

# NEP – 2020, The Game Changer

**Pooja Devi<sup>1</sup> and Nidhi<sup>2</sup>**

<sup>1</sup>Assistant Professor, Department of Education, GCW Parade ground, Jammu

<sup>2</sup>Associate Professor, Department of Physics, PSPS GCW Gandhinagar, Jammu

## **Abstract:**

NEP – 2020 was introduced in the education system of India after a long gap of 34 years. India has served as an educational hub for all across the globe since times immemorial. Starting from the prime Gurukuls to Nalanda university to Shantiniketan to present day day boardings India has always been looked upon as epitome of knowledge and wisdom. NEP – 2020 is another feather in the cap of Indian Education System which aims at strengthening the moral roots of the children along with their personality and wisdom. NEP – 2020 is an educational policy that actually aims at holistic development of a child. This policy is actually a boon for both the students as well as the teachers. The present paper is an exhaustive study that brings out the best possible outcomes of the said education policy along with its drawbacks. The study has been primarily carried out in the various higher educational institutions of the UT of J&k that implemented NEP – 2020 in the year 2022 at Higher Education level.

**Keywords:** NEP – 2020, holistic, Higher Education.

Corresponding author: Dr. Nidhi, email: drnidhikachroo@gmail.com, Mob: 9419227231

## **1. Introduction**

The National Education Policy 2020 (NEP 2020) being the first education policy of the 21<sup>st</sup> century aims at addressing the many growing imperatives of our country. It proposes to revise and renovate all aspects of the educational structures so as to meet the aspirational goals of 21<sup>st</sup> century. The purpose of the education system is to develop good human beings capable of rational thoughts and action. And NEP 2020 is one such step towards it. The Higher Education Department of JK UT implemented NEP 2020 in the year 2022.

## **Review**

Since ancient times India has always emerged as a beacon light in the field of education and knowledge. From times immemorial world has always looked upon India as a Guru for its magnificent education system. Starting from its gurukuls to present day boarding and English medium schools our country has always proved that no matter what but our education system is the best. Stepping on the footprints of our ancestors the Government of India after independence brought forward different Education Policies after repeated intervals of time to improve the education system and make it at par with the international standards. Before discussing NEP – 2020, let's have a review of the previous education policies that came into existence immediately after independence. Since the country's independence in 1947<sup>[1]</sup>, the Indian

government sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. Maulana Abul Kalam Azad, India's first Minister of Education, envisaged strong central government control over education throughout the country, with a uniform educational system. The Union government established the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953), University Grants Commission and the Kothari Commission (1964–66) to develop proposals to modernise India's education system. The Resolution on Scientific Policy was adopted by the government of Jawaharlal Nehru, India's first Prime Minister. The Nehru government sponsored the development of high-quality scientific education institutions such as the Indian Institutes of Technology. In 1961, the Union government formed the National Council of Educational Research and Training (NCERT) as an autonomous organisation that would advise both the Union and state governments on formulating and implementing education policies.<sup>[2]</sup>

Based on the report and recommendations of the Kothari Commission (1964–1966), the government headed by Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and proposed equal educational opportunities in order to achieve national integration and greater cultural and economic development.<sup>[3]</sup> The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India and specialized training and qualification of teachers.<sup>[3]</sup> The policy called for a focus on the learning of regional languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English language, the official language of the state where the school was based, and Hindi.<sup>[3]</sup> Language education was seen as essential to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for the use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians.<sup>[3]</sup> The policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six percent of the national income.<sup>[4]</sup> As of 2013, the NPE 1968 has moved location on the national website.<sup>[5]</sup> In 1986, the government led by Rajiv Gandhi introduced a new National Policy on Education.<sup>[6]</sup> The policy called for "special emphasis on the removal of disparities and to equalise educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities.<sup>[6]</sup> To achieve such a social integration, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services.<sup>[6]</sup> The NPE called for a "child-centred approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide.<sup>[7]</sup> The policy expanded the open university system with the Indira Gandhi National Open University, which had been created in 1985.<sup>[7]</sup> The policy also called for the creation of the "rural university" model, based on the philosophy of Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India.<sup>[7]</sup> 1986 education policy expected to spend 6% of GDP on education.<sup>[8]</sup> The 1986 National Policy on Education was modified in 1992 by the P. V. Narasimha Rao government.<sup>[9]</sup> In 2005, Former Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government.<sup>[10]</sup> Programme of Action (PoA) 1992, under the National Policy on Education (NPE), 1986 envisaged to conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country. For admission to Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid

down a Three – Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions – with an option to join AIEEE). This takes care of varying admission standards in these programmes and helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations.

