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A REVIEW OF NATIONAL EDUCATION POLICY -2020

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ABSTRACT:

National Education Policy higher education, the policy calls for changes. The goal of the NEP is to put more of an emphasis on improving teacher education, updating the exam system, improving early childhood care, and reorganizing education regulation. Laying out Public Mission on Fundamental Proficiency and Numeracy; promotion of Indian languages and multilingualism; The home language, mother tongue, local language, or regional language will be the medium of instruction until at least Grade 5, but preferably beyond that. By improving access, equity, and the quality of education at all levels—from early childhood education to higher education and vocational training—the New National Education Policy (NEP 2020) aims to make India a world leader in education.



The policy was first implemented in 1968 by the government of Prime Minister Indira Gandhi, and it was implemented again in 1986 by Prime Minister Rajiv Gandhi. Instruction sheets like CBSE depend on this approach. The idea of a Public Arrangement of Schooling infers that, up to a given level, all understudies, independent of station, doctrine, area or sex, approach training of a similar quality. The Government will initiate appropriately funded programs to accomplish this. The new NEP aims to raise the current Gross Enrollment Ratio, which is about 26 percent, in higher education. This is much lower than in nations like Brazil, China, and North America. Teaching Career & Professionalism: The National Education Plan (NEP) aims to establish the National Professional Standards for Teachers (NPST) in order to determine all aspects of teacher career management, efforts for professional development, salary hikes, etc. A crucial component of NEP for educators is teacher audits and professional reviews.

KEY WORDS: National Education Policy 2020 (NEP 2020), Higher Education, Quality Education, Education System, Paradigm Shift, Sustainable Development.

INTRODUCTION

Achieving one's full potential, building a just and equitable society, and fostering national development all depend on education. The key to India's continued ascent and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation is providing universal access to high-quality education. The best strategy for developing and maximizing our nation's abundant talents and resources for the benefit of the individual, society, country, and world is to provide high-quality education to all students. Over the next ten years, India will have the highest number of young people in the world. Our ability to provide

them with high-quality educational opportunities will determine our nation's future. The worldwide schooling advancement plan reflected in the Objective 4 (SDG4) of the 2030 Plan for Practical Turn of events, embraced by India in 2015 - looks to "guarantee comprehensive and evenhanded quality training and advance long lasting learning open doors for all" by 2030. In order to achieve all of the essential targets and goals (SDGs) of the 2030 Agenda for Sustainable Development, such a lofty objective will necessitate a reorganization of the entire educational system in order to support and encourage learning.

The world's knowledge landscape is undergoing rapid change. Many unskilled jobs may be taken over by machines as a result of dramatic scientific and technological advancements like the rise of big data, machine learning, and artificial intelligence. At the same time, there will be an increasing demand for skilled workers with multidisciplinary skills across the sciences, social sciences, and humanities as well as skills in mathematics, computer science, and data science. There will be a significant shift in how we meet the world's needs for energy, water, food, and sanitation as a result of climate change, rising pollution, and depleting natural resources. This will again necessitate the hiring of new skilled labor, particularly in the fields of biology, chemistry, physics, agriculture, climate science, and social science. Collaboration in infectious disease management and vaccine development will be required as epidemics and pandemics worsen, and the ensuing social issues highlight the importance of multidisciplinary education. As India progresses toward becoming a developed nation with one of the world's three largest economies, there will be an increasing demand for art and the humanities.

OBJECTIVES OF THE STUDY

Numerous initiatives to enhance India's education system's quality and breadth are included in the 2020 National Education Policy. The following are the goals of this study on the National Education Policy for 2020:

- 1-Recommendations for additional enhancements that could be made to the efficient execution of NEP 2020 in order to achieve its objective.
- 2-To discuss the benefits of the NEP 2020 Higher Education Policies.
3. To discuss the drawbacks of NEP 2020's policies regarding higher education.
- 4-To contrast India's current policy with the National Education Policy 2020.

