Study Of The Indian National Education Policy 2020 With An Eye Toward Meeting Its Goals

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Abstract:

In this contingency scenario, education plays a pivotal and decisive role. Therefore, the National Education Policy 2020 has been transformed into the framework for this reform, which could support the country's efforts to strengthen its economic and social indicators while also contributing to the development of a new educational system. That still has to be made better. Through autonomous colleges and multidisciplinary universities, NEP 2020 offers high-quality higher education. The policy provides a thorough framework for vocational training and education from elementary school to higher education in both rural and urban areas of India. The policy hopes to change India's educational system. The government quickly made it clear that no one would be forced to study any specific language and that English would not be replaced with any regional language as the medium of instruction. This article primarily focuses on NEP-2020 and its effects on School and Higher Education. This paper also provides a description of the essential elements of NEP and an analysis of their implications for the existing educational structure.

Keywords: National Education Policy, Teacher capacity building, School Education, HEIs

Introduction:

Realizing one's full potential, creating a just and equitable society, and advancing national progress all depend on education. The secret to India's continuous rise and leadership in the world in the areas of economic expansion, social justice and equality, science, national integration, and cultural preservation is to ensure that everyone has access to high-quality education. The best path forward for utilizing and developing our nation's many skills and resources for the benefit of each and every person, society, the nation, and the planet is universal access to high-quality education. Over the next ten years, India will have the largest youth population in the world; the future of our nation will depend on our capacity to offer them opportunities for a top-notch education.

The landscape of knowledge is changing quickly in the world. Many unskilled jobs globally may be replaced by machines due to a variety of dramatic scientific and technological advancements, including the emergence of big data, machine learning, and artificial intelligence. Consequently, there will be an increasing demand for a skilled workforce, particularly in the fields of mathematics, computer science, and data science, as well as multidisciplinary skills across the social sciences, humanities, and sciences. The world's energy, water, food, and sanitation needs will change significantly as a result of climate change, rising pollution, and the depletion of natural resources. This will create a demand for new skilled labor, especially in the fields of biology, chemistry, physics, agriculture, climate science, and social science. The increasing frequency of epidemics and pandemics will necessitate cooperative research in the management of infectious diseases and the creation of vaccines. The ensuing social issues will also increase the demand for multidisciplinary

learning. As India progresses toward becoming a developed nation and one of the three largest economies in the world, there will be an increasing demand for humanities and the arts.

It is true that learning is becoming more and more important for kids, especially since the global ecosystem and job market are changing so quickly. Therefore, education needs to shift away from content and toward teaching students how to think critically, solve problems, be creative and interdisciplinary, and innovate, adapt, and take in new information in fields that are new and changing. In order to make education more experiential, holistic, integrated, inquiry-driven, learner-centered, discussion-based, adaptable, and, of course, pleasurable, pedagogy must change. In addition to science and mathematics, the curriculum must cover fundamental humanities, arts, crafts, games, sports, fitness, languages, literature, culture, and values to help students develop all facets of their abilities and to make learning more rewarding, useful, and well-rounded. Education is essential for the development of moral character, reasoning skills, compassion, care, and the ability to be ready for fulfilling employment.

Major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education, are needed to bridge the gap between the current state of learning outcomes and what is required.

The first education policy of the twenty-first century, National Education Policy 2020 attempts to address the numerous and increasingly pressing needs of our nation's development. This policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, with the aim of creating a new system that aligns with the ambitious goals of 21st-century education, including SDG4, while building upon India's traditions and value systems. The National Education Policy places a strong focus on helping each person reach their full creative potential. It is predicated on the idea that education has to foster not just the "foundational capacities" of reading and numeracy as well as "higher-order" cognitive abilities like problem solving and critical thinking, but also the social, ethical, and emotional aptitudes and dispositions.

