

## UNIT - V

### TEACHING AS A PROFESSION

#### TEACHING CONCEPT

Teaching is a complex process that brings a socially desirable behavioural change in a person. In the traditional concept, teaching is the act of imparting instructions to the learners in the classroom situation. But in the modern concept, teaching is to cause the pupil to learn and acquire the desired knowledge, skills and also desirable ways of living in society. It is a process in which the learner, teacher, curriculum and other variables are organized in a systematic and psychological way to attain some predetermined goals.

#### DEFINITION OF TEACHING

Burton: Teaching is the stimulation, guidance, direction, and encouragement of learning.

B.O.Smith: Teaching is a system of actions intended to produce learning.

Gage (1963): “Teaching is a form interpersonal influence aimed at changing the behaviour potential another person”

#### OBJECTIVES OF TEACHING CONCEPT

To bring desired changes in public.

- To shape behavior and conduct.
- Acquisition of knowledge
- To improve the learning skills of students.
- Formulation of belief.
- To provide a social and efficient member of society.

#### NATURE AND CHARACTERISTICS OF TEACHING

##### Nature of Teaching:

**Dynamic, social, and Humane:** Teaching is not a fundamental concept because it is greatly influenced by social and human factors that are dynamic in themselves.

**Both Art and Science:** Teaching is both art and science. It calls for the exercise of talent and creativity making it an art and involving a repertoire of techniques, procedures, and skills that can be studied systematically described, and improved making it science.

**Diverse in Application:** In application, teaching is of diverse nature. It may have various forms as formal, informal, directional, instructional, formation, training, conditioning, indoctrination, talking, showing, doing, remedial, etc.,

- To provide guidance and training
  - Interaction
  - An art to giving knowledge.
  - A science to educate facts and causes.
  - Continuing process
  - Encourages students to learn more.
  - Formal as well as informal.
  - Communication of information to students.
  - Tool to help the student to adjust himself in society and its environment.
- Characteristics of Teaching

**Content Knowledge (CK)** – This describes teachers’ own knowledge of the subject matter. CK may include knowledge of concepts, theories, evidence, and organizational frameworks within a particular subject matter; it may also include the field’s best practices and established approaches to communicating this information to students. CK will also differ according to discipline and grade level – for example, middle-school science and history classes require less detail and scope than undergraduate or graduate courses, so their various instructors’ CK may differ, or the CK that each class imparts to its students will differ.

**Pedagogical Knowledge (PK)** – This describes teachers’ knowledge of the practices, processes, and methods regarding teaching and learning. As a generic form of knowledge, PK encompasses the purposes, values, and aims of education, and may apply to more specific areas including the understanding of student learning styles, classroom management skills, lesson planning, and assessments.

**Technological Knowledge (TK)** – This describes teachers’ knowledge of, and ability to use, various technologies, technological tools, and associated resources. TK concerns understanding edtech, considering its possibilities for a specific subject area or classroom, learning to recognize when it will assist or impede learning, and continually learning and adapting to new technology offerings.

**Pedagogical Content Knowledge (PCK)** – This describes teachers’ knowledge regarding foundational areas of teaching and learning, including curricula development, student assessment, and reporting results. PCK focuses on promoting learning and on tracing the links among pedagogy and its supportive practices (curriculum, assessment, etc.), and much like CK, will also differ according to grade level and subject matter. In all cases, though, PCK seeks to improve teaching practices by creating stronger connections between the content and the pedagogy used to communicate it.

**Technological Content Knowledge (TCK)** – This describes teachers’ understanding of how technology and content can both influence and push against each other. TCK involves understanding how the subject matter can be communicated via different edtech offerings, and considering which specific edtech tools might be best suited for specific subject matters or classrooms.

**Technological Pedagogical Knowledge (TPK)** – This describes teachers’ understanding of how particular technologies can change both the teaching and learning experiences by introducing new pedagogical affordances and constraints . Another aspect of TPK concerns understanding how such tools can be deployed alongside pedagogy in ways that are appropriate to the discipline and the development of the lesson at hand.

**The Technological pedagogical content knowledge (TPACK)** - This describes the kinds of knowledge required by teachers for the successful integration of technology in teaching. It suggests that teachers need to know about the intersections of technology, pedagogy, and content. The TPACK framework is useful for the ways in which it explicates (analyse) the types of knowledge most needed in order to make technology integration successful in the classroom. Teachers need not even be familiar with the entire TPACK framework as such in order to benefit from it: they simply need to understand that instructional practices are best shaped by content-driven, pedagogically-sound, and technologically-forward thinking knowledge.

### **Professional Attitude**

A professional attitude is a manner in which we conduct ourself in a professional setting. In this context, the term attitude often describes both how we appear and how we act. A professional attitude is often more formal than a personal attitude, in terms of appearance, compartment, and interaction. While

personal attitudes come relatively naturally to most people, professional attitudes are often specifically developed and tweaked to best fit the environment, workplace, or group of people we're interacting with.

### **Reflective Practice**

Reflective practice is the ability to reflect on one's actions so as to take a critical stance or attitude towards one's own practice and that of one's peers, engaging in a process of continuous adaptation and learning. Reflection is a systematic reviewing process for all teachers which allows us to make links from one experience to the next, making sure our students make maximum progress.

Reflective practice is 'learning through and from experience towards gaining new insights of self and practice' (Finlay, 2008).

### **Aims/Goals of Teaching Concept:**

- Teaching-To bring changes in the behaviour of students.
- Conditioning-To improve the learning skills of students.
- Training-Shaping behavior and conduct.
- Instruction-Acquisition of knowledge.
- Indoctrination-Formation of belief.

## **CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS (CPDT)**

### **Concept**

Continuing professional development is a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organisation and their pupils. Continuing professional development (CPD) is an important part of teacher education. It helps the teachers to keep their professional knowledge and skills updated. The new generations have a different approach to learning than the previous generations. CPD helps the teachers to learn new techniques in teaching students of this generation. It helps the teachers to grow professionally, at the same time, improve their classroom skills.

### **Definition**

Continuing professional development (CPD) is a method of ensuring that we achieve the right abilities to do our job and maintain or enhance our expertise.

It embraces everything that we do to improve, our job performance and 'lifelong employability' (Morrison, 2008).

Professional development activities are based on purposes which are linked to broader vision of the profession. Professional development involves ongoing processes and activities based on horizontal and vertical integration within a dynamic professional field. Professional development activities need to be integrated and related to the system where professional practice takes place.

Morrison (1997) rightly has pointed out that attending a course or getting a certificate is not in itself continuing professional development evidence. We should show learning and transfer. How we will use or have used the learning is more important.

## **Process**

### **The Continuing Professional Development Cycle**

The process of CPD is designed to help we identify and act on our own development needs. The Continuous Professional Development Cycle that professional development is, like much other learning, best thought of as a circular series of activities. The process moves from identifying our development needs through planning and then carrying out our learning activities, to reflecting on our learning, and then applying it and sharing it with others.

#### **1. Identifying Our Needs**

There are a number of ways in which we can identify development needs. For example, we can carry out a skills audit. We may receive feedback from colleagues or our line manager about an area in which we are weaker. Alternatively, we may have an interest in a particular area and want to develop our knowledge.

#### **2. Planning and Carrying Out Development Activities**

Development activities may be either:

Formal, such as training courses or particular qualifications. These are often, though not always, provided by an external provider, and may carry a cost. Our employer may have a limit on what they are prepared to pay, so we may need to consider self-funding or alternatives such as online resources that are cheaper or even free.

Informal learning, including side-by-side learning, video training (for example, for doctors in particular surgical techniques), shadowing, mentoring, coaching or reading on the subject. There is a growing recognition that continuing professional development is both essential and potentially expensive. Especially in developing countries, professionals are using the internet to share teaching content for free, or at very low cost. We may find that an imaginative approach to seeking out development activities pays off.

#### **3. Reflecting on our Learning**

Reflecting on what we have learned is a vital part of continuing professional development. Learning does not emerge only from activities that we designated as ‘development’, and we may find that we are learning at least as much from our day-to-day activities.

#### **4. Applying Our Learning**

Going on training courses or watching videos is only the start. We then have to apply what we have learned to our own job. This can be quite a clumsy process, especially at first. The competence theory of learning sets out that we move through four stages when we learn:

1. Unconscious incompetence – not knowing what we don’t know;
2. Conscious incompetence – knowing where we need to develop and watching other people do it, but still unable to do it ourselves with any skill;
3. Conscious competence – being able to do something reasonably well, provided we concentrate; &
4. Unconscious competence – being able to do something almost instinctively, without needing to focus on it.

#### **5. Sharing Our Learning with Others**

Some commentators add a fifth stage to the competence cycle – being able to teach others. It is certainly true that being able to articulate and share our learning is an important part of making sure that we have fully internalised it.

#### **Recording Our Development**

An important part of continuing professional development is being able to demonstrate it, especially if our membership of a professional body depends on it. We should therefore keep a folder or portfolio of all our development activities, drawing on our learning diary. The aim of this is to be able to show how our skills and knowledge have developed over a period.

#### **Strategies**

The activities that may enhance our professional growth may include face-to-face lectures, attending workshops, orientation programmes, roundtables, seminars, conferences, independent study of print and non-print materials, conducting research, consultation with peers and experts, and so on.

**Face-to-face Lecture:** we all know that lecture is the traditional and most common type of CPD activity. It offers full-time educational experience. Lecture method requires relatively common technical support. The participants are to be physically present during face-to-face lecture. However, as the time for interaction between the teacher/trainer and the participants is less, it is called a passive form of learning.

**Formal on the job training:** It is an important method of CPD. Workshop is an important method of CPD activity. Workshop may be organized for short period (3-5 days) in 2-3 months

interval. Sometimes 10- 15 days workshops are also arranged.

**Open Distance education:** The methodologies used in Open Distance education must be considered where the participants are widely dispersed and attendance at face-to-face training may be difficult.

