

# National Education Policy 2019 of India

## Vision

To give an **equitable** and **vibrant** knowledge society, by providing **high quality** education to all.

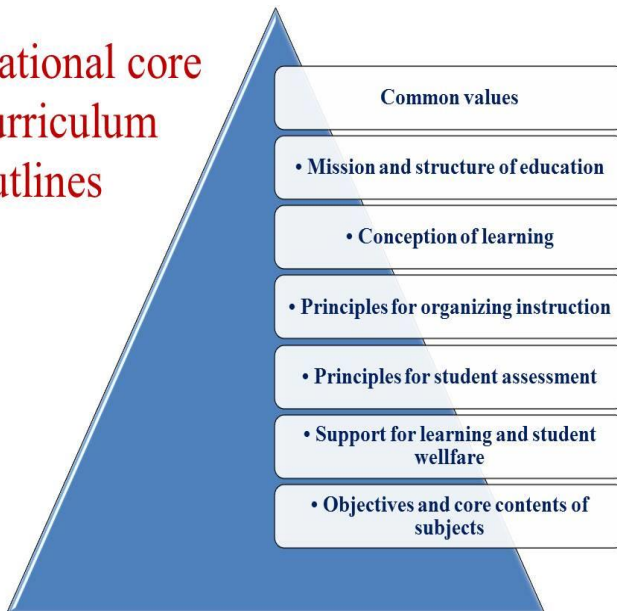
SOME SUGGESTIONS TO ACHIEVE THE VISION OF NEW POLICY OF INDIAN EDUCATION

### Broad conception of the curriculum

Curriculum is a strategic document which reflects our best understanding of humanity, society and learning

- ◆ Curriculum to cover all areas of school life, not only school subjects
- ◆ National core curriculum outlines

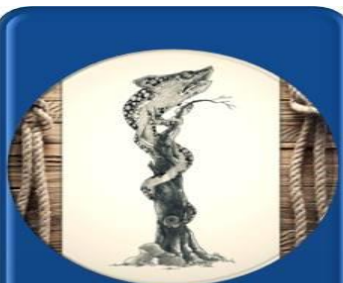
### National core curriculum outlines



### Basic Education Reforms

Strengthening the sustainability (quality, equality and coherence) of basic education

- by developing school culture and working methods in order to enhance pupils' active and responsible role in schools
- by developing flexible working structures and the use of ICT in learning in order to combine formal and informal learning
- by developing schools' welfare services and by strengthening extra curricular activities in schools in order to improve the wellbeing of pupils
- by enhancing competences needed in the future



I = identity, innovation, involvement helps self-efficacy, self realization and self actualization



E = engagement, experience, exploration, experimentation, evaluation through collaboration and dialogue



K = Kinesthetic learning, Knowledge Management, Knowledge representation, Knowledge transfer, Knowledge visualization, knowledge and skills, for learning to learn



F = future orientation, responsibility and Future Problem Solving Program

**LEARNING GOALS TO BE IEKFF**

# Learning age

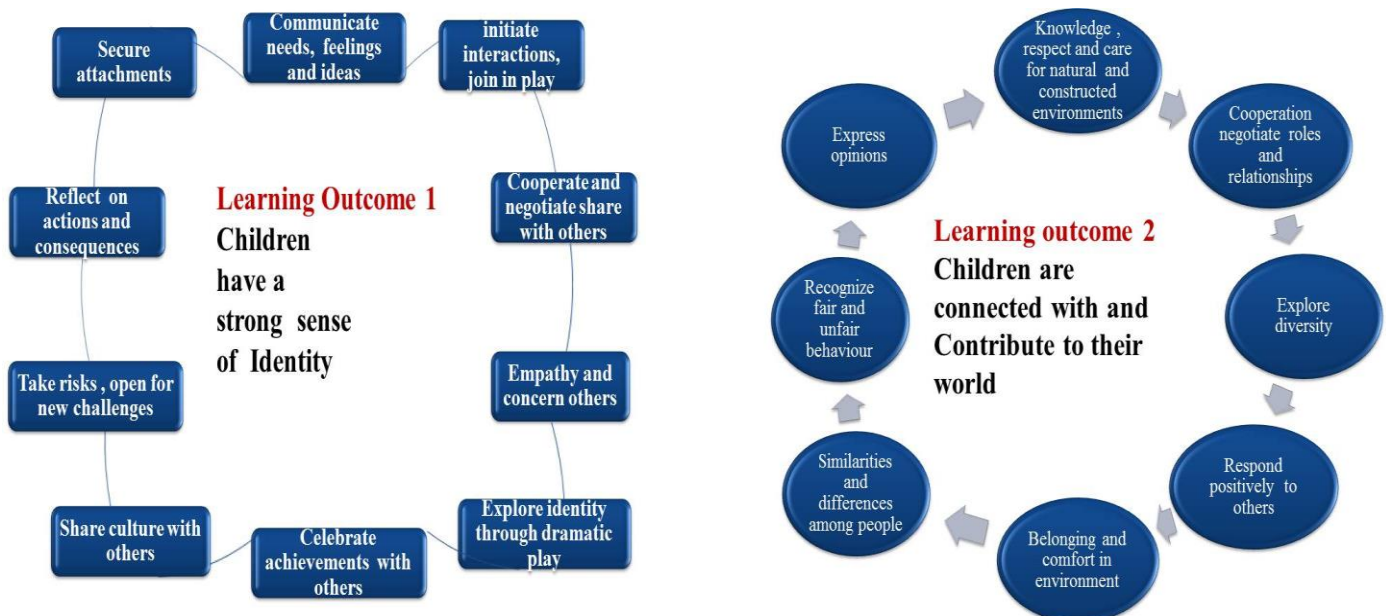
**A. ECCE – EARLY CHILDHOOD CARE AND EDUCATION** - Every child in the age range of 3-6 years has access to free, safe, high quality, developmentally appropriate care and education by 2025. This must be compulsory for every child.

