

## **A Mini Review on Primary Education of National Education policy 2020**

**Dr. A. Pavani,**

Assistant Professor, Department of Engineering English, KL university, Andhra Pradesh,  
Mail ID: pavanilinguist@kluniversity.in

### **Abstract**

Indian Constitution made education compulsory to the age group children between 6 and 14 years. In Article number 21 it is clearly mentioned that not even a single child should be left uneducated in this age group. In enhancing the power of right of education, Indira Gandhi, the former prime minister of India brought forth the 1<sup>st</sup> National Educational Policy in the year 1968 followed by the guidelines of Kotari Committee. From then the education policy kept on continuous remarkable and tremendous modifications in education in order to bring a change in societal, political and cultural upgrade. Moving forward with the changes, Rajiv Gandhi, who made National Educational Policy in the year of 1986 by modifying and adding some needy changes as per the situation and demand in education at that time. The same NEP was followed till 2020 where the NEP 2020 is the 3<sup>rd</sup> NEP which has set 2040 as deadline for complete implementation of its policies. Hence, the NEP 2020 (from here after it is named as NEP 3) is a torchbearer of the education development in India which carried forward further betterments in education policy. This policy loaded with innumerable renovations and ideologies such as enhancing the quality of education, credibility and capability of filling the gaps in education in shaping students as real professionals.

### **Conclusions**

Though the lacunas are filled with 2022 NEP still the execution and implementation need to be more vigilant meticulous and watchful to reach out the benefits of the policy to the ground level to the needy.

**Key words:** Holistic approach, NEP 3, Primary Education, Global knowledge, self sufficient, curriculum.

Objectives of the mini review

1. To find NEP 3 execution policies
2. To analyse possibilities of execution of NEP 3
3. To identify developments in NEP 3
4. To discuss possible challenges and remedies of NEP 3
5. To discuss primary education in 5+3+3+4 policy as per NEP 2020.

The 2020 NEP main objectives are

- To increase the Gross Enrolment ratio by 2035
- To increase the GDP from 1.6 to 16%
- To mould students industry ready professionals through skill development teaching methods.
- To make primary education also as Professional Education

The aims of 2020 NEP are

- It aimed to provide education to all as per the Article 21 in Constitution.
- It aims to provide quality education.
- It aims to have answerability and responsibility in providing quality education.
- It aims to retrieve 2 crore drop out students to schools by 2030
- It aims to have teaching classes in mother tongue till 5<sup>th</sup> class based on the learners' choice.
- It aims to introduce vocational courses from 6<sup>th</sup> class.
- It aims to give free hand to learners to choose their interesting subjects to read.

The main aim of NEPs from 1968 till 2020 is to transform India into an equitable and global knowledge superpower country. Though there were notable lacunas in implementing the previous NEPs still there is a remarkable and tremendous change in education system to bring the sustainable development and make Indians as Global citizens. The National curricular and pedagogical framework of early childhood care and education assigned NCERT to design curriculum for 0-3 year old children to bring the initial tremendous changes in primary school in NEP 2020. The idea behind this is to give high quality of education from the primary education itself. There are Early Childhood Education Centres which are from here after called as ESCEs are well equipped with well sufficient infrastructure, play equipment, well trained *Anganwadis* and primary teaching classes which are called '*balvatikas*' are planned.

The continuous professional development programs are also planned in order to improve and updated versions of teaching methods and techniques. The teacher community will also undergo specific professional training, mentoring mechanisms and career mapping necessities through this continuous professional development programs. In addition to this, the NEP 2020 set MHRD, WCD and HFW and tribal affairs together to have a keen observation and vigilance of the execution of the ECCE curriculum from time to time. A special task force also deployed to give continuous guidance of the smooth integrations of early child hood care and education. Hence, the NEP 2020 has a specific vision of improvisations in primary education. According to the NEP 3 the highest priority of the education system will be achieved through universal fundamental literacy and numeracy in primary schools by 2025. (1).

