

International Journal of Psychology Sciences



ISSN Print: 2664-8377
ISSN Online: 2664-8385
Impact Factor: RJIF 5.26
IJPS 2024; 6(1): 93-96
www.psychologyjournal.net
Received: 16-03-2024
Accepted: 25-04-2024

Dr. Kotra Balayogi
Assistant Professor, Unity
College of Teacher Education,
Dimapur, Nagaland, India

Impact of national education policy 2020 outlines on education

Dr. Kotra Balayogi

DOI: <https://doi.org/10.33545/26648377.2024.v6.i1b.47>

Abstract

The National Policy of Education (NEP) 2020 is an ambitious policy framework that seeks to transform India's education system into more equitable, accessible, high quality, etc. The policy focuses on creating a holistic learning environment for all citizens, regardless of their socio-economic backgrounds and also seeks to promote innovation and research in the field of education, as well as provide access to quality education for all citizens. The present study taken from the secondary data focuses on the policy which will also aim to strengthen the skillset of teachers, ensure better use of technology in the classroom, and promote lifelong learning opportunities for students and make 21st century India a knowledge superpower by 2030.

Keywords: Academics, curriculum, inclusive education, national education policy 2020, students, vocational education

Introduction

The new NEP 2020 was notified by the Government of India in July 2020, 34 years after the last NEP was notified in 1986 and it provides for a comprehensive, sustainable and reformative roadmap for a paradigm shift in the entire education system in the country, is culturally grounded, is geared toward quality transformation, and is internationally competitive. In so far as higher education is concerned, besides proposing foundational principles for educational change about Indian traditional knowledge, culture and values, and it proposes reforms in all areas of higher education, including its structure, curriculum and pedagogy, teaching learning strategies, learning resources and technology-enabled learning, vocational education and skilling and employability, 21st century learning and social and life skills, optimal learning environment and learner support, formative and summative assessment, internationalization, research and scholarship, governance and leadership, and regulation and accreditation. It is a policy framework for the development of education in India and it seeks to ensure quality and equitable education for all, from pre-primary to higher education. It also focuses on developing a learning-oriented educational system that will enable India to achieve its economic and social objectives and also aims to bridge the gap between knowledge and skills through its focus on experiential learning, digital literacy, vocational training and research, development, etc and is expected that the policy will help 21st century India become a global hub for quality education by ensuring access to quality education for all citizens.

Objectives of the Study

- To know the concept of National Education Policy 2020 and Structure of Education
- To study the National Policy of Education 2020 and Vocational Education and Teacher Education
- To discuss about the National Policy of Education 2020 and Inclusive Education

Methodology

The present study adopts a primarily theoretical approach to investigate NEP 2020 in promoting the 21st century student learning. In order to gain a comprehensive understanding of this subject matter, data was collected from secondary sources, encompassing a range of diverse materials such as research publications, scholarly journals, websites, articles, etc.

Corresponding Author:
Dr. Kotra Balayogi
Assistant Professor, Unity
College of Teacher Education,
Dimapur, Nagaland, India

National Policy of Education 2020: Goals

- To provide universal access to quality education for all citizens, regardless of their socio-economic background, location, or other factors.
- To promote equity and inclusiveness in education, with a focus on marginalized and disadvantaged groups such as girls, children with disabilities, and those living in rural/remote areas.
- To improve the quality of education by increasing the availability of trained teachers, enhancing the curriculum and teaching-learning materials, and promoting the use of technology in education.
- To build research and innovation in education, with a focus on developing new teaching methods and technologies, and encouraging the exchange of knowledge and ideas between educational institutions and other sectors.
- To increase the development of vocational and technical education, with a focus on providing skills and training that are relevant to the needs of the economy and the workforce.
- To develop the quality of education by increasing the availability of trained teachers, enhancing the curriculum and teaching-learning materials, and promoting the use of technology in education.
- To maximize equity and inclusiveness in education, with a focus on marginalized and disadvantaged groups such as girls, children with disabilities, and those living in rural or remote areas.
- To encourage research and innovation in education, with a focus on developing new teaching methods and technologies, and encouraging the exchange of knowledge and ideas between educational institutions and other sectors.
- To inculcate the development of vocational and technical education, with a focus on providing skills and training that are relevant to the needs of the economy and the workforce.
- To raise universal access to quality education for all citizens, regardless of their socio-economic background, location, and other factors.
- To transform the education system in India and ensure that all citizens have access to quality education that helps them realize their full potential.