**Online learning environments:** It is designed to enable teachers/trainers to reflect on their teaching/training practice. Online programmes may consist of reading book chapters/articles, viewing lectures/power point presentations or educational videos, answering questions, chatting, group discussion, and so on. These programmes may be continuous.

**Informal learning activities:** These include reading books, manuals, articles etc. and familiarization with the operation of computer programmes, equipments, and so on. These activities take place because of institution requirements.

**Conferences:** Regional, national and international conferences are held throughout the year. In conferences papers are presented according to the theme and subthemes of the conferences for discussion. we may prepare papers for presentations which may be considered as an important CPD activity. In the conferences we may meet people and experts with similar interests and may find new resources. we may keep in touch with people we meet and also can collect resources and use the same in future.

**Institution activities:** It include coordinating workshops, seminars and conferences, refereeing of articles for publication, acting as resource person in workshops, orientation programmes, membership of different institutional committees, editing journals and news letters, reviewing books and articles for institution journal, research, and so on.

**Peer-Coaching:** Peer coaching is based on reciprocal visits of two teachers whereby they provide each other with feedback and advice about their teaching. In peer coaching, each teacher acts as both the coach and the coachee, which creates sustainability and reduces the cost of training by involving each participant as an equal partner in the process.

**Study Groups:** It consist of a number of teachers and administrators tending to exchange ideas, plan lessons, analyze students' works and even discuss school policy (Murphy, 1992), so these groups form their interactions around scripts or agendas called protocols (Birchak et al., 1998). The discussions can be of great importance in terms of leaning about other teachers' teaching methods and strategies and reflecting the effective ones to their own classrooms.

**Action Research:** It is a process in which participants examine their own educational practice

systematically and carefully, using the techniques of research (Ferrance, 2000). In this way of professional development, teachers and principals work on the problems they have identified for themselves by helping each other collaboratively.

**Mentoring:** It is a form of personal and professional partnership which generally involves a more experienced practitioner supporting a less experienced one who is usually new to the job, organization or profession (Butcher, 2002).

**Teaching Portfolios:** It can be helpful for teachers' professional development in terms of course planning and preparation, actual teaching presentation, evaluation and feedback provision process, and currency in the field (Seldin, 1993).

**In-service Training:** It is described as a planned event, series of events or extended program of accredited or non accredited learning in order to differentiate it from less formal in-school development work and extended partnerships and inter school networks (Day, 1999). As Özen affirms, swift changes happen to be in today's world and, as professionals, teachers should keep up with these rapid progress. Therefore, these programs are good at providing teachers with the opportunity to gain insight into teaching experiences, reflect on classroom practice and cope with change and divergence (Hiep,2001).

**Team Teaching:** It includes a group of teachers working together in a purposeful, regular and cooperative fashion to teach a group of students. Teachers together set goals for a course, design a syllabus, prepare individual lesson plans, teach students and evaluate the results, which leads to more interaction between the teachers (Buckley, 1998). If the implementation of team teaching follows certain steps like planning, conducting and evaluating, the efficacy can be increased to a great extent.

## **TEACHER'S PROFESSIONAL ETHICS AND ACCOUNTABILITY**

### **Professional Ethics**

Every profession has its own professional ethics. The professional ethics signify the code of conduct to be adopted by the persons who profess that profession. The professional ethics emerges in the form of broad principles which are to be followed for rendering service to the people for their welfare.

These principles are based upon the socio cultural and philosophical foundation of the society. They are the result of the best human values which have been proved to be beneficial to the mankind by deep reflection and centuries of practiced living. The roots of the professional ethics for the teacher can be found in the ancient Indian literature such as Upanishads, Geeta etc. These texts have expectations of the society from the teachers. For e.g. the teacher should idealist in thinking, possess professional



morality and conscience and has high standard of behavior. The teacher must transmit all his learning to the pupil etc. Describing the role of the teacher Bhagwat Geeta says, “A true teacher helps a pupil to discover his own personal philosophy or the invisible sun within him”.

Unfortunately in modern times, the teaching profession has degenerated from its high ideals and ethical values to the level of merely a service oriented vocation. Thus, there is much need of educating the teacher in teacher’s professional ethics. There is nothing wrong in his demand for a decent living but in his conduct and manners he should be as ideal to be followed by others. There is no doubt that the teacher should discharge his obligations and duties intelligently, diligently, honestly, sincerely and uncomplainingly.

### **Meaning**

If one is attempting to live a just, and therefore ethical, life, then it follows that their actions should be virtuous in their vocation as well as their personal life. This is the beginning of professional ethics. Professional ethics were established, and are constantly being developed, as a guiding set of principles that help dictate what constitutes good behavior of person in authority. Professional ethics, in short, are the means of which we judge authority’s validity.

### **Definition**

Feeney and Kipins (1985) define professional ethics as a shared process of critical reflection upon our obligations as professionals. Ethical codes communicate a profession distinctive responsibilities and relationships, both among practitioners and between practitioners and society.

### **Professional Ethical Principles**

The following are the basic “rules” for ethical behavior:

- Not using authority to influence personal life or for monetary gain.
- Not using authority with malicious intent.
- Acting within the scope of position’s authority only.
- Not influencing or advocating unethical conduct in others.
- Acting in good faith to fulfill the duty of the position of authority.

### **Need of Professional Ethics**

- ❖ To aware the teachers to do their duties and abiding by truth, hard work and honesty when they tend towards comforts, selfishness, laziness and money.
- ❖ To change the conduct and behavior of teachers in such a way behind which there

must be social acceptance and approval.

- ❖ To act as a role model for students by behaving in ethical manner to one and all.
- ❖ To create, sustain and maintain a reciprocal relationship between school and society for ensuring harmonious development of the students as well as of society.
- ❖ To enable every teacher for becoming a real one in truest sense of the term by moulding his personality.
- ❖ To bring improvement in professional environment to make it more conducive, favourable and appropriate for effective working. For this the teacher have to follow the ethical codes of teaching profession.

### **Importance of the Professional Ethics**

The acceptance and the observance of the professional ethics are of a great help for the teachers:-

1. It brings about deeper understanding about his variety of role perceptions.
2. It develops positive attitude towards work.
3. It develops in him the sense of duty commitment and accountability towards his work.
4. It makes effort to define the duties and obligations of the teacher of leading an ideal life.
5. It makes explicit the teacher's role of defines his rights and duties and what is involved in his virtuous conduct and what is vice for him or unbecoming of his conduct.
6. It helps to bring about the qualitative improvement in the field of education.
7. It helps to change the social, moral and ethical atmosphere in the educational institutions and in the society at large.

Thus, it can be said that the professional ethics has a very wide scope. It is as lay as the life. It is especially interested in providing us rational and enlightened norms of conduct without affecting the freedom and dignity of human beings.

### **Accountability**

Accountability is a concept of ethics and governance with several meanings. It is often used synonymously with such concepts as responsibility, answerability, Blameworthiness, Liability. As result the concept of "Accountability of teacher's has completely disappeared into cold

bag not leaving behind even a faint clue”.

For the last three decades, all the committees and commissions appointed to suggest reforms in higher education had recommended the regular teacher’s performance evaluation and ensuring their accountability:

In 1986, S.R. Sen Committee while recommending higher pay scales had added the need for code of (professional ethics) to be made a part of it. In 1986, National Policy of Education and also its programme of action (POA) (1992) had recommended for annual performance appraisal of teachers of education institutions to ensure their accountability.

In Dec. 1988, the U.G.C. Issued a notification regarding Accountability in higher education’ for all the universities that self appraisal performance of the teacher is to be made mandatory as a requirement of Career Advancement Scheme (CAS) for award of new pay scales and be implemented with a year.

Rastogi committee (1977) while emphasizing the need for account ability in teaching profession suggested self-appraisal by teacher’, assessment by students in appropriate manner, periodic performance appraisal, work load and code of professional ethics should be taken in to consideration while ensuring accountability of the teachers.

In 2008, UGC’s latest pay review committee headed by professor G.K. Chadda recommended “multiple parameters like regularity in classroom teaching, holding tutorials, availability to students for consultation, participating in faculty meetings, guiding and carrying our research and participating in other academic activities like seminar, workshop etc. should taken in to consideration while assessing a teachers academic accountability”.

### **Characteristics of Professionally Accountable Teacher**

A teacher having professional accountability is concerned with student's harmonious development, community, his profession, humanity and national development. Some of the characteristics of the teachers who are professionally accountable are:-

- Dedicated and have patience.
- Positive attitude/optimistic in his outlook.
- Guide in a right way and update his knowledge time to time.
- Start any work with appropriate knowledge.
- Work to remove social ills, violence and communalism.

- Work to remove class, caste and gender differences and to bring equality.
- Make the students to do the work.
- Use diversity of resource and understand the problem.
- Understand and solve problems
- Aware about one's role and responsibilities and possess high degree of professionalism.

### **Importance of Teacher's Accountability**

Here are some productive results of the teacher's accountability.

- Teachers help in implementing the goals and the groundwork set by the school and the administration, parents and the community.
- They shape the academic, oratory, characteristics and personality, spiritual and virtuous capabilities of the students.
- When the teacher is held accountable, a student experiences greater freedom in putting forward their concerns. They do not feel burdened.
- A teacher works in honing their skills and also correctly plans and executes their activities.
- A teacher is also able to avail proper facilities and analyze the needs of the classroom.
- A teacher experiences greater freedom as they are held accountable for the curriculum they set. In this way, a teacher can also adjust the things in favor of the students.
- The teaching program becomes inclusive, unbiased and non-discriminatory.
- A teacher is expected to assess every student based on their capabilities and not based on their culture, gender, traditions or preferences.
- Quality education is insured, and public resources are put into proper usage. If a better performance out of the teachers is expected, they are funded and salaries accordingly.
- The administrators, counselors, as well as the principal, start to work in coordination and provide their inputs as well.
- The expectations of the parents and the public can sometimes be a burden on the teachers as well.
- A parent cannot leave the entire responsibility of their ward on the school and the educators.

