



An Evaluation Of The National Education Policy 2020: An Academic Viewpoint

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Abstract

On July 29, 2020, the Union Cabinet of India approved the New Education Policy 2020, solidifying its status as a significant education policy from 2019. After a span of 34 years, a new policy is set to replace the National Policy on Education that was implemented in 1986. The strategy focuses on improving education in India, with the goal of providing equal access to high-quality education and establishing the country as a global knowledge leader. The main emphasis is on a comprehensive, meticulous, engaging, and immersive learning experience. The main objective of NEP 2020 is to address the skills gap between students and employers. The allocation of resources to various initiatives, including reading and numeracy programs, vocational education, and technology integration, is achieving this. This will greatly contribute to the economic and social development of the country. One aspect that deserves attention is the integration of digital technologies into teaching and evaluation methods. In addition, the policy carefully evaluates the benefits and drawbacks of digitization, inclusiveness, holistic and interdisciplinary education, and other related topics. It is possible that those who are involved in the process of implementing NEP 2020, such as lawmakers, educators, and stakeholders, will gain a great deal from the conclusions of the research. This paper aims to provide a comprehensive analysis of the implications and obstacles associated with the policy, NEP 2020, in order to shed light on how it could potentially transform India's educational system. Additionally, it seeks to offer solutions to the various complex problems that may arise during the implementation of this policy. It stresses the need for collaboration in reaching the policy's innovative goals, which include making India's educational system more progressive, equitable, and welcoming to all pupils.

Keywords: Education, Development, Strategy, Implementation and Vocational

Background

The door to freedom is a golden one, and education is the key that opens it.

George Washington Carver.

A nation's educational system is its own essence. The educational system that a country's current leadership establishes and maintains is crucial to the nation's foundation and future success. Education policy defines the structure and location of education. It shapes the country for what's to come and lays the groundwork for a well-organized educational system, both of which will have an impact at the local level. The National Policy on Education was put in place to raise the bar for education in the nation, with the aim of making sure that everyone can get a top-notch education.

The Union government of India has implemented numerous educational programs and commissions since the country achieved independence in 1947, aiming to reduce the illiteracy rate and enhance the education system. The original National Education Policy underwent two revisions, one in 1968 and another in 1986. The National Education Policy 2020 brought about a significant transformation in India's educational system, marking a milestone after nearly three decades. The ultimate objective is to achieve a sustainable transformation of our nation through the educational system in India. The New Education Policy 2020 was approved and unveiled to the public on July 29th, 2020, in India.

Rationale for a Revised Education Policy

Instead of prioritizing the cultivation of students' skills, the present educational system places more emphasis on their grade point averages and the acquisition of certifications. Our goal is not to mold students into perfectionists only focused on achieving high scores, but rather to cultivate their expertise in their respective subjects while also fostering a strong motivation for technology. Students should be given the autonomy to choose a career path that corresponds with their own passions and interests, instead of having it imposed upon them by an examination. The new education strategy aims to eradicate all barriers to students' academic performance, instead of only depending on grades.

All facets of a child's education, including the arts, sports, academics, and vocational training, are seen as equally significant. The approach promotes the development of critical and creative thinking skills instead of emphasizing memorization. Additionally, it prioritizes both labor and skill. NEP will foster a shift in students' focus from "what to think" to "how to think." The objective of NEP 2020 is to guarantee that students are equipped with the necessary skills and knowledge to thrive in the future, contribute to the development of India, enable them to advocate for their communities, and instill a sense of national pride in them. Furthermore, the NEP aimed to not only empower students but also foster their opportunities for development, with the ultimate goal of strengthening India and propelling it towards unprecedented achievements. Teacher education is going through significant changes. It is essential to prioritize the ongoing development of educators' professional skills. In the future, it will be necessary for every student to earn a Bachelor of Education degree by 2030. The teacher will now have the chance to enroll in the course, but only after a thorough evaluation of their readiness.

The NEP 2020 has significantly impacted the Indian education system, bringing it in line with international educational norms. In the future, the government might face challenges in ensuring an adequate supply of resources and textbooks for mother-tongue instruction, a sufficient number of qualified teachers who understand the principles of NEP 2020, the elimination of bureaucratic obstacles in the regulatory and monitoring system, and effective collaboration between public and private schools. Given the necessary time for implementation, we maintain an optimistic perspective on the potential of NEP 2020 to revolutionize India's educational system and elevate it to global benchmarks.

