



STUDYING THE ADVANTAGES AND IMPROVEMENTS INTRODUCED BY NEP 2020

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ABSTRACT

The educational path a kid takes shapes their adult life. There is no truer statement than "education begins at home," yet a child's formal education is just as influential in shaping his or her adult life. The education they get shapes their professional life, their character, their outlook on life, and their relationships with others. A nation's economy and standing in the world can benefit from a clear and well-planned education programme. An educational system is established by a nation in accordance with its culture, history, and prevailing social norms. In the midst of all the doom and gloom engulfing the world owing to the difficulties brought by the Covid19 epidemic, the New Education Policy (NEP 2020) issued by the Government of India was a breath of fresh air and a much-welcomed shift. In fact, many people were taken aback by the news of NEP 2020's unveiling. Many experts in the field of education were caught off guard by the recommendations made by NEP 2020. This article makes an effort to expound upon the merits of NEP 2020 and the improvements to be introduced.

Keywords: Education, Vocational, Students, Innovation, National Policy

I. INTRODUCTION

When it comes to educating its citizens, the Government of India has a plan in place called the National Policy on Education (NPE). The policy encompasses all levels of schooling in India, from kindergarten to university. Prime Minister Indira Gandhi issued the first NPE in 1968, Prime Minister Rajiv Gandhi issued the second in 1986, and Prime Minister Narendra Modi will issue the third in 2020.

The goals of India's future educational system are laid forth in the National Education Policy 2020 (NEP 2020), which was adopted by the Union Cabinet of India on July 29, 2020. The former National Policy on Education, 1986, has been superseded by this newer policy. The policy provides a broad guideline for educating children in both urban and rural areas of India, from kindergarten through college. By 2021, the initiative hopes to have completely revamped India's educational system. NEP's language policy is meant to serve as a general framework, with implementation left to the discretion of individual governments,

organisations, and educational institutions. There are several new provisions in India's educational policy as a result of the NEP 2020. Its long-term goal is to raise education spending from its current level of about 4% of GDP to 6%.

The New Education Policy's consultation process began in January 2015, led by a committee appointed by then-Cabinet Secretary T. S. R. Subramanian. The committee led by ex-ISRO chairman Krishnaswamy Kasturirangan delivered its proposed NEP in 2019 based on their report from June 2017. After several rounds of public feedback, the Ministry of Human Resource Development has issued the Draft New Education Policy (DNEP) for 2019. There were a total of 484 pages in the Draft NEP. The Ministry conducted extensive outreach in order to shape the proposed policy: "More than two hundred thousand recommendations were received from two and a half million gramme panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), and 676 districts." The goal of the National Education Policy is to ensure that all citizens have access to a high-quality education, with the 2020 version of the policy stating, "National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society."

The goal of every respectable institution of higher learning should be the cultivation of outstanding, reflective, well-rounded, and original thinkers and doers. It needs to equip students with the 21st-century skills necessary to succeed in a variety of fields, including the sciences, the humanities, the social sciences, the languages, the personal, technological, and vocational ones, as well as to pursue in-depth study in one or more areas of interest. Highlights of the new education policy include the establishment of a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities, the creation of multidisciplinary universities and colleges with at least one in or near every district, and extensive revisions to student curricula, pedagogy, evaluation, and support to improve the quality of education and the quality of the student experience.

II. HISTORY OF EDUCATION IN INDIA

India has a long history of prioritising higher education; just look at the illustrious institutions of Taxila and Nalanda! Gurus, or teachers, from India's illustrious line of Sages and Monks have long been the subject of veneration and reverence. However, the original system did appear to have one flaw. The major focus of this schooling model was on the idea that "King son becomes a King" and the division of people into four social strata. The Kshatriyas ruled, the Vaishyas traded, the Shudras laboured, and the Brahmins protected Vedic knowledge. Education for the children of these groups was determined by their families' social standing, but the Shudra caste was never educated. While it may have worked well in the past, India's lack of access to modern education and infrastructure has left the country behind the rest of the globe. There was a major problem with the rise of illiteracy.

