

NEW FOUNDATIONAL STAGE AND NEP 2020 IN INDIA

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ABSTRACT:

The Indian education system has been introducing the National Education Policy recently in 2020. The education system was reorganized through this NEP 2020, where the stages of education was renamed like, the school education starts from foundational stage, preparatory stage, middle stage, and secondary stage. In the recent policy the Indian education system will be upgraded and the educational pedagogy also will be changed. Some steps have been taken for the school education system, in the current research work investigator deeply analyze the interesting methodology of the foundational stage, and tries to focus on the measures which are newly taken by NEP 2020 for the development of foundational stage in India. As the policy is introduced newly, the researcher here tries to give importance on the future measures of the foundational stage of education system. In the present study the investigator uses the qualitative research method for highlighting the specific programme for the future implementation. The researcher thoroughly analyzed the previous Education policies and did deep learning for the National Education Policy 2020 (NEP2020), and try to focus on the betterment of newly formed foundational stage.

INTRODUCTION:

The school education system of India previously Organised, as primary education, secondary education, and higher Education. Several committee and commission were formed in India after independence, for the development of education such as Dr Sarvepalli Radhakrishnan commission Mudaliar commission and the Kothari commission was formed for various aspect of education after that some other specific bodies was formed for the improvement of the factors of the education such as for curriculum formation for or decide the aim of education for teacher education and many others. In 1964 Kothari commission (1964-66) discuss upon all category of school education like, Primary, secondary, and higher education, on behalf of this commission in the year 1968 the National Education Policy was formed. Then in the year 1986 the full and expanded National Education policy was formed. After that some other bodies was formed to properly implement the national education policy such as National curriculum framework, National focus groups position paper 2007 right of children to free and compulsory Education act of 2009, RTE OF 2009 various steps has been taken by the Indian Government for the development of primary education. The Ministry of Human Resource Development of India introduced the National Education policy 2020 recently. The policy may change the total education system by 2030. The NEP 2020 was introduced on 29th of July 2020 by the union minister for Human Resource Development Shri Ramesh Pokhriyal at Lok Sabha. Indian education system previously has two other National Education Policy such as Education policy of 1968 and then the National Education Policy of 1986 where was the reformation of national education policy on the year 1992 called Program of Action (POA). Various policy change and constitutional changes are included in the 1986 policy in the previous 33 years ,1986 to 2019 it was a long phase of education system. So, some new policy must be launched by the government. Due to COVID-19 there was a late implementation of new education policy Government of India tried best for launching the new education policy. And at last, in the month of July 2020 Government of India finally introduced the new education policy 2020. The present said policy was based on traditional Gyan, pragga, and Satya. It emphasizes on conceptual knowledge and activity. The teacher will take the Center position to reform the total education system.

The age group of foundational stage of school in India are 3 years to 8 years, as per new NEP 2020. According to great psychologist Earnest Jones this the stage of early childhood. The basic needs of this stage are nutrition, safe secure shelter, love from family, opportunity to play or do some work like

the elder ones, eagerness for new information. Thus, the current policy NEP 2020 develop the new pedagogical approach for the children of foundational stage of education.

OBJECTIVES OF THE STUDY

Objectives of the study is to reveal the various ideas and pedagogical changes of foundational stage of NEP 2020 for the awareness of the teachers and future teachers.

THE NEW FOUNDATIONAL STAGE OF SCHOOL EDUCATION

In the recent National Education Policy 2020, was changed the fundamental name of the primary education. The stages of the school education are now having the new pattern, which is, **5+3+3+4 years**. The new pedagogical and curricular structure of school education are Foundational, Preparatory, Middle, and Secondary. So, the new name of primary education is foundational and preparatory stage of education, or it would be better to say that primary stage has been divided in two parts. And the foundational and preparatory will be continue for total 8 years, 3years to 11 years.

Foundational stage: It includes 3years of Pre-schooling or Anganwadi or Balvatika, the average age of the student should be 3 years to 6years. And 2years of normal school for class-1 and class-2, the average age of the student should be 6 years to 8 years.

total 5years of foundational schooling will be implemented. the average age of the foundational stage student should be 3years to 8years.

Preparatory stage: It includes 3years of schooling for class -3, class-4 and class-5, the average age of the student should be 8 years to 11 years.

Middle stage: It includes 3years schooling for the children of class -6, class -7, class -8, the average age of the student should be 11 years to 14 years. Total 3 years of schooling are shown in this stage.

Secondary Stage: Last 4 years of school will be treated as secondary stage of the school education. Class- 9, class- 10, class- 11, and class- 12 will be included in the stage, the average age of the student in the secondary stage should be 14 to 18 years.

