

New education policy and its impact on school students

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ABSTRACT

Ministry of Human Resource Development of Government of India has forecasted and approved by the union cabinet of India on 29 July 2020, outlines the vision of India's new education system. Before independence, the education prevailing in India was under the entire control of the British Empire." The education policies just like the one drawn by "Macaulay" as would be obvious, were not for providing any quality education to the Indians, but to churn out the "Babus," clerks and bureaucrats, to serve the masters its simple. After the independence, the society went through series of changes policies were framed and certain reforms were made, but the impact wasn't achieved still. In 2015, the GOI adapted, "2030 Agenda for Sustainable Development (SD)" and since then it has been initiated. The ultimate culmination of a protracted drawn and all-inclusive process is NEP2020. NEP2020 has been a really elaborate planning document. . The main focus of this paper is on school education and its impact on school students. Importance has been given to bridging social gaps in access, participation and learning outcomes at school education and major goal is that the development programme of students Overall, it's a very positive step on the part of the government. Only the time will judge, how much net effective output is really garnered.

Keywords: Education, Policy, School, Student, Government

Objectives of the study

The primary objective of this research is to study the impact of New Education Policy 2020 on

school going students and how the teacher education will also achieved

Research methodology

This research is a descriptive study. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications.

I. INTRODUCTION

A New education policy principally comes each few decades. India has had three thus far. The first one came in 1968 and therefore the second in 1986, under the headship of Indira Gandhi and Rajiv Gandhi respectively the NEP of 1986 was revised in 1992 when P V Narasimha Rao was Prime Minister. The third New Education policy released under the Prime Minister ship of Narendra Modi. In school education the policy focuses on rebuilding the curriculum, "easier" Board exams, a reduced course of study to retain "core essentials" and impel on "experiential learning and major rational thinking and analysis".

In a important shift from the 1986 policy, that pushed for a 10+2 structure of school education the new NEP pitches for a "5+3+3+4" style towards to the age groups 3-8 years (foundational stage), 8-11 (preparatory), 11-14 (middle), and 14-18 (secondary). This brings early childhood education (also referred to as pre-school education for kids of ages 3 to 5) beneath the reach of formal schooling. The mid-day meal programme will be extended to pre-school children. The NEP says students till Class 5 ought to be educated in their regional language or mother tongue



The NEP lays emphasis on teacher education. How will this be achieved?

Minister of Education: The New Education policy strongly recommended and emphasized on the criticality of teacher education, hailing the inheritance of Acharya Devo Bhava. Teacher education is important in creating a pool of school teachers that will shape the coming generation. The teachers will going to be facilitated with the qualities of reforming, transforming and performing at the same time. Alongside with the 21st century needs, teacher preparation is an activity that will require not only multidisciplinary outlook and knowledge, the formation of temperament and values, and development of practice under the best mentors. Thereby, revamp of teacher education is required, in devotion to this the 4-year integrated stage-specific, subject-specific Bachelor of Education will going to be offered at multidisciplinary institutions would be the way forward.

A new and ample National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in discussion with NCERT. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of acquaintance content and pedagogy and includes strong training in the form of student-teaching at local schools. Strict action will be taken against substandard stand-alone Teacher Education Institutions (TEIs). These measures will help us in developing best teachers and appear as global leaders.

Transparent teacher recruitment process:

With the aim to make the teacher recruitment process in schools more transparent

and strong, the government will launch New Professional Standards for Teachers (NPST). Apart from this, the promotion of teachers will be totally based on merit. This will make easier for TET and CTET qualified candidates to get recruited in government schools.

Mandatory training courses:

Teachers who have already been hired will be expected to participate in at least 50 hours of continuous professional development (CPD) every year.

There are many vacant teacher seats across the country. How will this be taken care of?

Minister of Education: The National Education Policy 2020 puts teachers at the centre of the essential reforms in the education system. It will help to reinstate teachers at all levels as the most valued and important members of our society because they truly shape our next generation. The new education policy proposes actions to recruit the very finest and brightest teachers to enter the teaching profession at all levels by ensuring livelihood, respect, dignity, and sovereignty even as also instilling in the system basic methods of quality control and accountability in teaching.