Methodology

The present study is of a theoretical nature. The study's approach involves a thorough examination of our recently implemented National Education Policy 2020. This study focuses on a specific section of the National Education Policy 2020. The text highlights the differences between NEP 2020 and NEP 1986 while also summarizing the fundamental principles of the program. This method has analyzed and summarized a significant number of papers. This framework examined a wide variety of study findings, articles, books, journals, magazines, and newspapers.

Objectives

- ❖ To evaluate the 2020 education policy shift thoroughly.
- ❖ To make a comparison between the years 1986 and 2020
- ❖ Looking for ways to improve NEP 2020.

Research Question

- ⇔ What is the purpose for evaluating this policy?
- ⇔ How does this policy vary from 1986?
- ⇔ How will this policy affect Indian education?

Framework for the NEP 2020

The National Education Policy 2020 is a comprehensive plan that aims to enhance the quality, equity, and accessibility of India's educational system by learning from previous initiatives. Five core principles form the foundation of this system: access, fairness, quality, affordability, and accountability. These principles form the foundation of the system and guide its development and implementation. These pillars are crucial for equipping the youth to navigate the opportunities and challenges that lie ahead.

The NEP 2020 introduces several significant policy changes to support the attainment of its goals and objectives. The Indian education system is currently undergoing a notable transformation, with a focus on integrating traditional academic knowledge with practical and skill-oriented learning. Two additional important advancements involve

promoting the inclusion of Indian languages in schools and acknowledging India's rich cultural and linguistic diversity.

The policy strives to integrate Indian knowledge systems into the curriculum at all levels, creating a connection between traditional knowledge and modern education. Additionally, it emphasizes India's extensive history of research and knowledge generation across a wide range of fields, underscoring the importance of building upon this valuable legacy. Ultimately, the policy emphasizes the importance of maintaining a strong connection between the education system in India and the country's cultural, social, and historical context. This guarantees a firm foundation for the new education system in India. This approach necessitates the development of inventive solutions and the fostering of collaboration among different stakeholders in order to address the obstacles encountered when integrating traditional Indian knowledge systems into the mainstream education system.

Justification for the Study

The NEP 2020 aims to achieve a range of objectives, including providing necessary infrastructure, establishing centers for innovative learning, monitoring student progress, offering diverse learning opportunities through formal and non-formal education, promoting school collaborations with counselors or skilled social workers, and accomplishing various other goals. The key aspects of the new approach encompass the creation of a centralized governing body to oversee institutions, the introduction of flexible start and end dates for degree programs, the easing of the rigor of board exams, and the adoption of standardized entrance tests.

Literature Review

- ψ In 2020, Reddy conducted research on the book "National Education Policy 2020: Challenges and Opportunities for the Educational System." The NEP 2020 is highly regarded due to its appealing features. Our aim with this initiative is to create consistent regulations for institutions of higher education. The program aims to bring together smaller schools facing financial difficulties with larger higher education institutions (HEIs). In addition, the policy seeks to remove the existing structure of colleges that are associated with universities. By addressing specific challenges within the country's educational system, the NEP 2020 aims to assist India in achieving the 2030 Sustainable Development Goal of providing universal and equitable access to high-quality education. In addition, the NEP has made significant progress towards creating a more inclusive educational system. According to the RTE Act, 2009, attendance at school is now required for all children aged three to eighteen, as per the new regulations.

- ψ Expanding the age range from 6 to 14 years old would ensure that individuals facing economic or social disadvantages have equal opportunities to access free education and acquire essential skills (Roy, 2020).
- ψ Smitha authored the article "National Education Policy (NEP) 2020: Opportunities and Challenges in Teacher Education" in 2020. This article aims to examine the National Education Policy 2020 in relation to notable progress in teacher education. The primary goal will be to explore the potential opportunities and challenges that arise from these advancements.