- Constant communication should be established between the teachers and parents so that a child experiences the best growth and learning environment.

### **Dimensions of Professional Accountability**

Professionalism in any sector is a result of the extent of accountability on the part of individuals. Teaching, being a profession, assumes that every teacher needs to be accountable towards his job. The following are the expected teacher behavior in the form of accountability:-

**Accountability towards Students** – Teacher and students are the two main pillars of the teaching learning process. The progress and development of the learners can be possible only when the teacher is sincere, hard work, sympathetic. For achieving optimal learning of students, the teacher should be accountable and should take care of the student's progress according to his ability. To achieve the optimal learning of the child the teacher should take care of the students' progress according to their capacity. Hence the motto of the teachers should be always for the benefits of their students because the success of the students depends essentially upon the competences of teachers, their sense of dedication and accountability.

**Accountability towards Society** – The most important role of teacher is to bring the students into educational fold, coordinate various activities of the society and motivate the weaker sections of the society to learn because he can develop confidence to link between the school and the society. Hence the teacher should be accountable towards the society, which is beyond the classroom teaching. A teacher should work as a bridge between the school and community. So the various behavioral problems and day-to-day learning problems can be solved easily. Hence the teachers should be more concern about the community which is above the classroom teaching.

**Accountability towards Profession** – A teacher should think various ways and means to help the students to acquire the knowledge, to develop academic potential and to sharp their future through the process of teaching- learning. Professionally accountable teachers adopt various methods and techniques of teaching follow the code of conduct, set the examples for others apply new ideas in classroom situations. Thus a teacher can achieve profession enrichment and excellence which is beneficial for national development. He has to become a friend, a guide, more of an adviser and a partner to talk. For the students' harmonious development, he will

have to devote more time and energy to direct the students for self learning. Through self learning one can achieve professional enrichment and excellence which will be a great help to the nation in future.

**Accountability towards Lifelong Teaching and Learning** – A teacher should devote his whole life to teaching as well as learning for the future of humanity as his role is multidimensional and multifarious.

**Accountability towards Stake Holders/Parents** - Parents are the most important stakeholders because they invest a lot for the education and development of their children. Therefore, not only the students, parents of the students also seek indulgence of teachers in achieving their desired goal. Therefore, a teacher must develop more time in public relation, parent counseling and behavioral therapy to fulfill the global societal needs.

**Accountability towards Humanity and Values:** A teacher should believe in human values such as truth, beauty, goodness, honesty, love, equality, regularity, punctuality etc. Because when a teacher inculcates these values through his behavior then his students will automatically accept them. Hence, a teacher should believe in these values and exhibit the same in his behavior and instructional system for the betterment of humanity.

**Accountability towards Nation** - A teacher must organize his research activities as per the needs of the country. It means that research process in education should be such that these solve various problems from different angles.

A professionally accountable teacher must be excellent not only in the subject to be taught, but also understand the learning requirements of the students. He should be caring, affectionate and sympathetic towards them for their harmonious development and prosperity of nation. Hence it is essential that a teacher must be accountable towards his students, society, profession, teaching- learning process, knowledge and values. Hence, quality education is possible when a teacher has the ethics and accountability towards his profession.

## **NATIONAL POLICY ON EDUCATION, 1968**

Education has always been accorded an honoured place in Indian society. The great leaders of the Indian freedom movement realised the fundamental role of education and throughout the nation's

struggle for independence, stressed its unique significance for national development. Gandhiji formulated the scheme of basic education seeking to harmonize intellectual and manual work. This was a great step forward in making education directly relevant to the life of the people.

In the post-independence period, a major concern of the Government of India and of the States has been to give increasing attention to education as a factor vital to national progress and security. Problems of educational reconstruction were reviewed by several commissions and committees, notably the University Education Commission (1948-49) and the Secondary Education Commission (1952-53). Some steps to implement the recommendations of these Commissions were taken; and with the passing of the Resolution on Scientific Policy under the leadership of Jawaharlal Nehru, the development of science, technology and scientific research received special emphasis. Towards the end of the third Five Year Plan, a need was felt to hold a comprehensive review of the educational system with a view to initiating a fresh and more determined effort at educational reconstruction; and the Education Commission (1964-66) was appointed to advise Government on "the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects. The Report of the Education Commission has since been widely discussed and commented upon. Government is happy to note that a general consensus on the national policy on education has emerged in the course of these discussions.

The Government of India accordingly resolves to promote the development of education in the country in accordance with the following principles:

(1) **Free and Compulsory Education:** Strenuous efforts should be made for the early fulfillment of the Directive Principle under Article 45 of the Constitution seeking to provide free and compulsory education for all children up to the age of 14. Suitable programmes should be developed to reduce the prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in school successfully completes the prescribed course.

(2) **Status, Emoluments and Education of Teachers:**

(a) Of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavour must ultimately depend. Teachers must, therefore, be accorded an honoured place in society. Their emoluments and other service conditions should be adequate and satisfactory having regard to their qualifications and responsibilities..

(b) The academic freedom of teachers to pursue and publish independent studies and researches

and to speak and write about significant national and international issues should be protected.

(c) Teacher education, particularly in-service education, should receive due emphasis.

(3) **Development of Languages:**

(a) **Regional Languages:** The energetic development of Indian languages and literature is a sine qua non for educational and cultural development. Unless this is done, the creative energies of the people will not be released, standards of education will not improve, knowledge will not spread to the people, and the gulf between the intelligentsia and the masses will remain if not widen further. The regional languages are already in use as media of education at the primary and secondary stages.

(b) **Three-Language Formula:** At the secondary stage, the State Governments should adopt, and vigorously implement, the three-language formula which includes the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi-speaking States, and of Hindi along with the regional language and English in the non-Hindi speaking States. Suitable courses in Hindi and/or English should also be available in universities and colleges with a view to improving the proficiency of students in these languages up to the prescribed university standards.

(c) **Hindi:** Every effort should be made to promote the development of Hindi. In developing Hindi as the link language, due care should be taken to ensure that it will serve as provided for in Article 351 of the Constitution, as a medium of expression for all the elements of the composite culture of India. The establishment, in non-Hindi States, of colleges and other institutions of higher education which use Hindi as the medium of education should be encouraged.

(d) **Sanskrit:** Considering the special importance of Sanskrit to the growth and development of Indian languages and its unique contribution to the cultural unity of the country, facilities for its teaching at the school and university stages should be offered on a more liberal scale.

(e) **International Languages:** Special emphasis needs to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up this growth but should also make her own significant contribution to it. For this purpose, study of English deserves to be specially strengthened.

(4) **Equalisation of Educational Opportunity:** Strenuous efforts should be made to equalise educational opportunity.

(a) Regional imbalance in the provision of educational facilities should be corrected and good educational facilities should be provided in rural and other backward areas.

(b) To promote social cohesion and national integration the Common School System as recommended by the Education Commission should be adopted. Efforts should be made to improve the



standard of education in general schools. All special schools like Public Schools should be required to admit students on the basis of merit and also to provide a prescribed proportion of free-studentships to prevent segregation of social classes. This will not, however, affect the rights of minorities under Article 30 of the Constitution.

(c) The education of girls should receive emphasis, not only on grounds of school justice, but also because it accelerates social transformation.

(d) More intensive efforts are needed to develop education among the backward classes and especially among the tribal people.

(e) Educational facilities for the physically and mentally handicapped children should be expanded and attempts should be made to develop integrated programmes enabling the handicapped children to study in regular schools.

(5) **Identification of Talent:** For the cultivation of excellence, it is necessary that talent in diverse fields should be identified at as early an age as possible, and every stimulus and opportunity given for its full development.

(6) **Work-Experience and National Service:** The school and the community should be brought closer through suitable programmes of mutual service and support. Work- experience and national service including participation in meaningful and challenging programmes of community service and national reconstruction should accordingly become an integral part of education. Emphasis in these programmes should be on self-help, character formation and on developing a sense of social commitment.

(7) **Science Education and Research:** With a view to accelerating the growth of the national economy, science education and research should receive high priority. Science and mathematics should be an integral part of general education till the end of the school stage.

(8) **Education for Agriculture and Industry:** Special emphasis should be placed on the development of education for agriculture and industry.

(a) There should be at least one agricultural university in every State. These should, as far as possible, be single campus universities; but where necessary, they may have constituent colleges on different campuses. Other universities may also be assisted, where the necessary potential exists, to develop strong departments for the study of one or more aspects of agriculture.

(b) In technical education, practical training in industry should form an integral part of such education. Technical education and research should be related closely to industry, encouraging the flow of personnel both ways and providing for continuous cooperation in the provision, design and periodical review of training programmes and facilities.

(c) There should be a continuous review of the agricultural, industrial and other technical manpower needs of the country and efforts should be made continuously to maintain a proper balance between the output of the educational institutions and employment opportunities.

(9) **Production of Books:** The quality of books should be improved by attracting the best writing talent through a liberal policy of incentives and remuneration. Immediate steps should be taken for the production of high quality text- books for schools and universities. Frequent changes of text- books should be avoided and their prices should be low enough for students of ordinary means to buy them.

(10) **Examinations:** A major goal of examination reforms should be to improve the reliability and validity of examinations and to make evaluation a continuous process aimed at helping the student to improve his level of achievement rather than at 'certifying' the quality of his performance at a given moment of time.

(11) **Secondary Education:**

(a) Educational opportunity at the secondary (and higher) level is a major instrument of social change and transformation. Facilities for Secondary education should accordingly be extended expeditiously to areas and classes which have been denied these in the past.

(b) There is need to increase facilities for technical and vocational education at this stage. Provision of facilities for secondary and vocational education should conform broadly to requirements of the developing economy and real employment opportunities. Facilities for technical and vocational education should be suitably diversified to cover a large number of fields such as agriculture, industry, trade and commerce, medicine and public health, home management, arts and crafts, secretarial training, etc.

(12) **University Education:**

(a) The number of whole- time students to be admitted to a college or university department should be determined with reference to the laboratory, library and other facilities and to the strength of the staff.

