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NATIONAL EDUCATION POLICY 2020

REFLECTIONS FROM STAKEHOLDERS

National Education Policy 2020: Reflections from Stakeholders
Editors: Kalpana K. Mahajan, Manoj K. Saxena, Qazi Mazhar Ali
and Ravi K. Mahajan



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The New Education Policy - 2020: Bridging The Divide Between Ancient And Modern

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The New Education Policy 2020, which will certainly be a landmark in the history of education in India, has been approved by the government after wide -ranging consultations. The policy is comprehensive, holistic, far- sighted and will certainly play a great role in the nation's future growth of the nation. The National Education Policy, 2020 is meant to provide an overarching vision and comprehensive framework for both school and higher education across the country. It is only a policy, not law; implementation of its proposals depends on further regulations by both States and the Centre as education is a concurrent subject. NEP 2020's 5+3+3+4 school system forms a strong base India faces big problems when it comes to shifting students from **anganwadis and playschools** to formal schooling. A strong base in the foundational level is crucial for children to be able to keep learning as they grow older. The new initiative recognizes the importance of development as it includes the ages of 3 to 6 in formal education. Those are the very crucial ages for children to develop "The new initiative recognizes the importance of development as it includes the ages of 3 to 6 in formal education. Those are the very crucial ages for children to develop in without the necessary language and numerical skills, students will lack the basic needs to be able to teach themselves. Self-learning can get largely affected if the base of learning is shaky." Pedagogues and practitioners alike have agreed on the importance of Early Childhood Care and Education (ECCE) in shaping a child's future. So, including pre-primary within the ambit of NEP is probably the biggest win of the NEP," says Kusum Mohapatra, President, Sampark Foundation. Looking at age three to eight as a single unit or continuum with a clear focus on building a strong foundational literacy and numeracy skill at the end of that will simplify and mainstream children's education and development. Since the new schooling system brings in multidisciplinary education and selecting subjects in the middle stage itself, it calls for better career counselling facilities to help kids make the correct choices. The choice of preferred subjects as early as in middle school may probably push the onus of making a career

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Challenges in Implementation of Two Year New Curriculum : Bachelor of Education

-Dr. Tamanna Kaushal

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Abstract

Education reforms invariably accord highest priority to improve teacher effectiveness. It requires consistent up gradation of teacher education programmes. Over the last two decades in India, the issue of curriculum renewal and extended duration of secondary stage teacher education has received serious attention. Indian education can no longer afford to remain a sleeping titan. 'Update or perish' is the need of the time. It was against this backdrop that the NCTE undertook a major exercise of developing a new National Curriculum Framework for Teacher Education in 1998 and for the first time made the recommendation for beginning a two year B.Ed. programme to prepare quality teachers and also recommended updated curricula for teacher education for various levels of school education from the primary stage to the senior secondary stage- for academic and vocational streams. Changes in norms and curriculum were made to make qualitative improvements in teacher education in India and providing it true status of a professional course. After implementation of new regulations, the second allotment of

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two year B.Ed. course is going on across the nation. It is observed that there is confusion over many aspects of new B.Ed. curriculum among administrator's teacher educators, students and other stakeholders. Teachers and students are in problematic situation by the complexities of the rapid changes in educational programs and planning. So an attempt is made to highlight some of the dilemmas, fear, problems which are overcoming some positive points of Two Year course of B.Ed.

Key Words: B.Ed., New Regulation-2014, NCTE Curriculum

Introduction

Teacher education and school education have a symbiotic relationship. Developments in both these sectors mutually reinforce the concerns necessary for the qualitative improvement of the entire spectrum of education. Education reforms invariably accord highest priority to improve teacher effectiveness. It requires consistent up gradation of teacher education programmes. Over the last two decades in India, the issue of curriculum renewal and extended duration of secondary stage teacher education has received serious attention. A perusal of the reports of various commissions and committees indicate the preference for longer duration of B.Ed. programme. It was also endorsed by the Hon'ble Supreme Court of India in its judgment on 15 June 1993. "The Training Institutes of India in its judgment on 15 June 1993. "The Training Institutes are meant to teach children of impressionable age and we cannot let loose on the innocent and unwary children the teachers who have not received proper and adequate training. True, they will be required to pass the examination but that may not be enough. Training for a certain minimum period in a proper organised training institute is essential before a teacher may be duly launched." It was against this backdrop that the NCTE undertook a major exercise of developing a new National Curriculum Framework for Teacher Education which is both contextual and

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decision on the family or the teacher, many of them not equipped to do so. This is an area where specialised counselling and support for children will become quite important. Skill-based learning in school emphasis on critical thinking, creativity, and stronger conceptual understanding will encourage students to become self-motivated learners. This is much needed for students to acquire skills that will prepare them for the unseen jobs of tomorrow. The NEP is based on the principle that education must develop not only cognitive skills - both 'foundational skills' of literacy and numeracy and 'higher-order' cognitive skills such as critical thinking and problem solving but also social and emotional skills - also referred to as 'soft skills' - including cultural awareness and empathy, perseverance and grit, teamwork, leadership, communication, among others.

This is the first policy that seeks to unshackle students from the tyranny of administrative constraints with multiple-choice, multidisciplinary learning, and multiple chances. The policy places a welcome emphasis on a holistic, learner centred, flexible system that seeks to transform India into a vibrant knowledge society. It rightfully balances the rootedness and pride in India as well as acceptance of the best ideas and practices in the world of learning from across the globe.