### **Discussion**

The NEP 2020 focused on the structure of education from 10+2 system to 5+3+3+4 in order to instil and inculcate the updated knowledge, skills, values and dispositions for the sustainable development with a holistic approach. The Early Childhood Care and Education ECCE focuses and emphasises on the foundation leaning as 85% of child's cumulative brain development takes place prior to the age of 6 years and brain stimulation also takes actively this period of time. The ECCI syllabi is designed in a multifaceted, multilevel play based, activity based and inquiry based learning which is comprising of languages, numbers alphabet, counting numbers, colours, shapes, indoor and outdoor play activities, to bring the optimal out comes for cognitive development of the learners. However, unless the involvement of learner community, enthusiasm of teaching community, vigilant and meticulous implementation of administrative staff, all these changes are remote possible. As it is a known fact that children love and like to play than to read seriously. The child psychology and their mindset prefer games and to be having fun. Keeping in view of this, instead of changing the child mindset forcibly, which is in fact useless and meaningless, one can make the teaching methods and techniques in a playful manner in order to grab their attention towards studies. So that children feel it comfortable and learn things in a playful manner. Once they taste the knowledge in a playful way, they will learn things on their own further. Keeping in view of this as a focussed point the NEP 2020 focussed on this particular element and designed the primary school curriculum which children learn in an enjoyable

ambience. According to the NEP 2020 policy the primary education is aimed to inculcate and incorporate the holistic approach in a playful and enjoyable manner to students. The curriculum is integrated with knowledge by engaging students in the classes, moreover, the curriculum content is reduced by focussing on inquiry based, and discussion based critical thinking and problem solving based ways. Besides this, the syllabi designed in such a way, where hands on learning, arts integrated sports integrated, storytelling based pedagogy to strengthen the link between education and culture education and sports and so on and so forth. However, there is a scope of deviation in the execution such as teachers may not inculcate such sort of enthusiasm among learners or the learners may not show that much interest or interactive there may be a chance of shortage or scarcity of sufficient infrastructure or equipment. As an example there may be a very small ground where all the primary students may not be accommodate together in ground for activities. Sometimes, if infrastructure is available, there may be a chance of reluctance of teachers or students or administrative factors in implementing the curriculum in order to reach the academic goals like accomplishing the syllabus as per the deadlines of time line like quarterly, half- yearly and annual exams syllabus. So it's on the shoulders of the administrators and academicians none other than the teachers to look after these things minutely and balance the academics with innovative methods and techniques in order to streamline the young buds into well groomed civilians in the society bi implementing the revised curriculum aptly. Another notable change brought by NEP 2020 is introducing multilingualism in primary school stage itself. The purpose behind it is a child can learn quickly by observation during the age of 2 and 8. The research clearly shows that children pick up language extremely quickly between the age of 2 and 8. (2) Hence, the NEP 3 introduced the contemporary subjects such as Artificial Intelligence, Design Thinking and innovativeness. The NEP 2020 has not only focussed on academics exclusively but also emphasized on morals, ethics, the feel of equality empathy, tolerance, and forgiveness. There is a huge lacuna in getting these values in education at present as curriculum has only subjects related to arts and science. Hence, in order to enable the children to embrace the moral values in their day to day lives and to improve their health conditions like yoga and meditation classes are also suggested. Hence, it is clearly shown the reinforcement of traditional education with value added courses are uplifted and brought forth in NEP 2020. Focussing emphasis on traditional Indian values

such as Seva, ahimsa, swacchta, sayam, nishkma karma, *shnathi* sacrifice, tolerance, diversity, pluralism, righteous, conduct, gender sensitivity, respect for elders respect for elders, helpfulness, courtesy, patience, forgiveness, empathy, patriotism, demographic outlook, integrity, responsibility, justice equality and fraternity are given highest importance in NEP 2020. (3)

It's really a great challenge to the academicians and administrators to incorporate and implement these values as the curriculum is filled with academics and there are innumerable points above mentioned are more than the academic subjects. So it's the responsibility of the academicians and teachers to balance and instil these subjects among the learner community in order to make students a real human being by making him or her high intellectual as well. Hence, the NEP incorporated these subjects within the curriculum so that the challenges related to execution may be partially solved. However, minute vigilance by the deputed task forces time to time must be done to verify the execution part.

