ROLE OF NATIONAL EDUCATION POLICY 2020 IN RESHAPING THE INDIAN SCHOOL EDUCATION SYSTEM

[1]Renu, [2]Debdutta Pal Chowdhury

[1]Assistant Professor, [2]Assistant Professor
Department of B.Ed.,
St. Lawrence College of Higher Education, Delhi, India

Abstract: Education plays the most significant role in nation building. India has its unique education system based on its diversified socio-cultural conditions. Education provides the strongest pillar to any nation's progress. To excel in each domain like social, economic, technological dimensions India needed a major change in its education system as per the need of 21st century which could ensure holistic development of its citizen and promote national development. For that a well-planned set of ideas and strategies in form of a policy was much needed. A well-defined, structured, time-appropriate, and futuristic education policy can cater to development in school education, higher education, and vocational education which will lead to national development by boosting economic and social progress. Indian Government implemented a new education policy for the next decade of the 21st century named the National Education Policy (NEP-2020). NEP-2020 started with the innovative and futuristic vision to provide quality inclusive and equitable education from pre-school to higher education with an expectation of holistic development, and a multidisciplinary, technology and research-oriented approach. This paper initially depicts an overview of NEP 2020, the paradigm shift of the Indian school system, identifying how it is affecting current school system in India. Finally, some recommendations are made to implement the NEP 2020 effectively irrespective of various constraints.

Index Terms - **National Education Policy, Indian School Education system and Impact of NEP 2020.**

I. INTRODUCTION

After Independence many committees and commissions were set up to bring a new education system which should be effective in Indian context. The first education policy of India was National Policy on Education,1968. It was announced during the Prime Ministership of Indira Gandhi. It stated a need for radical restructuring and emphasized to create equal educational opportunities in order to achieve national integration.

The National Education Policy of 1986 was released during Rajiv Gandhi's Prime Ministership. It was modified and again released in 1992 which was named as 'Programme of Action'. The main of the policy was provide equal educational opportunity to all including women, SC, ST, OBC and other backward classes of the society. Its real focus was on elimination of disparities in the educational system.

