Effective Governance through School Complexes/Clusters
- Standard-setting and Accreditation for School Education

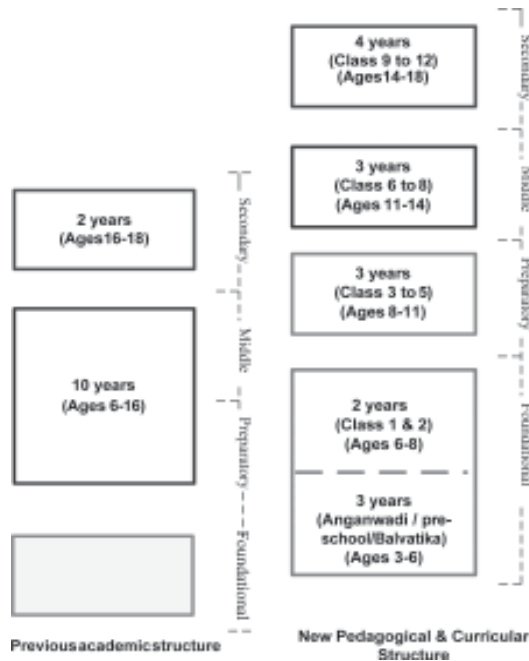


Fig.1 Comparison of new pedagogical and curricular structures with the existing academic structure

### Early Childhood Care and Education: The Foundation of Learning

To ensure healthy brain development and growth, appropriate care and stimulation of the brain are required. Some studies found that over 85% of brain development took place below 6 years and therefore early childhood care and education is crucial for the development of a Nation.

#### (a) Opportunities

- 1) It ensures that all students entering Grade 1 are school-ready by at least 2030
- 2) Scope for play-based, activity-based, and inquiry-based learning
- 3) Facilitate alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play.



- 4) Engage children in puzzles and logical thinking, problem-solving, drawing, painting, and other visual art, craft, drama and puppetry, music, and movement.
- 5) Possibilities for developing social capacities, sensitivity, good behavior, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation.
- 6) opportunity to attain optimal outcomes in the domains of physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy

**(b) Challenges**

- 1) Anganwadi Centres need to be strengthened with high-quality infrastructure, play equipment, and well-trained Anganwadi workers/teachers for universal access.
- 2) Need to prepare an initial cadre of high-quality ECCE teachers in Anganwadis.
- 3) Current Anganwadi workers/teachers need to be trained through a systematic effort in accordance with the curricular/pedagogical framework developed by NCERT.
- 4) State Governments need to prepare cadres of professionally qualified educators for early childhood care and education.

**Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning**

Recent surveys indicate that we are currently in a learning crisis: a large proportion of students currently in elementary school have not able to read and comprehend basic text and the ability to carry out basic addition and subtraction with Indian numerals.

The ability to read and write, and perform basic operations with numbers, is a must for lifelong learning and all future schooling. Hence Foundational Literacy and Numeracy is an urgent & necessary prerequisite to learning.

**(a) Opportunities**

- 1) To achieve universal foundational literacy and numeracy in primary school by 2025.
- 2) A National Mission on Foundational Literacy and Numeracy will be set up by the Ministry of Human Resource Development (MHRD) on priority.

**(b) Challenges**

- 1) 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.
- 2) Teacher vacancies need to be filled at the earliest, in a time-bound manner - especially in disadvantaged areas and areas with large pupil-to-teacher ratios or high rates of illiteracy.
- 3) Enjoyable and inspirational books for students at all levels need to be developed.
- 4) School libraries need to be set up - particularly in villages - to serve the community during non-school hours.
- 5) A National Book Promotion Policy needs to be formulated to ensure the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres.

**Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels**

Through initiatives such as the Sarva Shiksha Abhiyan (now the Samagra Shiksha) and the Right to Education Act, India has made remarkable strides in recent years in attaining near-universal enrolment in elementary education. However, the data for later grades indicates some serious issues in retaining children in the schooling system. The GER for Grades 6-8 was 90.9%, while for Grades 9-10 and 11-12 it was only 79.3% and 56.5%, respectively - indicating that a significant proportion of enrolled students drop out after Grade 5 and especially after Grade 8.

According to NEP2020, two initiatives will bring children who have dropped out back to school and prevent further children from dropping out. The first is to provide effective and sufficient infrastructure and providing regularly trained teachers at each stage.

**Opportunities**

- 1) Chance of upgrading the infrastructure in government-supported schools.
- 2) The credibility of Government schools shall be re-established
- 3) building additional quality schools in areas where they do not exist,
- 4) Provision of safe and practical conveyances and/or hostels, especially for the girl children.