This Policy has been guided by the rich legacy of timeless Indian knowledge and philosophy. In Indian philosophy and thought, the pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) has always been seen as the ultimate human objective. In ancient India, the goal of education was not only to prepare students for life in the outside world or for life after school, but also for full self-realization and liberation. Ancient India's top universities, including Takshashila, Nalanda, Vikramshila, and Vallabhi, hosted scholars and students from many nations and backgrounds while setting the bar for multidisciplinary teaching and research. Through our educational system, these priceless contributions to global heritage must be investigated, improved, and given new purposes in addition to being cared for and saved for future generations.

The core of any significant changes to the educational system must be the teacher. Because they genuinely influence the citizens of tomorrow, teachers at all levels must once again be regarded as the most important and respected members of our society, and this will be made possible by the new education policy. It must make every effort to empower educators and support them in carrying out their duties as successfully as possible. The new education policy should guarantee livelihood, respect, dignity, and autonomy in order to attract the best and the brightest to the teaching profession at all levels. It should also instill fundamental methods of quality control and accountability in the system.

Why is NEP 2020 necessary?

The goal of education is to produce decent people with strong moral principles and values, who are able to think and act rationally, who are brave and resilient, who have compassion and empathy, scientific temper, and creative imagination. It seeks to create citizens who are involved, productive, and contribute to the creation of the pluralistic, inclusive, and egalitarian society that our Constitution envisions.

A good educational institution offers a wide range of learning experiences, fosters a safe and stimulating learning environment, provides a good physical infrastructure and appropriate learning resources for all students, and makes every student feel welcome and cared for. Every educational institution should aim to develop these attributes. All educational levels and institutions must, nevertheless, seamlessly integrate and coordinate at the same time.

The following fundamental ideas will direct the entire educational system as well as the various institutions that make up the system:

(a) Spotting, classifying, and nurturing each student's distinct abilities by educating parents and teachers to support each student's holistic development in both academic and extracurricular domains;

(b) To give Foundational Literacy and Numeracy by Grade 3 for all students is the utmost priority;

(c) To Enable students to select their own educational paths and programs in accordance with their interests and talents;

(d) No rigid divisions between academic and professional streams, between extracurricular and curricular activities, or between the arts and sciences, etc., in order to remove damaging silos and hierarchies between various learning domains;

(e) In order to guarantee the unity and integrity of all knowledge, multidisciplinarity and a comprehensive education encompassing the social sciences, arts, humanities, and sports are necessary for a multidisciplinary world;

(f) To focus on conceptual understanding as opposed to memorization and exam preparation; using imagination and critical thinking to promote inventiveness and reasoned decision-making;

(g) To ensure human and constitutional values, such as pluralism, equality, justice, empathy, courtesy, cleanliness, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, and responsibility;

(h) To encourage multilingualism and the use of language in instruction; to put more emphasis on routine formative evaluation for learning as opposed to summative evaluation, which fosters the "coaching culture" of today;

(i) To broad use of technology in education, including planning and management of educational programs, Divyang student access, language barrier removal, and teaching and learning;

(j) To give respect for local context and diversity in all pedagogy, policies, and curricula, always remembering that education is a concurrent subject; complete equity and inclusion as the foundation for all educational choices to guarantee that every student can succeed in the educational system;

(k) To provide curriculum coherence at all educational levels, from early childhood care and education to formal education in schools and higher education;

(l) Teachers and faculty as the core of the educational process: hiring them, supporting their ongoing professional growth, creating a positive work environment, and providing excellent service;

(m) To pursue ongoing evaluation of development based on ongoing research and frequent evaluation by specialists in education.

NEP 2020 on School Education:

There are four distinct phases to the new education policy. The new education policy is based on the 5 + 3 + 3 + 4 formula, whereas the previous one was structured around a 10 + 2 formula. The old one has been totally eliminated in the new policy. Three years and twelve years of education are included in the new pattern. Governmental and non-governmental organizations are now required to adhere to the new policy.

The four steps of School Education:

Foundation Stage: Children aged three to eight are covered by the New Education Policy's Foundation Stage. There has been a five-year fix for the Foundation Stage. This includes three years of pre-school instruction in Anganwadi and class one and two of formal schooling, during which the students' language proficiency will be assessed and developed.

