

Report on
Implementation
strategies for the Section
of School Education in
National Education
Policy 2020

School of Education

Mahatma Gandhi
Central University, Bihar





MAHATMA GANDHI CENTRAL UNIVERSITY

[A Central University established by an Act of Parliament]

ROADMAP/IMPLEMENTATION STRATEGIES FOR THE SECTION OF SCHOOL EDUCATION IN NATIONAL EDUCATION POLICY 2020

(Hon'ble PM of India Call to the Nation for Neeti, Rananeeti, Roadmap & Resources)

OUTCOME OF THE e-SYMPOSIUM-CUM-BRAINSTORMING

1. An e-Symposium-cum-Brainstorming on 'Roadmap/Implementation Strategies for the Section of School Education in National Education Policy 2020', was organised by School of Education, Mahatma Gandhi Central University (*hereinafter referred to as 'MGCU'*), Motihari, District - East Champaran, Bihar through Virtual Mode **on Friday, 21st August 2020 at 5.00 PM to 8.00 PM** under the Chairmanship of Hon'ble Vice- Chancellor Professor Sanjeev Kumar Sharma, MGCU, Motihari, Bihar.
2. Following subject experts and participant were present in the discussion from different Universities:
 - i. **Prof. Pankaj Arora,** - Subject Expert
Professor of Education, CIE, DU, Delhi
 - ii. **Prof. Laxmidhar Behera,** - Subject Expert
Professor of Education, RIE, NCERT, Bhubaneswar
 - iii. **Dr. Bharati,** - Subject Expert
Associate Professor, CIET, NCERT, Delhi,
 - iv. **Dr. Pramod Kumar,** - Subject Expert
Dean, School of Education, CUH, Haryana
 - v. **Dr. Akanksha Singh,** - Subject Expert
Assistant Professor, DoE, University of Allahabad
 - vi. **Dr. Shireesh Pal Singh,** - Subject Expert
Associate Professor, DoE, MGAHV, Wardha
 - vii. **Dr. Jessie Modi,** - Subject Expert
Associate Professor, DoE, Patna University, Bihar
 - viii. **Dr. Akhilesh Kumar,** - Subject Expert
Head/In-Charge, CoE, Patna, CBSE, New Delhi

- ix. **Prof. Asheesh Srivastava,** - **Director**
Head & Dean, School of Education, MGCU, Bihar
- x. **Dr. Mukesh Kumar,** - **Coordinator**
Associate Professor, School of Education, MGCU, Bihar
- xi. **Dr. Rashmi Srivastava,** - **Member**
Assistant Professor, School of Education, MGCU, Bihar
- xii. **Dr. Manisha Rani,** - **Member**
Assistant Professor, School of Education, MGCU, Bihar
- xiii. **Dr. Pathloth Omkar,** - **Convenor**
Assistant Professor, School of Education, MGCU, Bihar

3. In addition to above **Hon'ble Pro-Vice Chancellor, Prof. G. Gopal Reddy** and all research scholars and students of Department of Educational Studies, School of Education, MGCU were also present.
4. The Chairperson **Professor Sanjeev Kumar Sharma, Hon'ble Vice Chancellor, MGCU, Bihar** welcomed all the Subject Experts and Participants for attending the said e-Symposium.
5. In NEP 2020 Document, part-I of School Education Section, there are total eight sub-sections i.e., the e-Symposium focused on each section wise collective discussion for actionable actions.

S.No	Sub-Sections <i>(Actionable actions, Implementation strategies, section wise)</i>	Subject experts
1	Early Childhood Care and Education: The Foundation of Learning	Dr. Jessie Modi
2	Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning	Dr. Shireesh Pal Singh
3	Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels	Dr. Pramod Kumar
4	Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable and Engaging	Prof. Pankaj Arora
5	Teachers	Dr. Akanksha Singh
6	Equitable and Inclusive Education: Learning for All	Dr. Bharti
7	Efficient Resourcing and Effective Governance through School Complexes/Clusters	Prof. Laxmidhar Behera
8	Standard-setting and Accreditation for School Education	Dr. Akhilesh Kumar

Prof. G. Gopal Reddy
Hon'ble Pro Vice Chancellor
MGCU, Motihari, Bihar

**Key
Points**

Welcome Address:

- School Education was neglected subject from a long time and in the context of school, teacher is very important.
- Any nation's progress determined by its schools, teachers through their classrooms.
- In the NEP 2020 Students will be exposed to a social environment, and various exposures would be provided to the young minds.
- In a common atmosphere young students' minds are more powerful at grasping.
- Effective 4 year integrated teacher education course will be a reality now.
- 5+3+3+4 will be an effective structure in school education
- It will act as a strong foundation for the country, and Bharat will be '*Vishwaguru*' again.
- Students will be free from exams, conducting regular classes, giving the homework, burden of bags, completing syllabus etc in NEP 2020.

