Evaluation of the Indian National Education Policy 2020 with Regard to Achieving Its Goals

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Abstract:

Due to the fact that education promotes social and economic advancement, a nation's school and college levels require a well-defined and futuristic education strategy. To make their educational systems efficient, several nations implement various stages at the high school and college levels throughout their life cycles, taking into account tradition and culture. Recently, the Indian government unveiled its new education strategy, which was developed in response to proposals made by a panel of experts led by Dr. Kasturirangan, a former ISRO chairman. This paper discusses some plans that have been presented for the higher education system and contrasts them with the current framework. The advantages of various innovations and the anticipated effects of NEP 2020 on the Indian higher education system are explored. Finally, certain recommendations are made for its successful implementation in order to accomplish its goals.

Introduction

Realizing one's full potential, creating a fair and just society, and advancing global progress all depend on education. The secret to India's continuous rise and leadership on the international arena in terms of economic growth, social fairness and equality, scientific advancement, national integration, and cultural preservation is ensuring that everyone has access to high-quality education. The greatest path ahead for developing and using our nation's many skills and resources for the benefit of the person, the community, the nation, and the globe is through universal high quality education.

It should be highlighted that just 4% of colleges enroll more than 3,000 students yearly owing to regional imbalance and the high quality of education they provide, while more than 20% of colleges have annual enrollment of less than 100 students, making them unviable to increase education quality. Early streaming of students into various fields is one of the causes of the fragmentation of India's higher education (HE) system. • The present gross enrolment ratio (GER) is barely 25% due to limited access to higher education, particularly in socioeconomically deprived areas.

OBJECTIVES OF THE STUDY

The National Education Policy 2020 includes a number of measures to enhance the standard and breadth of the Indian educational system. The following are the goals of this study on National Education Policy 2020:

1. Additional enhancements that might be made to NEP 2020 to help it achieve its objective.
2. To debate the benefits of NEP 2020's higher education policies.
3. To go through the negative aspects of NEP 2020's higher education policies.
4. To contrast National Education Policy 2020 with the country's present legislation

METHODOLOGY

The technique comprises of a conceptual discussion outlining the main points of the national educational policy framework, outlining key portions of the NEP 2020 program, and contrasting it with already in place education policy. employing focus groups to have discussions to determine the innovations produced. Utilizing the approach of predictive analysis, the policy's ramifications are examined. On the basis of the focus group study, many recommendations are made..

HIGHTLIGHT OF NEW EDUCATION POLICY

1. Initial Stage: Five Years The Foundational Stage offers fundamental education that is adaptable, multilayered, play-based, activity-based, and discovery-based. This period is continually enhanced through study and innovation using time-tested Indian traditions and cultures for the stimulation of children's cognitive and emotional development.

2. Two years for the preparatory stage. The play-, discovery-, and activity-based learning are built upon in the preparatory stage. The increasing introduction of formal classroom instruction using textbooks is also part of this stage. The emphasis is on exposing the pupils to various topics and preparing them to explore further into ideas.

3. Three years of middle school instruction are devoted to teaching students more abstract ideas in each of the subjects—sciences, mathematics, the arts, social sciences, and humanities. The approach to use in specialized topics with subject instructors is experiential learning. 3 Students are introduced to the semester system, and there will be two class-level exams each year.

4. Secondary school education lasts four years and is intended to include a variety of courses, including liberal arts education. This stage will be based on the subject-oriented instructional methodology and curriculum with increased breadth, flexibility, critical thinking, and focus on life goals, The semester system is introduced to students, who will take 5 to 6 classes each semester.

5. Undergraduate Education Stage: All undergraduate degrees will be three or four years in length and provide a variety of departure alternatives, including a certificate after the first year, a diploma after the second year, or a bachelor's degree after the third. The four-year undergraduate curriculum with a major, minor, and research projects is preferred.

6. stage of education after graduation The Master's degree is available as a one-year degree for students with a four-year bachelor's degree, a two-year degree for students with a three-year bachelor's degree, and an integrated five-year degree with an emphasis on excellent research in the final year. To improve professional competence and prepare students for a research degree, the Masters degree will include a significant research component.