The new Foundational Stage in Indian schools, as outlined in the National Education Policy (NEP) 2020, represents a significant shift from the previous primary stage of education.

Some **differences** may be point out like,

Age

In Foundational Stage the children aged 3 to 8 years, covering five years of education from pre-school (ages 3-6) to grades 1 and 2 (ages 6-8). Where in previous Primary Stage the class typically started with grades 1 through 5, generally including children aged 6 to 11 years.

Pedagogy

In Foundational Stage the main focuses on play-based, activity-based, and interactive learning, prioritizing the developmental needs and natural curiosity of young children.

Where in previous primary Stage they often relied more on traditional teaching methods with a focus on rote learning and academic content.

Learning Outcomes

In the foundational Stage it emphasizes on the holistic development, including physical, cognitive, and socio-emotional growth. It aims to build strong foundational literacy and numeracy skills. And in the previous primary Stage the focus was often more on academic achievements and assessments, sometimes at the expense of well-rounded development.

Teacher Training and Curriculum

The new foundational Stage requires specialized teacher training to cater to the unique needs of young children. The curriculum is more flexible and child-centred.

But in the previous primary Stage the teachers may have been less equipped to address early childhood development needs, with a more standardized curriculum.

Integration with Pre-School

In the foundational Stage it integrates pre-school with the first two grades of school, providing continuity and consistency in the educational experience. Where in previous primary Stage it often had less integration with pre-school, leading to a disconnect in educational approaches and experiences.

Objective

The new foundational Stage aims to lay a strong base for lifelong learning and overall development, preparing children for further schooling and life challenges.

And in the previous primary Stage it primarily focused on imparting academic knowledge and skills. Overall, the Foundational Stage represents a more modern and holistic approach to early childhood education, prioritizing flexible, play-based learning and the comprehensive development of each child.

In the previous Primary education system, some specific problems or lacuna is there such as,

Rigid Curriculum

The traditional curriculum was often inflexible and not adaptable to the diverse needs and interests of students. This rigidity limited creativity and exploration.

Focus on Rote Learning

The primary education system largely centred around memorization and repetition of information. This approach did not promote critical thinking or problem-solving skills in students.

Lack of Holistic Development

The emphasis on academic performance sometimes led to the neglect of other important aspects of a child's development, such as emotional, social, and physical growth.

Standardized Assessment

The reliance on standardized testing and assessments as the primary measure of student performance could lead to a narrow focus on test preparation rather than comprehensive learning.

Inequitable Access to Quality Education

There were disparities in the quality of education across different regions and socio-economic backgrounds. Many rural and underprivileged areas lacked adequate resources, qualified teachers, and infrastructure.

Insufficient Teacher Training

Teachers often lacked the specialized training required to cater to the diverse needs of young learners, resulting in less effective teaching methods and classroom management.

Limited Play-Based and Activity-Based Learning

The system often prioritized classroom instruction over play-based and interactive learning, which are essential for young children's cognitive and social development.

Inadequate Early Childhood Education

The previous system did not integrate pre-school education effectively, leading to a gap in continuity and a lack of a strong foundation for early learners.

Overemphasis on Examinations

The pressure to perform well in exams could lead to stress and anxiety among students and their families, overshadowing the importance of a well-rounded educational experience.

Outdated Teaching Materials

Some schools relied on outdated textbooks and teaching materials, which did not reflect current knowledge or technological advancements.

Language Barriers

In some regions, the medium of instruction may not have aligned with the child's home language, making it more challenging for them to grasp concepts effectively.

These limitations in the previous primary education system prompted reforms such as the introduction of the Foundational Stage under NEP 2020, which aims to address these issues and provide a more holistic and inclusive education for young learners. According to NCF 2020 the curriculum was develop uniquely. Shortly the curriculum of foundational stage is as follow,

The **curriculum** of the Foundational Stage in India, according to the National Education Policy (NEP) 2020, is designed to provide a comprehensive, play-based, and activity-oriented learning experience for children aged 3 to 8 years. The curriculum encompasses pre-school education (ages 3 to 6) and grades 1 and 2 (ages 6 to 8).

Play-Based and Activity-Based Learning

The curriculum emphasizes the use of play and hands-on activities to engage children and promote learning in a natural and enjoyable manner.

Holistic Development

The curriculum focuses on the overall development of the child, including cognitive, physical, socio-emotional, and linguistic growth.

Foundational Literacy and Numeracy

Strong emphasis is placed on developing basic literacy and numeracy skills during this stage. This includes reading, writing, speaking, and basic arithmetic.