Prof. Asheesh Srivastava
Dean, School of Education
Head, Department of Educational Studies
MGCU, Motihari, Bihar

**Key
Points**

Introduced the theme:

- Introduced the theme and said the intent of the NEP 2020 will be achieved by the teachers.
- Two apprehensions are regardless of what language students are taught in the biggest challenge is confronting school education in India with obsession of mastering examinations through rote learning and completing the syllabus than mastery over the subjects to make them exam ready.
- For teachers pass percentage is only the indicators for their accountability and responsibility, as posed by society and parents, in these lines the completion of syllabus than mastering of the content, for passing examinations and scoring good marks and make them exam ready is what happening in our education system.
- All our children are far beyond in their grade levels.
- Majority of the Anganwadi workers are not even trainable
- These are the people and stakeholders who are going to translate the intent and implantation this policy, so keeping in mind all these practical issues are very important.

Dr. Jessie Modi

Associate Professor

Department of Education

Patna University, Patna, Bihar

**Key
Points**

Early Childhood Care and Education: The Foundation of Learning:

- ECCE has become a need due to the nuclear family system.” Previously, due to living in a joint family the children used to learn from the other children of the family at home itself.
- Our society thinks, “*are ye toh itna chota hai isko kya samjhana*”, but the child learns when you expose them to new things you can see the spark in their eyes.
- Mental readiness is more important in this age group of children.
- The stakeholders focus on the paperwork and not what's written or why it's being there.
- For ECCE we need to have a proper infrastructure, and what type of training is needed to Anganwadi workers.
- We have to take their world of ‘*know how*’ and ‘*learn how to learn*’ in build learning and teach on it.
- So we should teach with colors, patterns, shapes, etc. it also helps in developing multiple intelligence.
- Orientation of parents is needed very much in ECCE.
- Provisions given in mid-day meals, mental health, health check-up, awareness, children growth monitoring during the training.

Dr. Shireesh Pal Singh

Associate Professor
Department of Education
MGAHV, Wardha

Key
Points

Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning:

- Numeric literacy must come into behaviour for maximum benefit, example of the vegetable man who can solve a number of calculations within minutes and easily. While a Ph.D holder may not be able to perform it so immediately.
- We are not able to impart numeric literacy due to lack of teachers. When there is one teacher and many students, it's hard to focus on every student.
- Teachers should be appointed from same region or village because they will understand very well about the condition, context, need and environment of children.
- Library of a school of village need to collaborate with community.
- Provide good books with quality translate in regional language.
- Apply tutorial concept & prepare teacher for NEP.
- Focus on behaviour achievement of children.
- Provision of research on foundational literacy.
- Provision of availability of library for 24x7.
- State government need to take initiative to appoint required teacher for quality learning experiences.

Dr. Pramod Kumar
Dean, School of Education
Central University of Haryana
Haryana

**Key
Points**

Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels:

- We Indians are very good at making policy but not so good at implementing it.
- We are using the words from western epistemologies but in reality not doing something.
- We have to not only teach the alphabets to the children but take care of his health, environment, sports, etc.
- How to implement it, we must take care of the population too. India is a largest talent hub of young minds.
- There should be provision to measures or assess the ground reality of quality learning of children.
- Provision to training of community members also need to incorporate and involve them.
- Identify the key thrust area and provides facilities, according their requirement of each region.
- Recruitment teacher should be improving with focused on practical behaviour knowledge of teacher.
- Provisions to train dedicated teachers & multiple pathways of learning.

Prof. Pankaj Arora
Professor of Education,
Department of Education (CIE)
University of Delhi, Delhi

**Key
Points**

Curriculum and Pedagogy in Schools: Learning to be Holistic, Integrated, Enjoyable & Engaging:

- Foundational stage: For perspective building promotes activities, hands on experience and uses video and encourage outside learning.
- Preparatory stage: Develop concept building and promote scientific content and pedagogy.
- Middle stage: Add constitutional values as Indian value in curriculum; connect science and social science in practical aspect and with society.
- Secondary Stage: Provide suggestions about Pedagogy, methods, assessment etc. in NCERT text books.
- NCTE should be working as an academic body not as an administrative body.
- Provision to implement mother tongue as a language in classroom with local teachers. Continuous and comprehensive evaluation is required in terms of competencies and personality of child.
- Integration of curricular and co-curricular activities is required. Population which is increasing day by day can be utilized as human resource.