(b) Considerable care is needed in establishing new universities. These should be started only after an adequate provision of funds has been made for the purpose and due care has been taken to ensure proper standards.

(c) Special attention should be given to the organisation of postgraduate courses and to the improvement of standards of training and research at this level.

(13) **Part-time Education and Correspondence Courses:** Part-time education and correspondence courses should be developed on a large scale at the university stage. Such facilities should also be developed for secondary school students, for teachers and for agricultural, industrial and other workers.

Education through part-time and correspondence courses should be given the same status as full-time education.

(14) **Spread of Literacy and Adult Education:**

(a) Employees in large commercial, industrial and other concerns should be made functionally literate as early as possible. A lead in this direction should come from the industrial undertakings in the public sector. Teachers and students should be actively involved in organising literacy campaigns, especially as part of the Social and National Service Programme.

b) Special emphasis should be given to the education of weng practicing farmers and to the training of weth for self- employment.

(15) **Games and Sports:** Games and sports should be developed on a large scale with the object of improving the physical fitness and sportsmanship of the average student as well as of those who excel in this department. Where playing field and other facilities for developing a nation-wide programme of physical education do not exist, these should be provided on a priority basis.

(16) **Education of Minorities:** Every effort should be made not only to protect the rights of minorities but to promote their educational interests as suggested in the statement issued by the Conference of the Chief Ministers of States and Central Ministers held in August 1961.

(17) **The Educational Structure:** It will be advantageous to. have a broadly uniform educational structure in all parts of the country. The ultimate objective should be to adopt the 10+2+3 pattern, the higher secondary stage of two years being located in schools, colleges or both according to local conditions.

a) The reconstruction of education on the lines indicated above will need. additional. outlay. The aim should be gra- dually to increase the investment in education so as to reach a level of expenditure of 6 per cent of the national income as early as possible.

b) The Government of India recognizes that reconstruction of education is no easy task. Not only are the resources scarce but the problems are exceedingly complex. Considering the key role which education, science and research play in developing the material and human resources of the country, the Government of India will, in addition to undertaking programmes in the Central sector, assist the State Governments for the development of programmes of national importance where coordinated action on the part of the States and the Centre is called for.

c) The Government of India will also review, every five years; the progress made and recommend guidelines for future development.

## **NEW EDUCATION POLICY, 1986**

### **Description**

1. On independence in 1947, MAULANA AZAD, India's first education minister recommended strong central government control over education throughout the country, with a uniform educational system.
2. Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and equalize educational opportunities in order to achieve national integration and greater cultural and economic development.

### **NPE'86 Background (Need)**

Problems of access, quality, quantity, utility and financial outlay. The general formulation is corporate in the 1968 policy did not get translated into detailed study of implementation. This new policy called for "special emphasis on the removal of disparities and to equalize educational opportunity,"

### **Background Post Independence**

**1<sup>st</sup> Policy in 1968**

**2<sup>nd</sup> Policy in 1979**

**3<sup>rd</sup> Policy in 1986**

### **NEP reviewed by**

Reviewed in 1990- RAMA MURTY REVIEW COMMITTEE

(Towards an Enlightened and Humane Society)

RE- REVIEWED IN 1992- JANARDHAN COMMITTEE/ CABE

### **Historical Perspective**

- i) January 5, 1985 PM RAJIV GANDHI Promised a New Education Policy
- ii) Appraisal of Educational System by MHRD
- iii) August 20, 1985 Status Report "CHALLENGES OF EDUCATION: A POLICY PERSPECTIVE"

## **MAIN RECOMMENDATIONS OF NATIONAL POLICY ON EDUCATION,1986**

### **I. The Essence and Role of Education.**

All Round Development In our national perception education is essentially for all. This is fundamental to our all round development material and spiritual.

Development of Manpower Education develops manpower for different levels of the

economy. It is also a substrate on which research and development flourish, being the ultimate guarantee of national selfreliance.

Unique Investment: Education is a unique investment in the present and the future. This cardinal principle is the key to the National Policy of Education.

## **II. National System of Education:**

**1. Concept of National System** The concept of National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. To achieve this, the Government will initiate appropriately funded programmes. Effective measures will be taken in the direction of the Common School System recommended in the 1968 Policy.

**2. New Structure of Education** The National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further break-up, the first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of High School.

**3. Common Core System:** The National System of Education will be based on a national curricular frame work which contains a common core along with other components that are flexible.

**4. Responsibility of Nation:** The Nation as a whole will assume the responsibility of providing resource support for implementing programmes of educational transformation, reducing disparities, universalization of elementary education, adult literacy, scientific and technological research etc.

**5. Life Long Education:** Life-Long education is a cherished goal of the educational process. This presupposes universal literacy. Opportunities will be provided to the youth, housewives, agricultural and industrial workers and professional to continue the education of their choice, at the pace suited to them. The future thrust will be in the direction of open and distance learning.

## **III. Education of Equality:**

**1. Disparities:** The new Policy will lay special emphasis on the removal of disparities and to equalise educational opportunity by attending to the specific needs of those who have been denied equality so far.

## **2. Education for women's Equality:**

(i) **Status of Women:** Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortion of the past, there will be a will-conceived edge in favor of women.

(ii) **Empowerment of Women:** The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, text-books, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering.

(iii) **Women's Studies:** Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development.

(iv) **Removal of Illiteracy:** The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets and effective monitoring.

(v) **Vocational and Professional Courses:** Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing emergent technologies.

**3. Education of Scheduled Castes:** The central focus in the SC's educational development is their equalisation with the non-SC population at all stages and levels of education, in all areas and in all the four dimensions-rural male, rural female, urban male and urban female.

4. Education of Scheduled Tribes Priority will be accorded to opening primary schools in tribal areas. The construction of school buildings will be undertaken in these areas on a priority basis under the normal funds for education, as well as under the N.R.E.P., R.L.E.G.P., Tribal welfare Schemes, etc.

**5. Other Educationally backward Sections and Areas :** Suitable incentive will be provided to all educationally backward sections of society, particularly in the rural areas.

Hill and desert districts, remote and inaccessible areas and islands will be provided adequate institutional infra-structure.

6. **Minorities:** Some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interests of equality and social justice. This will naturally include the constitutional guarantees given to them to establish and administer their own educational institutions, and protection to their languages and culture.

7. **The Handicapped:** The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.

### **8. Adult Education:**

(i) **Instruments for Liberation:** Our ancient scriptures define education as that which liberates – i.e. provides the instruments for liberation from ignorance and oppression. In the modern world, it would naturally include the ability to read and write, since that is the main instrument of learning. Hence the crucial importance of adult education, including adult literacy.

(ii) **Up gradation of Skills:** The critical development issue today is the continuous up-gradation of skills so as to produce manpower resources of the kind and the number required by the society.

(iii) **Strengthening the Existing programmes:** Since participation by beneficiaries in the developmental programmes is of crucial importance, systematic programmes of adult education linked with national goals such as alleviation of poverty, national integration, environmental conservation. Energisation of the cultural creativity of the people, observance of small family norm, promotion of women's equality, etc. will be organised and the existing programmes reviewed and strengthened.

(iv) **Mass literacy Programme:** The whole Nation must pledge itself to the education of illiteracy, particularly in the 15-35 age group. The mass literacy programme would include, in addition to literacy, functional knowledge and skills, and also awareness among learners about the socioeconomic reality and the possibility to change it.

(v) **Programme of the Adult and Continuing Education.:** A vast programme of adult

and continuing education will be implemented through various ways and channels, including

- a) establishment of centres in rural areas for continuing education;
- b) workers' education through the employers, trade unions and concerned agencies of government.
- c) post-secondary education institutions;
- d) wider promotion of books, libraries and reading rooms;
- e) use of radio, TV and films, as mass and group learning media;

#### **IV. Reorganisation of Education at Different Stages:**

1. **Early Childhood Care and Education:** Early Childhood Care and Education (ECCE) will receive high priority and be suitably integrated with the Integrated Child Development Services programme, wherever possible. Day-care centres will be provided as a support service for universalization of primary education.

2. **Elementary Education:** Higher priority will be given to solve the problem of children dropping out of school. It shall be ensured that all children who attain the age of about 11 years by 1990 will have had five years of schooling, or its equivalent through the non formal stream Like- wise, by 1995, all children will be provided free and compulsory education up to 14 years of age.

3. **Operation Black-board:** Under this scheme, immediate steps will be taken to improve the primary schools all over the country. Provision will be made of essential facilities in primary schools, including at least two reasonable large rooms that are usable in all weather, and the necessary toys, black-boards, maps, charts and other learning material. At least two teachers, one of whom a woman, should work in every school, the number increasing as early as possible to one teacher per class.

4. **Non-Formal Education:** A large and systematic programme of non-formal education will be launched for school drop-outs, for children from habitations without schools, working children and girls who cannot attend whole-day schools.

#### **5. Secondary Education:**

(i) Secondary education begins to expose students to the differentiated roles of science, the humanities and social sciences.

(ii) This is an appropriate stage to provide children with a sense of history and national



perspective give them opportunities to understand their constitutional duties and rights as citizens.

#### **6. Pace Setting Schools (Navodaya Vidyalayas):**

(i) **Provision of Good Education:** It is universally accepted that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay or it .

(ii) **Role of Navodaya Vidyalayas:** Pace-setting Schools or Navodaya Vidyalayas intended to serve the above said purpose will be established in various parts of the country on a given pattern but will full scope for innovation and experimentation.

(iii) **Aims of Navodaya Vidyalayas.** Their broad aim will be:

(a) To serve the objective of excellence, coupled with equity and social justice (with reservation for SCs and STs).

(b) To promote national integration by providing opportunities to talented children, largely rural, from different parts of the country to live and learn together.

(c) To develop their full potential.

(d) To become catalysts of a nation-wide programme of school improvement.

(iv) The schools will be residential and free of charge.

