Transformation in Education system by National Education Policy 2020 in India

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Abstract: *Education is considered as the backbone of a nation as it cultivates human potential, economic growth, improves health and wellbeing, reduces poverty and inequality and enhances a nation's resilience and adaptability to a rapidly changing world. Providing universal access to quality education helps a nation to progress on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration and cultural preservation. The NEP 2020 was approved by the Union Cabinet of India on 29 July, 2020*

Keywords: Education.

I. INTRODUCTION

Education is considered as the backbone of a nation as it cultivates human potential, economic growth, improves health and wellbeing, reduces poverty and inequality and enhances a nation's resilience and adaptability to a rapidly changing world. Providing universal access to quality education helps a nation to progress on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration and cultural preservation. The NEP 2020 was approved by the Union Cabinet of India on 29 July, 2020. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2035. The NEP 2020 aims at making "**India a global knowledge superpower"**.

II. METHODOLOGY

This paper is a compilation of data collected from the government websites and from secondary sources such as- books, legislations, reports, articles. The methodology is to check and find out possible outcomes on the study of new national policy on education to enhance the quality, affordability, accessibility, accountability and equity.

Visions and goals of NEP 2020
National Education Policy, 2020 (NEP) envisions a immense transformation in education through– "an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high quality education to all, thereby making India a global knowledge superpower." The NEP 2020 is based on the five guiding pillars of Access, Equity, Quality, Affordability and Accountability. The vision of the policy is to help learners to develop knowledge, skills, values, and dispositions that support a responsible commitment to human rights, sustainable development and living, and global well-being. This will enable students to reflect truly global citizens and to inculcate a deep-rooted pride in being Indian, not only in thought but also in spirit, intellect, and deeds.
The goals of NEP 2020 are to increase the focus on strengthening teacher training, reforming the existing exam system, early childhood care and restructuring the regulatory framework of education. Other intentions of the NEP include increasing public investment in education, setting up NEC (National Education Commission), increasing focus on vocational and adult education, strengthening the use of technology, etc.

Principles of NEP 2020:

- Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.
- According the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3.;
- Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning.
- Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge; • emphasis on conceptual understanding rather than rote learning and learning-for-exams.;
- Creativity and critical thinking to encourage logical decision-making and innovation;
- Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- Promoting multilingualism and the power of language in teaching and learning; • life skills such as communication, cooperation, teamwork, and resilience;
- Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture';
- Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;
- Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject; • full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;
- Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;
- A 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
- Outstanding research as a co-requisite for outstanding education and development;
- Continuous review of progress based on sustained research and regular assessment by educational experts;
- A rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions.
- Education is a public service; access to quality education must be considered a basic right of every child;
- Substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

NEP 2020 for School education

In school education, the National Education Policy 2020 focused not only the cognitive skills but both 'foundational skills' of literacy and numeracy and 'higher-order' skills such as critical thinking and problem solving – but also on social and emotional skills - referred to as 'soft skills' -including cultural awareness and empathy, perseverance and grit, teamwork, leadership, communication, among others. NEP 2020 aims to ensure universal access to school education, from preschool to secondary level, with the introduction of several provisions that prioritize inclusivity and equity in education. These provisions include:

- **Tracking Student Progress:** The policy focuses on tracking student progress based on learning levels to ensure that every student is able to achieve basic literacy and numeracy skills by grade 3.
- **Multiple Modes of Learning:** The NEP 2020 advocates for a flexible and multi-modal approach to learning that includes both formal and informal modes of education.
- **Experienced Faculty Members:** The policy encourages the recruitment of experienced and well-trained faculty members to ensure high-quality teaching and learning experiences for students.
- **Trained Counselors:** The NEP 2020 also emphasizes the need for trained counselors in schools to provide emotional and mental health support to students.
- **Innovative Education Centers:** The policy promotes the establishment of innovative education centers to provide high-quality education to all students, especially those in disadvantaged areas.
- **Good Infrastructure Support:** The NEP 2020 emphasizes the provision of good infrastructure support, including well-equipped classrooms and laboratories, to ensure an optimal learning environment for students.
- **Open Learning:** The policy offers the option for open learning for students studying in classes 3, 5, and 8 through State Open Schools, NIOS, and vocational courses. This is aimed at bringing nearly 2 crore out-of-school children back to mainstream education.