For the development of any system transformation at the right time is the necessary key. Education is a basic necessity which helps to develop human competency, create equality in society, and promote National Development. To fulfil these goals as per requirements of the 21st century, it was very important to bring a paradigm shift in Indian education system to revolutionize it. With this view, National Education Policy 2020 (NEP 2020) was started by the Union Cabinet of India on 29thJuly 2020 which outlines the mission and vision of India's new education system. NEP 2020 is the first educational policy of 21st century which came after three decades of NPE 1986,92 bringing a paradigm shift in the Indian Education System starting from pre-schooling to higher education. It came with the vision to achieve the Sustainable Development Goal (SDG-4) which states to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030.
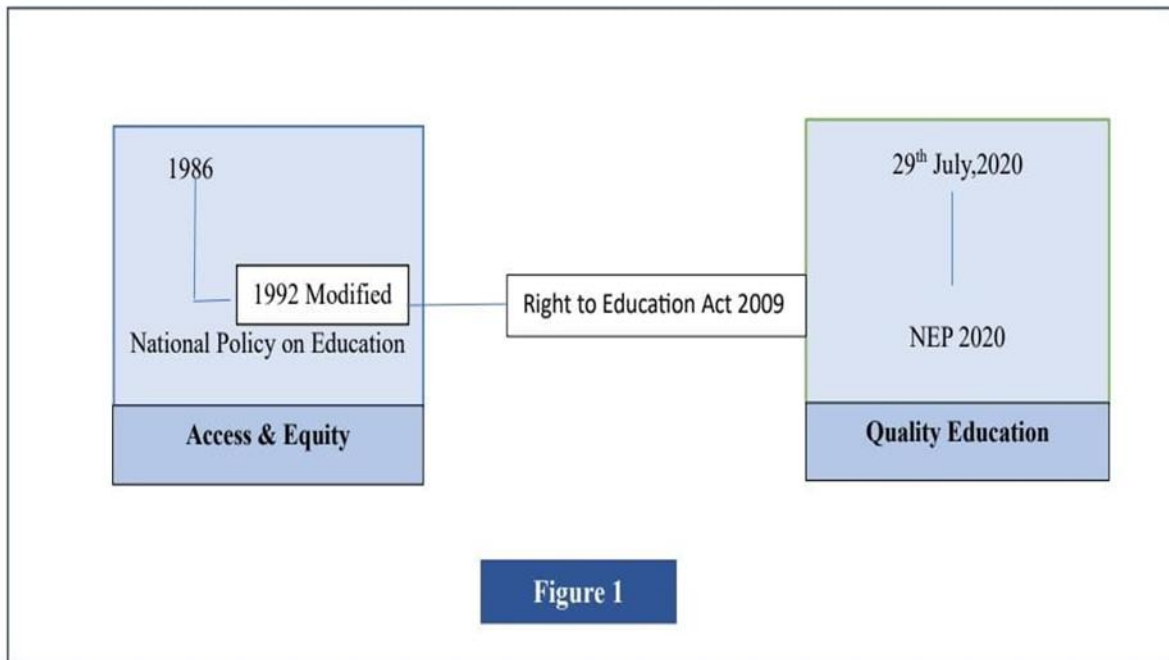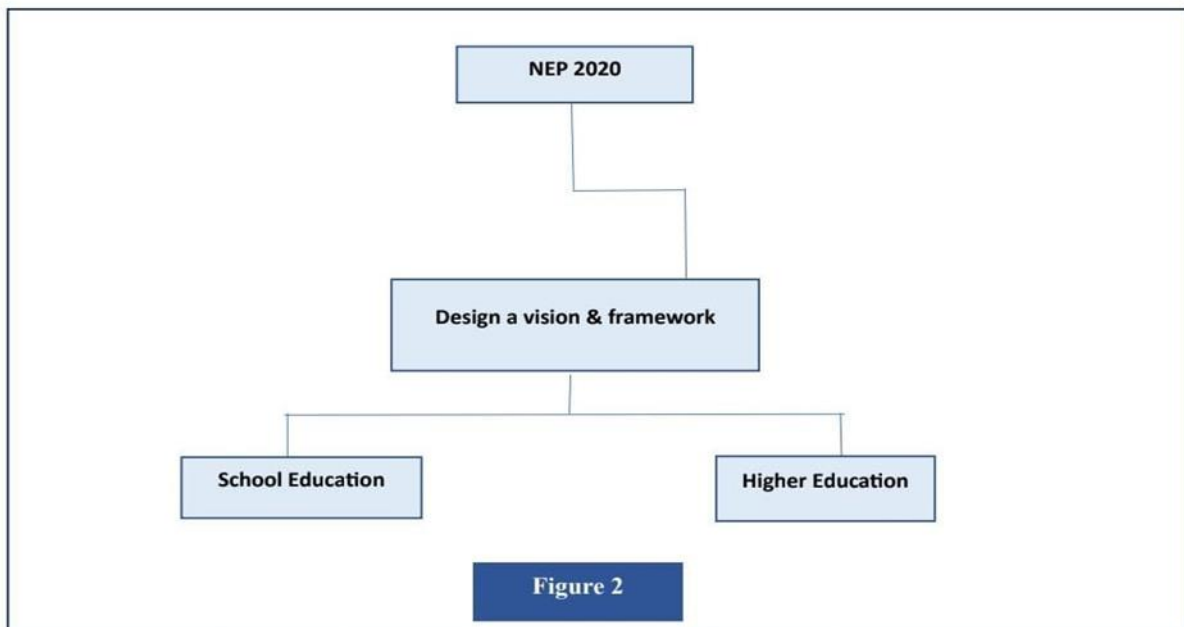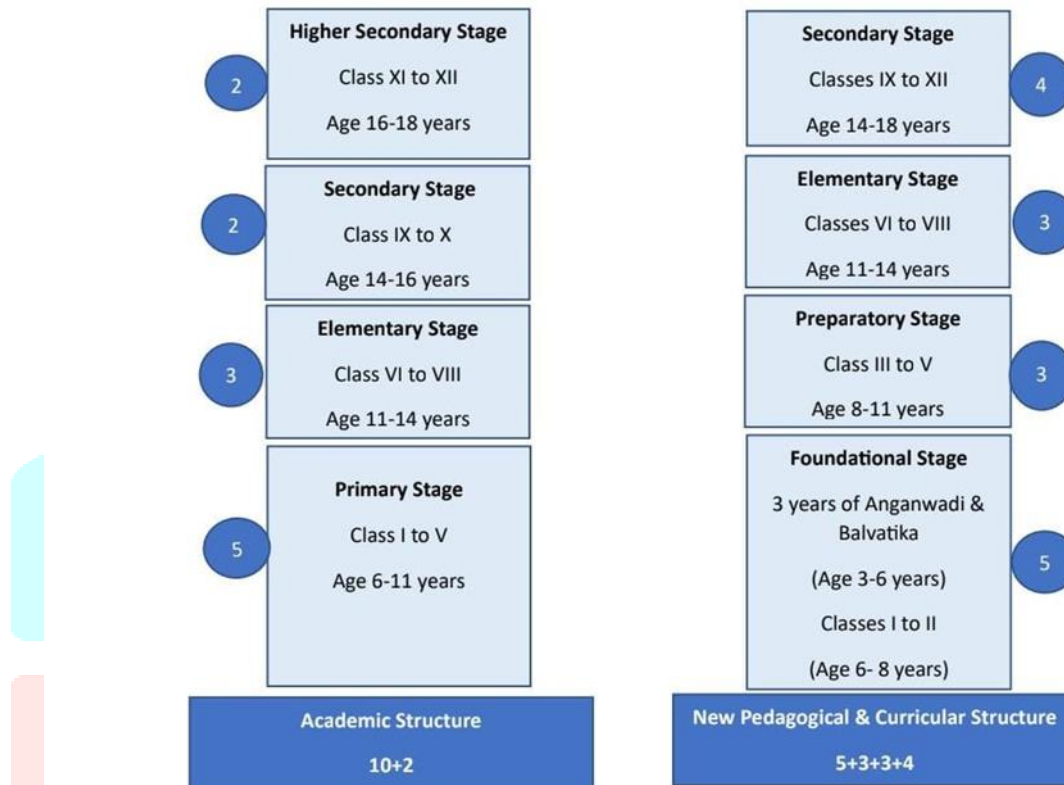
Figure 1

