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A REFLECTION OF NATIONAL EDUCATION POLICY- 2020 ON MEETING ITS GOALS

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Abstract

In a country, the growth and development in social and economic sectors are the outcomes of the effective execution of education policy. India's education policy prior to independence and post-independence has witnessed many changes in the existing educational system so that it can result in India's overall growth. The latest add-ons in NEP-2020 divide education into school education, higher education, professional education, adult education, research, etc. This paper attempts to evaluate and condense the NEP-2020 for ease of understanding. More bend towards online education than classroom instruction is the result of COVID-19. By linking rural and urban students to the same platform, standardizing educational content, encouraging healthy competition among students, maximizing time and resources, and other NEP-2020 goals, this helped in the achievement of some of the goals as highlighted in the policy.

Keywords: Indian Education Policy, NEP-2020, Overall Growth, Online Education, COVID-19.

Introduction

Education aims to produce excellent people who can reason and act, courageous and resilient, have a scientific mindset and a creative imagination, and have ethical solid moorings and values. In order to create the equal, inclusive, and pluralistic society that our Constitution envisions, it aspires to produce engaged, productive, and contributing citizens.

In 1968, India framed its first ever Educational Policy, which was then modified in 1992 under The Programme of Action (POA). Making education directly relevant to people's daily life was one of the main goals of Mahatma Gandhi's basic education program. Then, under former ISRO director K. Kasturirangan, it was further altered to meet 21st-century requirements. It has been 34 years since our nation saw the most recent final draught of the NEP-2020.

According to the annual report from the Ministry of Human Resource Development from 2020-21, there are 1043 universities in India, including 45 central universities, 361 private universities, 370 state universities, 125 deemed universities, 7 institutes as recognized by the State Legislature Act, and 159 Institutes of National Importance. 52,627

colleges in India, including public and private schools, independent colleges, and post-graduate research institutions, collaborate with these universities. It is difficult to properly execute the present NEP-2020 while taking into account the whole perspective of the Indian educational system.

As the first education policy of the twenty-first century, NEP 2020 intends to focus the country's expanding progressive needs. In order to create a new system that is in line with the determinant factors of 21st-century education, including Sustainable Development Goal 4, and builds upon India's traditions and value systems, the Policy proposes the revision and revamping of all aspects of the educational structure, including its regulation and governance. NEP places a strong focus on helping each person realize their creative potential. It is founded on the idea that education must foster the growth of social, ethical, and emotional skills in addition to the "foundational" cognitive skills of reading and numeracy and "higher order" cognitive skills like critical thinking and problem-solving.

Objectives of the Study

Through the first national education policy from 1968, the Indian educational system aims to produce young people of character and ability committed to national service and advancement. All can be substantially accomplished if the existing education policy is successfully implemented.

The objectives of the study are as under:

1. To highlight the improvements as suggested in NEP-2020.
2. To evaluate NEP-2020 against earlier educational initiatives in India.
3. To raise awareness about NEP-2020.
4. To comprehend how NEP-2020 would impact teachers' academic lives.
5. To propose several strategies for successfully implementing NEP-2020 in higher education.

Research Methodology

The paper presents a brief discussion of the National Education Policy- 2020. Secondary data from published reports and articles by various ministries have been considered for the study.

Highlights From the NEP-2020

Prior approaches emphasized concerns about access and educational equality. The most recent breakthrough in policy, the Compulsory Education Act of 2009, was passed to support children's rights to free and compulsory education. Every educational institution should make every student feel welcome and cared for; with a well-equipped infrastructure and a wide range of resources, it should provide a wide range of learning experiences. Coordination across all different kinds of institutions and throughout all educational levels is essential at the same time. This strategy intends to strengthen Indians' feeling of national pride and assist them in gaining knowledge and skills that will uphold Indian cultural traditions. By doing this, it aims to create people who are dedicated to their nation's correct and sustainable progress and who are genuine global citizens. To increase the gross enrollment ratio to 50% by 2035, the current strategy emphasizes a transdisciplinary and interdisciplinary liberal education.

Various education lifecycle stages and their features are as under:

1. Foundation stage

At age three, the Foundation stage will begin. Anganwadi from the third to the sixth year and primary from the sixth to the eighth year. The Foundation stage lasts a total of 5 years (3+2). This stage lasts for five years and involves play-based learning that is flexible, multilayered, and diverse and includes learning about alphabets, languages, numbers, counting, colors, and shapes. Along with puzzles and logic, problem-solving, sketching, painting, and other visual and performing arts, music, and dance are all included. This stage emphasizes all aspects of a child's development, including early language, literacy, numeracy, communication, physical and motor, cognitive, economic, ethical, cultural, and aesthetic development.

2. Preparatory stage

This stage begins in the eighth year and lasts for the following three years, encompassing grades 3-5 with a play-based, activity-based learning and textbook introduction emphasis.