National Policy of Education and Structure of Education

The National Policy on Education is a policy formulated by the Government of India to provide direction to the educational system in the country and outlines the goals, priorities, provisions, etc. towards education at all levels, from preschool to higher education. The NEP 2020 is the new policy that aims to reform the teacher's quality as well as student's quality, it formalizes changes in the system from the school level to the college/ university level and the government replaced the 34-year-old national education policy. There are 10 new key changes brought in the new system: Schooling starts from age 3 in the form of Anganwadi or kinder garden. The education structure had changed from 10+2 to 5+3+3+4 the differentiation and rigidity between science, arts and commerce had been removed. The structure of education in India follows a hierarchical pattern, with various levels of schooling starting from primary education and culminating in higher education. The policy is reviewed and updated periodically

to keep pace with the changing needs of 21st century society and to ensure that the education system remains relevant and effective. In addition to the formal education system, there are also various non-formal and adult education programs in India, which aim to provide education to those who have missed out on formal schooling or who wish to learn new skills. Primary education, also known as elementary education, is the first stage of formal education and is typically for children aged 6 to 11 years. It consists of classes 1 to 5/6, depending on the state and secondary education follows primary education and is typically for children aged 11 to 18 years. It consists of classes 6 to 10/12, depending on the state. Higher Secondary education typically consists of classes 11 and 12 and is necessary for students who wish to pursue higher education in a college/university and higher education, also known as tertiary education, refers to education at the college and university level and includes undergraduate and postgraduate programs in various fields of study.

National Policy of Education: Vocational Education

Vocational education and training are important aspects of the National Policy on Education and it aims to provide students with the skills and knowledge necessary to enter a specific trade/profession, and it is often provided through technical/vocational schools/apprenticeships. It can be an effective way to prepare students for the workforce, particularly for those who may not wish to pursue higher education or who may not have the academic background or financial resources to do so. One of the key goals of the National Policy on Education is to provide equal educational opportunities to all citizens, regardless of their socio-economic background/location and to achieve this goal, the policy emphasizes the importance of universal primary education and the expansion of secondary and higher education. It also emphasizes the need for quality education and the development of a skilled workforce through vocational education and training. The schemes of internship and vocational education had been introduced from class 6th onwards and empowers the 21st century students to gain clarity and experience regarding the work and experience regarding the work environment. It also helps to improve their social skills as well as practical knowledge overall, the NEP 2020 aims to transform the education system in India and ensure that all citizens have access to quality education that helps them realize their full potential.

The Academic Credit Bank System

It is a system where students can earn and store credits for the courses they have completed, which can be transferred and used towards their degrees at different universities and under this, credits earned by a student at one institution can be transferred to another institution, provided that the credits meet the requirements of the receiving institution and it is intended to promote academic mobility and to make it easier for students to pursue higher education. An academic credit bank system is a system that allows students to earn and store academic credits that can be used towards the completion of a degree program. This system can be used by students who are unable to complete their degree program within the traditional time frame due to unforeseen circumstances, such as illness/family obligations. In an academic credit bank system, students can earn credits

through a variety of methods, including traditional coursework, internships, independent study, and other forms of experiential learning and these credits are then stored in a student's credit bank account, which can be accessed. Some universities and colleges have their credit bank systems, while others may participate in a larger credit bank system that is shared by multiple institutions. These systems can be particularly helpful for students who are unable to complete their degree program on time but still want to make progress towards their academic goals.

National Policy of Education: Teacher Education

NPE 2020 is a comprehensive document that outlines the government's vision for the education sector in India and focuses on providing quality education to all, especially in rural areas and also emphasizes the importance of teacher education and recruitment of teachers to ensure quality teaching and learning outcomes. It sets out strategies for increasing access to quality teacher education, recruiting and retaining qualified teachers and creating an enabling environment for teacher professional development. The policy also provides guidelines for the recruitment of teachers from different backgrounds, including those from marginalized communities. It is a crucial step towards addressing India's educational challenges and ensuring equitable access to quality education for all and guides how to create an effective teacher recruitment system, which should include both traditional and modern methods additionally, it emphasizes the importance of creating a supportive environment for teachers so that they can perform their duties effectively and lays down the framework for teacher training and development, recruitment, career progression, and compensation. It also provides guidelines on how to attract and retain qualified teachers. Additionally, it outlines the need for an effective monitoring system to ensure that teachers are adequately trained and have access to necessary resources. The policy also stresses the need for periodic reviews of teacher recruitment processes to ensure that only qualified individuals are hired as teachers.

University Grants Commission (UGC) and NEP

UGC is the apex body for higher education in India, it is responsible for setting standards and regulating the functioning of universities across the country and the UGC plays a key role in implementing the NPE 2020 by providing grants and financial assistance to universities and colleges, establishing and maintaining standards for higher education, and promoting the development of new educational programs and initiatives. With the National Education Policy 2020, UGC has taken a step further to ensure quality education in all higher educational institutions. The new policy aims to make university education more accessible, equitable, and affordable for all sections of society. The policy also focuses on improving research infrastructure and creating an enabling environment for innovation and creativity and it will play an important role in implementing this policy by providing financial assistance to universities and colleges. With this, it will be able to ensure that higher education institutions can provide quality education at affordable costs.