In 2019, the then Ministry of Education released a Draft New Education Policy 2019, which was followed by a number of public consultations.<sup>[11]</sup> It discusses reducing curriculum content to enhance essential learning, critical thinking and more holistic experiential, discussion-based and analysis-based learning.<sup>[12]</sup> It also talks about a revision of the curriculum and pedagogical structure from a 10+2 system to a 5+3+3+4 system design in an effort to optimise learning for students based on cognitive development of children. Research Methodology has been added in the last year of graduation course and student will have the choice to leave the course and receive the certificate/ degree according to that. On 29 July 2020, the cabinet approved a new National Education Policy with an aim to introduce several changes to the existing Indian education system,<sup>[13]</sup> which will be introduced in India till 2026.

### **NEP 2020 Implementation: present scenario and a roadmap**

- The policies regarding education are framed with particular emphasis on carving the creative potential present in each individual.
- The education policy whenever framed is focused in bringing out the latent potential of a person.
- Not only should it improve the critical thinking and problem solving capacity of a person but also make him/her socially, ethically and emotionally capable to face the challenges of life.

### **NEP-2020: The trump card for students and teachers as well**

- **Holistic development:** Implementation of NEP 2020 would lead the students of institutes to a gateway of cognitive, emotional and physical growth. The policy is framed in such a way that it promotes critical thinking, creativity, capability and problem-solving skills among students.
- **Student centric:** NEP 2020 has overall a student centric approach. It helps the students from various backgrounds, those with special abilities and from marginalized communities to interact with each other by virtue of hub and spoke colleges.
- **Inclusive Education:** The policy prioritizes inclusive education ensuring equality and equity among students. In accord with the aim of NEP 2020 the colleges can promote an inclusive and supporting environment, fostering empathy and understanding among students.
- **Skill developments:** NEP 2020 emphasizes skill development, making students equipped with 21<sup>st</sup> century skills requiring a rational approach towards problem solving and digital literacy. This enhances their employability and also prepares them for future challenges.
- **Vocational courses and entrepreneurship:** There are many vocational courses which have been introduced under the new policy. These courses aim at making the youth of the country self-dependent and self-sufficient. Studies have shown significant relationship between vocational

courses and entrepreneurship development. It has been found that students recognize vocational courses as one of the key factors which determine one's success in entrepreneurship.

- **Research hub:** NEP 2020 aims at establishing a conducive ecosystem to catalyze and energize research and innovation in Higher education institutions. The special focus is on seeding and nurturing the young minds by developing a culture of research and innovation among them. For this particular reason the colleges of UT have been categorized as Hub or Spoke colleges a system that will help students from all over the UT to interact with each other and bring out the best innovation they have in their minds.

The NEP 2020 in addition also recognizes the importance of continuous professional development of teachers. It provides opportunities for training, workshop and collaborations to enhance their teaching skills, update their knowledge and this enable them to stay abreast of evolving pedagogical practices.

- **Enhanced teacher practices:** The policy also encourages a shift towards learner centric enhancement in teaching practices, promoting interactive and experimental learning methods.
- **Integration of technology:** NEP emphasizes the integration of technology in education. Teachers can leverage digital tools like smart boards, online resources and educational apps to enhance their teaching effectiveness.
- **Collaborative learning communities:** The policy promotes collaborative learning communities, encouraging teachers to engage in peer learning, share best practices and collaborate with colleagues.

### **NEP 2020: The Darker side**

However, there are some darker sides in the NEP as discussed below which need to be addressed so as to make it attractive and acceptable by the students.