7. 7th Stage: Research A minimum of three to four years of study must be spent doing high-quality research that will lead to a Ph.D. in any core topic, multidisciplinary subject, or interdisciplinary subject, for full-time and part-time study, respectively. They should take an 8-credit course in teaching, education, or pedagogy that is linked to the Ph.D. subject they have selected. The previous MPhil program of one year has been terminated.

8. Lifelong learning is recommended by the NEP 2020 to prevent people from losing the information, abilities, and experiences necessary to live comfortably in society. Education and study are thought to increase maturity for life happiness at any stage of life.

NEW EDUCATION POLICY ADVANTAGE

It incorporates preschool instruction into the overall system of education. This enables two possibilities. First, it aims to control an unstructured, uncontrolled, and even lucrative aspect of education, which occasionally has extremely harmful ties to enrollment in elementary schools in metropolitan areas like Mumbai and Delhi. Second, it permits the extension of the midday meal to preschoolers starting at the age of three. This will be a major help in a country where 50% of youngsters are undernourished. After passing the 10th grade exams, students might choose to enroll in a vocational study through the 10+2+3. While serving on the subcommittee that advised the Maharashtra State government on vocational courses, the author found it worrisome because these programs were being proposed for classroom instruction at the 2+ stage, without any exposure to workshops or fieldwork. There is no assurance that this won't take place once again. It's true that the government changed 3+2+10 to 4+3+3+5. Additionally, it offers a credit system that enables greater lateral movement across subjects and courses. It would be interesting to observe how India's 1.5 million schools adjust to this new system..

NEW EDUCATION POLICY DISADVANTAGE

Then some not so excellent bits appear. The NEP is replete with lofty terms like multi-disciplinary and holistic. But if you chip away the paint, you may discover evidence of prejudice and fanaticism. Think about the accent on foreign languages. Why do we need politics in schools? Mandarin is excluded from NEP. That defies sense. During the Cold War, did the US outlaw teaching Russian in schools? Mandarin is beneficial for Indians to learn, even if China is a foe. to better comprehend an adversary. must be familiar with Asian history. to investigate commercial potential in a region where China has the greatest population on earth.

Furthermore, understanding Mandarin will facilitate more successful commercial talks whether of whether an Indian employee works for an Indian company, a multinational organization from the West, or from nations like South Korea or Japan. The NEP aims to close these doors to Indians, opening up job prospects for people from other countries. It is also true that despite the tense state of ties between China and India right now, the two nations have lived side by side peacefully for more than 2,500 years. Why mix together the long term with the temporary and maybe transient? Ironically, Indian universities prefer that students avoid learning Indian languages, despite Chinese universities encouraging this.

POLICY IN FOCUS

In 2015, India adopted what is called as "2030 Agenda for Sustainable Development (SD)." Under this agenda, Goal 4 (SDG 4) seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities to all by 2030." Based on five main foundation pillars, namely, access, equity, quality, affordability and accountability, NEP2020 has been aligned to 2030 Agenda for Sustainable Development. As we progress and proceed more and more, toward, the information and communication technology (ICT) oriented and artificial intelligence-dependent society, the unskilled and semi-skilled level jobs, shall be taken over by machines and computer/mathematics and technical based jobs shall be more in demand. With growing challenges due to pollution, climatic alterations, crises in basic needs and most importantly, constant looming threat of pandemics, there shall be increased requirement of jobs in physics, chemistry, biology, social sciences and infectious diseases control in an integrated manner. All of this point to a need of multidisciplinary teaching/learning process.

In a bid to ramp up digital learning, a National Educational Technology Forum (NETF) would be created. "E-courses will be developed in eight regional languages initially and virtual labs will be developed," Amit Khare, Higher Education Secretary, said. Top 100 foreign colleges will be allowed to set-up campuses in India. According to the HRD Ministry document, listing salient features of policy, "such (foreign) universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India." Standalone Higher Education Institutes and professional education institutes will be evolved into multi-disciplinary education. "There are over 45,000 affiliated colleges in our country. Under Graded Autonomy, Academic, Administrative and Financial Autonomy will be given to colleges, on the basis of the status of their accreditation," he further said.

