



NEW EDUCATION POLICY 2020: REJUVENATION OF THE INDIAN EDUCATION SYSTEM

Neelima Sachwani, Research Scholar,
Dayalbagh Educational Institute (Deemed University)

ABSTRACT: NEP 2020 introduces a revolutionary transformation in all aspects of education. It is encouraging to see the New Educational Paradigm (NEP) place a priority on the use of technology in classrooms. In order to leave a legacy of knowledge to future generations, we must ensure that today's students are equipped with the information and higher-order thinking skills so that they may grow up to be informed contributors to society. The New Education Policy tackles concerns such as Quality, Affordability, Equity, Access, and Accountability faced by the educational system in India. The National Education Policy 2020 (NEP, 2020) has the goal of creating an education system that directly contributes to the transformation of our nation into a society that is progressive, energetic, and filled with knowledge by providing high-quality education accessible to everyone. In this regard, the policy has provided several key suggestions about the incorporation of various instructional techniques, brain-based learning and widespread use of technology in the process of teaching and learning. This paper provides a concise overview of NEP 2020 and highlights the key features of this policy.

KEYWORDS: National Education Policy 2020, NEP 2020, Education System, Teaching and learning.

INTRODUCTION

The National Education Policy (NEP) 2020 is the first education policy to be implemented in 21st century. It succeeds the previous education policy, i.e. NPE 1986, which has been in existence for the previous 34 years. The Ministry of Human Resource Development formed a committee chaired by Dr K. Kasturirangan to prepare the National Education Policy. The Committee submitted its report on May 31, 2019. NEP 2020 was approved by the Union Cabinet of India on July 29 2022. This policy represents a significant turning point for India's education system and, if implemented, would unquestionably establish India as a preferred destination for pursuing higher education on a global scale. It would turn India into a thriving knowledge centre built on the premise of "Access, Equity, Quality, Affordability & Accountability." This policy is aligned with the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower. This will be accomplished by making both school and college education more holistic, flexible, multidisciplinary, and suited to the needs of the 21st century. Additionally, this policy is directed toward bringing out the unique capabilities of each individual student.

The new education policy will bring several fundamental changes to the existing education system. The key highlights of these changes include the establishment of multidisciplinary universities and colleges, with at least one in or near every district; the revamping of student curricula, pedagogy, evaluation, and support for enhanced student experience; the establishment of a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities and colleges; and the establishment of a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities.

The primary focus of the new education policy is to consolidate a wide variety of educational institutions and fields in order to create a system of education that is well-resourced and multidisciplinary. This will ensure that educational institutions and fields are constantly working to meet the requirements of students. The primary focus of the new education policy is to create a well-resourced interdisciplinary education system, which will be accomplished by the consolidation of numerous educational institutions and various areas of study, all of which work continuously to meet the requirements of the students.

VISION OF NEP 2020

This National Education Policy aims at building a global best education system rooted in Indian ethos and aligned with the principles enunciated above, thereby transforming India into a global knowledge superpower.

MISSION: NEP 2020 aims to increase the Gross Enrolment Ratio in higher education, including vocational education, from 26.3% (2018) to 50% by 2035 and 100% GER in preschool to secondary level by 2030.

KEY FEATURES OF NEP 2020

School Education

- According to India's new National Education Policy (NEP) 2020, the 10+2 schooling system in India is set to be replaced by a new 5+3+3+4 system.
- Instead of having exams every year, students will only have to take three exams in classes 2, 5, and 8.
- The board exams for students in classes 10 and 12 will be redesigned to place a greater emphasis on evaluating students' ability to apply knowledge rather than their ability to recite information, and all students will have the chance to take the exam twice.
- By 2030, there will be 100% *Gross Enrolment Ratio (GER)* in school education from preschool to secondary school.
- Breakfasts will be a part of the *Midday Meal Scheme*. Through the *use of counsellors and social workers*, the health of students, mainly their *mental health*, will get more attention.
- A new *accrediting system* and an independent agency to regulate both public and private schools, which will transform school governance.
- This policy focus on *fundamental literacy and numeracy skills*; there is no strict division between academic, extracurricular, and vocational streams in schools.
- Vocational education will begin in Grade 6, including *internships*.
- *Mother tongue or regional language instruction* up to at least Grade 5. No language will be imposed on any student.
- This policy intends to lighten students' academic loads and enable them to become more *interdisciplinary* and *multilingual*. One of the examples offered was, "If a student wants to pursue fashion studies with physics, or if one wants to learn bakery with chemistry, they'll be allowed to do so".
- Report cards will be "holistic", offering information about the student's skills.
- Coding will be introduced from class 6 and experiential learning will be adopted.
- Establishing a new organization named as PARAKH (*Performance Assessment, Review and Analysis of Knowledge for Holistic Development*) to concentrate on assessments
- Reforms in assessment using a 360-degree *Holistic Progress Card* to measure students' progress toward defined learning outcomes

