



Significance of NEP-2020 in imparting education and its impact on educationists

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Abstract

The year 2020 has been an extraordinary year for countries across the world. Apart from the pandemic COVID-19, one of the most significant changes that have taken place in the education system was the development of the New Education Policy (NEP) 2020. From time to time, various committees have recommended increasing the education budget by 6% of Gross Domestic Product. The purpose of this paper is to identify and analyze the concerns and focus of NEP 2020. NEP-2020 is an innovative and future-oriented proposal for education with both positive and negative aspects, formulated with the aim and objectives of providing quality school education and higher education to all. With the expectation of holistic and research oriented progress. The paper initially depicts the overview of NEP-2020, separation of the strengths and weaknesses of the policy into secondary education, higher education and research part, evaluation of the implementation suggestions given in the policy. To identify and analyze possible generic strategies for implementation of NEP-2020 to meet its objectives based on focus group discussions. The paper discusses various issues such as development of quality universities and colleges, institutional restructuring and consolidation, more holistic and multidisciplinary education, optimal learning environment and student support, changing the regulatory system of higher education, technology utilization and integration, and online but contains many prophetic propositions. and digital education. In conclusion, some recommendations have been made to effectively implement NEP2020 despite various constraints.

Keywords: Indian higher education policy, implementation strategies, Indian higher education system, research and innovation

Introduction

Countries plan their education systems to move forward. The Government of India has formulated a National Policy on Education to promote education among all economic classes and to bring the common people into the mainstream. The policy has a wide coverage, from elementary schooling to colleges for higher education (focusing on specialization) – in both settings, i.e. rural and urban. The first NPE was proposed and circulated in 1968, the second policy was in 1986, and the third major corrective policy was in 2020 by the current Prime Minister of India, Narendra Modi. The distinct challenge is to elevate India as a developed country by supporting the developmental imperatives as per the fourth goal of the United Nations Sustainable Development Goals, which by 2030 aims to "ensure inclusive and equitable quality education and Promoting lifelong learning opportunities for all". India believes that this goal can be achieved through this new National Education Policy 2020 with access to high quality education irrespective of social and economic background by 2040. Quality of education at all levels to transform the country into an equitable and vibrant knowledge society and a global knowledge superpower with a vision to create a platform to provide quality school and higher education to every citizen of the country with Indian ethics and values. By improving The new policy NEP-2020 has been formulated, creating a new ideal system through amendment and reform of the current education structure including policies, regulations and control systems. Thus, it is expected that the new policy NEP-2020 is a complete revision of the old policy with less content but more skills for problem solving, creativity for innovation,

multidisciplinary and inclusiveness for unity and integrity is included. The policy seeks a new set of regulations to make educational pedagogy more experiential, enquiry-driven, discovery-oriented, learner-centred, analysis-based, flexible, enjoyable and future-oriented so that educational outcomes contribute to countries' economic growth, justice and equality. be able to support, scientific advancement, cultural preservation and national integration.

In a paper on "Analysis of Higher Education in Indian National Education Policy Proposal 2019 and Challenges of its Implementation", which reviewed the relevant literature while focusing on the Indian Higher Education Policies during the last few years and their outcomes, salient features and their draft Reviewed. National Education Policy 2019 through content and practical analysis. This paper highlights the various policies proposed with special emphasis on basic education and higher education system and also compares them with previous policies. The analysis has A comparison is also made of the likely impacts of the NEP 2019 proposal on private and public higher education institutions in terms of facilities and restrictions. The strengths and weaknesses of the new policy proposal with respect to various stakeholders and higher education colleges and universities are identified. The letter also contains some suggestions for realizing the policy and making it free of boundaries and effective for public context, universities and today's needs and prosperity of the country. In August 2020, Sunil Kumar *et al* highlighted a new instructional process to see major movements in schools, colleges and advanced education systems. They point out that bridging the void between vision and mission will require more than action plans and execution strategies. Therefore, it is the right way to ensure

that the implementation meets the expectations and meets the requirements. Different policies announced in basic and higher education system and compared with the system adopted at present. Its merits and demerits are discussed along with various innovations and projected impacts of NEP 2020 on the Indian higher education system. Some suggestions are proposed for its effective implementation towards achieving its objectives. Suryavanshi, S. attempted to compare teacher education in Indian universities with Chinese universities as a case study in 2020 and concluded that faculty members and institutional leaders need autonomy to innovate and explore in their teaching, research and service. The paper also suggested that universities should have individual autonomy—as proposed by NEP-2020, certainly the right step forward.