Flexible and Multilevel Approach

The curriculum is designed to be flexible and adaptive to the varying needs and abilities of young children. It allows for different levels of learning within the same age group.

Language Acquisition

NEP 2020 encourages exposure to the local language/mother tongue as the medium of instruction wherever possible. This helps children grasp concepts more easily and promotes cultural understanding.

Integration of Arts and Crafts

The curriculum incorporates elements of art, music, dance, and other creative activities to enhance the child's imagination and self-expression.

Environmental Awareness

Children are introduced to concepts related to the environment, nature, and sustainability from an early age, fostering a sense of responsibility towards the world around them.

Social and Emotional Learning

The curriculum includes activities and lessons that help children develop social and emotional skills such as empathy, cooperation, and self-regulation.

Physical Education and Health

The importance of physical activity and health education is recognized, with a focus on motor skills development and instilling healthy habits.

Technology Integration

While play-based learning is prioritized, the curriculum also integrates technology in age-appropriate ways to enhance learning and engagement.

Inclusive Education

The curriculum is designed to be inclusive, catering to the diverse needs of children, including those with disabilities.

So conceptually foundational stage and preparatory stage maybe called as primary stage of education because in the previous day primary education belongs to the age group of 5 to 10 years and it belongs to the class 1 to class 4, but by the implementation of NEP 2020, conceptual framework has been changed and now from 3 years of the student the preprimary schooling has been started, which is included in the primary education, so as per the title of the study demand, the investigator treated the foundational and preparatory stage as primary education. The present NEP 2020 point out that near about 5 crore primary education pass-out will not be able to read and write conceptually and they do not have concept about digit also. Presently in India primary pass-out student does not know how to calculate addition or subtraction as mentioned in the National Education Policy 2020. The said policy makes some suggestion for the development of the foundational stage of education.

NEW PEDAGOGICAL AND METHODOLOGICAL APPROACH OF NEP 2020 FOR FOUNDATIONAL STAGE:

NATIONAL MISSION ON FOUNDATIONAL LITERACY AND NUMERACY

In the current policy NEP 2020 suggest to form a National Mission on Foundational Literacy and Numeracy by Ministry of Human Resource Development (MHRD) and then the all-state government will create immediately a plan for urgent implementation program in all primary school to reach the goal of universal foundational literacy and numeracy. The state government should take stage wise targets to reach the goal urgently by 2025. Each and every stage should be track and monitored by the central and state government.

PUPIL - TEACHER RATIO

All the vacant teaching post should be fulfilled by priority basis, recent policy NEP 2020 emphasize on this matter, they mentioned that more and more local teachers will be recruited in the primary level. The PTR or Pupil-Teacher Ratio, concept was introduced in the primary education system, which will be 30:1. That mean one teacher will engage in a class where the total number of students are 30. And in case of socio-economic backward area the number of students is 25 in a class.

Emphasize on 3R

The NEP 2020 mainly focus on the foundational literacy and numeracy in the primary stage of education and specially emphasize on Reading, Writing, Arithmetic (3R), Speaking, counting, and Mathematical thinking.

3 MONTHS PLAY BASED WORK

According to current policy NEP 2020 a special 'school preparation module 'should be create for the student of grade 1, which consist activities and work books where the children will be able to learn alphabets sound words colours shapes number and they will learn through collaborative process by a joyfully manner with their peer team and with their parents. The school preparation module duration will be 3 months in class -1. And the whole infrastructure will be made by NCERT and SCERT of government of India.

DIGITAL INFRASTRUCTURE FOR KNOWLEDGE SHARING (DIKSHA)

The NEP 2020 launched various schemes for primary education system of India, DIKSHA is one of them, it is a platform for knowledge and resources sharing. For the speedy development of the National Mission on foundational and numeracy DIKSHA is a quality base resources fund or knowledge sharing portal. This platform will help the students for language discrimination every regional language will be available in this DIKSHA portal.

ONE ON ONE PEER TUTORING

In the NEP 2020 an interesting method was introduced attend the goal of universal foundation all literacy and numeracy, name of the unique method is one on one peer tutoring method where one student will help another student in the class room environment in a joyful manners, activity and play is the part of that method. This unique method must be applied in the presence of the concerned teacher or the trained supervisor. In the primary education system, the school may engage trained volunteers from local area or near area of the school. For the large-scale implementation of the universal foundational literacy and numeracy Mission the unique One on One method should be very useful. In this method not only the students but also the teachers will help another teacher in teaching, application of teaching, and in knowledge sharing or pedagogical sharing.

