NEP 2020: SALIENT FEATURES IN TRANSFORMING INDIAN SCHOOLS AND HIGHER EDUCATION

Dr Satnam Kaur Johal
Assistant Professor
Khalsa College of Education
Ranjit Avenue, Amritsar

ABSTRACT

The National Education Policy 2020 (NEP 2020), was approved by the Union Cabinet of India on 29 July 2020. This is the first education policy of the twenty-first century to replace the National Policy on Education (NPE), 1986, which had been in place for 34 years. The goal of the policy is to completely overhaul the educational system from kindergarten through secondary school. The policy seeks to completely overhaul the educational system from preschool through secondary school by 2030, with a GER of 100%. Teaching up is one of the NEP's main reforms. The main objective of the paper is to study major reforms and challenges incorporated in NEP 2020. The study is purely qualitative in nature using secondary data consisting of books, journals and websites, research articles, government publications etc. This qualitative study explores the historical picture of Indian education from the day India gained independence until about 200 years of British control by using secondary material from books, journals, websites, research articles, government documents, and other sources.

Keywords: National Education Policy 2020, Reform, K-12 and Higher Education, Critical Analysis.

INTRODUCTION

Education is a crucial human activity which starts at birth and lasts until death. It has a wide range of rich connotations. It includes all of a person's life-long learning and experience. Not just for survival, but also for life enrichment, better living, and advancement in social and cultural life, education is essential. Every nation needs a clear, forward-looking education policy since education is the main engine of social and economic advancement. Different nations have adopted various educational systems based on their own traditions and cultures. Recently, the Government of India took a step forward by launching its new education policy 2020 in 2023. its motto was "Educate, Encourage and

Enlighten". But there lies a world of difference between laying down a policy on paper and following it in practically. The implementation of NEP 2020 depends on how the government, universities and schools can overcome the practical challenges. Still, the National Education Policy 2020 is a welcome and re-imaginative step for Indian education system. The main objective of the paper is to examine the most significant reforms and changes brought about by NEP 2020 for K–12 and higher education.

THE MILESTONES IN INDIAN EDUCATION

This qualitative study explores the historical picture of Indian education from the day India gained independence until about 200 years of British control by using secondary material from books, journals, websites, research articles, government documents, and other sources. The following are the major turning points in Indian education policy from independence to the present based on the aforementioned significant documents:

➢ Higher education was the focus of the University Education Commission (1948–1949), sometimes referred to as the "Radhakrishnan Commission" and headed by Sarvepalli Radhakrishnan.

➢ The Secondary Education Commission (1952–1953) concentrated on education after primary school but prior to the start of university.

➢ The Education Commission (1964-66), also known as the 'Kothari Commission', as it was led by Dr. D. S. Kothari. This commission had a holistic approach and advised the government on the national pattern of education and general policies, taking into account each stage from primary to post graduate.

➢ The National Policy on Education, 1968, based upon the recommendations of the Kothari Commission, the government announced a policy which called for equal educational opportunities in order to achieve national integration and greater cultural and economic development.

➢ The 42nd constitutional Amendment, 1976, which included education in the Concurrent List, so as to be considered by both the states as well as the union government earlier it was on the state list, which gave the state governments precedence in terms of lawmaking.

➢ The National Policy on Education, 1986 whose objective was a "special emphasis on the removal of disparities and to equalize educational opportunity," especially for women, Scheduled Tribes (ST) and Scheduled Caste (SC) communities. The NPE of 1986 was modified in 1992.

➢ The 'Common Minimum Program adopted by the UPA1 government in 2004 went more or less same as before.

➢ In 2009, the Right of Children to Free and Compulsory Education (RTE) Act was passed, which made elementary education a fundamental right for every child.

➢ The T.S.R Subramanian Committee Report 2016, sought to improve the quality and credibility of education by addressing the implementation gaps.

➢ The Committee for Draft National Education Policy, or Dr. K. Kasturirangan Committee, submitted its report on May 31, 2019. It sought to address the challenges of: (i) access, (ii) equity, (iii) quality, (iv) affordability and (v) accountability faced by the current education system.

➢ Finally, the new National Education Policy 2020.

THE BIGGEST REFORM MADE IN NEP 2020:

K-12 EDUCATION

The key objective for education in schools is universal access. There are significant curriculum and pedagogy modifications. NEP 2020 places a strong emphasis on ensuring that everyone has access to education in schools, from preschool to secondary.

1. The 5+3+3+4 System: A 5+3+3+4 curricular framework that corresponds to ages 3–8, 8–11, 11–14, and 14–18 years is used in place of the 10+2 structure of school curriculum. This will include the hitherto unaddressed age range of 3-6 years, which has been acknowledged universally as the critical period for a child's development of mental abilities. This spans 12 years of formal education as well as 3 years in Anganwadi and preschool.

2. Beginning of Schooling at age 3: The New Education Policy states that children will begin Early Childhood Care and Education (ECCE) at the age of 3. This will be provided through stand-alone Anganwadis, Anganwadis co-located with primary schools, pre-primary schools/sections covering at least age 5 to 6 years co-located with current primary schools, and stand-alone pre-schools. All of these would hire staff/teachers specifically trained in the curriculum and pedagogy of ECCE.