7. **Vocationalization:** Vocational Education will be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity. These courses will ordinarily be provided after the secondary stage, but keeping the scheme flexible, they may also be made available after Class VIII. In the interests of integrating vocational education better with their facilities the Industrial Training Institutes will also conform to the larger vocational pattern.

#### **8. Higher Education:**

a) Autonomous colleges will be helped to develop in large numbers until the affiliating system is replaced by a freer and more creative association of universities with colleges.

b) Courses and programmes will be redesigned to meet the demands of specialisation better.

c) A major effort will be directed towards the transformation of teaching methods. Audio-visual aids and electronic equipment will be introduced, development of science and

technology, curricula and material, research and teacher orientation will receive attention.

### **9. Open University and Distance Learning:**

I. The open University system has been initiated in order to augment opportunities for higher education and as an instrument of democratizing education.

II. The Indira Gandhi National open University established in 1985 in fulfilment of these objectives, will be strengthened.

III. This powerful instrument will have to be developed with care and extended with caution.

**10. De-linking Degrees from Jobs:** De-linking will be applied in services for which a university degree need not be a necessary qualification. Its implementation will lead to a re-fashioning of job specific courses and afford greater justice to those candidates who, despite being equipped for a given job, are unable to get it because of an unnecessary preference for graduate candidates.

**11. Rural University:** The new pattern of the Rural University will be consolidated and developed on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up the challenges of micro planning at grass-root levels for the transformation of rural areas. Institutions and programmes of Gandhian basic education will be supported.

### **V. Technical and Management Education:**

Although, the two streams of technical and management education are functioning separately, it is essential to look at them together, in view of their close relationship and complementary concerns. The reorganisation of Technical and Management Education should take into account the anticipated scenario by the turn of the century, with specific reference to the likely changes in the economy, social environment, production and management processes, the rapid expansion of knowledge and the great audiences in science and technology.

### **VI. Making the System Work:**

The strategy in this behalf will consist of:

- a) a better deal to teachers with greater accountability;
- b) provision of improved student's services and insistence on observance of acceptable norms of behaviour;
- c) provision of better facilities of institutions; and

d) creation of a system of performance appraisals of institutions according to standards and norms set at the National or State levels.

## **VII. Reorienting the Content and Process of Education:**

### **1. The Cultural Perspective**

I. **Cultural Content:** The curricula and process of education will be enriched by cultural content in as many manifestations as possible. Children will be enabled to develop sensitivity to beauty, harmony and refinement.

II. **Cultural Enrichment:** Resource persons in the community, irrespective of their formal educational qualifications, will be invited to contribute to the cultural enrichment of education employing both the literate and oral traditions of communication.

### **III. Cultural Tradition:**

1. To sustain and carry forward the cultural tradition, the role of old masters, who train pupils through traditional modes will be supported and recognised.

### **2. Value Education:**

I. **Moral Values:** The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education of social and moral values.

II. **Eternal Values:** In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.

III. **Positive Content:** Apart from this combative role value education has a profound positive content, based on our heritage, national goals universal perceptions. it should lay primary emphasis on this aspect.

### **3. Books and Libraries:**

I. **Availability of Books:** The availability of books at low prices its indispensable for people's education. Effort will be made to secure easy accessibility to books for all segments of the population.

II. **Improvement of Quality:** Measures will be taken to improve the quality of books, promote the reading habit and encourage creative writing.

**III. Author's interest:** Author's interest will be protected.

**IV. Translation of Foreign Books:** Good translation of foreign books into Indian languages will be supported..

**V. Children Books:** Special attention will be paid to the production of quality books for children, including text books and work books.

**VI. Improvement of Libraries:** A nation-wide movement for the improvement of existing libraries and the establishment of few ones will be taken up. Provision will be made in all educational institutions for library facilities and the status of librarians improved.

**4. Work Experience:** Work experience would comprise activities in accord with the interests, abilities and needs of students, the level of skills and knowledge to be upgraded with the stages of education. This experience to be helpful on his entry into the workforce. Pre-Mvocational programmes provided at the lower secondary stage will\ also facilities the choice of the vocational courses at the higher secondary stage.

**5. Education and Environment:** There is a paramount need to create a consciousness of the environment. It must permeate all ages all sections of society beginning with the child. Environmental consciousness should inform teaching in schools and colleges. This aspect will be integrated in the educational process.

## **6. Mathematics Teaching:**

I. Mathematics should be visualised as the vehicle to train a child to think, reason, analyse and to articulate logically. Apart from being a specific subject, it should be treated as concomitant to any subject involving analysis and reasoning.

II. With the recent introduction of computer in schools, educational computing and the emergence of learning through the understanding of cause-effect relationships and the interplay of variables, the teaching of mathematics will be suitably redesigned to bring it in line with modern technological devices.

## **7. Science Education:**

I. Science education will be strengthened so as to develop in the child well defined abilities and values such as the spirit of inquiry, creativity, objectivity, the courage to question and an aesthetic sensibility.

II. Science education programmes will be designed to enable the learner to acquire problem solving and decision making skills and to discover the relationship of science with health, agriculture, industry and other aspects of daily life. Every effort will be made to extend science education to the vast numbers who have remained outside the pale of formal education.

**8. Sports and Physical Education:** Sports and physical education are an integral part of the learning process and will be included in the evaluation of performance. A nation-wide infrastructure for physical education, sports and games will be built into the educational edifice.

**9. The Role of Youth:** Opportunities will be provided for the youth to involve themselves in national and social development through educational institutions and outside them. Students will be required to participate in one or the other of existing schemes, namely, the National service Scheme, National Cadet Corps, etc. outside the institutions, the youth will be encouraged to take up programmes of development reform and extension. The National Service Volunteer Scheme will be strengthened.

**10. Evaluation Process and Examination Reform** The objective will be to re-cast the examination system so as to ensure a method of assessment that is a valid and reliable measure of student development.

Following measures will be taken:

- a) The elimination of excessive element of chance and subjectivity.
- b) The de-emphasis of memorisation.
- c) Effective use of the evaluation process by teachers, students and parents.
- d) Improvement in the conduct of examinations.
- e) Introduction of con-cointal changes instructional materials and methodology.
- f) Introduction of the semester system from the secondary stage in a phased manner.
- g) The use of grades in place of marks.

### **VIII. The Teacher:**

1. (a) The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers.
- (b) The methods of recruiting teacher will be reorganised to ensure merit, objectivity and conformity with spatial and functional requirements.

(c) Teachers' associations must play a significant role in up holding professional integrity, enhancing the dignity of the teachers and in curbing professional misconduct.

## 2. Teacher Education:

a) Teacher education is a continuous process and its pre-service and in-service components are inseparable.

b) District Institutes of Education and Training (DIET) will be established with the capability to orgainse pre-service and in- service courses for elementary school teachers and for the personnel working in nonformal and adult education.

c) Selected Secondary Teacher Training Colleges will be up- graded to complement the work of State Councils of Educational Research and Training.

## **IX. The Management of Education:**

1. At National Level: The Central Advisory Board of Education will play of pivotal role in reviewing educational development, determining the changes required to improve the system and monitoring implementation.

2. Indian Education Service: A proper management structure in education will entail the establishment of the Indian Education Service as an All India Service.

3. At State Level: State Government may establish State Advisory Boards of Education on the lines of C.A.B.E.

4. At District and Local Level: a) District Board of Education will be created to manage education up to the higher secondary level. b) Local communities, through appropriate bodies, will be assigned a major role in programmes of school improvement.

5. Voluntary Agencies and Aided Institutions Non-government and Voluntary effort including social activist groups will be encouraged, subject to proper management, and financial assistance provided.

## **X. Resources and Review:**

Resources: Education will be treated as a crucial area of investment for national development and survival. The National Policy on Education, 1968, had laid down that the investment on education be gradually increased to reach a level of expenditure of 6 percent of the national income as early as possible. Since the actual level of investment has remained far short of that

target, it is important that greater determination be shown now to find the funds for the programmes laid down in this Policy.

### **Implementation of NPE 1986**

- Operation blackboard
- Restructuring & reorganization of teacher education
- Non formal education
- Vocationalisation of education

### **Merits of NPE '86**

- 1) Deep concern had been shown by the prime minister in formulation of NPE.
- 2) The nation wide debate was conducted for the formulation of the policy.
- 3) The program of action was checked out.
- 4) The ministry of education was renamed as Ministry of Human Resource Development (MHRD).

NPE is best policy for the development of education in remote areas especially for SC, ST, Handicapped, backward, minorities and women. Indian govt. introduced it for the development of nation and they got success on large extent. People come closer by the help of education and now just because of this policy India's education system is third largest system among all nations.

### **PROGRAMME OF ACTION (1992)**

#### **Introduction**

When National Policy on Education (1986) began to be implemented in country, it was opposed by non-congress parties but then Prime Minister Sh. Rajiv Gandhi continued with its implementation. A committee was setup under the chairmanship of Acharya Ram Murti in May 1990 to review NPE and to make recommendations for its modifications. Then Chandra Shekar became Prime Minister in November 1990, he allowed committee to continue its work and submit its report on 26th Dec 1990. The report was yet to be debated in the parliament when once again congress came into power and wanted to implement NPE (1986) in its original form but Rama Muthi Committee report was lying for consideration.

So the central govt. constituted another committee- CENTRAL ADVISORY

BOARD OF EDUCATION under the chairmanship of Sh. N. Janardhana Reddy which submitted its report in January 1992.

□ Thereafter HRD minister Sh. Arjun Singh presented the REVISED NATIONAL POLICY ON EDUCATION in the parliament on May 1992.

□ POA 1992 under NPE 1986 envisioned to conduct of a common entrance examination on All India basis for admission to professional and technical programs in the country.

### **Objective of POA**

Education must play a positive and interventionist role in correcting social and regional imbalance, empowering women and in securing rightful place for the disadvantaged and the minorities.

### **Features**

1. **Role of Education:** Education is responsible for the all-round development of the individuals. Education is the light of life. Educated people can develop their knowledge and skill through education. Develops international co-operation and peaceful co-existence.