Figure 2

II. OVERVIEW OF NEP 2020 ON SCHOOL EDUCATION

To universalize education from preschool to higher education with a 100 percent Gross enrolment ratio (GER) in school education through 2030 and goals to elevate GER in higher education to 50 percentage via 2025. This can carry 2 crore out-of-school children returned into the schooling. The previous 10+2 structure of school education is replaced by using a 5+3+3+4 curricular structure wherein the primary five years are called the foundation level, the following 3 years are the preparatory stage, the subsequent three years are the middle stage and the remaining four years are secondary level corresponding to the age group of 3-8, 8-11, 11-14, and 14-18 years respectively. It includes 12 years of school education and 3 years for Anganwadi and Balvatika earlier before entering to class I so that they can come under Early childhood Care and Education (ECCE). NEP 2020 recommended NCERT to provide NCPFECCE i.e.National Curricular and Pedagogical Framework for Early Childhood Care and education for children. All students will deliver school examinations in Grades three, five, and eight which will be carried out via the precise authority. Board assessments for Grades 10 and 12 can be continued, however redesigned with a vision of holistic development. It suggested giving students multiplied flexibility to pick out the challenge of interest to have a look at in secondary stage - which includes topics in arts, technological know-how, physical training, crafts, and vocational training which promotes a multi-disciplinary method in schooling. NEP 2020 suggests to lessen the content material lJof the syllabus. It additionally focused on innovative, analytical and creative thinking. Other than that it focused on mother tongue inthe early years of schooling, Experimental studying, Integration of technology and Summative to formative method of evaluation to enhance and promote twenty first century know-how, talent, and competency.

III. EVOLUTION IN INDIAN SCHOOL EDUCATION

NEP 2020 is the latest education policy. It is aimed on Universalization of school education. The main of this education policy is to bring holistic development of child. The followings are the main features of NEP 2020:

• **Reform in Educational Structure:** With the aim to provide quality inclusive education, NEP 2020 brought new pedagogical and curricular structure transforming the previous school education structure of10+2 to 5+3+3+4 covering the age group of 3-18 years. In the new policy there is a provision to provide Early Childhood Care & Education (ECCE) to the children of 3-6 years age group. In the previous structure of 10+2 system, age group of3-6 years were not included. In previous policies the aim of education was cognitive development, but in new policy they focused more on character building and creating holistic and properly-rounded people prepared with the key 21stcentury skills.