## Challenges

- 1) Counselors or well- trained social workers connected to schools/ school complexes and teachers need to continuously work with students and their parents.
- 2) Need to facilitate multiple pathways to learning involving both formal and non-formal education modes.
- 3) Efforts need to be made to involve community and alumni in volunteer efforts for enhancing learning.

## Curriculum and Pedagogy in Schools

In NEP 2020, the curricular and pedagogical structure of school education is reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. Described stages are purely curricular and pedagogical, designed to optimize learning for students based on the cognitive development of children.

## Opportunities

- 1) Holistic development of learners
- 2) Reduce curriculum content to enhance essential learning and critical thinking
- 3) Experiential learning
- 4) Empower students through flexibility in course choices
- 5) Children exposed to multilingualism and the power of language
- 6) Curricular Integration of Essential Subjects, Skills, and Capacities

Table.1 pedagogical structure 5+3+3+4 details

3 years	Anganwadi/pre-school
2 years	Grades 1-2, primary school
3 years	Grades 3-5, Preparatory Stage
3 years	Grades 6-8, Middle Stage
2 years	Grades 9-10 Secondary Stage Phase-1
2 years	Grades 11-12, Secondary Stage Phase-2

## **Challenges**

- 1) The formulation of a new and comprehensive National Curricular Framework for School Education
- 2) Transforming Assessment for Student Development
- 3) Promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity.
- 4) Need to set up a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), as a standard-setting body under MHRD that fulfills the basic objectives of setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India.
- 5) Develop guidelines for the education of gifted children

## **Teachers**

The motivation and empowerment of teachers are required to ensure the best possible future for our children and our nation.

## **Opportunities**

- 1) Recruitment and Deployment of Teachers
- 2) The culture of schools will be to maximize the ability of teachers to do their jobs effectively
- 3) Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions.
- 4) Opportunity for Career Management and Progression (CMP) to the Teachers.

## **Challenges**

- 1) A common guiding set of National Professional Standards for Teachers (NPST) need to be developed by 2022.
- 2) There is an urgent need for additional special educators for certain areas of school education
- 3) Teachers need to provide training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities

## **Equitable and Inclusive Education**

The education system must aim to benefit our children so that no child loses any opportunity to learn and excel because of circumstances of birth or

background. This Policy reaffirms that bridging the social category gaps in access, participation, and learning outcomes in school education.

- 1) Free boarding facilities will be built - matching the standard of Jawahar Navodaya Vidyalayas - in school locations where students may have to come from far, and particularly for students from socio-economically disadvantaged backgrounds.
- 2) Additional Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas will be built around the country, especially in Special Education Zones.
- 3) Pre-school sections covering at least one year of early childhood care and education will be added to Kendriya Vidyalayas and other primary schools around the nation, particularly in disadvantaged areas.
- 4) Kasturba Gandhi Balika Vidyalayas will be strengthened and expanded to increase the participation in quality schools (up to Grade 12) of girls from socio-economically disadvantaged backgrounds.
- 5) Schools/school complexes will be provided resources for the integration of children with disabilities, recruitment of special educators with cross-disability training.
- 6) Resource centers in conjunction with special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities.

### **Challenges**

- 1) Alternative forms of schools need to be encouraged to preserve their traditions or alternative pedagogical styles.
- 2) Libraries and laboratories will be strengthened and adequate reading materials.

### **Efficient Resourcing and Effective Governance through School**

- 1) While the establishment of primary schools in every habitation across the country-driven by the Sarva Shiksha Abhiyan (SSA).
- 2) The governance of schools will also improve and become far more efficient with school complexes/clusters.
- 3) The culture of working to a plan, both short-term and long-term ones, will be developed through such complexes/clusters.

### **Standard-setting and Accreditation for School Education**

The standard-setting/regulatory framework and the facilitating systems for school regulation, accreditation, and governance shall be reviewed

to enable improvements based on the learnings and experiences gained in the last decade.

Public and private schools (except the schools that are managed/aided/controlled by the Central government) will be assessed and accredited on the same criteria, benchmarks, and processes, emphasizing online and offline public disclosure and transparency.

## **CONCLUSION**

In the present paper, reforms in school education by National Educational Policy (NEP), 2020 are presented and especially their challenges and opportunities in the teacher's perspective to the best the knowledge of the authors. It is suggested to read the NEP 2020 policy document for more details and clarity.

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