Preparatory Stage: This stage lasts for a duration of three years. Children aged eight to eleven are included in this stage. which his kids will attend up to class 5. As part of this phase of the new education policy, students' numerical skills will receive extra attention. Additionally, all children will be taught the local language at the same time. Children will also learn science, art, math, and other subjects through experiments.

Middle Stage: There will be three years in this stage. Children ranging in age from sixth to eighth grade are included in this stage, where they will receive instruction in subject-based curricula and begin learning to code from the sixth grade onward. All of the kids will have the chance to participate in vocational testing and internships concurrently, with the goal of limiting their employment options to the school years.

Secondary Stage: This stage lasts for four years. In this stage, ninth grade Students in the twelfth grade are comprised. There will be a thorough examination of the subjects in this. Both the alternative education courses and the educational curriculum for the eighth through twelfth grades have begun during this phase. Instead of selecting their courses from a predetermined stream, students are free to choose any subjects they want. The freedom to select subjects has been granted to students under the new education policy. Scholars have the option to concurrently study science and either Kormas or Arts. The previous 10 + 2 system meant that government schools did not offer pre-school. General education was taught in classes 1 through 10, with the option to select any subjects from class 6. Previously, education began in the first six years; currently, it begins in the first three.

The structure of board exams for 10th and 12th grade students will also be altered to lessen the workload, with an emphasis on the students' developmental goals. There will be enhancements like multiple choice questions and a semester. There will be two examinations performed each year. Every year, there will be tests that are both objective and subjective. To combat students' rote learning tendency, the knowledge portion of the board exam will receive the majority of the attention. This perspective welcomes the government's way of thinking.

A new national assessment center will be established to serve as the standard prescribing body for the assessment of students' progress. Software with an "artificial intelligence" foundation will be used to assess students' progress and assist them in making future decisions.

NEP 2020 on Higher Education:

Under the National Education Policy 2020, higher education institutions' gross enrollment ratio is expected to rise from 26.3% in 2018 to 50%. Additionally, 3.5 crore new seats will be added to these institutions. The UGC will be replaced by the Higher Education Commission of India, which will oversee all forms of higher education outside of law and medicine. An interdisciplinary research and education university comparable to IITs and IIMs will be established. These institutes are going to be top-notch. The National Testing Agency will administer a general entrance exam to candidates for admission to these. All students will be able to take it as an elective; it won't be a required subject. Technical schools will also teach the humanities and arts. There won't be any classifications like commerce, science, and the arts. Students are free to select any subject they like. Every educational institution in the nation, including the IITs, will take a comprehensive approach.

Four bodies of Higher Education of Commission of India (HECI):

- ❖ **National Higher Education Regulatory Council (NHERC):** It will serve as a regulator for all aspects of higher education, including teacher training.
- ❖ **General Education Council (GEC):** This will establish the framework for the expected learning outcomes in higher education programs, or the work necessary to standardize them.
- ❖ **National Accreditation Council (NAC):** These accredited institutions will operate primarily on the basis of three fundamental standards: results, good governance, and public self-disclosure.
- ❖ **Higher Education Grants Council (HGFC):** This organization finances projects for universities and colleges.

Universities Grants Commission (UGC), All India Council for Technical Education (AICTE), and National Council for Teacher Education (NCTE) are some of the organizations that currently oversee higher education.

There are multiple entry and exit points in the National Education Policy 2020 undergraduate curriculum. This has led to the adoption of a system wherein students in a three- or four-year undergraduate program can exit the course at different points, and they will receive degrees or certificates in accordance with their exit points. For example, a certificate can be obtained after a year, an advanced diploma after two, a bachelor's degree after three, and a graduate certificate with research after four years. Students pursuing a four-year

degree can complete an M.A. and Ph.D. program in one year. The M.Phil. program was eliminated in the most recent education policy. Through this policy, the Academic Bank of Credit will be established. The students' received credit or digit will be digitally preserved in this way.