In any system of education, the improvement or betterment of the student is shown through ranks, marks or grades. This ranks and grades are given through feedback. This feedback derives from the assessments. Therefore, it is clear that the role of assessment is very important in student's career. Unfortunately the assessment process and the feedback system lost its grip on originality and authentication. Off late, it is clearly shown in the scores of students where every student gets full scores in all subject but when the subject is checked it is not up to the level of scores which they score which means there is a mismatch between the grades and knowledge. The assessment parameters are not compatible with the knowledge they gain. Keeping in view of this challenge, the NEP 3 planned for the assessment pattern in order to check the higher order thinking skill of students such as analysis, critical thinking and conceptual clarity, for this, the NTA will offer a high quality common aptitude test to find out the conceptual understanding and the ability to apply knowledge of the learners. (4)

Upon all these, a system called hands on experience where pragmatic analysis is done immediately after the class in order to assess and gaze the learners understanding capacity. However, there are some challenges in the execution of this system as in order to compete with the corporate field there is a chance of manipulation in giving the authentic feedback by the corporate institutions and sometimes may be by teachers due to many reasons. Hence, the NEP

should be very meticulous and vigilant in order to have the proper and genuine execution of assessment.

Generally, no two students think in a same way. As there is a famous saying that no two heads think in a similar manner, likewise, in grabbing and understanding as well as reciprocation of students will be varied from student to student. It all depends on individual intelligent quotient. So there may be a chance of misbalance in a class where the teacher may not justify all the students in a single go. There may be a chance that some may be fast learners, some may be average and some may be poor and slow. The NEP 2020 has identified this challenge and introduce a technique where the higher order thinking skilled students are given chance to utilize their skills. So that all the students will be benefitted and no student of any category will not be ignored. Teachers will aim to encourage students with singular interest and or talents in the class room by giving them supplementary enrichment material and guidance and encouragement. Topic centre and project based clubs and circles will be encouraged and supported at the levels of schools, school complexes, and districts and beyond. (5)With Lord Maculae's education system from the British Government English made compulsory language in all the regions of our country. Though the medium of English was very useful in implementing during the time of colonial period as the British wanted the 3rd and 4th cadre people to know their language, they made it mandatory and paid deaf ear to regional language. Unfortunately, the same language became Global language and there is a need of the hour to be good at English language to all the learner community now in order to have a global exposure. The thought provoking analysis is the language is made compulsory but students are not able to learn subjects with deep sound knowledge due to this foreign language. If the same learning happens in mother tongue there may be a chance of improving their core skills and knowledge where they will be able to think and apply with the help of mother tongue. But unfortunately it is not happening in current education system. Though the students are joining in Englishmedium schools, majority of them are unable to speak and write in English fluently. At the same time they are even unable to speak communicate and proficient in their mother tongue that is in their regional language also. Due to this they are neither good at English language nor perfect in mother tongue. This is because of various reasons such as the language which they use in their day to day lives is different and the subjects they learn in the language

of English. Hence, there is a mismatch in language usage and acquisition. Keeping in view of this lacuna, the NEP 2020 offered National curriculum frame work for school education with local content and flavour. It made the text books in local language in order to increase the constructive learning rather than the rote learning methods by adding local flavour in preparing local material. The NEP 3 allocated the responsibility of material development of NCERT and SCERT. The availability of such textbooks in all regional languages will be top priority so that all students have access to high quality learning. All efforts will be made to ensure timely availability of textbooks in schools (6) with the innovative thoughts students can think, act and apply in their own language and once if they are perfect and confident in learning they go for foreign language acquisition confidently.