Deb, P. (2020) published an article on "The Vision for Foreign Universities in the National Education Policy 2020: A Critique" which is one of the stated objectives of the National Education Policy (NEP) 2020 for Indian Higher Education. related to internationalization.

About NEP-2020

The National Education Policy-2020 envisions an India-centric education system by incorporating its tradition, culture, values and ethos to develop the nation and transform the country into an equitable, sustainable and vibrant knowledge society. NEP-2020 has been developed taking into account the country's broad and deep historical legacy and the contribution of many scholars in various disciplines as a cornerstone for building high-quality multidisciplinary liberal education at both the school and higher and professional education levels. Accountability in every stakeholder through overhauling existing education policies, with the objective of increasing the Gross Enrollment Ratio (GER) of school education enrollment and higher and vocational education enrollment from 28% and 05% to 50% and 20% respectively by 2030 Governance system by introducing International trends and situations are already affecting Indian higher education. From last few years. India is attracting a large number of foreign students, including a large number of NRIs, who are joining various skilled, tutorial and educational programmes. Also, many foreign universities are offering to get their degree from their home country without leaving India. There are trends in liberalizing university systems that have been able to narrow the gap for private universities. The nature of programmes offered by HEIs is undergoing massive change and the acquisition of mastery level skills and competencies that are in great demand. Degrees that create future employment opportunities will be most likely to be chosen. In the present scenario, NEP 2020 has been brought to give emphasis on the Indian education system and take it to the next level.

School education

NEP-2020 aims to focus on universal access to early childhood care and education. This is to be done through basic learning curriculum, multidisciplinary learning model and preparatory classes at the early childhood level. To ensure universal access to education at all levels, school education emphasizes on multiple pathways, bringing back drop-outs, promoting construction of schools, promoting alternative and innovative education centres, achieving desired outcomes, and Peer tutoring at all levels, ensuring

access and opportunity for all children. Key features of school education as highlighted in NEP-2020 are respect for diversity and local context, emphasis on equity and inclusion, community participation, conceptual understanding, building unique capabilities, imparting critical thinking and creative use of technology. The school education system has the following features of NEP:

Changes the 10+2 structure to 5+3+3+4. The new academic and curricular structure covers the pre-primary years.→

It was ignored in education policy documents as departure, and referred to in an informal sense. NCERT will focus on the development of new curriculum and pedagogic structure for ECCE. The policy also focuses on development and training of Anganwadi trainers through short term and longterm programmes.

Focus on achieving basic numeracy and literacy by Grade 3. The Ministry of Education will strengthen it, and run it in penetration mode through a separate national mission.→

A separate National Book Policy to develop libraries across the country. Public library should be strengthened through public education policy, it is beneficial for children.→

Mid-day meals to see upgradation in nutritional content, local substitutes to be provided wherever possible. Design of programs and interventions for the issue of dropouts with Ministry of Social Justice and Empowerment.→

The medium of instruction section has been given a lot of undue attention for some reason. However, this clause remains flexible enough to avoid all kinds of disputes. The policy inserts a new term called SEDG (Socio-economically Disadvantaged Group). However, later sections highlight categories such as caste, tribe, disability, transgender and have nearby references to the term minority.→

Parakh is a new body to focus on assessment in the form of NAS (National Achievement Survey) and SAS (State Achievement Survey). Parakh can be a valuable tool for visualizing learning gaps and supporting the targeting of various ministry goals and programmes.→

Higher education

A video conference of Governors and Lieutenant Governors on 'Role of National Education Policy (NEP) 2020 in Transforming Higher Education' was held in New Delhi. The conference was organized by the Department of Higher Education, Ministry of Education and Government of India. The Governor of Manipur, Dr. Najma Heptulla, while interacting with the Governors and Lt. Governors, said that the New Education Policy-2020 will certainly prove to be a milestone in the history of education in India, as this policy is comprehensive, comprehensive, visionary and certainly Play an important role in the development of the nation. The policy was passed after more than three decades – the first policy was formulated in 1986 and revised in 1992. "During this period of more than three decades, our country witnessed significant changes related to socio-economic changes on a large scale. Therefore, it seems quite justified that the education sector should also adapt to the demands of the 21st century and the needs of the people and the country. There is a need to strengthen ourselves to meet the needs. Quality education as well as innovation and research will be the pillars of the education system on which India will become a knowledge superpower. The basic principle of this policy was:

To identify, recognize and promote the unique abilities of each student by sensitizing teachers as well as parents to

promote holistic development of each student in both academic and non-academic spheres.