3. Middle school education stage

This stage covers grades 6 through 8 and runs from the eleventh to the fourteenth year. The focus has been on pedagogical and curricular approaches since subject instructors were introduced to facilitate learning and discussion on subjects like sciences, mathematics, the arts, social sciences, and humanities. From this point on, two systems with two exams will be introduced annually.

4. Secondary education stage

This stage covers grades 9–12 and runs from the 14th to the 18th year. It goes into deeper detail about subject-oriented pedagogy and curriculum, cross-disciplinary research, and critical thinking in the context of the student's interests. Students now have more freedom to choose the subjects that interest them. There will be 5 to 6 topics every semester, and the student must take board examinations in grades 10 and 12.

5. Under-graduation stage

A bachelor's degree can be earned after the third year, a diploma after the second, and a certificate after the first year of an undergraduate degree. These degrees can be finished in three or four years and provide a variety of methods to graduate. Four years with majors, minors, and research projects are ideal.

6. Post-graduation education stage

If a student completes a bachelor's degree in four years, it will only take one year to complete their master's degree; if they complete it in three years, it will take two years. A master's degree's primary goal is to prepare students for a research degree.

7. Research stage

For a minimum of three years full-time and four years part-time, high-quality research will be carried out in one of the core areas and a trans-disciplinary or multidisciplinary field. In order to become a researcher, you must complete an 8-credit course in your field.

8. Lifelong learning stage

This policy encourages lifelong learning at any point in a person's life to foster the overall development of employees in the field of research and knowledge.

A Comparison of the Present and Past Educational Policies, Taking into Account Factors Mentioned in the Present Educational Policy

Free and compulsory education, teacher preparation, and language development were the three main focuses of the 1968 education policy. After gaining independence, the Indian government established a secondary education program in 1986, with the slogan "Education is the highway of goal." This strategy was updated in 1992 to improve education at all levels and highlight science and technology more.

Prior education strategies have been implemented chiefly in response to access and equitable issues. The objective of NEP2020 is to produce morally upright individuals who can think and take appropriate action, are brave and resilient, have a scientific mentality and a fertile imagination, and possess solid ethical roots and values. Our Constitution aims to produce engaging, compelling, and contributing citizens to build the equitable, inclusive, and pluralistic society it envisions.

- NPE 1986 concentrated on the 10 + 2 style, while NEP 2020 concentrates on the 5 + 3 + 3 + 4 Format. Under NPE, there are 2 age categories, 6 to 16 and 16 to 18; however, under NEP, there are 4 age groups, 3 to 8, 8 to 11, 12 to 14, and 14 to 18.
- According to the NPE policy, tests had to be given annually, and they had to be in descriptive form. However, under the NEP, exams will now be given twice a year in objective and descriptive forms, and the new syllabus is divided into two sections.
- In NEP, the curriculum is scaled back, emphasizing crucial subject areas to enhance students' qualitative education. This is not the case in NPE policy, where all levels of quality must be maintained while placing a significant burden on the students.
- NPE didn't require any vocational subjects as part of the curriculum, while NEP requires students in grades 6 through 8 to take one vocational subject. Here, the primary goal is to develop abilities in pupils strengthened by vocational disciplines.
- The NPE educational model began with the first grade, but under NEP, where the emphasis is on overall development, the education process begins even earlier.
- In the NEP model, there is no such provision for a BalVatika preparatory class for children under five, which educators teach with certification in early childhood education (ECCE).
- According to NEP, the preparatory stage included classes from third to fifth grade for children aged 8 to 11. This stage covered activity-based pedagogy and curriculum style for the foundational stage, which focused primarily on discussion methods and experimental teaching methods to help students learn the relevance of the subjects. NPE, however, does not adhere to any of these practices.
- From classes 6 through 8, which are part of the NEP's middle stage and serve students aged 12 to 14, these three years serve as the initial phase of developing pedagogy and curriculum. Curriculum format Students receive in-depth information about disciplines like arithmetic, physics, the arts, etc., during the four stages of preparation. In contrast, under NPE, it was required to study every subject whether the student was willing or not to study, for it does not move forward to the practicalities; they may improve their skills in the specific areas to get a better idea of those they wanted to follow.
- The secondary level, which covers classes from ninth to twelfth, requires pupils to study each subject in detail. Here, the emphasis is on quality rather than quantity in the subject that students wish to pursue as their main subject following the eleventh grade. As a result, the syllabus has been pared down to its fundamental components, but NPE did not do the same. They valued quality over quantity, which limited the opportunity for children to develop their thinking skills.
- Report cards in NPE only contain teacher evaluations, but NEP will also focus on teachers, peers, and students. To that end, a new app will be released with the same objective.
- NPE provides a one- or two-year diploma for higher education, a three- or four-year degree, or a four-year degree with research, whereas NEP only offers a one-year diploma. Two-year advanced degree 3-year graduation graduate after four years of study. Along with this, the teaching curricula have evolved, which has improved the NEP's practical approach.
- After graduation, NEP offers 1- or 2-year master's degrees with the option of a research component, whereas NPE offers a 2-year master's degree that already exists. Thus, no changes

are made there. In its place, NEP solely offers the Ph.D., but NPE offers the M.Phil., which was required before pursuing the Ph.D.