Teacher vacancies will be filled at earliest as possible in a time-bound manner – particularly in deprived areas and areas with large pupil-to-teacher ratios or high rates of illiteracy. We are motivated towards making the process visible and responsible. Special attention will be given to employing local teachers or those with expertise with local languages. Teachers will be trained, motivated, and supported – with uninterrupted professional development – to impart introductory literacy and numeracy.

Further, a technology-based ample teacher-requirement planning forecasting exercise will going to be conducted by each State to assess projected subject-wise teacher vacancies over the next two decades. The above described initiatives in recruitment and deployment will be scaled as needed over time to fill all vacancies with qualified teachers including local teachers with suitable incentives for career management and progression. Teacher education programs and offerings will also align with the vacancies thus estimated.

The General impact on students of New Education Policy 2020

The NEP 2020 is focused on creating a holistic, application-based education system with a special emphasis on skill development and critical thinking minds which will make the students future-ready.

I. Ensure that every child has access to the formal schooling system

- **Every child in school by 2030:** once implemented, the NEP states that every child from ages 3 to 18 will have access to education, through either public or private schooling options. Over 3.22 crore out-of-school children will be brought into the formal education system by providing options for entry and exit into the schooling system

- **Fewer students from socio-economically disadvantaged groups will drop out:** a disproportionate number of students from disadvantaged backgrounds drop out without completing schools. The increased number of options for students from Socially and Economically Disadvantaged Groups (SEDGs) including set up of Special Education Zones, Gender Inclusion Fund, increased access to Open and Distance Learning (ODL) options will ensure reduction in dropouts

II. More holistic, aptitude driven learning

- **Changing the way students learn:** NEP's biggest impact will be on how students will learn. The policy places a focus on ensuring students 'learn to learn' and advocates moving away from the rote-learning based system currently in place to a more activity-based, empirical learning methodology, with an increased accent on choice for students in the secondary grades. This will allow the education system to shift to a more tailored, student based centric model and adopt new core curriculum and technological solutions that will boost this process

- **Developing skills for future jobs:** NEP has recommended a change in curriculum and pedagogy to ensure students are developing higher

order cognitive skills, 21st century skills, mathematical and computational thinking, and critical thinking skills amongst others. The development of these skills will result in a future ready workforce, with an increased ability to meet the changing needs required for future jobs Assessments inform teaching-learning in schools: one of the most critical aspects of the NEP is to move away from annual examinations to a system of formative assessments to support the teaching-learning process

- **Students demonstrate know-how in several ways:** a low-stakes board exam in Grade 10 and multiple assessments through the year, paying attention on demonstrating learning will reduce the Fear of examinations and allow students to demonstrate what they have learnt.

- **Collaborative, resource-efficient school complexes:** rationalizing of schools into clusters or complexes will increase the overall service of school infrastructure, will improve collaboration between schools and will transfer autonomy for schools

- **Public and private schools held to the standard:** NEP introduces multiple ways through which uniformity will be induced across schools. A common standard for public and private schools will be critical to ensure that both types of schools are providing the best education For students

Let's take a look at some of the innovative policies introduced for the primary and secondary level education.

- National Curricular and Pedagogical Framework to be developed by National Council of Educational Research and Training (NCERT): A national Curricular and Pedagogical Framework for Early Childhood Care and Education for children up to the age of 8 will be developed by NCERT.

- Coding to be introduced from class 6: Mathematical thinking and scientific temper will be a part of school curriculum. Students will be allowed to take up coding from class 6.

- No hard separation of streams for students: There will be no hard separation of learning areas like science and humanities in terms of curricular. There will not be any separation between co-curricular and extra-curricular areas and all subjects, including arts, music, crafts, sports, yoga, etc. will be a part of the overall curriculum.

II. CONCLUSION

In the new education policy of 2020, some of the important and long awaited features have been added. In our education system, the Indian Sign Language is to be regulated. It is one of the remarkable movers that teaches students in the formative years of their life to embrace fellow classmates who are visually and auditory impaired and that they are not estranged or left out in any circumstance. Along with this, the vocational activities comprise coding, poetry, and other extra-curricular courses. The New Education Policy (NEP) spells a long-term concept with far-reaching influence and will change future challenges into chances by improving a quality education system. This new education system will strengthen the culture of innovation, institution, and inclusion. The adoption of the New Education Policy is based on the motive at paving the way for transformational reforms in school education systems to make India a global knowledge superpower. These new education norms have several upsides, which would prove to be efficient over the old ongoing education policy.

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