Provisions pertaining to digital and online learning:

It is necessary to take new actions in light of the changing realities. We must have high-quality backup plans for education anytime and anywhere traditional, in-person learning methods aren't feasible, given the recent surge in pandemics and epidemics. The National Education Policy 2020 acknowledges the need to balance utilizing technology's benefits with being aware of its possible drawbacks and hazards in this respect. Conducting well-thought-out and suitably scaled pilot studies is necessary to ascertain ways to capitalize on the advantages of digital and online learning while minimizing or resolving its drawbacks. To meet the present and upcoming challenges in ensuring that every student receives a high-quality education, it is necessary to optimize and expand the current digital platforms and ongoing ICT-based educational initiatives.

To advance digital education, the National Educational Technological Farm will be established. It will handle the coordination of the development of digital infrastructure, resources, and capacity. This will lead to the development of study and assessment technologies as well as teaching training.

Virtual labs will be created using already-existing e-learning platforms like DIKSHA, SWAYAM, and SWAYAMPRABHA to ensure that all students have equal access to high-quality, hands-on, practical, and experiment-based learning experiences. We'll think about and develop the possibility of giving SEDG teachers and students proper access via appropriate digital devices, like tablets with pre-loaded content.

Technology in education is a journey, not a destination, and coordination between the many ecosystem participants will be necessary to carry out policy goals. The Ministry will establish a specialized unit to oversee the development of digital content, digital infrastructure, and capacity building in order to meet the e-education requirements of both secondary and postsecondary education. A thriving ecosystem must be encouraged to create solutions that not only address India's challenges of scale, diversity, and equity, but also adapt to the rapidly changing nature of technology, whose half-life is getting shorter with every year. This is because technology is changing quickly and requires specialists to deliver high-quality e-learning. Therefore, experts in the fields of administration, education, digital pedagogy and assessment, e-governance, and educational technology will make up this center.

Linkage between School Education and Higher Education:

In the long run, the expansion of higher education must coincide with that of schooling. It should be emphasized once more—despite being widely known—that most developing societies are seeing growth in their educational systems that is commensurate with advancements in the elementary, secondary, and post-secondary domains. This has been supported by numerous long-term studies carried out worldwide. But when it comes to the rates of transition in the Indian educational system, there appears to be some disparity. Given the significant policy ramifications for the nation's higher education system, a comprehensive set of corrective actions are necessary. The absence of connections between various educational sectors is one of the major flaws in the Indian educational system. They have been operating independently of one another for a considerable amount of time. Of them, the higher education industry bears the greatest share of the blame for this ill-health since it has not been able to give its feeder sectors the necessary degree of academic support.

Finding declining trends in transition rates across various sectors while enrolment is on the rise is quite confusing. The data for the years 2018–19 clearly show that transition rates are shifting on a sliding scale. The transition rates from secondary to higher secondary are as low as 69, whereas the rates from primary to upper primary and from elementary to secondary are found to be 91 and 90, respectively. Another type of incongruity in transition rates across various school education sectors is revealed by an analysis of data from the District Information System for Education (DISE) collected over a five-year period from 2014 to 2019. While it displays declining trends from elementary to secondary and from primary to upper primary for three years in a row (2015–18), a comparable trend in the secondary to higher secondary category is only visible for one year (2016–17). As stated in the National Education Policy (NEP), 2020, achieving a 50% Gross

Enrollment Ratio (GER) in higher education by 2030 will require a corresponding improvement in transition rates in all areas of schooling.

As students advance, the weight of the curriculum and the dearth of individualized instruction exacerbate these issues. It has a detrimental effect on their learning as well as their capacity to endure pressure from their teachers and the passage of time, which results in a persistent decline in the transition rates in all later educational stages. Additional factors that contribute to declining trends include socio-personal, academic attainments, and average annual dropout rates. Naturally, this would call for appropriate focus and connections between formal education and higher education, which are currently lacking in significance.

To raise the standard of secondary education in particular and general school education in general, higher education must advance significantly. This can be accomplished, among other things, by the higher education system setting up ongoing professional development programs for teachers of various subject areas. It is imperative that educators stay up to date on curricular developments so that they can continue to focus on making sure that nothing is taught in schools that must be unlearned in higher education. It should be mentioned that significant curriculum development initiatives that have impacted education in classrooms worldwide originated on college campuses. Additionally, this strategy has helped to raise the standard of education in schools, which has improved the foundation for curriculum reforms even at the tertiary level. This strategy is needed to close the gap that currently exists between the school education sector and the higher education system in India.