The newly independent administration recognised the need of planning for the country's future in 1968. The National Policy on Education was established while Indira Gandhi was prime minister. All children under the age of 14 were given the same educational chances under the new policy, with the goal of eliminating disparities in the educational system. [7] The policy placed a premium on publicising the significance of education. The educational system in India saw a dramatic shift as a result of this programme. The system used was 10+2. Scholarship applications, adult education, recruitment of teachers from the Scheduled Caste, incentives for low-income families to send their kids to school, the

establishment of new educational institutions, and many other aspects of this strategy were all revamped in 1986. The 86th amendment to the Constitution, guaranteeing all citizens an access to a free and compulsory public education, was ratified in 2002. While this raised the overall literacy rate, it did little to make the country's workforce any more productive. The efficiency rate is hampered by the higher education system's splintering.

By 2030, India will have the world's third-largest economy and be one of the youngest countries in the world. This economic growth will be driven not by the country's abundant natural resources but by its expanding pool of talented minds. The National Education Policy 2020 appears to be the proper plan for assisting the nation's young minds.

III. THE NEP-2020: AT A GLANCE

The new National Education Policy (NEP) 2020, which has replaced the second National Policy on Education, would turn India into a thriving knowledge hub by prioritising "Access, Equity, Quality, Affordability, and Accountability" (British Council). The goal of the NEP-2020 is to integrate two crores of underprivileged pupils into the formal education system by the year 2020. The current 10+2 system of education is being phased out in favour of a new 5+3+3+4 structure, with separate age groups for students ranging from 3 to 8 years old, 8 to 11 years old, and 14 to 18 years old. Up to the fifth grade, all lessons will be taught exclusively in the students' native tongues or regional languages.

All K-12 and higher educational institutions are required to include vocational training programmes. It is required that "by 2025, at least half of learners via the school and higher education system must have exposure to vocational education" ("National Education Policy 2020," 44). As soon as possible, it hopes to increase public spending on education from its current level of around 4% of GDP to 6%.

Three to four years would be required to complete the Undergraduate degree, depending on the student's chosen specialization. Students who have completed a four-year Bachelor's degree or Master's degree can apply for a PhD programme, while those who have completed a three-year undergraduate programme can complete a two-year Master's programme. For students to be able to save and transfer credits acquired at various approved higher education institutions, the creation of an Academic Bank of Credit (ABC) is a sound idea. "The kids will be multi-talented in their approach," which "may provide them chance for global-wide careers," will result from this. Healthcare, law school, and other professional training courses may require minor adjustments.

IV. ADVANTAGES OF HIGHER EDUCATION POLICIES IN NEP-2020

- **Student Centric Model**

The current teacher-centric model, in which teachers decide the subjects, curriculum, evaluation, etc., will be replaced by a student-centric model, in which students will have the freedom to choose their own course of study from those offered by the institution, the SWYAM MOOC, and online distributed learning platforms, as well as to take their exams at their own pace and according to their own schedules.

- **Competency based Continuous Evaluation System**

The purpose of higher education is to instill students with the self-assurance they need to recognise new challenges as opportunities to improve the world.

- **Research & Innovation Focused**

In order to achieve this goal, higher education emphasises the systematic investigation of existing data in order to generate either new knowledge or a novel interpretation of existing data. This is the best possible solution to society's problems. A university that places a premium on research and innovation is more likely to produce new intellectual property that can shed light on previously undiscovered avenues for solving problems.

- **Improved STEM model of HE Curriculum**

Scientific research shows that students' problem-solving abilities can be greatly enhanced by learning about art and design thinking in addition to the traditional STEM subjects. A new model, STEAM, is being implemented at the bachelor's degree level in higher education, and it is being hailed as an improvement over the older STEM model.

- **Faculty Productivity based on Research Output**

Higher education cannot function without an emphasis on research. In order to set a good example for their students, faculty members guiding high-quality research should themselves be enthusiastic about and experienced in research. Therefore, every professor in the university system is held to account for their research output during a specified time period.

- **Autonomy at all Levels**

With the freedom to experiment with new approaches to teaching, learning, and assessment, universities and colleges may raise the standard of the education they provide their students. For a system to be forward-thinking, it must have complete control over all aspects of education, from instruction and assessment to management and budgeting.