Dr. Akanksha Singh
Department of Education
University of Allahabad, UP

**Key
Points**

Teachers:

- Proper budgeting and cost analysis are required for recruitment process for quality dimension of teachers.
- Human Resource and infrastructural resources should be required for teacher's empowerment.
- Service conditions of teachers should be properly taken care of with due respect.
- Sensitiveness is required in directorate, secretariat, school boards and other functionaries related to this.
- Continuous professional development should be there for capacity building and skill development of teachers by means of SWAYAM and ARPIT.

Dr. Bharti

Associate Professor,
Central Institute of Educational
Technology (CIET)
NCERT, Delhi

**Key
Points**

Equitable and Inclusive Education: Learning for All:

- According to NEP 2020 Inclusiveness is not only limited to physically challenged or specially abled but it also includes specially educational disadvantage groups (SEDG's) are; Gender identity-females, transgender, Socio- cultural identity, Geographical identity, Socio-economic conditions and Disability group.
- Inclusion is a broader concept and recognition of the above mentioned groups is required. Various tools help in identification of these groups.
- Separate programs and interventions are required for the groups according to the needs.
- Stage specific programs are required for inclusion.
- Involvement of field functionaries like universities, directorates etc are required for inclusion.
- Awareness and pre-service and In-service teacher training are required. Inclusive teachers are required.
- In all teachers' department one person of special teacher will be also included.

**Prof. Laxmidhar
Behera**

**Professor of Education
Regional Institute of Education
(NCERT) Bhubaneswar, Odisha**

**Key
Points**

Efficient Resourcing and Effective Governance through School Complexes/Clusters:

- Focused on historical problems of single teacher school and enhancing quality of small schools.
- Mentioned about systemic reforms and rationalization of schools. Plan for big schools in tribal areas.
- Hard separation of subjects and adequate number of teachers should be there.
- Prevocational education, training component and governance as core component should be there.
- There should be pairing and tuning of private and public schools along with mutual cooperation.
- In each state existing *Bal bhavan* should be strengthen and one cell should be created for this at DIET level for related activities.
- Implementation of all these can be done by proper training, positive attitude building and minimizing the gaps by means of support in this direction.
- Development of packages, materials and modules should be there.

Dr. Akhilesh Kumar
Head/In-Charge Center of
Excellence, Patna, Central
Board of Secondary Education

**Key
Points**

Standard-setting and Accreditation for School Education:

- Academic records should be updated by taking the help of IT professionals in cluster wise mode. Decisions regarding school and teacher assessment and evaluation should be taken by keeping the view of geographical conditions, need, funding etc. in mind.
- Comparative information of all schools should be there in one common e-platform.
- What's going on in schools and regarding teacher's feedback should be taken by students through online mode.
- One mobile or laptop should provide to students by the government for minimum learning of students.
- Focused on academic audit and chain management systems. All details of stander setting should be provided online with transparency.
- Need transparency on accreditation. Provide guidelines on teachers' portfolio with concenter objective rather than subjective.
- Provide training to teachers also for making objective based portfolio of students. Provision for training to administrative body to conduct and operate all objectives.

Dr Pathloth Omkar
Assistant Professor
School of Education
MGCU, Motihari, Bihar

**Key
Points**

School Education:

- Trust building among teachers and employees in school sector, example; in school sector the bureaucracy/bureaucrats are treating the teachers and employees as a machine or in an inhuman way.
- There is no personal autonomy/freedom to the teachers in teaching and developing the curriculum, lessons or designing the lesson plans, example; lesson plans, some or other curricular structures are dumped upon teachers and over monitoring about various paper work in school from directorates/residential schools societies, heads of the schools or state bodies.
- Pedagogical shift is on papers and not visible in classroom and implementation. Success of school, celebrations of success, or advertisements of success stories are on papers with handful of students, example; in schools, or residential schools by default in each class there are 1% of brilliant students, these handful brilliant students are given special attentions, summer trainings, summer samurais etc., and these students are used as a tool for advertisements of success stories, what about the rest of 99% students in each class. There is a dire need to focus on these 99% of students in each class rather than advertising 1% of students.

**Prof. Sanjeev Kumar
Sharma**
Hon'ble Vice Chancellor
MGCU, Motihari, Bihar

**Key
Points**

Words of Blessings:

- Hon'ble Vice chancellor welcomed all the subject experts
- In 1986 policy, at the time of implementation of policy I was a teacher and I experienced the 1986 policy implementation process
- In NEP 2020 as administrator, the greater responsibilities lies on all of us in developing and designing the implementation strategies and roadmap
- MGCU organised so far 18 programs in relation to NEP 2020 on various sections, dimensions, aspects of the NEP 2020 policy for better understanding the intent, content, implantations strategies, and exploring the ways, roadmap for implementation of the same
- The main focus should be on implementation and actionable actions of the policy, how we can create a space for all stakeholders in coming days for better implementation of the policy. The greater responsibility lies on shoulders of the teachers and all stake holders

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