The policy NEP2020 boldly mentioned that "Every literate member of the community could commit to teaching one student or person how to read; it would change the country's landscape very quickly"

BOOKS IN REGIONAL LANGUAGE

Current policy emphasizes on publication of text books in all regional language and Indian language. And those books should be written in motivational and inspirational way for the students of primary education. And all the books will be available in school library and local public library, for all time access. A National Book Promotion Policy should be form for the organized performance

FORMATION OF LEARNING CULTURE & DIGITAL LIBRARY

In the New Education policy 2020 they said that a learning culture should be developed among the students and teachers of all levels of education. And for that we should take the help of technology, we may prepare a Digital library in the sector of primary education.

SPECIAL CARE FOR THE CHALLENGED STUDENTS

As per the previous idea of Inclusive education, all the special and challenged students will be in a same platform in the system of education in India. Along with this, the new policy raise hand for the special care for them

LEARNER CENTRED COOPERATIVE LEARNING

Present new policy of education emphasizes on the holistic development of the learner they talked about the specific aim of the primary education such as character building, over all individual learning capacity and deep conceptual knowledge base perfection. And those can possible through learner centered collaborative learning process.

DECREASE THE LOAD OF SYLLABUS

New policy 2020 specifically point out about the huge content of the curriculum, they advised for reduce the load of syllabus. And replacing them the system may use the discussion, analysis, application, problem solving interactive method of teaching and also should use the inquiry and discovery base learning.

INTRODUCING THE EXPERIENCIAL LEARNING

In the NEP 2020 various teaching -learning method was introduced, basically the first 5 years of school was activity based, where policy suggested for art and sports integrated learning, activity, and storytelling learning method.

ART-INTEGRATED APPROACH OF LEARNING

Current policy emphasizes on Idea of cross curricular pedagogical approach, actually in this pedagogy the emphasize on art and culture. The primary classroom environment should be enjoyable and interesting by using the various art and culture of India.

FIT INDIA MOVEMENT

In the primary level of education, the policy introduces the sports as cross curricular item, they give importance on various types of life skill enhancement, like self-initiative, self-direction, self-discipline teamwork responsibility citizenship collaboration and many other the present policy emphasize on indigenous sports. They told about the sports integrated learning, where the students of primary level should play, work, learn in a motivational and happy way. Thus, the FIT INDIA MOVEMENT will achieve the goal.

SIMPLE STANDARD SANSKRIT

The present new education policy suggested for teach the Sanskrit language in the foundational stage through proper phonetic pronunciation and learn the simple standard of writing the Sanskrit language. They focus on Simple Standard Sanskrit (SSS) and emphasize on process where they happily learn Sanskrit through Sanskrit (STS).

DOING WHAT'S RIGHT

From the foundational stage every student must learn about what is correct and what is wrong. By nurturing the moral values, the students of primary education level would be able to frame the idea of correct works or ethical works. NEP 2020 put importance on traditional- constitutional Indian values like, seva, ahingsha, Satya, niskam karma and the empathy, forgiveness etc.

PARAKH -PERFORMANCE ASSESSMENT REVIEW AND ANALYSIS OF KNOWLEDGE FOR HOLISTIC DEVELOPMENT

The policy suggested to setup an assessment regulatory body for the smooth going of evaluation system named as PARAKH (Performance Assessment Review and Analysis of Knowledge for Holistic Development). Where a standard will be maintained for every level of education separately. And a State Achievement Survey and National Achievement Survey will conduct to enhance the proper functioning of PARAKH.

STATE SCHOOL STANDARD AUTHORITY (SSSA)

A self-regulation system will be constituted for primary school education to ensure some basic professional and qualities standards for the Teachers of primary board it will be named as State School Standard Authority (SSSA). This accreditation process must be gone through such parameters likes, safety security infrastructure number of teachers financial probability governance assistance etc. This accreditation should be followed by all type of school such as private public and philanthropic.

SCHOOL QUALITY ASSESSMENT AND ACREDATION FRAME WORK

According to NEP 2020 the SCERT will constitute a framework work named as SQAAF mean school quality assessment and accreditation framework, with the collaboration of NCERT.

CONCLUSION

So, in the conclusion it can be said that the researcher successfully summarized and point out the major tag line of the future structure of primary or foundational education system as discussed in the current National Education Policy 2020 (NEP), from this study the common citizens, stake holders, teachers and every people should come to know about the newly launched National Education Policy 2020 and can properly implement and take the essence of the new framework of the primary education.

(Foot Note: Resource NEP 2020, page number -10)

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