Academic Structure 10+2	New Pedagogical & Curricular Structure 5+3+3+4
Higher Secondary Stage — Class XI to XII — Age 16-18 years (2)	**Secondary Stage** — Classes IX to XII — Age 14-18 years (4)
Secondary Stage — Class IX to X — Age 14-16 years (2)	**Elementary Stage** — Classes VI to VIII — Age 11-14 years (3)
Elementary Stage — Class VI to VIII — Age 11-14 years (3)	**Preparatory Stage** — Class III to V — Age 8-11 years (3)
Primary Stage — Class I to V — Age 6-11 years (5)	**Foundational Stage** — 3 years of Anganwadi & Balvatika (Age 3-6 years), Classes I to II (Age 6-8 years) (5)

• **Foundational Literacy and Numeracy:** NEP 2020 targeted on Foundational Literacy and Numeracy which was never highlighted inside the preceding policies. NEP 2020 instructed to put into effect a plan for reaching general foundational literacy and numeracy by 2025 in all primary schools for all students by grade 3.

• **Holistic Development:** NEP 2020 stated holistic development as the aim of education whereas the previous policies only aimed to develop cognition of the students. The new policy puts emphasis on experimental learning which means hands on experiment promoting learning by doing. Apart from that the pedagogy will include arts-integrated, sports-integrated education, and story-telling based pedagogy, among others, as standard pedagogy.

• **Multidisciplinary Approach:** NEP 2020 aims to promote interdisciplinary and multidisciplinary education, leading to a significant change in the curriculum in India.

• **Focus on Mother Tongue and Reduction of Curriculum Content:**The new policy suggested to put emphasis on mother language or home language as medium of instruction until at least grade 5, but preferably till grade 8 and beyond. In NEP 2020 there is more emphasison critical thinking, analytical thinking, problem solving and creativity. They also suggested to reducethe curriculum content.

• **Emphasis on Competency Building:**In previous policies, the main focus was on rote-learning, whereas the new policy strengthening on capacity or competency building. To keep record of this development curve of each learner in terms of cognitive, affective, psychomotor development, NEP 2020 referred to develop a Progress card which will be multidimensional, holistic and 360degree.The concept of National Assessment Centre or PARAKH is also totally new in the new education policy.

• **Teachers' Selection and Continuous Professional Development:**NEP 2020 suggested to strengthen Teacher Eligibility Test (TET) to ensure selection of competent teachers for school teaching and to maintain the standard of teaching learning throughout the country. In previous policy there was no provision or criteria for selection of teachers. NEP 2020 also mentioned for Continuous Professional Development (CPD) of teachers through at least 50 hours CPD programmes in a year.

• **Focus on Vocational Education:**NEP 2020 puts greater emphasison Vocational education. NEP 2020 seeks to integrate Vocational Education to mainstream curriculumwith general education. This will help students in acquiring various skills to meet

the needs of the industries and to improve the quality of education. This much stress on vocational education was also missing in previous education policies.

•	**Emphasis on Technology Use and Integration:**The new policy also gives significant position and stress to technology integrated teaching learning which was majorly lacking in our previous policies. The policy focused on Online learning, blended learning, online learning platforms like SWAYAM, SWAYAM PRABHA, DIKSHA, e-content, online assessment, and e-governance etc very much. It also put emphasis on emergingand disruptive technologies like Artificial intelligence, 3D, Robotics, Simulations etc.

IV. IMPACT OF NATIONAL EDUCATION POLICY 2020 ON CURRENT SCHOOL EDUCATION

The NEP has given a much-needed revision and reform agenda by signifying a new vision for various educational institutions. It has laid out the framework for a progressive transformation in how education is being offered, creating new opportunities for all those who are involved in the field of education while providing guarantee that every Indian child of school age has access to education and receives a high-quality and equitable education.