NATIONAL EDUCATION POLICY 2020

The development of each person's creative potential is a major focus of education policy. It is based on the idea that education should help students develop not only their cognitive abilities (such as literacy and numeracy's "foundational capacities" and "higher-order" cognitive abilities like problem-solving and critical thinking) but also their social, ethical, and emotional dispositions as well. This Policy has been guided by the rich heritage of ancient Indian knowledge and thought. In Indian thought and philosophy, knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) were always regarded as the highest human objective. In ancient India, education was not just about getting knowledge to prepare for life in this world or life after school, but also about fully realizing and freeing oneself. In ancient India, world-class institutions like Takshashila, Nalanda, Vikramshila, and Vallabhi hosted scholars and students from all over the world and set the highest standards for multidisciplinary teaching and research. Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi, and Thiruvalluvar, among others, were great scholars who made significant contributions to world knowledge in a variety of The philosophy and culture of India have had a significant impact on the world.

In addition to nurturing and preserving these extensive world heritage legacies for future generations, our educational system should also be used for research, enhancement, and new application. The education system's fundamental reforms must center on the teacher. Because they truly shape our next generation of citizens, the new education policy needs to assist in reestablishing teachers at all levels as the most revered and essential members of our society. It must do everything in

its power to empower teachers and assist them in performing their duties as efficiently as possible. By instilling in the system fundamental methods of quality control and accountability, the new education policy must assist in recruiting the very best and brightest to enter the teaching profession at all levels. It must also guarantee autonomy, respect, dignity, and livelihood. The new schooling strategy should give to all understudies, independent of their place of home, a quality school system, with specific spotlight on generally minimized, impeded, and underrepresented gatherings. The best method for achieving equality, inclusion, and economic and social mobility is education, which acts as a leveling agent. There must be plans in place to make sure that all students from these groups have a chance to enter and succeed in the educational system, despite the challenges they face. These aspects must be incorporated with respect for and consideration for the country's rich cultural diversity and local and global requirements. For the purposes of national pride, self-confidence, self-knowledge, cooperation, and integration, it is considered essential to instill in India's young people knowledge of its diverse social, cultural, and technological requirements, as well as its distinctive artistic, language, and knowledge traditions and strong ethics.

HIGHLIGHT OF NEW EDUCATION POLICY

1-Foundation Stage: For five years, the Foundational Stage offers a flexible, multilevel, play-based, activity-based, and discovery-based foundational education. This stage is continually improved through research and innovation for the purpose of stimulating children's cognitive and emotional development by utilizing time-tested Indian traditions and cultures.

2-Preliminary Stage-Three years Preliminary stage comprises of expanding on the play-, disclosure, and action based learning. In addition, textbooks and formal classroom learning are gradually introduced at this stage. The goal is to show the students a variety of subjects and get them ready to delve deeper into ideas.

3-Middle school education Stage: The sciences, mathematics, arts, social sciences, and humanities are just a few of the subjects covered in the three years of middle school. In specialized subjects taught by subject specialists, experiential learning should be used. 3 The semester system is introduced to students, and there will be two class-level exams each year.

4-Secondary education Stage: The fourth year of secondary education is designed to teach liberal arts and other multidisciplinary subjects. This stage will be based regarding the matter arranged academic and curricular style with more noteworthy profundity, more noteworthy adaptability, more noteworthy decisive reasoning, and thoughtfulness regarding life goals, Understudies are presented to the semester framework and will concentrate on 5 to 6 subjects in every semester. At the end of the 10th and 12th standards, there will be Board exams.

5-Undergraduation Education Stage: Every subject's undergraduate degrees will be three- or four-year programs with a variety of exit options, including a certificate after the first year, a diploma after the second year, or a bachelor's degree after the third year. The undergraduate degree program with major, minor, and research projects is preferred.

6-The Education Stage After Graduation : The Master's degree consists of three stages: a one-year degree for four-year bachelor's degree students, a two-year degree for three-year bachelor's degree students, and an integrated five-year degree with a focus on high-quality research in the final year. For the purpose of preparing students for a research degree and strengthening professional competence, the strong research component of the Masters' degree will be included.

7-Research Stage : The research stage entails conducting high-quality research for a minimum of three to four years for full-time and part-time study, respectively, to earn a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary subject. During Ph.D. they ought to go through 8-credit coursework in instructing/training/teaching method connected with their picked Ph.D. subject. The previous one-year MPhil program is no longer available.