New Education Policy 2020 also draws attention to the relationship between two different traditions—one ancient and the other modern. First the ancient, an examination of the lists of languages mentioned in the NEP reveals the special place accorded to Sanskrit. To cite one instance: "Due to its vast and significant contributions and literature across genres and subjects, its cultural significance, and its scientific nature... Sanskrit will be mainstreamed with strong offerings in school—including as one of the language options in the three-language formula—as well as in higher education.... Sanskrit teachers in large numbers will be professionalized across the country in mission mode through the offering of a 4-year integrated multidisciplinary B.Ed. dual degrees in education and Sanskrit." [NEP 22.15] There is also a recurrent claim about the 64 arts mentioned in Sanskrit literary traditions as somehow providing the roots of a liberal education [for example, NEP 11.1]: "... among these 64 'arts' not only subjects, such as singing and painting, but also 'scientific' fields, such as chemistry and mathematics, 'vocational' fields such as carpentry and clothes-making, 'professional' fields, such as medicine and engineering, as well as 'soft skills' such as communication, discussion, and debate." The very idea that all branches of creative human endeavour, including mathematics, science, vocational subjects, professional subjects, and soft skills, should be considered "arts" has distinctly Indian origins. This notion of "knowledge of many arts" or what in modern times is often called the "liberal arts" (that is, a liberal notion of the arts) must be brought back to Indian education, as it is exactly the kind of education that will be required for the 21st century.

अध्यापक शिक्षा के संवर्धन में कौशल विकास : प्रासंगिकता एवं चुनौतियाँ

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21st Century Competencies and Skills for Prospective Teachers

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*'If our teacher is not a few steps ahead
of time, the society will not be ahead,'*

Shri Narendra Modi, Hon. Prime Minister of India

Introduction

Since the emergence of a global movement that calls for a new model of learning for the twenty first century. it has been argued that formal education must be transformed to enable new forms of learning that are needed to tackle complex global challenges. To develop the higher-order skills they now need, individuals must engage in meaningful enquiry-based learning that has genuine value and relevance for them personally and their communities. Real-world experiences merged with sustained engagement and collaboration offer opportunities for learners to construct and organize knowledge; engage in detailed research, enquiry, writing and analysis; and communicate effectively to audiences (Barron and Darling-Hammond, 2008)

Prospective teachers learn in a variety of ways, so the challenge for teacher's educator is to discover which approaches help them learn *most effectively*. Until a teacher's educator becomes familiar with a learner's individual strengths and needs, it is difficult to know which learning methods and pedagogy will

have a positive impact on that individual. Never the less, research suggests that some forms of pedagogy are consistently more successful than others in helping students acquire a deeper understanding of twenty first century skills. Pedagogies that support deeper learning include personalized learning strategies, collaborative learning and informal learning (Gijsbers and van schoonhoven, 2012; Leadbeater, 2008; Learnovation, 2009)

Leadbeater (2008) argues that the successful reinvention of educational systems world wide depends on transforming pedagogy and redesigning learning tasks. Promoting learner autonomy and creativity is part of the solution. Technologies can be used to support efforts to transform pedagogy, but it is essential to recognize that twenty-first century learning experiences must incorporate more than just technology. Leadbeater also emphasizes that learning strategies inter-generational partnerships and community relationships. Learning may take place outside of school in libraries, museums, community centers, local businesses or near by farms, among others. Broad thinking around twenty-first century teacher education acknowledges the need for new 'forms and functions' of learning to be added to worldwide education goals to boost the quality of learning. However, despite the prevalence of arguments for transforming pedagogy to better support the acquisition of twenty-first century skills, the question of how best to purposefully and explicitly teach these skills is largely overlooked.

Solutions being developed locally by teachers and practitioners, not by specialists far from the classroom

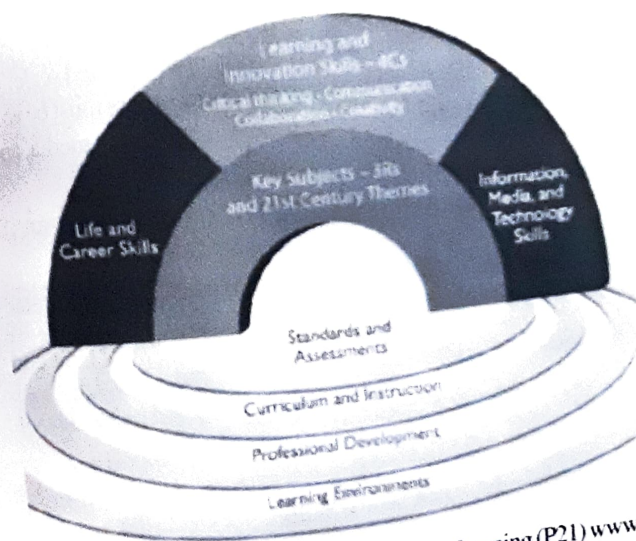
Twenty-first century instruction is bases on three pedagogical principles- personalization, participation and productivity (Mc Loughlin and Lee, 2008a). This framework allows learning through authentic real-world contexts, carrying out projects from beginning to end, and solving problems as they arise, all of which constitute powerful learning strategies. Forming working

21st Century Competencies and Skills...

relationships with teachers and partners in the community, and working collaboratively with peers will also contribute to productive learning experiences for learners worldwide (Bolstad, 2011). Above all, studies have found that learners are more successful at acquiring new competencies when they build strong Meta cognitive abilities, reflect objectively on new concepts learned, and integrate that information with their existing knowledge and skills. The process of adapting new knowledge for their own use and incorporating it into their existing conceptual frameworks will support further learning. Once new learning is integrated into existing 'ways of knowing', this in turn nurtures creativity and originality and establishes new cognitive habits. Critical thinking skills are also enhanced (Lai, 2011)

P21 Framework for 21st Century Learning

21st Century Student Outcomes and Support Systems



(C) 2009 Partnership for 21st Century learning (P21) www.P21.org/Framework.