The NEP 3 made one more remarkable change related to teachers transfers as there is a lot of problem earlier that the uncertain transfers of teachers where the connectivity with the students with the teacher is has become a major issue, where students miss the connectivity with the teacher due to this reason. Hence, the NEP halted the harmful practice of excessive teacher transfers in order to have the continuity of their role model teachers. However, there will be a challenge if an employee exists continuously in a same place as many problems may arise. So NEP 3 made the transfers occur in special circumstance in a structured manner and made this through online for transparency. Further, in order to increase the quality teaching, the teachers are taken after interviews conducted by NTA. According to Sk.ChandBasha, the aim of the education is not just about getting degrees, but the manifestation of an integrated and multidimensional national fabric in the way of creation of scientific, cultural, egalitarian, inclusive and sustainable society. (7)

In order to increase the service environment and culture the NEP 2020 provided many services to school teachers so that they feel and do service in a pleasant ambience. Once they are satisfied with the needs they definitely feel happy and do serve whole heartedly. So NEP 3 has given more autonomy to teachers in choosing pedagogy and other aspects as well in order to bring social emotional learning. By 2022, a common guiding set of National Professional Standards for Teachers (NPST) is planned by NEP which is developed by the National Council for Teacher education in its restructured new form as professional standard setting body.

As it is known to all that education is the weapon to get social justice and equality. According to the 21 article of constitution, no student loses any opportunity to learn and excel because of circumstance of birth or background. So NEP 2020 aim is to educate all with equitable and inclusive education where learning is for all irrespective of any disparities. Take this as a benchmark, the SEDGs social-economically disadvantaged Groups work for the development of downtrodden groups in providing education to all. Free education, free boarding, are provided with the help of many funded bodies. Navodaya Vidyalayas, Kasturba Gandhi Balika Vidyalayas, Kendriya Vidyalayas and so on so forth are brought forth in primary schools around the nation particularly in disadvantaged areas. Focussing on health with the education health is also given high importance. As an example, The Chief Minister of AP wanted to include all of the nutrients in the mid-day meals that are being offered to all of the government school students. (8) Government of Andhra Pradesh has a tie up with ISKON for midday meals (9).

The NEP 3 has a special focus on learning disability students who are unable due to physical or psychological ailments. Keeping in view of such disabilities. As per the RPWD act 2016, children with benchmark disabilities shall have the choice of regular or special schooling. Performance assessment review and analysis of knowledge for holistic development, which is called PARAKH will formulate guideline and recommend appropriate tools for conduction such assessment, from the foundational stage to higher education in order to ensure equitable access and opportunities for all students with learning disabilities. The NEP 3 makes efficient and effective governance through school clusters. The SSA, Sarva Siksha Abhiyan now subsumed under the Samagra Shiksha Scheme in order to face such challenges.

## Conclusions

Though the lacunas are filled with 2022 NEP (from here after it is named as NEP 3) still the execution and implementation need to be more vigilant meticulous and watchful to reach out the benefits of the policy to the ground level to the needy. The best results would bring a tremendous change in Government schools education where students of government schools compete on par with the private and corporate schools in all aspects from academics to entrepreneurship. This change enables the common man reach foreign countries for higher studies after getting educated in government schools with this 2020 policy and can compete



with the corporate learners also. In order to make this a fact, the implementation of 2020 NEP policy must be reached to every nook and corner of the village schools and teachers.

### **References.**

1. National Education Policy 2018 – Ministry of Human Resource Development of India (pdf file)
7. Sk. ChandBasha, 2017. An overview on the National Education policy (NEP) – 2019.
8. <https://swachhindia.ndtv.com/new-day-new-name-and-new-menu-andhra-pradeshs-mid-day-meals-get-an-upgrade-41217/> Retrieved on 20 April 2012
9. <https://timesofindia.indiatimes.com/city/amaravati/iskcon-to-implement-jagananna-gorumudda-minister-cherukuvada/articleshow/89620544.cms>. Retrieved on 20 April 2013
10. <https://pmmodiyojana.in/jagananna-gorumudda-scheme/> Retrieved on 20 April 2013
11. <https://timesofindia.indiatimes.com/city/amaravati/andhra-pradesh-ropes-in-iskcon-for-mid-day-meal-scheme/articleshow/89629288.cms>. Samdani MN / TNN / Updated: Feb 17, 2015, 07:13 IST Retrieved on 20 April 2015
12. <https://www.youtube.com/watch?v=sYiutq2OmRI> Retrieved on 20 April 2017.
13. [https://en.wikipedia.org/wiki/National\\_Education\\_Policy\\_2020](https://en.wikipedia.org/wiki/National_Education_Policy_2020) Retrieved on 20 April 2018.

-----