Education under NEP 2020 needs Numerous Steps

- ♣ **Duration of Initial Phase:** - 5 years, the foundational stage provides a versatile, multi-tiered, experiential, and exploratory approach to basic education. This stage incorporates the Indian heritage and culture passed down through generations, continuously improving through research and innovation to support children's emotional and cognitive development.
- ♣ **Stage One:** -Running Time of Three Years During the preparatory phase, emphasis is placed on developing competence through play-based exploration and activity-based learning. Currently, we are gradually introducing textbook-based formal education. Our mission is to provide students with a balanced education that promotes analytical thinking across disciplines.
- ♣ **Stage of Middle School Curriculum:** -The middle school educational stage exposes students to a wide range of subjects, including the sciences, mathematics, arts, social sciences, and humanities. Each subject dedicates these three years to exploring more abstract concepts, laying a solid foundation for future academic pursuits. We highly recommend using experiential learning for specialised subjects, particularly when taught by subject experts. Each year, two class-level examinations provide students with the opportunity to experience the semester system.
- ♣ **Secondary Stage:** -At the secondary level, students participate in a well-rounded curriculum that covers various academic subjects, including the liberal arts, over a span of four years. During each semester, students will gain a comprehensive understanding of the semester system and explore five or six subjects in depth. Both the tenth and twelfth grades culminate in board exams.
- ♣ **During the Undergraduate Years:** -Students have the opportunity to earn different certifications based on their progress throughout the final year of their academic programme. They can obtain a certificate after completing the first year, a diploma after finishing the second year, or a bachelor's degree upon successfully completing the third year. Undergraduate degrees in all fields generally span a

period of three to four years. During a four-year undergraduate degree program, doing majors, minors, and capstone projects can be highly beneficial.

- ♣ **After Graduation:** -It is common practice to continue education after earning a bachelor's degree and get a master's. The length of the bachelor's degree determines the curriculum's duration. The usual time required for students with a bachelor's degree is four years. It takes two years for those with a bachelor's degree, which is normally three years. Finally, there is a five-year programme that combines all three degrees and focuses on conducting rigorous research. The Master's degree will include a significant research component to better equip students for research degrees and further develop their skills in the professional field.
- ♣ **Research Stage:** -The research stage is a rigorous process that demands several years of focused study, whether pursued on a full-time or part-time basis. Its goal is to carry out comprehensive and top-quality research, ultimately leading to the achievement of a doctorate in a wide range of fundamental, interdisciplinary, or trans disciplinary subjects. As part of their PhD program, students are required to complete eight credits in education, pedagogy, or teaching courses that directly align with their field of study. Starting next year, the one-year Master of Philosophy degree will no longer be available.
- ♣ **Continual Education:** -Under the new strategy known as NEP 2020, the goal is to encourage learning that continues throughout one's life, giving people from a wide range of backgrounds and situations the ability to actively engage in society and lead lives that have purpose. People highly regard education and research for their ability to provide a sense of fulfilment over an extended period, regardless of an individual's age.

New Changes under NEP 2020

The New Educational Policy (NEP) 2020 is a revised edition of the Education Policy of 1986, with the goal of improving the skills of teachers and students. The main goal of the NEP 2020 is to ensure that students receive a well-rounded education that encompasses a broad understanding of the world. The 1986 National Education Policy emphasized the need to restructure teacher training programs, promote gender equality, enhance adult literacy, and strengthen early childhood education as crucial aspects of educational progress via the use of information technology.

Despite their inability to accomplish this task, the introduction of NEP 2020 aims to rectify the shortcomings of previous NEPs. One of the objectives of the NEP 2020 is to provide an interdisciplinary education that will include students as early as 12th grade in research efforts. The 2020 NEP has introduced a new national education policy, replacing the previous one that had been in effect for 34 years. Within the new system,

there have been 10 significant modifications implemented. Formal schooling, commonly known as anganwadi or kindergarten, typically starts at the age of three. The 5+3+3+4 framework has replaced the 10+2 structure of the previous educational system.

The clear separation or boundary between the scientific, artistic, and economic sectors had ceased to exist. The sixth grade introduced internship and vocational education courses. Furthermore, this allows students to improve their practical knowledge and social skills while also gaining valuable insights into the professional world and hands-on experience. The National Education Policy (NEP) has led to adjustments in the board exam models. The administration of the class 10th and 12th board examinations will continue, but with a revised approach that focuses on evaluating students' fundamental understanding rather than their mastery of the course material. The NEP 2020 has reintroduced the four-year undergraduate course. We anticipate administering the Common College Entrance Test to all graduate courses.