2. **National System of Education:** A common education structure (10+2+3) for whole of India. It is that system which is in accordance with the national needs and its aspirations.

3. **Education for Equality:** This policy provides equal opportunities to all for education. Navodaya schools have been opened not only for socially and economically deprived but also for talented children. Aims at providing equal access and equal condition of success to children.

4. **Education for Scheduled Caste:** Includes equalization of scheduled caste population with others in matter of education. Insured by giving incentives to parents who send their children schools. Scholarships, hostel facilities, adult education programmes are being introduced.

5. **Women Education:** New Education Policy gave special emphasis to Women Education. This statement owes that women are the keys to nation's progress. □ Education of illiteracy vocational curriculum, nutrition and child care courses, home management, etc., are given priority.

6. **Education for Tribes:** This policy gave main emphasis to the education of tribes.



Residential Ashram Schools have been opened for them; scholarships for higher education are given. Curriculum & study material should be developed in the language of tribal people.

7. **Adult Education:** Adult education initiation of NATIONAL LITERACY MISSION for teaching illiterate people of age group 15-35 years. For this, adult schools, libraries, distance education, T.V. programmes are being introduced.

8. **Early Childhood Education:** Special emphasis on early childhood care and education by opening up of day care centers, promotion of child focused programmes. Resulting in all round development of child. It is a feeder and support for primary education.

9. **Education for Minorities:** In pursuance of the revised Programme of Action (POA) 1992, two new Centrally-sponsored schemes, i.e., i) Scheme of Area Intensive Programme for Educationally Backward Minorities. ii) Scheme of Financial Assistance for Modernization of Madarsa Education were launched during 1993-94.

Under the scheme per cent assistance is given for: i) Establishment of new primary and upper primary schools, non-formal education centres, wherever necessary; ii) Strengthening of educational infrastructure and physical facilities in the primary and upper primary schools; and iii) Opening of multi-stream residential higher secondary schools for girls belonging to the educationally backward minorities.

10. **Operation Black Board:** The purpose of OB is to ensure provision of minimum essential facilities in primary school. The word 'OPERATION' implies that there is an urgency in this programme, that goals are clear and well defined. Govt. is determined to achieve these goals within a predetermined timeframe. OB envisages: i) two reasonably large rooms that are useable in all weather conditions. ii) necessary toys and games material. iii) blackboards iv) maps v) charts and other learning materials.

### **Primary education**

Primary education or elementary education often in primary school or elementary school is typically the first stage of compulsory education, coming between early childhood education and secondary education.

It provides a common platform for students.

It shall be ensured that free and compulsory education of satisfactory quality is provided to children up to 14 years of age before we enter 21st century.

## **Secondary education**

It comprises of two years of lower secondary and two years of higher secondary education.

- The lower secondary level is for students aged 14 to 16 years.
- Admission requirement is the completion of upper primary school education.
- Special emphasis on backward areas, areas predominantly inhabited by SC/ST and schooling facilities. for girls under this programme.

## **Vocationalisation**

Vocationalisation courses: meant to develop a healthy attitude amongst students towards work and life, to enhance individual employability to reduce the mismatch between the demand and supply of skilled manpower and to provide an alternative for those intending to pursue higher education without particular interest. Coverage: It is proposed that vocational courses cover 10 percent of higher secondary students by 1995 and 25% by 2000.

## **Higher Education**

Higher education is the education beyond high school especially at a college or university. It is the stage of learning that occurs at universities, academies, colleges, etc. At the end of a prescribed course of study, a degree, diploma, or certificate is awarded.

Higher Education and Open Universities

Autonomous commission: The revised policy has recommended the setting up of an autonomous commission to give boost and direction to higher education. Open

university and distance learning: It is an instrument of democratizing education. The flexibility and innovativeness of the learning system are particularly suited to the diverse requirements of the citizens of our country including those who

## **Technical and Management Education**

The All India Council for Technical Education (AICTE) is responsible for coordinated development of technical education and maintenance of prescribed standards. Emerging technologies are vital to national development. During the Sixth Five Year Plan, 14 areas of emerging technology such as Microprocessors, environmental engineering, laser technology, water resource management, etc. were identified and financial support was given to selected

## **New Education Policy Under India Govt.**

The BJP-led NDA government has on October 23 announced that the National Policy on Education (NPE) will be rolled out in December. The new policy envisages correcting the current education system that has followed a colonial mindset, according to Union Minister of State for Railways Satya Pal Singh.

- 1968 — First National Policy on Education under Indira Gandhi government
- 1986 — National Policy on Education under Rajiv Gandhi gov't
- 1992 — National Policy on Education under PV Narasimha Rao government
- 2005 — National Policy on Education under Manmohan Singh government
- 2017 — National Policy on Education 2020 under Narendra Modi government.

## **THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009**

### **Right to Education Act (RTE, 2010)**

The Right to Education Act 2009, also known as the RTE Act 2009, was enacted by the Parliament of India on 4 August 2009. It describes modalities of the importance of free and compulsory education for children aged between 6-14 years in India under Article 21 (A) of the Constitution of India. This act came into effect on 1 April 2010 and made India one of the 135 countries to have made education a fundamental right for every child. It prescribes minimum norms for elementary schools, prohibits unrecognised schools from practice, and advocates against donation fees and interviews of children at the time of admission. The Right to Education Act keeps a check on all neighbourhoods through regular surveys and identifies children who are eligible for receiving an education but do not have the means to.

### **Features of RTE Act**

1. All children from age six to fourteen have a right to receive free and compulsory education.
2. Children who could not continue their studies are eligible to join the standard according to their age getting appropriate special training.
3. Children have the right to leave one school and join another school. This provision is applicable only within government and aided schools.

4. Funding for implementing this Act is the responsibility of the Central and State Government.
5. There should not be any discrimination against the disadvantaged groups and weaker sections of the society.
6. Every child should be assured of quality education.
7. Teacher education, curriculum, and content should be implemented within a time frame.
8. No screening test either for the child or the parent should be conducted.
9. No certificate of birth to prove age should be demanded at the time of admission.
10. No child should be held back or sent out before it completes its elementary education.
11. No child should be given corporal punishment or mental agony by the school.
12. No private school should be started without the approval of the Government or the authorised agency.
13. Government permission and recognition should not be granted to schools which do not have the prescribed standards.
14. Duties of teachers: Regularity and punctuality in coming to school completing portions of the syllabus within the allotted time assessing the learning ability of every child and providing special instruction.

### **Recommendations of RTE Act**

Educational challenges have been prevalent at both the centre and states for many years in India. The Right to Education Act 2009 maps out roles and responsibilities for the centre, state, and all local bodies to rectify gaps in their education system in order to enhance the quality of education in the country.

#### **1. Compulsory and free education for all**

It is obligatory for the Government to provide free and compulsory elementary education to each and every child, in a neighbourhood school within 1 km, up to class 8 in India. No child is liable to pay fees or any other charges that may prevent him or her from pursuing and completing elementary education. Free education also includes the provisions of textbooks, uniforms, stationery items, and special educational material for children with disabilities in order to reduce the burden of school expenses.

## **2. The benchmark mandate**

The Right to Education Act lays down norms and standards relating to Pupil-Teacher-Ratios (number of children per teacher), classrooms, separate toilets for girls and boys, drinking water facility, number of school-working days, working hours of teachers, etc. Each and every elementary school (Primary school + Middle School) in India has to comply with this set of norms to maintain a minimum standard set by the Right to Education Act.

## **3. Special provisions for special cases**

The Right to Education Act mandates that an out of school child should be admitted to an age-appropriate class and provided with special training to enable the child to come up to an age-appropriate learning level.

## **4. Quantity and quality of teachers**

The Right to Education Act provides for rational deployment of teachers by ensuring that the specified Pupil-Teacher-Ratio is maintained in every school with no urban-rural imbalance whatsoever. It also mandates appointing appropriately trained teachers i.e. teachers with the requisite entry and academic qualifications.

## **5. Zero tolerance against discrimination and harassment**

The Right to Education Act 2009 prohibits all kinds of physical punishment and mental harassment, discrimination based on gender, caste, class, and religion, screening procedures for admission of children capitation fee, private tuition centres, and functioning of unrecognised schools.

The Right to Education (RTE) Forum's Stocktaking Report 2014 suggested that across the country, less than 10 percent of schools comply with all of the Right to Education Act norms and standards. While the enactment of the Right to Education Act 2009 triggered significant improvements, concerns regarding the privatisation of education remain. Educational inequalities have held a strong ground in India for many years.

## **6. Ensuring all-round development of children**

The Right to Education Act 2009 provides for the development of a curriculum, which would ensure the all-around development of every child. Build a child's knowledge, human potential, and talent.

## **7. Improving learning outcomes to minimise detention**

The Right to Education Act mandates that no child can be held back or expelled from school till Class 8. To improve the performances of children in schools, the Right to Education Act introduced the Continuous Comprehensive Evaluation (CCE) system in 2009 to ensure grade-appropriate learning outcomes in schools. Monitoring compliance of RTE norms

School Management Committees (SMCs) play a crucial role in strengthening participatory democracy and governance in elementary education. All schools covered under the Right to Education Act 2009 are obligated to constitute a School Management Committee consisting of a head teacher, local elected representative, parents, community members, etc. The committees have been empowered to monitor the functioning of schools and to prepare a school development plan.

### **8. Right to Education Act is justiciable**

The Right to Education Act is justiciable and is backed by a Grievance Redressal (GR) mechanism that allows people to take action against non-compliance of provisions of the Right to Education Act 2009. To ensure all schools follow this mandate, Oxfam India in collaboration with JOSH filed a complaint at the Central Information Commission (CIC) in 2011 evoking Section 4 of the Right to Information Act (RTI Act) 2005. Section 4 of the RTI Act is a proactive disclosure section mandating all public authorities to share information with citizens about their functioning. Since schools are public authorities, compliance to Section 4 was demanded.

