

NEP 2020: A Paradigm Shift in Teaching Learning Skill

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ABSTRACT

Education is fundamental for achieving full human potential developing and equitable and just society and promoting national development. The world is undergoing rapid changes in the landscape and global ecosystem, it is becoming increasingly critical that student not obey the learn, but more important how to learn. In this way especially in the field of education to enhance the teaching and learning more effective the paradigm shift, adaptation and flexibility is always very important. The new education policy 2020 will play very huge rule in area of paradigm shift of teaching and learning skill.

Keyword: Paradigm, Knowledge and landscape adaptation.

“Knowledge is not power knowing a concept is only potential value. The execution of knowledge is where the power lies”.

- Tonny Robbins

I INTRODUCTION

Indian education system is a product of colonial legacy that led to determination of basic fundamental of education by creating space for rote learning which are creating nation of only obedient. Followers not leaders. Rote learning was the need of 19th century education system when aim of the school system was to create an army clerk. Factory workers and soldiers who are bunch of obedient followers who could serve the workforce of the newly industrialized nation needed at the time. This is reason behind the school uniform assembly strict discipline and Rigid routine.

“In the field of education to enhance teaching and learning effective paradigm shift, adaptation, and flexibility is always important. Teaching and learning take place take place

from ancient period and it always transferring knowledge to the next generation”.

The national Education Policy 2020 is the First education policy of the 21st century and aims to address the many growing development imperative of our country. Thus, 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 aspiration goals of 21st century education including SDG4 while building upon India's traditions and value systems.

Salient features of this policy to highlight the changes that are crucial for experimental and practical based design of learning instead of rote of memory base learning and traditional teaching skill with respect to early child education. Secondary education and steps taken towards making our higher education sector more liberal innovative and indulged into quality research.

II EARLIER EDUCATION POLICES WHICH DEALS WITH TRADITIONAL TEACHING LEARNING PROCESS

Earlier policies (NEP, 1967 & NEP, 1987) were not able to deal with drawback of Rote learning and Memory based learning and traditional teaching method that dilute the essence of education by creating society which is unable to cope with the thinking skills of modern workplace demand. So many data show that we are incompatible at global stage 21st century is era of globalization, liberalization, multi-cultureless and technology – drive science where routine job will be automated therefore, we need individuals-based problems instead of being replaced by algorithm.

III THE NEW EDUCATION POLICY 2020

The new education policy has dream to ensures that it teaches the life of each and every citizen,

consistent with their ability to contribute to many growing developmental imperatives of this country on the one hand and towards creating a just and equitable society on the other.

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Salient Features of NEP 2020

- Recognizing, identifying and fostering the unique capability of each Learner.
- Achieving Foundational Literacy and Numeracy by all student by Grade -3.
- Multidisciplinary and the holistic education emphasizes on conceptual understanding rather than rote learning and learning for exam.
- Creativity and critical thinking to encourage logical decision- making and innovation.
- Promoting multilingualism and power of language in teaching and learning.
- Focus on Regular Formative assessment for learning.
- Synergy in curriculum across all level of education from ECCE to school education to higher education.
- Teacher and faculty as the heart of the learning process.

IV NEP 2020: SCHOOL EDUCATION

Restructuring the school curriculum and pedagogy in a new 5+3+3+4 design

Curriculum and pedagogy in schools: learning should be holistic, integrated enjoyable and engaging

The curriculum and pedagogical structure with 5+3+3+4 design under this, Pre Primary and Grades 1-2 are considered as foundational stages: Grades 3-5 as preparatory stages, Grades: 6-8 stage to minimize rote learning and lecturing teaching method. And instead encourage holistic development and 21st century skills such as critical thinking, creativity, Scientifics

Temper, communication, collaboration, multilingualism, problem solving ethics, social Responsibility and digital literacy.

Fundamental Stage: This stage will consist of five years of flexible, multilevel play activity- based learning comprising of alphabets, languages, numbers counting slopes indoor and

outdoor play, logical thinking problem solving etc.

The overall fundamental stage learning will be allowed in optimal outcome in the domain of physical and motor development socio- emotional-ethical development and communication and early Language development.

Pre-paratory stages: this stage will comprise three years of education building on the play discovery and activity based pedagogical and curricular style of the foundational stage. This stage will also begin to incorporate some light text books as well as aspect of more formal but interactive classroom learning.

Middle stage: this stage will comprise three years of education building on the pedagogical and curricular style of the preparatory stage. In this stage teaching and learning process occurs with the general introduction of content from subject. Teacher and discussion of more abstract concepts in each subject that students will be ready. For at this stage across science, mathematics, arts, social science and limonitic. Besides Rotten learning Experiential learning with each subject and explorations of more specialized subjects.

Secondary Stage: this stage will comprise of four years of multidisciplinary study building on the

subjects-oriented pedagogical and curricular style of middle stage but with greater depth greater critical thinking, greater attention to life aspiration and greater flexibility.

In all 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 strategic at each stage.

Over all thrust of teaching and learning skill style 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 Rate learning as is largely present day. The aim of education will not only be cognitive development but also building character and creating holistic and well-rounded individuals equipped with key 21st century skills.

Ultimately, knowledge is a deep-seated treasure and education helps in its manifestation as the perfection which is already with an individual.

V NEP 2020: HIGHER EDUCATION

Higher education system must aim to develop good, thoughtful, well-rounded and creative individuals for the purpose of developing holistic individual it is essential that an identified set of skills and value will be incorporated at each stage of learning from preschool to higher education. This policy envisions a complete overhaul and re-energizing of the higher education system with equity and inclusion.

Policy's 2020 vision for current higher education system

- Transforming higher education institution into multidisciplinary universities.
- Moving toward a more multidisciplinary under graduate system.
- Moving towards faculty and institutional autonomy.
- "Light but tight" regulation by a single regulator for higher education.

- Establishment of national research foundation to find outstanding peer reviewed research.

VI WAY FORWARD TO PARADIGM SHIFT IN TEACHING & LEARNING

NEP process the introduction of a semester system in school education for student of class 10th to 12th with provision for holding "Flexibility and modern examination where student should be able to take a board examination in a given subject in whichever semester they take the corresponding class in school whenever they feel most ready and they should able to take any such subject board examination again if they can study do better. This step will boost the confidence of student to pursue knowledge as means to achieve universal outlook towards life."

In higher education sector, the policy purposes a restructuring of the higher education institutions, place them under three categories, with the first primary being focused on research. Second providing high-quality teaching across disciplines with significant contribution to research and the third providing quality teaching focused on under graduate programmes in higher education institution and restructuring of the current three-year graduation programming with provision to provide student with multiple exit and entry options" that wants pave a way for quality and skills based higher education in the country.

In higher education, MPhil will be scrapped to remove the burden on academic institution and scholars to put more focus on quality of research instead of Rate Learning & traditional teaching method.

It has also recommended for the establishment of national education commissions as a constitutional body through an act of parliament with the Prime Minister to revamp the rate learning based education to experimental and skill based education for all.

If the policy will be implemented with the good spirit and intention, definitely it will bring changes

in education sector with aspiring of critical development Mind and Knowledgeable society.

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