

Strategies of NEP 2020 of India to achieving its objectives

Dr. Atika khatoon

Assistant Professor, Department of Economics, Karamat Husain Muslim Girls P.G. College,
Lucknow , University of Lucknow

ABSTRACT

National education Policy (NEP) 2020 is the long awaited policy after 1986, which was approved by the Union Cabinet of India on 29th July 2020. The policy is a comprehensive framework for elementary education to higher education as well as vocational, curriculum and pedagogy learning. Should be holistic, integrated, enjoyable and engaging. Therefore present paper is based on policy document (NEP) 2020 highlighted some important vision, mission, policy goals towards building a self-reliant Bharat by creating an educational digital infrastructure in India National Educational technology Forum (NETF) is being created to provide a platform for the free exchange of ideas on the use of technology to enhance teaching learning assessment at all levels of education system to improve classroom processes support teacher professional development streamline academic planning administer and management technology based educational platforms such as DIKSHA/ SWAYAM will be integrated across . Finally some suggestions are proposed for its effective implementation towards achieving its objectives and goals.

1. Introduction:

The education play very important role in development of the country, therefore to achieve the self-reliant Bharat mission through education. India has made several reformative change and introduced NEP2020. India's whole education system is change and it affects both whether you are a school student or college student. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. Which is aimed to promote better overall learning, development, and well-being. India has a challenge a goal to lift the country as a developed country by supporting developmental imperatives according

to 4th goal of United Nations Sustainable Development Goals (SDGs), which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. India believes that through this new national education policy 2020, it can achieve this goal at least by 2040 with equitable access to high-quality education to everyone irrespective of social and economic background

2. Review of literature: The NEP suggests directional changes in the whole educational set up from schools to higher educational institutions. With the motto of expansion and excellence the NEP lays stress on skilling with theory which is a forward looking and futuristic move. The policy suggests radical overhauling of the educational structure so as to prepare students to take on new challenges. The present 10+2+3 educational pattern will be replaced by a more specialized and multidisciplinary 5+3+3+4 structure labeled as foundational, preparatory, middle and secondary stages respectively. And expansion of online education is another important aspect duly addressed in the National Education Policy 2020 (Sharma, 2021). There are no hard separations between the arts and sciences, extracurricular activities or academic and vocational streams. This gave the students the freedom to pick the learning courses and programmes that matched their interests, passions, and expertise. This is a form of Atmanirbharta where all students will discover their skill, overcome their weaknesses, tap into their full potential, and contribute positively to society with a focus on equity and inclusion. "Vocal for Local," the slogan and the underlying message, echoed the desire to promote and help establish Indian products as a global brand. NEP, 2020 aims to instil the crucial confidence needed for the call for a self-sufficient nation to be successful and envisions an education system rooted in Indian morals that directly contributes to transforming India, or Bharat, sustainably into an equitable and vibrant knowledge society, making India a global knowledge superpower (Jha, et.al. 2020) The vision of NEP is rest lies on the implementation and its roadmap, which will determine how far it is able to foster universal education, job creation, skill acquisition, equity, world class universities, and subsequently assist in building a self-reliant Bharat. NEP-2020 helps students to improve their skill, and build perfect-professional personality to make India a developed, digital and self-reliant country (Singh, & Malik, 2021). NEP 2020 also allows foreign universities and colleges to come to India and this brings out a modification for the domestic institutions to improve the quality of education provided by them. Another significant

modification the NEP 2020 suggests that the National Testing Agency will serve as a premier, expert, single testing board to conduct entrance examinations for undergraduate and graduate admissions and fellowships in Higher Education Institutions (Kurien, & Chandramana, 2020).

Objective:

1. The New Education Policy has been drafted that focuses on equity, quality, affordability, and accountability of education in our country.
 2. The new policy targets to achieve 100% gross enrollment ratio in school education by 2030
- Methodology: secondary data used to analyse NEP 2020.

Component of NEP 2020

1. Foundation stage: five year foundation stage provide basic education which is flexible, multilevel, play- based, activity- based.
2. Preparatory stage : three years preparatory stage consists of building on the play, discovery and activity , this stage gradually introduces formal classroom learning with textbook the focus is to expose different subjects to students.
3. Middle age: three years of middle school education focus on more abstract concepts in each subjects method of learning is adopted experiential learning.
4. Secondary education stage: four years of secondary school education is designed to provide multidisciplinary subjects. This stage will be built on subjects oriented pedagogical and curricular style with greater flexibility, critical thinking and life aspiration. There will be board exam at the end of 10th and 12th standards.
5. Under graduation education stage: Undergraduate degree duration in every subject would be of either three or four year duration with multiple exit options including a certificate after passing first year, a diploma after passing second year or a bachelor degree after passing third year. The four year under graduate degree programme is preferred with major, minors and research projects. Exams would be happen on semester basis with odd exam with subjective even exam would be objective pattern.
6. Post graduation education stage : Master degree – one year for four years bachelor degree students, a two year for four years bachelor degree students two year degree for three years

bachelor degree students, a two year degree for three bachelor degree students and an integrated five year degree with a focus on high quality research in the final year, the master degree will consist of a stronger research component to strengthen competence in the professional area and to prepare students for a research degree.