### **9. Creating inclusive spaces for all**

The Right to Education Act 2009 mandates for all private schools to reserve 25 percent of their seats for children belonging to socially disadvantaged and economically weaker sections. This provision of the Act is aimed at boosting social inclusion to provide for a more just and equal nation.

### **Achievements of Right to Education Act, 2010**

- The RTE Act has successfully managed to increase enrolment in the upper primary level (Class 6-8).
- Stricter infrastructure norms resulted in improved school infrastructure, especially in rural areas.
- More than 3.3 million students secured admission under the 25% quota norm under

RTE.

- It made education inclusive and accessible nationwide.
- Removal of “no detention policy” has brought accountability in the elementary education system.
- The Government has also launched an integrated scheme, for school education named as **Samagra Shiksha Abhiyan**, which subsumes the three schemes of school education:
  - Sarva Shiksha Abhiyan (SSA)
  - Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
  - Centrally Sponsored Scheme on Teacher Education (CSSTE).

Making the right to education a fundamental right took more than 6 decades after independence. Now, the government and all stakeholders should focus on the quality of education, and gradually move towards having a single educational system and platform across the country for all sections of society in order to foster equality, inclusion, and unity.

### **NATIONAL EDUCATION POLICY OF INDIA 2020 (NEP 2020)**

The National Education Policy of India 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of new education system of India. 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. The policy aims to transform India's education system by 2040.

Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language. The language policy in NEP is a broad *guideline* and *advisory* in nature; and it is up to the states, institutions, and schools to decide on the implementation. Education in India is a Concurrent List subject.

The NEP 2020 replaces the National Policy on Education of 1986. In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research

Organisation (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP was 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received."

National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all.

## **SALIENT FEATURES OF NEP 2020**

### **1. NEW PEDAGOGICAL AND CURRICULAR STRUCTURE**

- The extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18.
- Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included.
- Universal provisioning of quality early childhood development, care, and education must thus be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready.
- The overarching goal will be to ensure universal access to high-quality ECCE across the country in a phased manner.
- A concerted national effort will be made to ensure universal access and afford opportunity to all children of the country to obtain quality holistic education—including vocational education - from pre-school to Grade 12.

### **2. EARLY CHILDHOOD CARE AND EDUCATION: THE FOUNDATION OF LEARNING**

- Universal provisioning of quality early childhood development, care, and education must be achieved as soon as possible, and no later than 2030.



- The overall aim of ECCE will be to attain optimal outcomes in the domains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.
- A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT
- The numerous rich local traditions of India developed over millennia in ECCE involving art, stories, poetry, games, songs, and more, will also be suitably incorporated.
- ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions consisting of the following:
  - stand-alone Anganwadis;
  - Anganwadis co-located with primary schools;
  - pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and
  - stand-alone pre-schools
- All of above would have workers/teachers specially trained in the curriculum and pedagogy of ECCE.
- For universal access to ECCE, Anganwadi Centres will be strengthened.
- Prior to the age of 5 every child will move to a “Preparatory Class” or “Balavatika” (that is, before Class 1), which has an ECCE-qualified teacher.
- Training of current Anganwadi workers/teachers: those with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme
- These programmes may be run through digital/distance mode allowing teachers to acquire ECCE qualifications with minimal disruption to their current work.
- **ECCE curriculum:** The planning and implementation of early childhood care and education curriculum will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.

### 3. FOUNDATIONAL LITERACY AND NUMERACY: AN URGENT &

## **NECESSARY PREREQUISITE TO LEARNING**

- A National Mission on Foundational Literacy and Numeracy will be set up by the Ministry of Human Resource Development (MHRD) on priority.
- All State/UT governments will prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 to be achieved by 2025.
- Teachers will be trained to impart foundational literacy and numeracy.
- To ensure that all students are school ready, an interim 3-month play-based ‘school preparation module’ for all Grade 1 students will be developed by NCERT and SCERTs.
- A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA).
- States to consider establishing innovative models to foster peer-tutoring and volunteer activities, etc. for promoting foundational literacy and numeracy.
- Public and school libraries will be significantly expanded, and digital libraries will also be established.
- A National Book Promotion Policy will be formulated.
- The nutrition and health (including mental health) of children will be addressed, through healthy meals and regular health check-ups, and health cards will be issued to monitor the same.

## **4. CURTAILING DROPOUT RATES AND ENSURING UNIVERSAL ACCESS TO EDUCATION AT ALL LEVELS**

- Two initiatives for above:
  - no school remains deficient on infrastructure support from pre-primary school to Grade 12 and alternative and innovative education centres to ensure that children of migrant labourers, and other children who are dropping out of school due to various circumstances are brought back into

mainstream education.

- achieve universal participation in school by carefully tracking students, as well as their learning levels
- Counsellors or well-trained social workers connected to schools/school complexes
- Scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non-formal education modes.
- NIOS and State Open Schools will also offer A, B and C levels that are equivalent to Grades 3, 5, and 8 of the formal school system; secondary education programs that are equivalent to Grades 10 and 12; vocational education courses/programs; and adult literacy and life-enrichment programs.
- States encouraged to develop these in regional languages by establishing new/strengthening existing State Institutes of Open Schooling (SIOS).
- The focus will be to have less emphasis on input and greater emphasis on output potential concerning desired learning outcomes.
- Efforts to involve community: Databases of literate volunteers, retired scientists/government/semi government employees, alumni, and educators will be created for this purpose.

## **5. RESTRUCTURING SCHOOL CURRICULUM AND PEDAGOGY IN A NEW 5+3+3+4 DESIGN**

- The curricular and pedagogical structure of school education: guided by a 5+3+3+4 design corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively.
- **No parallel changes to physical infrastructure will be required.**
- It will consist of:
  - **Foundational Stage** (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8): with flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE.
  - **Preparatory Stage** (Grades 3-5, covering ages 8-11): with the introduction Experiential learning across the sciences, mathematics, arts, social sciences, and humanities.

- **Middle Stage** (Grades 6-8, covering ages 11-14): with a subject-oriented pedagogical and curricular style.
- **Secondary Stage** (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18) : with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects, and option to exit at grade 10 and re-enter at a later stage in grade 11.

## **6. HOLISTIC DEVELOPMENT OF LEARNERS**

- Overall thrust of curriculum and pedagogy reform to move towards real understanding and learning how to learn - and away from the culture of rote learning
- Aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21<sup>st</sup> century skills.
- Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education.

## **7. REDUCTION IN CURRICULUM CONTENT TO ENHANCE ESSENTIAL LEARNING AND CRITICAL THINKING**

- Curriculum content will be reduced in each subject to its core essentials, and make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning.
- The mandated content will focus on key concepts, ideas, applications, and problem-solving.
- Teaching and learning will be conducted in a more interactive manner

## **8. EXPERIENTIAL LEARNING**

- In all stages, experiential learning will be adopted
- Will include hands-on learning, arts-integrated and sports-integrated education,

story-telling-based pedagogy, among others, as standard pedagogy

- Classroom transactions will shift, towards competency-based learning and education.
- The assessment tools (including assessment “as”, “of”, and “for” learning) will be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class.

## **9. NO HARD SEPARATION**

- Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills
- There will be no hard separation among ‘curricular’, ‘extracurricular’, or ‘co-curricular’, among ‘arts’, ‘humanities’, and ‘sciences’, or between ‘vocational’ or ‘academic’ streams.
- Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum.
- Each of the four stages of school education, may consider moving towards a semester or any other system that allows the inclusion of shorter modules

## **10. MULTILINGUALISM AND THE POWER OF LANGUAGE**

- Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.
- Thereafter, the home/local language shall continue to be taught as a language wherever possible.
- This will be followed by both public and private schools.
- High-quality textbooks, including in science, will be made available in home languages/mother tongue.
- All languages will be taught in an enjoyable and interactive style
- States may enter into bilateral agreements to hire teachers from each other
- The three-language learned by children will be the choices of States, regions, and

of the students, so long as at least two of the three languages are native to India.

- Efforts to prepare high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English.
- Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed, for use by students with hearing impairment.

## **11. CURRICULAR INTEGRATION OF ESSENTIAL SUBJECTS, SKILLS, AND CAPACITIES**

- Certain subjects, skills, and capacities will be emphasized in school: such as, scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and computational thinking; ethical and moral reasoning; etc.
- Introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. at relevant stages
- Mathematics and computational thinking to be given increased emphasis throughout school years. Activities involving coding to be introduced in Middle Stage.
- Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts.

## **12. NATIONAL CURRICULUM FRAMEWORK FOR SCHOOL EDUCATION (NCFSE)**

- The formulation of a new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be undertaken by the NCERT
- The NCFSE document shall henceforth be revisited and updated once every 5-10 years, taking into account frontline curriculum.

### **13. NATIONAL TEXTBOOKS WITH LOCAL CONTENT AND FLAVOUR**

- All textbooks shall aim to contain the essential core material on a national level, but at the same time contain any desired nuances and supplementary material as per local contexts and needs.
- States will prepare their own curricula which may be based on the NCFSE prepared by NCERT to the extent possible and prepare textbooks (which may be based on the NCERT textbook materials to the extent possible), incorporating State flavour and material as needed.
- Concerted efforts, through suitable changes in curriculum and pedagogy, will be made to significantly reduce the weight of school bags and textbooks.

### **14. KNOWLEDGE OF INDIA**

- Will include knowledge from ancient India to modern India as well as future aspirations
- Will be incorporated in an accurate and scientific manner throughout the school curriculum wherever relevant
- Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, will be covered
- Specific courses in tribal ethno-medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. will also be made available.
- Video documentaries on inspirational luminaries of India, ancient and modern, in science and beyond
- Students will be given a logical framework for making ethical decisions at a young age.
- In later years, this would then be expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy, etc., with a view to enabling children to embrace moral/ethical values in conducting one's life
- Traditional Indian values and all basic human and Constitutional values will be developed in all students.