The Vision of this Policy

By providing high-quality education to all students and making India a global knowledge superpower, this National Education Policy envisions an education system rooted in Indian ethos that directly contributes to transforming India, or Bharat, sustainably into an equitable and vibrant knowledge society. According to the Policy, our educational institutions' curricula and methods must instill in students a deep respect for the Fundamental Duties and Constitutional values, a sense of national pride, and an awareness of one's roles and responsibilities in a changing world. The Policy's goal is to help students develop knowledge, skills, values, and dispositions that support a responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen, and to instill a deep-rooted pride in being Indian in thought, spirit, intellect, and deed.

New Education Policy Advantage

Preschool education is incorporated into the main educational structure. Two things can be done with this. In the first place, it aims to regulate a part of education that is unorganized, unregulated, and even profiteering. Sometimes, it has very negative links to primary school admission in urban centers like Mumbai and Delhi. Second, it makes it possible for preschoolers as young as three to receive a midday meal. In a nation where half of kids are malnourished, this will be a major advantage. The 10+2+3 was contrived with the goal that kids could choose professional course after the tenth standard assessment. As a member of the subcommittee that advised the Maharashtra State government on vocational courses, this author found it troubling that these courses were intended to be taught in classrooms at the 2+ level without any exposure to workshops or fieldwork. There is no assurance that this will not occur once more. It is true that the government has converted the 3+2+10 formula into 4+3+3+5. Additionally, a credit system has been implemented, facilitating more lateral course and subject switching. How the 1.5 million schools in India will adjust to this new structure remains to be seen.

New Education Policy Disadvantage

Then there are some bad parts. The terms holistic and multidisciplinary are plentiful in the NEP. However, if you scratch at the paint, fundamentalism and prejudice can be seen. Concentrate on foreign languages. Why should politics be taught in school? Mandarin isn't included in the NEP. It goes against logic. During the cold war, did the United States prohibit Russian education? Regardless of whether China is an adversary, it is great for Indians to learn Mandarin. To comprehend a foe better. to comprehend the history of Asia. to investigate business opportunities in a region where China has the largest population in the world. In addition, knowing Mandarin would facilitate better business negotiations whether an Indian employee works for an Indian business or for a multinational corporation based in the West, such as South Korea or Japan. The goal of the NEP is to close these doors for Indians and open up employment opportunities for people from other countries. It is also true that, despite their current tensions, India and China have peacefully coexisted for over 2,500 years. Why befuddle the long haul with the present moment and potentially transient? Ironically, India prefers not to learn Indian languages while Chinese universities promote their acquisition. 2020's New Education Policy in India: An Overview of NEP: Page No. 23 Normally, India has not grappled with the fundamental reality that - in contrast to the North - the South has delighted in more prominent congruity of culture and harmony. Over 1500 years were spent under the Chola dynasty. Although it fluctuated, it lasted longer than any northern dynasty.

National Education Policy (NEP) 2020

In 1986, the National Policy on Education was made, and it was changed in 1992. Since then, a number of changes have occurred that necessitate a revision of the Policy. The first education policy of the 21st century is the NEP 2020, which replaces the National Policy on Education (NPE), which was in effect for 34 years. 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 by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs, and aimed at bringing out the unique capabilities of each student. It is built on the foundational pillars of Access, Equity, Quality, Affordability, and Accountability..

The Important Points In The National Education Policy 2020

1-According to the policy, the medium of instruction in all schools will be the mother tongue or local or regional language up to Class 5 (preferably until Class 8 and beyond). Sanskrit and foreign languages will be offered starting in secondary school under the NEP 2020.

2-The 5+3+3+4 structure has taken the place of the 10+2 structure, with 12 years spent in school and three years spent in Anganwadi, or pre-school. The following divisions will be made: a foundational stage between the ages of three and eight, a three-year pre-primary stage between the ages of eight and eleven, a preparatory stage between the ages of eleven and fourteen, and a secondary stage between the ages of fourteen and eighteen. The revised structure will, according to the government, "bring hitherto uncovered age group of three to six years, recognized worldwide as a crucial stage for the development of mental faculties, under school curriculum."

3-Students will only take three exams, in Classes 3, 5, and 8, rather than all three at once. A more "competency-based, promotes learning and development, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity" style of assessment will be used in subsequent years.

4-Classes 10 and 12 will continue to have board exams, but even these will be redesigned with the goal of "holistic development." A new national assessment center, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will establish these standards.