The impact of NEP 2020 on school education in India is going to be immense as the following changes are suggested changes to be implemented:

•	**Changed pedagogy:** NEP 2020 will change the structure of curriculum and pedagogy. It will be taken now as 5+3+3+4, which expands the structure to 5 (foundational) + 3 (preparatory) + 3 (middle) + 4 (secondary).

•	**Universalization of school education by 2030:** Every child from the age of 3 to 18 will have access to quality education once the NEP is fully implemented, either in public or private schools. By providing alternatives for entry and exit into the educational system, more than 3.22 crore children who have left their studies will be brought into the official education system.

•	**The rate of drop out will be minimize from socioeconomically disadvantaged groups:** As part of NEP 2020 impact, there will be very few dropouts because many increased options will be available to students from Socially and Economically Disadvantaged Groups include the creation of Special Education Zones, a Gender Inclusion Fund, and improved access to open and distance learning options.

•	**Changing the methods of learning:** The NEP will impact most significantly the learning process of the students. The policy advocates switching from the existing rote-learning-based system to a more activity-based, experiential learning methodology.

As a result, the educational system will be able to incorporate new curricular and technological advancements that will facilitate the transition to a more individualized, student-centric model.

•	**Focus on Developing skills for future jobs:** NEP has advised changes in curriculum and methodology to make sure that children are learning higher-order intellectual skills, 21st-century skills, mathematical and computational thinking, and critical thinking skills, among others. NEP 2020 impact would require developing skills which will produce a workforce that is much prepared for the future and able to fulfil the changing demands of future jobs.

•	**Assessments inform teaching-learning in schools:** One of the most important elements of NEP 2020 impact is changing focus from annual exams toward a system of formative assessments to increase the quality of teaching-learning process.

•	**Students can be successful in many ways:** Students will be less anxious about exams and will be able to demonstrate what they have learned and achieved to the best of their ability through many tests throughout the year. The impact of NEP 2020 will also be greater emphasis on exemplary education, technical education and sub-board examinations in class 10.

•	**All teachers will receive training and professional development in the next decade:** One of the most important effects of the NEP is that all teachers will receive professional training by 2030. If implemented, all teachers from Anganwadi level to secondary schools will have the necessary qualifications and follow professional standards, which will be a major improvement for the current study.

V. CONCLUSION

The National Education Act, 2020 will have a huge impact on the current Indian education system and this impact will be positive. Because there is a need to make changes in the current education system in line with the needs of the age and NEP 2020 will be useful in this regard. India is a developing country. We want our country to become a developing country as soon as possible and we know that the role of country education is very important. The development of a country cannot be separated from the development of education.

REFERENCES

[1] Benducci, R.; Weishaar, C.; Smart (2011) AU Mapping benefits and costs associated with new systems: The case of RFID adoption. Technological Innovation, 31, 505–521

[2] Cummins, R.A. (1996) The goal of life satisfaction: Trying to resolve stress. Sooke. Hindi. resources, 38, 303–328

[3] Edgerton, D.; Roberts, L.W.; von Below, S. (2012) Education and the good life. In the Journal of Social Sciences and Welfare; Springer: Berlin/Heidelberg, Germany.

[4] Kerckhoff, A.C.(2000) Transitioning to school through comparison. See Educational Sociology Handbook; Hallinan, M.T., editor; Kluwer Academic/Plenary Press: New York, NY, USA, s. 453-474: I.

[5] Kerckhoff, AC (2001) Comparison of education and social process. people. education, 78, 3–18.

[6] NEP 2020. National Education Policy 2020; Ministry of Human Resource Development, Government of India: New Delhi, India, 2020.

[7] Stefanovic, S.; Klohkova, E. (2021) Teaching digitalization as a tool to increase students' interest and learning success: Using smart platforms in teaching English. Sustainability, 13, 4892.

[8]UNESCO. Sustainability Education Toolkit. Learning and education tool No. 1. 2006. Available online: https://unesdoc.unesco.org/images/0015/001524/152453eo.pdf (accessed 30 October 2021).UNESCO. Education for Sustainable Development in action. Learning and Training Tools No. 4. 2012. Available online: https://sustainabledevelopment.un.org/content/documents/926unesco9.pdf (accessed on 30 October 2021).