National Policy of Education: Inclusion Education:
Education is the foundation of a nation's development and

progress and is essential to ensure that all citizens have access to quality education, regardless of their social, economic or cultural background. A national policy of education must focus on equity and inclusion to create an equitable learning environment for everyone and should include initiatives such as free access to quality education, providing equal opportunities for all students, and ensuring that everyone has the same rights and opportunities regardless of their gender, race, religion, etc. furthermore, national policy should also focus on developing inclusive teaching practices to create a more tolerant and accepting society, equity and inclusion in education are essential for creating a more just society where everyone can reach their full potential.

Conclusion, Discussion and Summary

India's NEP 2020 is a policy document formulated by the Government of India to provide quality education to all citizens and equip them with the knowledge and skills required for their development and aimed at providing access to quality education for all, irrespective of caste, religion, gender or socio-economic background. The policy focuses on making education more affordable, equitable and accessible across the country and emphasizes skill development and improvement in existing educational infrastructure. In addition, it lays down guidelines for introducing new technology in the education sector such as artificial intelligence (AI) and online learning platforms. The current NEP 2020 is another bold step taken to revamp all the education system further by bringing remarkable changes. But we must realize that the objectives set by it, would be attained successfully only with the joint effort of each stakeholder of this country, including the students, teachers, parents and the community and need to identify problem areas that could pose a hindrance in the implementation of the set objectives by NEP 2020 and work towards eliminating them at the grassroots and all this combined with the efforts of the 21st century society can help in achieving what we have set to achieve.

References

1. Aithal PS, Aithal S. Implementation strategies of higher education part of the national education policy 2020 of India towards achieving its objectives. *Int J Manag Technol Soc Sci.*, 2020, 5(2).
2. Banerjee N, Das A, Ghosh S. National Education Policy (2020): A critical analysis. *Towards Excellence.* 2021;13(3):406-20.
3. Batra P. NEP 2020: Undermining the Constitutional Education Agenda? *Soc Change.* 2020;50(4):594-598. DOI: 10.1177/0049085720958809.
4. Chandra A. National Education Policy 2020: A critically analysed spectrum to higher education. *Int J Res Appl Sci Eng Technol.* 2021;9(10):1253-1258. DOI: 10.22214/ijraset.2021.38536.
5. Das P. National Education Policy 2020: Role of information and communication technology (ICT) for implementing the modern education system. In: Ishmi Rekha Handique Konwar ASB, editor. *National Education Policy 2020 A Paradigm Shift in Indian Education System.* EPH Publishers (India); c2022. p. 131-141. DOI: 10.5281/zenodo.8332349.

6. Education Times. NEP 2020: A comparison with the 1986 education policy; c2020 14 Aug [cited 2024 Jun 23]. Available from: <https://www.educationtimes.com/article/editors-pick/77527635/nep-2020-a-comparison-with-the-1986-education-policy>
7. Krishna A. NEP 2020 Highlights: School and Higher Education. NDTV; c2020 29 July [cited 2024 Jun 23]. Available from: <https://www.ndtv.com/education/nep-2020-highlights-school-and-higher-education>
8. Govinda R. NEP 2020: A critical examination. Soc Change. 2020;50(4):603-607. Available from: <https://www.smilefoundationindia.org/blog/moving-towards-inclusive-education-nep-2020>
9. Ministry of Human Resource Development (MHRD). National Education Policy 2020. New Delhi: Government of India; c2020.
10. Kumar MJ. National Education Policy: How does it Affect Higher Education in India? IETE Tech Rev. 2020;37(4):327-8. DOI: 10.1080/02564602.2020.1806491.
11. StudyIQ. New Education Policy 2020: Complete Analysis. [cited 2024 Jun 23]. Available from: <https://www.studyiq.com/blog/new-education-policy-2020-complete-analysis-free-pdf/>
12. Sarma MS. NEP 2020: Hits and misses. Times of India Blog; 31 Aug 2020 [cited 2024 Jun 23]. Available from: <https://timesofindia.indiatimes.com/blogs/developing-contemporary-india/nep-2020-hits-and-misses/>
13. Press Information Bureau (PIB). Salient Features of NEP; c2020. [cited 2024 Jun 23]. Available from: <https://pib.gov.in/PressReleasePage.aspx?PRID=1847066>
14. Sharma T. National Education Policy (NEP) 2020 for Students: A Review. Research Gate; c2021 [cited 2024 Jun 23]. Available from: https://www.researchgate.net/publication/356905692_National_Education_Policy_NEP_2020_for_Students_A_Review
15. Wankhade RS. Higher education and NEP-2020. Int J Res Soc Sci Inf Stud. 2021;I(8):51-6.
16. Vasudeva K, Ray T. National Education Policy (NEP) 2020 - Review & Analysis Stoodnt. Stoodnt; c2021 [cited 2024 Jun 23]. Available from: <https://www.stoodnt.com/blog/national-education-policy-nep-2020/>