3. Promoting libraries: A National Book Promotion Policy will be developed, and significant efforts will be made to guarantee that books are available, easily accessible, of high quality, and that readers of all ages and educational levels read them.

4.Teaching Fifth-Graders: In accordance with the NEP, all schools up to Class 5 (preferably till Class 8 and beyond) shall use the mother tongue or local or regional language as the medium of teaching. Additionally, Sanskrit and foreign languages will be taught at all levels.

5. Establishing Bal Bhavans: Every state or district would be encouraged to set up 'Bal Bhavans' as a special daytime boarding school, to engage in play-related, career-related, and art-related activities. Samajik Chetna Kendras are able to utilise the infrastructure of free schools.

6. Easier Board Exams: The class 10 and 12 board exams will go on as scheduled. The board exams will be "easier" nonetheless since they will focus more on core competencies and capacities rather than months of training or memorization.

7. Inclusive Report Cards: All students' progress cards will be revised for school-based assessments. It will be a comprehensive, all-encompassing, multidimensional report card that will show in great detail the development and individuality of each learner in the cognitive, emotional, and psychomotor domains. Self-evaluation, peer-evaluation, and instructor evaluation are all included on the progress card.

8. Elimination of Strict Division: In classes 11 and 12, there will be no strict division of streams into science, commerce, and the arts, students can now select two subjects, such as history and physics, concurrently.

9. National Educational Technology Forum: The National Educational Technology Forum (NETF), an independent organisation, will be established to offer a forum for the open exchange of ideas on the use of technology to improve learning.

Higher Education The key objective of NEP for higher education is developing critical thinking and problem-solving skills, as well as promoting a love of learning and curiosity. One of the main goals of the NEP is also to make education more inclusive and accessible to all students at this level.

1. Academic Bank of Credit: This will be created for the purpose of digitally preserving academic credits obtained from various HEIs so that they can be transferred and taken into account when determining the final degree that is received. The academic credit that is kept in a digital locker will function like a bank credit that a student can use to restart their studies after a break in accordance with future higher education commission requirements.

2. Higher Education Having Various Entry and Leave Points: The new policy has multiple entry and exit points. Students enrolled in the four-year curriculum may graduate after one year with a certificate, after two years with a diploma, after three years with a Bachelor's degree, and after four years with a Bachelor's degree and research. The academic bank of credit will be used for the numerous entry and exit.

3. Teacher Education: In 15 years, college affiliation will gradually disappear, and a stage-by-stage process will be put in place to give colleges varying degrees of autonomy. A 4-year integrated B.Ed. degree will be required for teaching by the year 2030.

4. Foreign Universities in India: The NEP has made it possible for international universities to open campuses there. Collaborations between institutions and faculty and student mobility will help to internationalise education. This will make it possible for prestigious colleges to establish campuses in India. The National Testing Agency (NTA) will administer entrance exams for enrolment in institutions across the nation.

5. Common Entrance Exams: The NTA already administers the JEE Main, NEET, UGC NET, and other all-India engineering entrance exams. The entrance exam that the NTA would administer for admission to universities and colleges will be optional under the NEP 2020.

CONCLUSION

To conclude we can say that the NEP 2020 made a full attempt to design a policy that considers diverse viewpoints, global best practices in education, field experiences and stakeholders' feedback. The mission is aspirational but the implementation roadmap will decide if this will truly foster an all-inclusive education that makes learners industry and future ready.

REFERENCES

Jose (2009). *Education (1st Edition).* Livingstone publishing House.

Kalyani, P. (2020). An Empirical Study on NEP 2020 [National Education Policy] with Special Reference to the Future of Indian Education System and Its effects on the Stakeholders, Journal of Management Engineering and Information Technology (JMEIT),7(5), 1-17. http//: doi.10.5281/zenodo.4159546

Aithal, P. S., & Aithal, S. (2020). Analysis of the Indian National Education Policy 2020 towards Achieving its Objectives. International Journal of Management, Technology, and Social Science (IJMTS), 5(2), 19-4. DOI: http:/doi.org/10.5281/zenod.39876.

Ghavane, S. (2020). India's National Education Policy 2020: critical Appraisal. MGM University.www.mgmu.ac.in

WEBSITES

https://www.mhrd.gov.in/sites/upload_files/mhrd/files/ NEP_Final_English.pdf.

https://en.wikipedia.org/wiki/List_of_universities_in_India

National Early Childhood Care and Education (Ecce) Curriculum Framework, https://wcd.nic.in/sites/default/files/national%20ecce% 20framework%20final.pdf

https://scroll.in/article/960939/indian-education-cantgo-online-only-8-of-homes-with-school-children-havecomputer-with-net-link

People Democracy: Aug 9 2020. https: www.peoplesdemocracy.in/2020/0809- pd/cpim-response-new-education-policy-2020-nep