- Excerpts from the Indian Constitution will also be considered essential reading for all students.
- Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included in the curriculum, as well as scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs.

## **15. TRANSFORMING ASSESSMENT FOR STUDENT DEVELOPMENT**

- All students will take school examinations in Grades 3, 5, and 8 also, which will test achievement of basic learning outcomes, and application of knowledge in real-life situations.
- The Board exams for Grades 10 and 12 will be continued.
- Board exams will be made ‘easier’, as they will test primarily core capacities/competencies rather than months of coaching/memorization
- Boards may over time also develop further viable models of Board Exams, such as - annual/semester/modular Board Exams; offering all subjects beginning with mathematics, at two levels; two parts exams or objective type and descriptive type.
- With regard to all of the above, guidelines will be prepared by NCERT, in consultation with SCERTs, Boards of Assessment (BoAs), and PARAKH, the proposed new National Assessment Centre etc.,
- The progress card of all students for school-based assessment will be redesigned.
- The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress and the uniqueness of each learner in the cognitive, affective, and psychomotor domains.
- The progress card will include self-assessment, peer assessment and teacher assessment
- Teachers to be prepared for a transformation in the assessment system by the 2022-23 academic session.
- A National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) to be set up as a standard-setting body for setting norms, standards, and guidelines for student assessment and



evaluation for all recognized school boards.

- The National Testing Agency (NTA) will offer a high-quality common aptitude test, as well as specialized common subject exams in the sciences, humanities, languages, arts, and vocational subjects, at least twice every year for university entrance exams.

## **16. SUPPORT FOR GIFTED STUDENTS/STUDENTS WITH SPECIAL TALENTS**

- The NCERT and NCTE will develop guidelines for the education of gifted children.
- B.Ed. programmes may also allow a specialization in the education of gifted children.
- Teachers will encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance.
- Olympiads and competitions in various subjects will be conducted across the country.
- Online apps with quizzes, competitions, assessments, enrichment materials, and online communities for shared interests will be developed as group activities.
- Schools will develop smart classrooms, in a phased manner.

## **17. TEACHERS RECRUITMENT AND DEPLOYMENT**

- Transfers will be conducted through an online computerized system that ensures transparency.
- Teacher Eligibility Tests (TETs) will be strengthened and extended to cover pre-primary to grade 12 teachers, in both public and private schools.
- For subject teachers, suitable TET or NTA test scores along with a classroom demonstration will be utilized for recruitment.
- A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades.

## **18. CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)**

- Continuous opportunities for self-improvement will be offered in multiple modes,

such as, workshops, online teacher development modules, etc.

- Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year driven by their own interests.
- School Principals will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, with a focus on preparing and implementing pedagogical plans based on competency-based education.

## **19. PROFESSIONAL STANDARDS FOR TEACHERS**

- A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the NCTE.
- The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage.
- NCTE to be restructured as a Professional Standard Setting Body (PSSB) under General Education Council (GEC).

## **20. SPECIAL EDUCATORS**

- For subject teaching for children with disabilities/*Divyang* children at the Middle and Secondary school level, specializations will be offered during or after pre-service teacher preparation with greater synergy between the course curriculum of NCTE and RCI.

## **21. APPROACH TO TEACHER EDUCATION**

- Teacher education will gradually be moved into multidisciplinary colleges and universities by 2030.
- By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.
- The 2-year B.Ed. programmes will also be offered only for those who have already obtained Bachelor's Degrees in other specialized subjects.
- Adapted 1-year B.Ed. programmes for those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty.

- Multidisciplinary higher education institutions having accreditation for ODL may also offer high-quality B.Ed. programmes in blended or ODL mode.
- All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning.
- Special shorter local teacher education programmes will also be available at BITEs, DIETs, for eminent local persons who can be hired to teach at schools or school complexes as ‘master instructors’, for the purpose of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts.
- Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialized areas of teaching.
- By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT.
- The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education.

## **22. TEACHER EDUCATION**

- The Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches.
- By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.
- All multidisciplinary universities and colleges - will aim to establish, education departments will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and

mathematics.

- All stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.
- The admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency.
- All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject and will also have a minimum number of hours of actual teaching experience.
- The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged.
- A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

### **23. EQUITABLE AND INCLUSIVE EDUCATION: LEARNING FOR ALL**

- Focus on Socio-Economically Disadvantaged Groups (SEDGs)
- **SEDGs** can be broadly categorized based on:
  - Gender identities (particularly female and transgender individuals),
  - Socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities),
  - Geographical identities (such as students from villages, small towns, and aspirational districts),
  - Disabilities (including learning disabilities), and
  - Socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor).
- Separate strategies will be formulated for focused attention for reducing each of the category-wise gaps in school education.
- Within SEDGs, and with respect to all the above policy points, special attention will be given to reduce the disparities in the educational development of Scheduled

Castes and Scheduled Tribes. As a part of the efforts to enhance participation in school education, special hostels in dedicated regions, bridge courses, and financial assistance through fee waivers and scholarships will be offered.

- Regions of the country with large populations from educationally-disadvantaged SEDGs should be declared Special Education Zones (SEZs), for additional concerted efforts.
- A 'Gender-Inclusion Fund' will be constituted to provide equitable quality education for all girls as well as transgender students.
- Similar 'Inclusion Fund' schemes shall also be developed to address analogous access issues for other SEDGs.
- Under the aegis of the Ministry of Defence, State Governments may encourage opening NCC wings in their secondary and higher secondary schools, including those located in tribal dominated areas.
- Free boarding facilities will be built - matching the standard of Jawahar Navodaya Vidyalayas particularly for students who from socio-economically disadvantaged backgrounds.
- Kasturba Gandhi Balika Vidyalayas will be strengthened and expanded to increase the participation in quality schools (up to Grade 12)
- Additional Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas will be built around the country, especially in aspirational districts, Special Education Zones, and other disadvantaged areas.
- Pre-school sections covering at least one year of early childhood care and education will be added to Kendriya Vidyalayas and other primary schools around the nation, particularly in disadvantaged areas.
- Schools/school complexes will be provided resources for the integration of children with disabilities, recruitment of special educators with cross-disability training, and for the establishment of resource centres
- Barrier free access for all children with disabilities will be enabled as per the RPWD Act.
- Assistive devices and appropriate technology-based tools, language-appropriate teaching-learning materials will be made available.
- NIOS will develop high-quality modules to teach Indian Sign Language, and to teach other basic subjects using Indian Sign Language.

- As per the RPWD Act 2016, children with benchmark disabilities shall have the choice of regular or special schooling. Resource centres in conjunction with special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities.
- Knowledge of how to teach children with specific disabilities will be an integral part of all teacher education programmes.
- One-on-one teachers and tutors, peer tutoring, open schooling, appropriate infrastructure, and suitable technological interventions to ensure access can be particularly effective for certain children with disabilities
- Alternative forms of schools, will be encouraged to preserve their traditions or alternative pedagogical styles.
- All participants in the school education system, including teachers, principals, administrators, counsellors, and students, will be sensitized to the requirements of all students, the notions of inclusion and equity, and the respect, dignity, and privacy of all persons.
- The school curriculum will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity.

#### **24. EFFICIENT RESOURCING AND EFFECTIVE GOVERNANCE THROUGH SCHOOL COMPLEXES/CLUSTERS**

- The challenges of optimal utilization and sharing of resources will, by 2025, be addressed by State/UT governments by adopting innovative mechanisms to group or rationalize schools, such as, school complexes.
- Benefits of school complex include - improved support for children with disabilities, more topic-centred clubs and academic/sports/arts/crafts events across school complexes, sharing of teachers including use of ICT tools to conduct virtual classes, better student support, enrolment, attendance, and performance through the sharing of counsellors
- To further enhance cooperation and positive synergy among schools, including between public and private schools, the twinning/pairing of one public school with one private school will be adopted across the country.

#### **25. STANDARD-SETTING AND ACCREDITATION FOR SCHOOL**

## **EDUCATION**

- Independent responsibilities within the State school education system and the approach to regulation are as follows:
  - The Department of School Education will be responsible for overall monitoring and policymaking for continual improvement.
  - The educational operations and service provision for the public schooling system of the whole State will be handled by the Directorate of School Education.
  - Academic matters, including academic standards and curricula in the State will be led by the SCERT (with close consultation and collaboration with the NCERT).
- The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through wide consultations with all stakeholders.
- Public and private schools (except the schools that are managed/aided/controlled by the Central government) will be assessed and accredited on the same criteria, benchmarks, and processes,

## **26. REIMAGINING VOCATIONAL EDUCATION**

- By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education
- Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education.
- Every child to learn at least one vocation and exposed to several more.
- Sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities during Grades 6-8.
- A 10-day bagless period sometime during Grades 6-8 to intern with local vocational experts such as carpenters, gardeners, potters, artists, etc.
- Similar internship opportunities to learn vocational subjects to students throughout Grades 6-12, including holiday periods.
- Vocational courses through online mode will also be made available.
- Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade. Towards this, secondary schools

will also collaborate with ITIs, polytechnics, local industry, etc. Skill labs will also be set up

**27. ADULT EDUCATION AND LIFELONG LEARNING**

- An adult education curriculum framework will be developed by a new constituent body of the NCERT that is dedicated to adult education
- The curriculum framework for adult education will include at least five types of programmes, each with clearly defined outcomes:
  - foundational literacy and numeracy;
  - critical life skills (including financial literacy, digital literacy, commercial skills, health care and awareness, etc.);
  - vocational skills development
  - basic education (including preparatory, middle, and secondary stage equivalency);
  - continuing education (including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, etc.
- Use of schools/ school complexes beyond school hours and public library spaces for adult education courses which will be ICT-equipped when possible and for other community engagement and enrichment activities.
- Trained instructors/educators will be required to deliver the curriculum framework to mature learners
- Qualified community members including from Higher Educational Institutions to engage with their local communities will be encouraged and welcomed to take a short training course and volunteer.
- Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed.