Entry age remains the same ie 3 years to level O, 4 years to level 1 and year 5 to level 2. It is good and every child needs to go through the foundation levels of learning especially phonic sounds, groups of sounds and learning 2, 3 ,4 and 5 letter words, number work and life around along with physical and cultural activities.

**B.** A single curricular and pedagogical phase of play- and discovery-based learning for very young children, between the ages of 3-8 years. Resources needs to be provided. Common school labs can be developed. The Policy takes cognizance of the differences in the development of cognitive abilities in children. The flexibility in the first five years will enable equalizing of the multiple cognitive abilities of children. This is followed by a Preparatory phase consisting of three years (Grades 3, 4 and 5) of basic education incorporating some textbooks as well as aspects of more formal classroom learning. Activities based on Observation , Experience, Exploration and skill based games to be developed. Field trips to be made compulsory . e learning can be introduced.

**C.** The next three years of Middle school education (Grades 6, 7 and 8) would involve developing more abstract thinking and using learning taxonomy like facets of understanding – can explain, can interpret, can apply, have perspective, can empathize and have self knowledge.

**D.** Developing more abstract thinking and subject teaching leading up to a Secondary education phase of four years (Grades 9, 10, 11 and 12). This last phase of four years of secondary school education will facilitate multidisciplinary studies with appropriate exit options besides preparing for the next phase of undergraduate programme of study, including early introduction to Liberal Arts education. SOLO – Structure of observed learning outcomes to need to be addressed. DE- dual enrollment and AP – advanced placement tests will help learner find advanced programmes in colleges. Alternatives can be introduced.



# High quality Research

Need to start simple to complex research from the early childhood to higher levels. Types of hypothesis must be

1. hypothesis concerning law,
2. hypothesis concerning agent,
3. hypothesis concerning collocation,
4. hypothesis concerning description,
5. hypothesis concerning explanation

Characteristics of Management Science: The four major characteristics of management science to be followed:-

- (1) Examine Functional Relationships from a Systems Overview:
- (2) Use the Interdisciplinary Approach:
- (3) Uncover New Problems for Study:
- (4) Use a Modeling-Process Approach to Problem Solving:

Other Characteristics of Management Science are: (5) A primary focus on managerial decision-making. (6) The application of science to decision-making. (7) A dependence on electronic computers. (8) An appraisal resting on criteria of economic effectiveness. Effectiveness may be defined as the extent to which goals are achieved. Effectiveness is evaluated by measures of effectiveness (also known as measures of performance).

The Tools of Management Science: The tools of management science developed specifically for solving managerial problems are listed below: (a) Decision Matrices: (b) Decision Trees: (c) Mathematical Programming: (d) Branch and Bound: (e) Network Models: (f) Dynamic Programming: (g) Markov Chains:

(h) Game Theory: (i) Inventory Models: (j) Waiting Line (Queuing) Models: (k) Simulation Models:

Specially, five types of models may be employed: 1. Artificial Intelligence. 2. Heuristic programming. 3. Management games. 4. Systems simulation, and 5. Monte Carlo simulation.

Teaching subject in isolation has no effect. Integration of concepts need to be applied. Research must carry on interdisciplinary subjects. Subjects learnt in grade IX to XII must match to college learning . Alternatives to be provided like dual enrollment and Advanced Placement exams, which will help the learner with credits and grades. Comprehensive report of students learning must be provided. Student can avail the learning activity from any agency but the board must incorporate the learning activity. High school Students must learn Liberal arts, to be eligible to go to college. Research camps must be made compulsory for all high school students.

4 year graduation with liberal arts as one of the core subjects along with group or combination of subjects from various branches, with credits and practical work.

Vocational education to be incorporated from grade VI to XII and then in higher education through certificate and diploma courses.

Physical education and health education a must in all levels of education.

Original sentences to be taught from early childhood to take up progressively to paragraph writing to essay writing to article writing to research thesis writing .

By

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