7. Research Stage: research stage consists of pursuing high quality research leading to a Ph.d in any core subjects multidisciplinary subjects for time or part time.

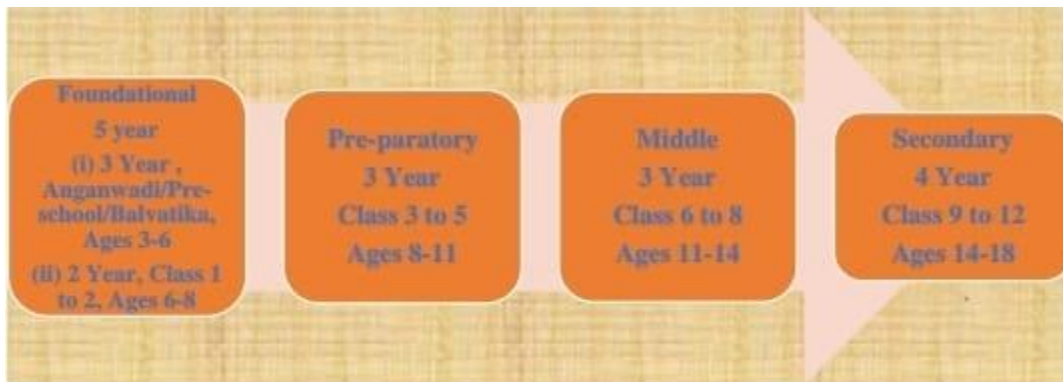


fig1: New Pedagogical &Curricular Structure for School Education

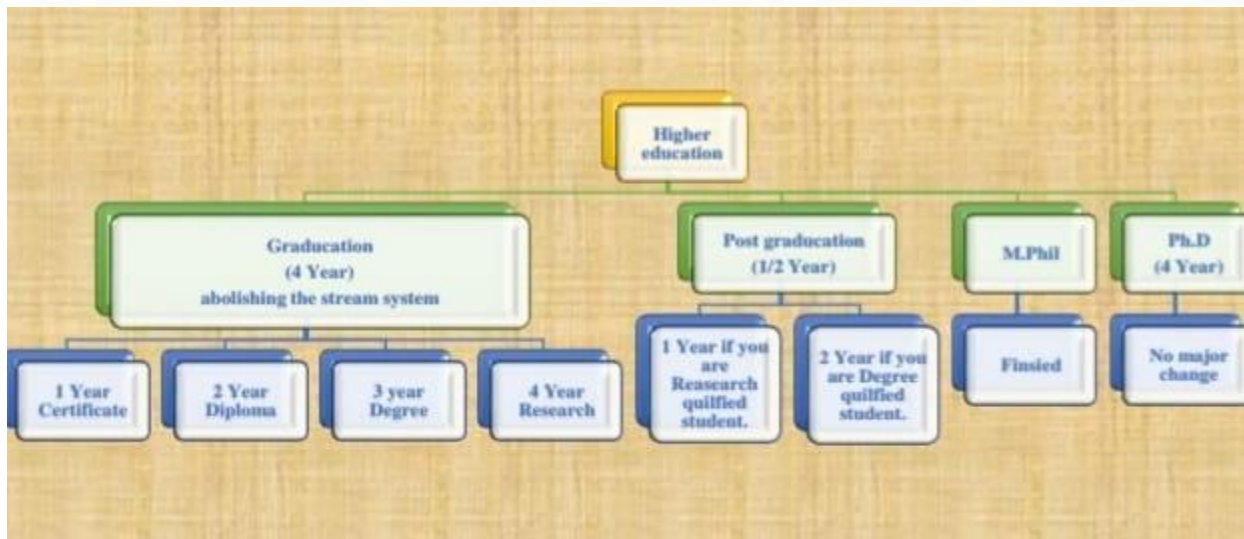


Fig2: New Pedagogical &Curricular Structure for Higher Education.

Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included,

National Educational Policy (NEP-2020) following figure shows the diagrammatic representation of existing and proposed newer curricular and pedagogical structure of the Indian education system.

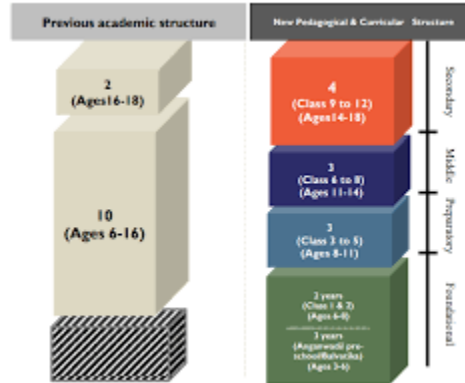


Fig 3

Digital India was launched on 1 July 2015 by honorable Prime Minister Sri Narendra Modi with the vision to transform India into a digitally empowered. DIKSHA is the one nation one digital platform to access all over the states. It provide a large number of curriculums linked e-content, courses for teachers and students and digital devices laptop mobile desktop tablets TV and Radio in order to have coherence of access and learning experience, DIKSHA platform has been proved as a revolutionary step ahead in the direction of digital India vision. It has helped a large number of learners. A massive number of students and teachers from all over the country have been using this platform to continue their learning since the time schools were closed. It has been the most popular application in school education during a pandemic. Swayam Prabha DTH channels are meant to support and reach those who do not have access to the internet. 32 channels are devoted to telecast high quality educational programmes by the MHRD. The Department of School Education and Literacy also tied up with private DTH operators like Tata Sky & Airtel to

air educational video content to enhance the reach of these channels. Swayam portal is accredited by: AICTE, IGNOU, NCERT, UGC, NIOS, NITTR, IIMB

e-PG Pathshala is an online portal for postgraduate courses. Under this initiative, over 700 e-books in over 68 postgraduate courses will be available for free for students.

e-Adhyayan consists of a e-books and video contents. e-Pathya offers offline and distance-learning courses for postgraduate students. MOOC (Massive Open Online Courses) UGC courses offered under the SWAYAM portal. The National Digital Library (NDLI) is a virtual repository of learning resources through a single- window of academic contents in multiple disciplines. It is an all-purpose platform designed for students of all ages, teachers, learners, researchers, librarians, professionals, and other users.

e-ShodhSindhu is a digital library providing access to e-resources like journals, eBooks, factual, bibliographies, citations, etc. for higher education. All academic institutions like central and state universities and colleges can avail of the services on National Programme on Technology Enhanced Learning (NPTEL) is another project funded by the Government of India and Ministry of Education. It was a collective initiative taken by the Institute of Science. The online repository offers various courses in engineering, science, social sciences, and humanities. There are no course fees, you can visit the online web portal. Virtual Labs is a digital consortium founded by the Government of India in association with the Ministry of Education under the NME-ICT initiation. e learning is expanding its horizon and provides a unique opportunity for students, teachers, researchers, and knowledge aspirants to collaborate and share their knowledge and learning resources under a common platform.

The global crisis of the COVID-19 virus has impacted the Education Sector tremendously. Corona virus pandemic has a lot of dark side. Around the world, people get ill and die, school close, health system is overloaded and internationally economically collopsation was seen. It has affected all segments of the population. Almost every country has imposed complete or partial lockdowns to combat the spread of the virus. The education sector is no exception has been affected tremendously by such lockdowns. According to World Bank data, 190 countries have faced complete or partial school closure, affecting more than 1.7 billion students. India also began closing down schools and colleges temporarily during the second week of March. As per the present situation, there was still uncertainty about when schools and colleges would be reopened.

The Indian Education system has also experienced an irreversible learning crisis amid the pandemic. School closure across the country has impacted everyone's learning experience. The pandemic has forced the sector to shift to a virtual and blended mode of learning. Information and Communication Technology (ICT) has helped the sector to survive and adapt to the new ways of online learning. The crisis has allowed various educational innovations to bloom. During the pandemic, the country has witnessed a number of ICT driven initiatives on national, state, and individual levels. There has been a proactive approach in the education sector to utilize the maximum potential of technology to reach every learner. Students and teachers are now relying on various online platforms to adopt new pedagogical methods to learn. Online learning apps and platforms for learning from home have been making it possible to continue the learning process in the safest possible manner.