The government will form a separate committee to regulate fees and ensure that no university charges more than the government-established maximum tuition. The government has decided to eliminate the Master of Philosophy course to prioritize the mother tongue as the medium of instruction in educational institutions. The NEP 2020 emphasises training and professional development programmes for teachers as a means to elevate the quality of education. It promotes the establishment of a system of teacher education that is all-encompassing, including CPD, mentorship, and support. Incorporating career and technical education into regular classrooms is a priority for the NEP 2020. The programme's overarching goal is to help students become self-reliant and prepared for the workforce by providing them with chances to gain practical knowledge and vocational skills.

According to this policy, employment as a classroom teacher requires a Bachelor of Science in Education (B.S.E.) degree. The course has a four-year duration and a high level of integration. The proposals in this policy aim to improve students' access to online journals and books, which will ultimately enhance the online library. Students can also select their subjects from alternative sources. Universities generally maintain a student-to-teacher ratio of 30:1. We are implementing this policy to discontinue the M.Phil. course, as students have already acquired ample knowledge about research activities during their undergraduate and graduate degrees. To become an associate professor, it is essential to have both the NET/SLET qualification and a Ph.D. degree.

Technology is Key for NEP 2020

The National Education Policy 2020 of India aims to equip the youth with the essential skills required to make a meaningful contribution to the country's transition towards a knowledge-driven economy and a society empowered by digital advancements. The term "information and communication technology" refers to a broad category that encompasses a wide variety of instruments and services.

Taking this perspective into consideration, information and communication technology (ICT) is considered to be an essential component of educational technology.

The field of educational technology emphasises the incorporation of technology into classrooms, aiming to improve students' learning experiences and create more favourable learning environments. Information and communication technology (ICTs) play a crucial role in higher education. ICTs serve a variety of purposes in higher education, including course creation, material delivery, communication between students, staff, and the outside world, academic research, administrative assistance, and student registration.

The strategic use of technological tools can significantly improve educational achievement and student progress. In order to promote open dialogue on the optimal use of technical resources in higher education for the purpose of improving instruction, assessment, and administration, the National Education Policy mandates the formation of a separate entity known as the National Educational Technology Forum (NETF). Educational institution heads, state and federal government officials, and other interested parties will have access to the most recent findings via the NETF, which will also serve as a forum for consultation and the sharing of best practices in the pursuit of better technology introduction, deployment, and utilization.

To successfully execute the new NEP, technology providers must take a holistic approach to speeding up campus digital adoption in order to integrate technology across all aspects of education, including instruction, assessment, and learning. This approach has the potential to boost enrollment to levels comparable to those in other developing economies, enhance teaching and learning through student-centered initiatives like credit recognition, and establish early nurturing systems and infrastructure for entrepreneurship, such as incubation centres, to promote innovation, technology transfer, mentoring, and support. It is essential to examine online teaching approaches in order to tackle the issue of ensuring fair access to technology for a wider audience. Simultaneously, providing an internet connection will provide the added benefit of saving both time and money. Video lectures, extra materials, live chats, and tutorials are all methods to enhance the quality of a class. We must unite in support of exceptional educators, promote collaboration, and raise awareness of massive open online courses (MOOCs).

Additionally, you may explore the feasibility of enrolling in online graduate-level courses throughout your undergraduate studies. It is important to carefully analyse the advantages of both self-study and group education. Schools may expand their accessibility to students worldwide by offering online courses, using national resources such as laboratories, workshops, and assessment centres and providers. The Fast has the potential to satisfy this requirement for a network connection. ICTs, when implemented and used in education, provide beneficial outcomes for teaching, learning, and research. The influence of technology on education is significant due to its ability to enhance

flexibility, provide an engaging atmosphere, and offer incentives for teaching and learning. These factors enable instructors and students to access previously unreachable possibilities. Various factors may influence children's academic performance.

Conclusion

In light of the current state of education in India, this research paper will attempt to provide a critical evaluation of the National Education Policy 2020. An all-encompassing plan, the NEP-2020 seeks to reform and reorganise India's educational system through the introduction of high-quality reforms and their grassroots implementation. To "avoid overexposure to technology by school-going children," NEP proposes a hybrid approach that combines online and offline learning. Access, equality, inclusion, and quality are the stated goals of the policy. When policymakers and academics work together, they can overcome the various obstacles that stand in the way of turning ideas into reality and putting policies into practice.