Higher Education

- In higher education, NEP 2020 intends to raise the *Gross Enrolment Ratio* from 26.3% (2018) to 50% up to 2035, including vocational education. In Higher Education Institutes (HEIs), 3.5 Crore more seats would be added.
- It proposes a 4-year, *multi-disciplinary bachelor's degree programme* for undergraduates with a variety of exit possibilities. For instance, a certificate will be awarded after completing one year, an advanced diploma after two years, bachelor's degree after three years, and bachelor's degree with a research certificate after four years.
- The proposal calls for broad-based, *multi-disciplinary, and comprehensive Undergraduate education* that offers a flexible curriculum, inventive academic pairings, integration of vocational education, and multiple entry and exit points.
- Higher education institutions will undergo a transition to becoming big, well-resourced, thriving *interdisciplinary institutions* that provide high-quality teaching, research, and community involvement.
- An *Academic Bank of Credit* will be set up to digitally store academic credits earned at different HEIs so that they can be transferred and counted toward the final degree earned.
- The *National Research Foundation* will be made a central organisation to promote a strong culture of research and build research capacity across all of higher education.
- The *Higher Education Commission of India (HECI)* will be set up as a single overarching umbrella body for all higher education, except for medical and legal education.
- Higher education institutions will be transformed into large, well-resourced, vibrant *multidisciplinary institutions* providing high-quality teaching, research, and community engagement.
- Similar to the Indian Institutes of Technology and the Indian Institutes of Management, *Multidisciplinary Education and Research Universities (MERUs)* will be established; these Interdisciplinary Universities will serve as examples of the highest quality of multidisciplinary education available all over the world.

Teacher Education: NCTE will collaborate with NCERT to develop a new National Curriculum Framework for Teacher Education (NCFTE). By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. Degree. Independent Teacher Education Programs that do not meet minimum standards will be subject to severe penalties (TEIs).

Online Education and Digital Education: A comprehensive set of recommendations for promoting online education consequent to the recent rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible has been covered. A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the MHRD to look after the e-education needs of both school and higher education.

Technology in Education: NEP 2020 places a focus on maximising the potential benefits of technology in order to prepare today's students for the future. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, and administration. Appropriate integration of technology such as digital classrooms, remote expertise-driven teaching models, AR/VR tools, and Artificial Intelligence into all levels of education will be done to improve the teaching-learning process, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management.

More Holistic and Multidisciplinary Education: According to NEP 2020, a comprehensive and interdisciplinary curriculum would foster the integrated growth of students' cognitive, aesthetic, social, physical, emotional, and moral faculties. By providing students with a broad foundation in the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational domains, as well as inculcating in them a strong sense of social responsibility and the ability to effectively communicate and participate in healthy debate, we may better prepare them to meet the challenges of the 21st century workforce. By the year 2030, the NEP 2020 plans to have established at least one comprehensive, interdisciplinary university in or near each of the districts.

CONCLUSION

Education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behaviour in every country. Improving GER to include every citizen of the country in education offerings is the responsibility of the government of the country. National Education Policy of India 2020 is marching towards achieving such an objective by making innovative policies to improve the quality, attractiveness, and affordability and increasing the supply by opening up education for the private sector and, at the same time, with strict controls to maintain quality in every education institution. By encouraging merit-based admissions with free ships & scholarships, merit & research based continuous performers as faculty members, and merit-based proven leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfil its objectives by 2030.