5-The government has stated that the policy will allow students to become more "multi-lingual" and "multi-disciplinary" by reducing the amount of coursework they must complete. According to the government, there will not be a strict distinction made between the arts and sciences, curricular and extracurricular activities, and academic and vocational fields.

6-In order to achieve this goal, the policy also proposes that higher education institutions like the Indian Institute of Technology (IITs) transition to "holistic education" by 2040, incorporating more subjects related to the arts and humanities into science courses and vice versa.

7-In order to provide students with flexibility, the NEP 2020 suggests a four-year undergraduate program with multiple exit options. A multi-disciplinary four year certification will be granted subsequent to finishing four years of study. Students who graduate after two years will receive a diploma, and those who graduate after one year will have completed a professional or vocational course. The Master of Philosophy (MPhil) program will no longer be offered.

Actual instruction Under the new training strategy 2020, alongside the schooling of understudies, abilities will likewise be created. which provides instruction in a variety of subjects, including horticulture, yoga, music, dance, sports, sculpture, and others, to all students in the minimum class. Therefore, baby is proficient in physical activities and other skills.

Challenges Related To Education Policy Cooperation -

The education of states is a related topic. The majority of states have school boards as a result. Subsequently, the State Legislatures need to approach for the real execution of this choice. Additionally, states may oppose the establishment of a National Higher Education Regulatory Campus as the highest controlling body. Expensive Education: The new education policy makes it easier to get into universities in other countries. For the Indian educational system, admission to foreign universities is likely to be expensive, according to various academics. Students from lower socioeconomic backgrounds may find it challenging to pursue higher education as a result. Education Sanskritization: States in South India assert that the government is attempting to Sanskritize education through the tri-language model. Even when children are taught in their mother tongue or a regional language, many issues can arise in front of states. A union territory like Delhi, for instance, is home to residents from various states. There will be students at such a school who are fluent in multiple languages. Which medium will all of these

children learn in? Are English-medium schools in agreement with the vernacular idea? Which medium will children in primary school use to receive an education if the state changes?

Higher Education and NEP 2020:

The goal of the National Education Policy (NEP 2020) is to change education while keeping the learner at the center of it. It builds on the Education Commission's (1964-66) and the Justice J. S. Verma Commission's (2012) recommendations, as well as previous versions of the policy, such as the Right of Children to Free and Compulsory Education Act of 2009 and the Right of Persons with Disabilities Act of 2016. In fact, it represents a significant advancement in quality education. By ensuring access, relevance, equity, quality, and solid foundational learning, it primarily focuses on the holistic development of students. Stakeholders in the education sector stand to gain significantly from the policy. It envisions creating curriculum synergies between the early childhood education and higher education sectors. The policy's primary focus is on improving the learning outcomes' quality. Implementing assessment reforms, a long-awaited change, is another focus area. Most importantly, it is anticipated that NEP 2020 will promote opportunities for lifelong learning for all, putting India on the path to achieving the sustainable development goals of the 2030 Agenda over the next ten years.

CONCLUSION

New Education Policy 2020 raises the question, "Can we really achieve the goal?" against the backdrop of big and ambitious dreams that have not been realized. We have consistently miserably failed to allocate resources appropriately. For instance, all previous Education Commissions and Policy Documents recommended allocating 6% of GDP to education, but it was never implemented. Currently, NEP 2020 also promises a 6% GDP budget for education, but the document only states that the Central and State Governments will work toward such allocations for provisions and implementation. At the point when the Focal Government is confronting asset smash during worldwide stoppage of economies and Coronavirus - 19 extreme and adverse consequence of economies becoming halt, how one can expect that during the patching up of economies training area will get due share? It will be difficult for nations to recover their economies from the effects of COVID-19 for at least the next three to four years. Will the Indian government and its state governments, which are overburdened, financially weakened, and indebted, actually be able to provide for 6% of GDP? I believe it will not become a reality for at least the next five years. How then can India develop into a fully functioning knowledge economy? I'm not negative; I'm a very upbeat person.

The new Public Instruction Strategy, 2020, which has been supported by the focal government to change the Indian schooling system to address the issues of 21st century India, in the event that it is executed effectively, this new framework will make India one of the world's driving nations. Equivalent Children aged 3 to 18 are covered by the Right to Education Act of 2009 under the new education policy for 2020. After 34 years, this new education policy aims to make pre-primary education available to all students and make higher education accessible to all students.

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