In order to improve teacher education—which is crucial for the overall quality improvement of both school and higher education—University departments of education, science, and social sciences must produce innovations in pedagogy in the curricula of school education. In the current educational context, vocational education and training (VET) leading to skill development is another top priority. In some areas, at least, secondary school graduates ought to serve as a feeder stream for vocational programs at the postsecondary level, offering both vertical and horizontal mobility. As a result, there is a need to improve vocational education in schools. The current situation is not encouraging, and as things stand, it will not give higher education the vocational orientation that is sorely needed.

Teacher capacity building:

For a considerable amount of time, the significance of teachers in implementing educational reforms has been recognized by various policy documents and the recommendations made by various educational commissions and committees. The recently enacted National Education Policy 2020 recognizes the need to restore teachers' status in society while emphasizing that they must be at the center of any significant advancements in education. For this reason, educators are viewed as the focal point of the learning process.

The NEP 2020 recommends 50 hours of continuous Professional Development (CPD) for teachers, head teachers, and teacher educators annually, using the most recent pedagogy and allowing teachers to choose activities according to their requirements.

The most recent pedagogies for basic literacy and numeracy, formative and adaptive evaluation of learning outcomes, leadership and management abilities, career skills, competency-based learning, etc. will all be covered in the CPD material. As per the recommendation of the NEP-2020, pedagogies like experiential learning, arts-integrated learning, sports-integrated learning, toy-based pedagogy, ICT-based pedagogy (other than PPT), vocational skills, and local teaching-learning needs and knowledge will be included in the CPD programs. Instructors and head teachers will use online, in-person, and other modes of academic performance assessment.

Objectives of Continuous Professional Development:

(a) To increase educators' awareness of the significance of modeling and teaching moral behavior and constitutional values in their students, including cleanliness, etiquette, empathy, compassion, the democratic spirit, and a respect for public property;
(b) Furnishing educators with the requisite training to enable them to create safe, healthy, and supportive learning environments in inclusive classrooms;

(c) To motivate teachers to uphold the integrity and coherence of all knowledge by utilizing multidisciplinarity and holistic teaching in the humanities, social sciences, arts, and athletics;

(d) To instruct educators on the importance of language in the process of teaching and learning as well as the advantages of multilingualism;

(e) To empower teachers to foster a feeling of pride and attachment to India, its varied, rich, modern, and historical cultures, as well as its customs and knowledge systems;

(f) To instruct educators on the application of activity-based teaching-learning techniques and the transition from memorization to competency-based learning;

(g) To retrain head teachers to lead their institutions' academic and administrative departments in order to foster creative projects;

(i) To provide educators with the means by which they can conduct research and evaluate the education and learning outcomes of their students;

Conclusion:

If the new National Education Policy, 2020—which the central government has approved—is successfully implemented, it will elevate India to the top of the global education rankings by adapting the Indian educational system to the demands of the twenty-first century. Comparable Children aged three to eighteen are covered by the Right to Education Act of 2009 under the new education policy, 2020. After 34 years, a new education policy was implemented with the goal of giving all students access to higher education. By 2025, pre-primary education (for students between the ages of 3 and 6) will be provided to all students.

The new education policy has many intrinsic propositions to improve the quality of education and higher education, to spark interest in students' chosen fields, to find challenges and turn them into opportunities by coming up with creative solutions, and to make life successful and comfortable with expected happiness. The policy aims to provide value-based, knowledge-based, and skill-based higher education to all citizens of the nation. The goal of high-quality higher education is to produce people who will be in charge of improving human values-based discipline and treating one another with respect in order to promote growth and prosperity in society. Everyone who receives a top-notch education is also more inclined to contribute to the advancement of society by learning about, utilizing, and promoting new technologies. It is anticipated that the new, research-focused education policy will make all stakeholders innovators and hasten the achievement of the afore mentioned goals.

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