THE IMPORTANT POINTS IN THE NATIONAL EDUCATION POLICY 2020

1. The native language or neighborhood or local language is to be the vehicle of guidance in all schools up to Class 5 (ideally till Class 8 and then some), as per the arrangement. Under the NEP 2020, Sanskrit will be presented at all levels and unknown dialects from the optional school level.

2. The 10+2 construction has been supplanted with 5+3+3+4, comprising of 12 years of school and three of Anganwadi or pre-school. This will be parted as follows: a basic stage (ages three and eight), three years of pre-essential (ages eight to 11), a preliminary stage (ages 11 to 14), and an optional stage (ages 14 to 18). As per the public authority, the reconsidered construction will "bring until recently revealed age gathering of three to six years, perceived universally as an essential stage for the improvement of intellectual capacities, under school educational plan".

3. Rather than tests being held consistently, school understudies will sit just for three - at Classes 3, 5, and 8. Evaluation in different years will move to a "ordinary and developmental" style that is more "capability based, advances learning and improvement, and tests higher-request abilities, like examination, decisive reasoning and theoretical lucidity".

4. Board tests will keep on being held for Classes 10 and 12 however even these will be re-planned with "all encompassing turn of events" as the point. Norms for this will be laid out by another public appraisal place - PARAKH (Execution Evaluation, Audit, and Investigation of Information for All encompassing Turn of events).

5. The approach, the public authority has expressed, targets diminishing the educational program heap of understudies and permitting them to turn out to be more "multi-disciplinary" and "multi-lingual". There will be no unbending partition among expressions and sciences, among curricular and extra-curricular exercises and among professional and scholarly stream, the public authority said.

6. With that in mind, the approach additionally recommends that advanced education establishments like the IITs (Indian Foundation of Innovation) move towards "all encompassing schooling" by 2040 with more noteworthy consideration of expressions and humanities subjects for understudies concentrating on science subjects, as well as the other way around.

7. The NEP 2020 proposes a four-year undergrad program with various leave choices to give understudies adaptability. A multi-disciplinary four year certification will be granted in the wake of finishing four years of study. Understudies leaving following two years will get a certificate and those leaving following a year will have contemplated a professional/proficient course. MPhil (Expert of Theory) courses are to be ended.

8. An Advanced education Chamber of India (HECI) will be set up to control advanced education; the emphasis will be on foundations that have at least 3,000 understudies. Among the committee's objectives is to expand the gross enrolment proportion from 26.3 percent (2018) to 50 percent by 2035. The HECI will not, nonetheless, have locale over lawful and clinical schools.

Conclusion

With such a history of lofty aspirations that haven't come true, New Education Policy 2020 asks once more: "Can we really achieve the goal?" We have consistently badly failed to allocate resources in an acceptable manner. For instance, all prior education commissions and policy documents considered and advised allocating 6% of GDP for education, but this recommendation was never implemented. Now, NEP 2020 also commits to allocating 6% of GDP to education, although the NEP 2020 text simply states that the federal and state governments would make an attempt to execute such allocations. when Covid-19 has a significant and detrimental influence on economies coming to a stop and the Central Government is experiencing resource constraints. How can one hope that the education sector would receive its fair share throughout the restructuring of economies? The following 3/4 years, at least, will be difficult for countries to recoup their economy from the effects of COVID-19. Will the Indian government and the overburdened, financially crippled, and indebted state governments really be able to set aside 6% of GDP? My opinion is that it won't happen for at least the next five years. So how does India manage to become a fully realized Knowledge Economy? It's not negativity; I'm a pretty upbeat individual. There is no question that such a futuristic strategy was necessary at the time.

Is it possible that the education sector will be given priority in the same way as the defense, transportation, and railroad sectors have? If there is political will, our central government, led by Prime Minister Narendra Modi, can invest nearly one lakh crore, or 10 million rupees, on a single route of the Bullet Train from Mumbai to Ahmedabad. If so, we can invest 50 million to 100 million rupees in the education sector as part of the Social Defense and Development Action Plan for India during the ensuing decade until 2030.

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