- **Narrowing of subject choices:** Due to the shift towards multidisciplinary approach rather than particular stream, students are exposed to a broad range of subjects. This approach has inadvertently limited their options. With increased emphasis on vocational and skill-based courses subjects like pure sciences, arts, humanities and social sciences are receiving less attention. This narrow focus could hinder the growth of students.
- **Theoretical knowledge:** Most of the courses offered by the institutions under skill development programmes are theoretical in nature. As a result of which they fail to achieve the target of providing students with an exposure for the development of their skills.
- **Imbalance in digital infrastructure:** implementation of NEP 2020 in toto requires development of infrastructure in the colleges at a fast pace. Although the colleges have inculcated many fruitful and entreprenuring skill courses in their curriculum yet the imbalance created due to lack of infrastructure specifically digital one, raises question over the credibility of the new policy.
- **Internship guidelines:** The skill/vocational courses require summer internship program of 60 hours to be completed by all the students of fourth semester before the onset of the fifth semester. However, specific guidelines regarding the procedure to be adopted for conducting these SIPs, rules and regulations to be followed for modality of payments for these courses have not been provided by the higher authorities.
- **Insufficient staff support:** The implementation of NEP 2020 requires trained staff and faculty. It falls short in adequately addressing the training and support needs of teachers. There is a dire need of orientation programmes to be conducted for the faculty and staff to overcome this hurdle.

Moreover, the teaching support lacking in institution also needs to be addressed. The syllabi of fourth semester in particular consist of advanced topics and ironically most of these are taught by the teachers of academic arrangement communities. Their uncertainty with respect to continuation in teaching for a particular session makes their subjects vulnerable to inefficient results. Also, the future session of 2024-25 and 2025-26 would witness a drastic demand for the infrastructure, trained teaching faculty as the curriculum framed by NEP 2020 requires the same.

- **No research facility:** NEP 2020 promotes research and innovation in higher education institutes. However, no such facility is available in many institutes which can encash the young brains of the colleges and motivate them to join research area whole heartedly.

## References:

1. "National Education Policy 2020: All You Need to Know". The Times of India. Archived from the original on 2 July 2021. Retrieved 30 July 2020.
1. "NCERT" (PDF). National Council of Educational Research and Training. Archived (PDF) from the original on 6 February 2009. Retrieved 12 July 2009. `{{cite journal}}: Cite journal requires |journal= (help)`
2. "National Informatics Centre" (PDF). National Informatics Centre: 38–45. Archived from the original (PDF) on 31 July 2009. Retrieved 12 July 2009. `{{cite journal}}: Cite journal requires |journal= (help)`
3. "National Informatics Centre". PDF. National Informatics Centre: 38–45. Archived from the original on 28 November 2020. Retrieved 12 July 2009.
4. [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/NPE-1968.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE-1968.pdf)<sup>[permanent dead link]</sup>
5. "National Education Policy 1986". National Informatics Centre. Archived from the original on 28 July 2024. Retrieved 24 July 2024.
6. "National Education Policy 1986". National Informatics Centre. pp. 38–45. Retrieved 12 July 2009.<sup>[dead link]</sup>
7. Tilak, Jandhyala B. G. (2006). "On Allocating 6 per Cent of GDP to Education". *Economic and Political Weekly*. **41** (7): 613–618. ISSN 0012-9976. JSTOR 4417837. Archived from the original on 25 June 2022. Retrieved 25 June 2022.
8. "National Policy on Education, 1986 (As modified in 1992)" (PDF). HRD Ministry. Archived from the original (PDF) on 26 November 2010. Retrieved 3 March 2011.
9. "AIEEE". HRD Ministry. Archived from the original on 13 July 2012. Retrieved 15 July 2012.
10. "State education boards to be regulated by national body: Draft NEP". *The Times of India*. Archived from the original on 27 February 2021. Retrieved 21 November 2019.
11. Mattoo, Amitabh (16 November 2019). "Treating education as a public good". *The Hindu*. ISSN 0971-751X. Archived from the original on 20 November 2019. Retrieved 21 November 2019.
12. "New Education Policy 2020 HIGHLIGHTS: HRD Ministry New National Education Policy Latest News, MHRD NEP Today News Update". Archived from the original on 29 July 2020. Retrieved 29 July 2020.