Role of NEP-2020 in the Academic Lives Teachers

To be appointed in various educational institutions by 2030, instructors must successfully finish a four-year integrated B.Ed. Program with dual primary specialization offered by Teachers in Education Institutions. Innovators and mentors in research will be senior and retired faculty. The National Research Foundation controls all research funding, ensuring the funds are distributed fairly.

Given that India is home to 100 of the world's best universities, Indian educators must raise their technological expertise and academic achievement to meet students' expectations. To improve instructors' abilities and adhere to international standards, more well-designed and sophisticated FDPs should be planned. Because of this, teachers won't relocate; instead, they'll experience total stability.

The use of pedagogy and curriculum is entirely up to the faculty. Based on academic and research performance, incentives are determined. The API score will be determined based on feedback from peers and students, contributions to the institution, high-caliber research, and innovations in teaching methodology, and the institution will be responsible for revising the API policy. Each Ph.D. student will receive training on teaching techniques. Because everyone can be judged equally, strict compliance regulations will be implemented. More substantial opportunities in the fields of Information Communication and Computation Technology (ICCT) and Nanotechnology, which NRF supports, will be established to improve young people's employability.

To ensure that more students use MOOCs, teachers must participate more in creating Diksha and SWAYAM content. To be appointed by the Board of Governors (BOG) and participate in decision-making, teachers must be more qualified, capable, and committed to their academic careers. False educationalists won't be able to earn vice-chancellor jobs or top positions in UGE, AICTE, etc. The only criteria used in any selection process will be an academic achievement.

To be a director or vice-chancellor, a person must have at least five first-author scholarly papers or patents over the previous five years. The current NEP will benefit all teachers and students by drastically reducing corruption.

The current NEP will benefit all teachers and students by drastically reducing corruption. For the general advancement of pupils, NEP-2020 stresses a STEAM paradigm, which combines science, technology, engineering, and mathematics with a more significant emphasis on experimental learning and research; as a result, educators must improve their expertise in these subjects.

The primary factors used to grade teachers' overall performance include their yearly academic work, which includes contributions to research articles and patents. A leader in education and a role model will be the one who contributes more to the organization's intellectual property rights (IPR).

Propose Various Strategies for Successfully Implementing NEP-2020 In Higher Education

We must act quickly and decisively to implement the NEP-2020 and see its outcomes as soon as feasible because India has a robust network of educational institutions. We know that the first step is always the most difficult, and the NEP 2020's successful implementation is no exception. It requires careful planning, optimum use of the resources at our disposal, and increased human resource involvement. There should be a strong focus on recognizing the characteristics of the pupils and explaining them to teachers and parents for the sake of the student's overall growth.

For kids up to age 8, the National Curriculum and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) is the foundation for successful implementation. The early childhood foundational, preparatory, intermediate, and secondary stages must be redesigned more. There is a need for more teachers and other personnel to join.

To encourage students to think critically, vocational skills and equal weight should be given to co-curricular activities in topic choices and stream divisions at different levels. To promote a better grasp of root concepts, more emphasis should be placed on using the local language or mother tongue, including a bilingual approach if necessary. To analyze each kid on cognitive, behavioral, and emotional factors, school administrators must put more significant effort into obtaining 360-degree progress reports.

Measuring a school's effectiveness based on student competencies rather than the results of board exams is another crucial duty. Public and private schools should be evaluated and accredited according to the same criteria, emphasizing online and offline public accessibility. Academic competitions like Olympiads should be held at all levels with the most significant possible participation.

Teacher Eligibility Tests (TETs) will be the primary selection criterion to improve teaching quality. The instructors' prospects for professional advancement should receive the appropriate financial support. National Professional Standards for Teachers (NPST), which will address expectations of the role of the teacher, expertise, and necessary competencies, should be developed by the National Council for Teacher Education by 2022. Teaching special educators with topic expertise and education goals about such subjects is necessary. Minimum professional and quality standards should be upheld in schools.

Conclusion

The advancement of the nation is largely dependent on higher education. All the modifications included in the current NEP-2020 will elevate our country to the top spot in the globe in the ensuing decades; by 2030, it is projected that this NEP-2020 will have achieved its objectives. This approach strikes the right mix of excellence, innovation, and student skill development. In private and public colleges, students will receive scholarships and free shipping, pushing them to earn more advanced degrees and other desirable qualifications. All HEIs will be transformed into multidisciplinary independent colleges or constituent colleges of their affiliated universities in the following days. All research projects in the streams will receive funding from the National Research Foundation. Students can select courses in their areas of interest from the same.

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