- **Merit based Student admissions, Faculty Selection & Promotion**

NEP 2020 places a premium on social justice, which is why it emphasizes merit-based admissions. It also notes that if faculty are selected and promoted solely on merit, the quality of higher education and research will improve. Appointing highly qualified and proven leaders as members of the Board of Governors is an excellent way to reduce the influence of various lobby groups and student organizations at the institutional level.

- **Education Leaders should be Role-Models**

Leaders in the field of education place a premium on individual participation in research and development. Seeing the impact made by established researchers motivates up-and-coming scholars to do better in their

own work. A higher standard of contribution is possible, and HEIs can demonstrate this by fostering industry role models who are exceptional contributors to the institution's intellectual property rights. Professors in administrative roles are expected to maintain active research and publication agendas in their spare time, setting an example for the next generation of scholars.

- **Integrated Controlling & Monitoring System**

The first decade, from 2021 to 2030, is the implementation decade, and the second decade, from 2030 to 2040, is the operational decade, as per NEP-2020.

- **Boost to Online training**

In order to effectively implement education in the twenty-first century, it is crucial to make use of Information, Communication, and Computation Technologies (ICCT), such as Education technology, Internet technology, Artificial intelligence, Virtual reality, etc. To achieve the goals of an ideal education system and to improve GER, modern technological advances facilitate effective online education planning, design, and delivery.

- **Control of Quality through Biennial Accreditation Process**

As it is, HEIs receive their letter grades from the National Assessment and Accreditation Council, which also oversees the quality of education and gives out accreditations. There will be a five-year period of accreditation. This means that higher education institutions are not subject to constant checks on their accreditation. This type of accreditation ensures that colleges and universities actively pursue quality and performance.

- **Boost of GER through Autonomy to Private Sector**

Providing everyone with a high-quality education is a priority for the United Nations' Sustainable Development Goals. The private sector in education, working in tandem with public systems, can accomplish this goal in higher education.

V. IMPROVEMENTS TO BE INTRODUCED TO NEP 2020

It seems that even the best things have drawbacks. Even though NEP 2020 appears to be flawlessly written, it still needs work. Because of this, the following alterations are proposed:

- It is appropriate for academics in retirement to continue working with graduate students in the research arena.
- To promote academic inquiry, post-secondary institutions should make publication or patenting of student work mandatory.
- Vocational education and training should incorporate work-study programmes.

- It is important to encourage secondary-level HIE students to engage in SWYAM, MOOCs, and ODLs so that they can discover their own interests and strengths.
- There needs to be a better system for submitting and reviewing patent applications. The existing period of 3–6 years has to be shortened.
- Educators should be frequently assessed in terms of their competence in the classroom and those who fall short of expectations should be let go.
- Lobbying and favouritism are inevitable, but they must be managed throughout the nomination and certification process.
- Students on scholarships should have access to technological resources.
- All students enrolled in HIEs should have unrestricted access to a wide variety of online resources, including books, journals, papers, patents, etc.
- To prevent students from abusing the undergraduate system by enrolling and dropping out again, those seeking readmission must take examinations covering material from their previous semester.
- Individuals who did not graduate from high school for any reason should be given the opportunity to take the high school equivalency exam. They should be admitted to HIEs based on the results of this test and their NTA scores.
- Health education on the most fundamental level must begin in the secondary school years.

VI. CONCLUSION

The new education strategy has a commendable goal, but its success will rely on how well it integrates with the government's other policy objectives, such as Digital India, Skill India, and the New Industrial Policy. Consequently, policy connections can guarantee that the lessons learned from Skill India's experience in interacting more dynamically with the corporate sector to develop vocational education curricula are included into the broader education policy debate. To adjust to the constant changes and disruptions happening around us, we also need to make more decisions based on evidence. The real-time assessment tools and consultative monitoring and review mechanism that NEP has prepared for its participants are a comforting feature. Instead of waiting for a new education policy every decade to bring about a change in curriculum, this will enable the school system to continually reform itself. In and of itself, this will be quite the feat. As a watershed event in higher education, 2020 marks the launch of the NEP. What will make it genuinely innovative is if it is implemented efficiently and within a reasonable amount of time.

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