



Foundation of New Education Policy 2020

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Abstract: The National Education Policy 2020 has therefore been transformed into the framework of this reform, which could help to build a new education system in the country, in addition to strengthening those economic and social indicators. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India.

Keywords: National Education Policy, Teacher training, Indian Education.

Introduction

Changes in external and unwavering rule of the universe. Here it varies from moment to moment. No society is untouched by the process of change. So now same scenario will apply for the education policies. If we want to change something in our society then we should change our education system first. The illustration of education in any country shows that the place of education is the priority of the government there and how much it justifies with it. So keeping in view Indian government had been change in our education policies. Central government build new education policies on knowledge based to ensure global access to Indian education system. Under the new education policy of 2020, the educational system has been fixed by 2030. The curriculum will be divided on the basis of the educational system of 5+3+3+4 in place of the currently 10+2 model. We have tried to cover different dimensions of the broader educational landscape of our country. This policy is all based on the guiding objectives like access, capacity, quality, affordability, and accountability. From pre-primary to higher education, we have taken this field

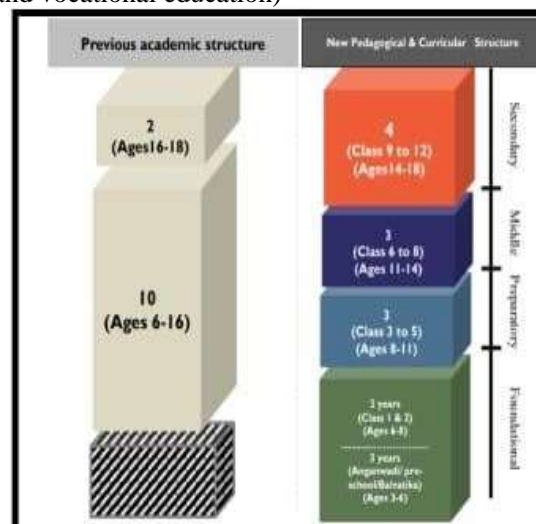
New Education Policy 2020 Phase

The phases of the new education policy are divided into four phases. The old education policy was organized on a 10 + 2 formula, but the new education policy is based on the 5 + 3 + 3 + 4 formula.

Highlights:

1. Extends the Right to Education eligibility window from 6-14 years to 3-18 years. With a goal of having 100 percent of children 'school-ready' by 2030, the policy pushes for universalization of ECCE.

2. Lack of clarity around whether every anganwadi or pre-primary learning centre will be equipped with a high-quality teacher and a worker (*sevika*).
3. Teacher vacancies to be filled in a time-bound manner, with a priority to disadvantaged areas and sections of the society.
4. No definition of what a basic text is, against which literacy will be measured.
5. The suggested 5+3+3+4 class system focuses on defining learning levels at each critical juncture, taking a multi-disciplinary approach, and reducing content by targeting core learning competencies.
6. New age subjects such as coding and computational thinking (among others) introduced at a middle school level.
7. Students can now choose subject courses in secondary school (primarily in arts, physical, and vocational education)



8. It will bring the uncovered age group of 3-6 years under school curriculum, which has been recognized globally as the crucial stage for development of mental faculties of a child.
9. It will also have 12 years of schooling with three years of Anganwadi/ preschooling.
10. Class 10 and 12 board examinations to be made easier, to test core competencies rather than memorised facts, with all students allowed to take the exam twice.
11. School governance is set to change, with a new accreditation framework and an independent authority to regulate both public and private schools.
12. Emphasis on Foundational Literacy and Numeracy, no rigid separation between academic streams, extracurricular, vocational streams in schools.
13. Vocational Education to start from Class 6 with Internships.

Teaching up to at least Grade 5 to be in mother tongue/regional language. No language will be imposed on any student.

Assessment reforms with 360 degree Holistic Progress Card, tracking Student Progress for achieving Learning Outcomes.

Teachers could become confused about prescribed classroom practices, due to the lengthy list of approaches that have been listed. This could also lead to a lack of focus as well as limited success in any single approach.

Focus on measurable learning outcomes at all levels of the newly proposed schooling system, with testing at 3rd, 5th, and 8th grade levels.

Promoting formative assessments (those that are conducted on an ongoing basis covering smaller portions of the syllabus), peer assessment, and holistic progress reports, to measure the ongoing academic progress of the children.

Conclusion

The new National Education Policy, 2020, which has been approved by the central government to change the Indian education system to meet the needs of 21st century India. The aim of this new education policy, which came after 34 years, is to provide higher education to all students, which aims to universalize pre-primary education.

Web Links:

1. https://www.drishtiias.com/daily-updates/daily-news-analysis/national-education-policy-2020/print_manually
2. https://idronline.org/nep-2020-hits-and-misses/?gclid=CjwKCAiA3pugBhAwEiwAWFzwdZ3i5CGI38CAGWeoqQyElhpWU3kc2vKYFaSSqReldq74wvvh0vMjxoCTJoQAvD_BwE