Prioritize basic literacy and numeracy acquisition by grade 3 by all students, flexibility, so that learners have the ability to choose their learning paths and programmes according to their talents and interests, and choose their paths in life.

No hard separation between arts and sciences, between curricular and extra-curricular activities, between vocational and different areas of learning.

Multidisciplinary and holistic education in science, social science, arts, humanities and sports for a multidisciplinary world to ensure unity and integrity of knowledge. It emphasizes conceptual understanding rather than rote learning, creativity and critical thinking to encourage logical decision making and innovation and human and constitutional values. Focus on regular formative assessment for learning rather than summative assessment.

Respect for diversity and respect for all curriculum, pedagogy and policy, always keeping in mind that education is a concurrent subject.

Full equity and inclusion in all educational decisions to ensure that all students are able to thrive in the education system.

Teachers and faculty as central to the learning process – their recruitment, continuous professional development, positive work environment and service conditions.

Education is a public service; Access to quality education should be considered as a basic right of every child.

Ø Encouraging and facilitating genuine altruistic private and community partnerships, as well as substantial investment in a strong, vibrant public education system.

The governor said the policy also expands the scope of basic education, increasing the years of schooling from 3 to 18 instead of the prevalent 6 to 14. This will lead to more holistic development of children in the early age group of 3-6 years. Establishment of a National Mission on Basic Literacy and Numeracy is a much needed step in improving the quality of education at primary and secondary level, NEP recognizes the importance of nutrition for the all round development of children.

It is important to see the policy in the context of what is happening in public universities, and the recent debacle of prestigious universities. The autonomy of the university is being continuously eroded by the state. The perverse state violence at one of India's best public universities did not happen in the not so distant past. Political appointments of university leaders who are at best instruments of the state, as opposed to focusing on teaching, learning, research or administration. While the document highlights regulatory autonomy, it would be worrying if the document also implies financial autonomy.

Teacher education

The salient features of NEP-2020 for teacher education part of higher education section are listed below:

1. All stand-alone teacher education institutions should convert themselves into multidisciplinary HETs by 2030 so that only four-year integrated B.Ed. Program.
2. In all schools at the foundation, elementary, middle and secondary levels, 4-year integrated B.Ed. degree holders as teachers with dual major specialization.

The new policy has many important things for the stakeholders of the education sector. The report, which is KPMG's India Perspectives, analyzes the impact of the NEP and highlights various opportunity areas emerging from the new policy. Significantly, the policy emphasizes on four major areas of reforms. Curricular change to build strong foundational skills, improvement in quality of learning at all levels of education, change in assessment methods and finally, the need for systemic change.

The NEP lays emphasis on creating a National Curriculum and Pedagogical Framework, which is competency-based, inclusive and innovative and focuses on the holistic development of the child. The school curriculum is expected to imbibe human value systems and expose students to provide greater flexibility and acquire future skills in the areas of computation, coding, design thinking, digital literacy, moral and ethical reasoning etc. NEP promotes the building of strong foundational skills since childhood. Further, the policy envisages vocational education in a new way by integrating it into secondary and higher education and developing a credit framework to provide for vertical and horizontal mobility between vocational and higher education.

One of the strong themes throughout the policy document is around quality improvement in learning outcomes. It has translated right into their needs by offering learners more flexibility in choosing subjects mapped as per their aspirations. Furthermore, the concept of Academic Credit Bank as well as multiple entry and exit points will ensure their continuous learning.

The next focus area is around valuation reforms, a much-awaited change. NEP emphasizes the need for formative assessment, making examinations less onerous and thereby motivating the practice of self or peer review among learners.

Conclusion

National Education Policy 2020 to reform and overhaul school education and higher education with the aim of creating a new education system. This policy should empower the youth and increase their confidence to build new knowledge, new skills along with human values to solve the present and future problems and challenges of the civilized society. It is known that technology, which is an application of scientific thinking, has the potential to improve the quality of life of everyone in this universe and quality education is the basis of this. With the objective of providing value based, knowledge based and skill based higher education to all in the country, the New Education Policy seeks to generate interest in one's chosen field and explore challenges to improve the quality of school and higher education. There are many internal proposals for To find innovative solutions and convert them into opportunities to make life comfortable and successful with expected happiness. Quality higher education aims at developing human beings who are responsible to build a better society through better human value-based discipline and respect each other for growth and prosperity. Quality higher education also enables everyone to discover new technology, adopt new technology, or promote new technology that can contribute to the progress of society. It is hoped that the New Education Policy, which focuses on research, will accelerate the achievement of the above objectives and make every stakeholder an innovator.

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