NEP 2020 for Higher Education

In Higher Education, NEP, 2020 provides valuable insights and recommendations on various aspects of education such as multidisciplinary and holistic education, institutional autonomy, promotion of quality research through establishment of National Research Foundation, continuous professional development of teachers, integration of technology, internationalization of higher education, restructuring of governance and regulatory architecture, multidisciplinary curriculum, engaging blended, pedagogy, valid reliable and blended assessment and availability of content in Indian languages. The policy is expected to bring long-lasting positive impact on the education system and making India a global hub of skilled manpower during the 'AmritKaal', the next 25 years leading up to Developed India in 2047.

Quality higher education must aim to develop good, thoughtful, well-rounded, and creative individualsalso enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society.It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

Factors Associated with NEP 2020

The NEP 2020 is based on the pillars of Quality, Affordability, Equality, Access and Accountability. Through these visions to reform education at all levels starting from early school to higher education levels.

- **Quality** The policy focuses more on quality than quantity in the new system which starts with the transformation in the teaching and the learning process through curriculum upgrading to more application based learning and fostering critical thinking as well as developing crucial skills.
- **Affordability** Another focus of this policy is to make education affordable to all the sections of the society and should target for making India a study destination for students from different nations. It affirms to increase the budget allocated and through which it shall ensure highquality education to all including underprivileged and underrepresented groups.
- **Equality** The policy aims to bring equality in education, which is intended to avoid any isolation of ethnic or linguistic minority groups or with any disability. It also aims for equality in education through elimination of all factors such as marginalization or belonging to any vulnerable groups.
- **Access** The policy is framed on the principles to provide universal access to high quality education to all learners regardless of any factors either social or economic. It aims to remove all barriers that restrict the learners to have access to quality education by employing different methodologies to include all groups of learners.
- **Accountability** Quality control and accountability are another basis of this policy. It makes all the stakeholders and participants accountable towards providing high–quality education to all and presenting their

roles and their commitments at the highest levels. Each of the stakeholder's roles shall be assessed based on their performance with multiple feedback systems based on their outputs.

Implementation Strategies of NEP

1. **Creating Provisions for Access** The access to pre-school education needs to be improved as the initial years of a child are crucial and cognitive, and intellectual developments take place during these years. Prior to the age of five (that is before class 1), every child has to attend pre-preparatory class or Bal Vatika of one year.

2. **Appointment of Teachers for Early Childhood Education** Qualified and trained teachers are to be recruited as per the need of schools and capacity building of teachers for pre-school needs to be given priority. It is necessary to decide on the teacher-pupil ratio that needs to be followed as a norm at the pre-school level for recruitment and deployment of teachers.

3. **Role of Local Authority -**The local government authority in collaboration with school clusters, NGOs and community based organisations, may be engaged to establish pre-schools for young children in every neighbourhood as per the norms and standards specified.

4. **Research and Capacity Development** In order to support the implementation of ECCE programme, as envisaged by NEP 2020, different agencies and universities including NIEPA may conduct research studies and provide training for capacity building of different stake holders involved in planning and implementation of NEP 2020 specially for ECCE.

III. CONCLUSION

The new education policy (NEP) 2020 will be a welcoming step towards the effective implementation of providing quality education. It provides opportunities for lifelong learning and skill enhancements via transforming elementary and higher education. The NEP also focuses on research and innovation pedagogy which improve the outcome-based learning. The earlier education was completely content based where less importance was given to practical aspects. The NEP will bridge the gap between content based to outcome-based learning. The different pedagogies will adopt teaching practice to enhance its viability and effective implementation of new education policy 2020. With the help of this policy, the Indian education system is moving from teacher centric to learner centric, particular to all-round development, marks centric to skills centric, information centric to knowledge centric, examination centric to experimental centric. NEP 2020 is expected to fulfil their objectives within 2030, by encouraging active participation of society's all members and students, faculties of the various educational sectors, using innovative ideas and creating joyful educational atmospheres.

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