In sight of ICT, education can be classified in three main categories:

1. E-learning
2. Blended Learning, and
3. Distance Learning

1. E-Learning can be defined as learning without using paper instructional material and the use of technology to teach. Therefore, it is seen as opposite of traditional teaching or face to face teaching. Several terms are used to cover e-learning such as online learning, virtual learning, network, and web-based learning. E-learning allows higher participation and greater communication. It challenges

Concept that face-to-face conventional education is superior to it (Bhattacharya and Sharma, 2007). The core ICTs are web and Internet which spread knowledge through e-learning.

The components comprise e-portfolios, cyber infrastructures, digital libraries and online learning object repositories. All the above components create a digital personality of the student and unite all the stakeholders in the education.

Some of the advantages of e-learning are:

- Efficiency: offers teachers an efficient way to deliver lessons to students

- **Accessibility of Time and Place:** it allows students to attend classes from any location of their choice and to access the learning material at a time of their comfort.
- **Affordability:** Online education is far more affordable as compared to physical learning. This is because online learning eliminates the cost points of student transportation, student meals. Additionally, all the course or study materials are available online.

2. Blended Learning: The evolution of the digital learning platforms has a huge impact in educational institutions and has eventually put the traditional methods in the back seat. A blended learning mode provides ultimate flexibility in many aspects. It is a mode of study which encompasses both online and face to face learning. BL is an effective blend of online and face-to-face mode in teaching-learning. The BL Implementation notification of UGC states the BL mode could be used for all the courses except of SWAYAM courses which are purely in online modes.

The National Education Policy has given a rare glimpse in what can be achieved through the transformation of education. The new NEP clearly states that it is time to take on a policy that is undoubtedly student centric, or what can be safely put down as Education. New policy gives the acceptability of many modes of learning including that of face to face learning, online learning and distance or virtual mode. It also promotes use of vocational courses, multi-disciplinary courses and multi-modal approaches there by focusing on Blended teaching-learning.

Approaches likely to be used in BL are as follows:

- Face-to-face Video Lectures – Shared to the students for the entire course (Pen Drive / CD) - e-textbook experience but not dependent on broadband.
- Internet Based Learning (IBL) – Internet based projects (search & learn) to promote Self-learning.
- Project Based Learning – integrating multiple peer group for the project, students to collaboratively generate ideas.
- TAB based remote learning / remote examination & evaluation / touch screens a digital pens appeal to tactile learners / portable learning.
- Satellite based TV Channel – mass learning / adult education / farmer education.

- Online Assessments – Quiz, Assignments, Test, Examinations – at regular intervals to measure learning outcome.

The important features of Blended Learning environment are:

- Increased student engagement in learning.
- Enhanced teacher and student interaction.
- Responsibility for learning.
- Time management and flexibility
- Improved student learning outcomes
- Enhanced institutional reputation.
- More flexible teaching and learning environment
- More amenable for self and continuous learning
- Better opportunities for experiential learning

Distance learning

Distance learning is a method of study where teachers and students do not meet in a classroom but use the Internet, e-mail, mail, etc., to have classes.” Simply put, distance learning is when students are separated from teachers and peers. This means that students learn remotely and do not have face-to-face learning with instructors or other students. Most distance learning programs comprise a computer-based training (CBT) system and communications tools to produce a fundamental classroom. Because the Internet and World Wide Web are available from close to all computer platforms, they serve as the foundation for many distance learning systems.

Types of distance education courses:

- Correspondence conducted through regular mail.
- Internet conducted either synchronously or asynchronously.
- Tele-course-Broadcast where content is delivered via radio or television.
- CD-ROM where the student interacts with computer content stored on a CD-ROM.
- Pocket-PC/Mobile Learning where that student accesses course content stored on a mobile device or through a Wireless server.

Salient features of NEP 2020 school and higher education :

1. Early Childhood Care and Education: The Foundation of Learning.
 2. Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning
 3. Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels
 4. Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging Restructuring school curriculum and pedagogy in a new 5+3+3+4+1 design.
 5. Equitable and Inclusive Education: Learning for All
 6. Efficient Resourcing and Effective Governance through School Complexes/Clusters
 7. Standard-setting and Accreditation for School Education+4+1 design.
 8. Equitable and Inclusive Education: Learning for All
 9. Efficient Resourcing and Effective Governance through School Complexes/Clusters
- Standard-setting and Accreditation for School Education