This study presents a thorough analysis of the policy's essential components and evaluates its possible effects on curriculum, pedagogy, assessment, governance, inclusion, and equality. It offers an insightful consideration of the advantages and disadvantages of implementing this policy. The results add to the ongoing discussion on educational reforms, provide stakeholders and legislators with advice on how to execute the NEP 2020, and influence India's educational landscape going forward. Based on the NPE-1986 and NEP-2020 resource analysis findings, it is evident that students and aspirants still have a long way to go before their hopes of a new training programme to enhance education in rural regions can become a reality. The reason for this is that there is still a need for reforms to the curriculum in the field of education, which are now being addressed by NEP 2020, which is concentrating on the most critical areas.

The result will be a high-quality final product based on experiential learning, and students will have the opportunity to follow their interests in whatever field of study they want to pursue. As a result of the upcoming NEP-2020 changes in education, students will have more options than they ever had before to achieve success in whatever field they want to concentrate on. Not only that, but with the assistance of educational establishments such as IGNOU that are experts in the field of distance learning, students from remote regions may also be able to fulfil their ambitions of receiving a degree via the extensively used method of online and distance education.

Some Suggestions for Enhancement

A multidisciplinary university must provide courses in no less than five different fields. The main goal of multidisciplinary universities is to offer individuals interdisciplinary experience and a range of options. There are various fields of study or expertise, including languages, computers, social science, education, engineering, dentistry, indology, Indian medicine, and fundamental and applied sciences. According to this guideline, obtaining a Doctor of Philosophy degree will be required.

As a result, there will be a significant requirement for research guides and a high demand for Ph.D. degrees. It is imperative for all institutions to consider hiring retired academics as research advisers for PhD students. This is the explanation behind it. This will provide a solution to the lack of study guides. The completion of the Integrated Bachelor of Education degree is now mandatory for all elementary, middle, and high school teachers. In line with NEP 2020, it is required for individuals aspiring to work as associate professors in higher education institutions to hold a doctoral degree. This is due to the significant influence that research has on both bachelors and master's degree programmes. An ideal approach to incorporating technology-based training methods in higher education institutions would involve the following: two days of virtual classes per week, three days of traditional classroom-based learning, one day dedicated to online vocational/industry/classroom-based/skill-based classes per week, and the inclusion of two subjects per semester through massive open online courses (MOOCs). In order to prevent academics from becoming obsolete, it is imperative that intellectual property rights (IPR) output be made compulsory at all educational institutions.

Hence, it is crucial that every faculty member publishes scholarly research publications with a minimum of two open-access alternatives and obtains copyright certificates from the Government of India. Enhancing vocational training at the university level will enable students to reduce their need for parental support by allowing them to follow their interests while also equipping them with the necessary skills for employment. Postgraduate courses that require the publication of papers would be very advantageous for students. Undergraduate courses should include teaching on intellectual property rights (IPR). Researchers are giving up their rights to multinational publishers when they publish their work without receiving any financial compensation. The absence of assistance is resulting in a gradual decline in research enthusiasm. To effectively distribute high-quality research and secure its recognition by global indexing organisations, it is crucial for every institution to have a well-run publishing department.

It is crucial to have a credit system in place for all members of the NRF, as it allows for a precise evaluation of projects or research endeavours funded by the National Research Foundation (NRF). Higher education institutions should consider joining the Integrated National Digital Library (INDL) to gain access to a diverse collection of books, journals, periodicals, and patents all on one convenient platform. This is the reasoning behind the government's potential cost savings on library resources by eliminating multiple memberships. Effective collaboration among the government, academic institutions, corporations, and organisations is crucial for achieving the goals outlined in NEP 2020. It is important for the government to actively promote initiatives like public-private partnerships, research collaborations, and knowledge-sharing platforms to encourage cooperation and partnerships. Significant investments in infrastructure, resources, and capacity development are crucial for the successful implementation of the NEP 2020.

To ensure the successful implementation of the plan, especially in rural and remote areas, it is crucial for the government to establish clear priorities and allocate sufficient

resources. The NEP 2020 places great importance on the principles of educational equity and inclusivity. It is crucial for the government to guarantee the successful execution of the project in order to reach a broad range of people, especially those who are living in poverty.

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