This policy introduces a wide range of modifications and comes off as a fairly progressive document overall. It has a firm grip on the existing socioeconomic situation and the possibility of unpredictability in the foreseeable future. Education for the next generation of students has to fundamentally interact with the rising dematerialization and digitalization of economies, which calls for an entirely new set of skills in order to be able to keep up with the rapid pace of change. Due to the rapid acceleration of the trend toward digitalization and disruptive automation brought about by the pandemic, this appears to be a much more essential need than it already was. The NEP 2020, on its whole, tackles the need to cultivate specialists in a range of disciplines, spanning from Agriculture to Artificial Intelligence, amongst others.

In addition, the NEP 2020 lays the path for a large number of young pupils with lofty academic goals to acquire the appropriate skill set. The new education policy has a commendable vision, but its effectiveness will be determined by whether it can effectively integrate with the other policy initiatives of the government, such as Digital India, Skill India, and the New Industrial Policy, to name a few. This will allow for a consistent structural transformation to take place. As a result, policy linkages can ensure that education policy addresses and learns from Skill India's experience in engaging more dynamically with the corporate sector to shape vocational education curriculum in order to make it a success. This can be accomplished by ensuring that education policy addresses Skill India's experience in engaging more dynamically with the corporate sector to shape vocational education curricula.

REFERENCES

- [1] Begum, R. R., & Yadav, R. (2020). AN ATTEMPT TO COMPARE EDUCATION POLICY OF 1986 AND THE NEW EDUCATION POLICY OF 2020. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 11(3), 1519-1524.
- [2] Datta, R., & Mete, J. (2022). Digital Initiatives of New Education Policy 2020 on Higher Education in India. *Knowledge Management in Higher Education Institutions*, 25.
- [3] Draft of National education Policy, <https://innovate.mygov.in/wpcontent/uploads/2019/06/mygov15596510111.pdf>
- [4] Dixit, R. K. NATIONAL EDUCATION POLICY (NEP) 2020-OPPORTUNITIES AND CHALLENGES IN TEACHER EDUCATION. *NATIONAL EDUCATION POLICY 2020*, 120.
- [5] Govinda, R. (2020). NEP 2020: A critical examination.
- [6] Kakodkar, P. V., & Manivasakan, S. (2022). National Education Policy 2020 compliant multidisciplinary education and research universities for dental education in India-A road map. *Journal of Medical Evidence*, 3(1), 60.
- [7] Kalakoti, S. R. ROLE OF PRIMARY EDUCATION IN NATION BUILDING-SPECIAL REFERENCE TO NEP OF 2020.
- [8] Kathi, S., Naidu, A. R., & Rangaiah, B. (2022). A Critical Analysis Of India's National Education Policy (2020): Insights Into Educational Transformation. *Journal of Positive School Psychology*, 6(9), 4561-4567.
- [9] Kumar, A. Digital Education: Vision, Perspectives and Problems in Changing Paradigms of NEP-2020.
- [10] Kumar, A. (2021). New education policy (NEP) 2020: A roadmap for India 2.0. *University of South Florida M3 Center Publishing*, 3(2021), 36.
- [11] Mistry, B. (2022). An Analytical Review of NEP 2020. *Policy*, 10(2).
- [12] National Education Policy 2020. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/nep/NEP_Final_English.pdf referred on 10/08/2020.
- [13] JOSHI, S. N. (2022). A COMPARATIVE STUDY OF NATIONAL EDUCATION POLICY 1986 AND 2020 IN CONTEXT TO THEIR STRUCTURE.

- [14] Lata, P., Gorakhnath, I., Rani, R., Sanyal, P., & Kaushal, R. (2022). National Education Policy (NEP)-2020: Transforming the Landscape of Teaching and Learning in India. *Journal of Positive School Psychology*, 5691-5690.
- [15] Mhavan, N., Nair, D., & Gudipudi, A. B. National Education Policy-2020: A Landmark in India's History of Education. In *Edutech Enabled Teaching* (pp. 185-200). Chapman and Hall/CRC.
- [16] Singh, J. P. (2022). INCREASING ACCESSIBILITY THROUGH DISTANCE EDUCATION: A REVIEW OF NEW EDUCATION POLICY 2020.
- [17] Singh, P. K. New Education Policy of India, 2020: Opportunities, Concerns and Remedies.
- [18] Venkateshwarlu, B. (2021). A critical study of NEP 2020: Issues, approaches, challenges, opportunities & criticism. *International Journal of Multidisciplinary Educational Research*, 10(5), 191-196.