Challenges and issue in NEP 2020

1. Lack of infrastructure and funds. Funding is a major challenges in NEP 2020
The national education policy 2020 aims to make our home country a global choice for education by providing high quality, different variety and dynamic education hub to all the people. The policy focuses on raising expenditure in the education sector to reach 6% of GDP. It requires a heavy investment for upcoming years. Digital literacy, trained teachers, infrastructure, and increasing the gross enrollment ratio to 50% by 2035.
2. Mother tongue used for primary level study.
The new education policy 2020 has advised that mother tongue / local language/home language/regional language should be used as a medium of instruction till class 5 preferably till class 8 and beyond it wherever possible but this new policy comes with a lot of challenges. Although the government has not made it mandatory but it has lead to a huge controversy and left us with a lot of questions. The most common criticism is that it will widen the gap between those who can communicate in English and those who cannot. Another challenge is that developing new learning material for languages that have not

been standardized or those that do not have a script will be a tedious task that will require a heavy initial investment. This poses a serious question on who will bear this additional cost, will it be the government or the schools or an indirect burden will be laid on parents, or will it be shared by all of them equally. Another point that needs to be taken care of is which mother tongue/ local language should be used as a medium of instruction in school and which should not. The same will be the case with children whose parents have Transferable jobs. I would again like to quote an example here suppose the child is studying in a primary school in North India where the medium of instruction is Hindi and then his or her father got transferred to Kerala now there the medium of instruction in schools is Kannada then it becomes very difficult for the child to catch up or understand anything. If the policy is implemented the way it is proposed then it will also pose a challenge for higher education institutes where the medium of instruction is not mother tongue but usually a common language like English or Hindi, the language barrier will be created among the students and it may happen they find it difficult to communicate with each other. Eventually, it becomes a tug of war for students as well as the teachers. at the same time one should not forget that English is a Global Language of communication and empowerment.

- 3 Vocational education and skill. Curricular development Vocational education and skilling National education policy 2020 has mandated vocational courses starting from 6th grade and states that every child will be taught skills like local crafts, carpentry, cooking, gardening, etc. One of the major challenges with regard to vocational training is the lack of proper resources. For introducing vocational courses in school, majorly 3 things will be required i.e infrastructure, set up and trained personnel and the same question arises who will bear these additional costs because this requires high investment. One of the solutions can be that schools can do a partnership with local craftsmen who have proper infrastructure and setup. Though this option is a better one in terms of money saving it also have its pros and cons. Again the challenge here is that there are risk factors when you take students to these kinds of places. It is an overhead to school with respect to transportation and that is an overhead on the parents to pay fees. Also, a lot of time is wasted in travelling if the place is far away given that school has to cover a lot of syllabus within a limited time.

Another solution can be that schools can bring local craftsmen to their campus and ask children to observe their demonstration. It will not only save time but also the cost of travelling. For instance vocational courses like gardening, pottery does not have special infrastructure requirements so these can be done at school premises as well but courses like carpentry require a good setup so for practical purposes later on students can be taken to more sophisticated places. The amalgamation of both the solutions will be more effective although challenges still exist. Another concern is that there is a majority of students who belong to unprivileged sections. It is feared that this policy might have an adverse effect when in practice, firstly it can lead to distractions especially for the poor students who would opt for low skilled jobs at a young age which will lead to more dropout rates.

Some of the major problems currently faced by the higher education system in India include:

- (a) A severely fragmented higher educational ecosystem;
- (b) Less emphasis on the development of cognitive skills and learning outcomes;
- (c) A rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study;
- (d) Limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages
- (e) limited teacher and institutional autonomy;
- (f) Inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;
- (g) Lesser emphasis on research at most universities and colleges, and lack of competitive peer reviewed research funding across disciplines;
- (h) Suboptimal governance and leadership of HEIs;
- (i) An ineffective regulatory system; and
- (j) Large affiliating universities resulting in low standards of undergraduate education
- (k) Lack of proper teacher training

CONCLUSION The New Education Policy 2020 is an ambitious move to revive the Indian education system with a modern approach. The Digital India Campaign is helping to transform

the entire nation into a digitally empowered society and knowledge economy. While education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes. The Policy commits to significantly raising educational investment, as there is no better investment towards a society's future than the high-quality education of our young people. Unfortunately, public expenditure on education in India has not come close to the recommended level of 6% of GDP. Any policy's effectiveness depends on its implementation.

Reference:

- [1] Singh A., & Malik N., 2022, A Vision to Self – Reliant India for Youth. 75 Years of Independence Achievements, Challenges And Opportunities Nisha Singh <https://www.researchgate.net/publication/362173398>.
- [2] Sharma B., 2021, Reimagining Education in Post Covid Times. In Meaningful Education Edition, Twenty First Century Publications Patiala, ISBN: 978-93-90953-42-4.
- [3] Kurien A. and Chandramana S,B., 2020, Impact of New Education Policy 2020, On Higher Education, Atma Nirbhar Bharat: A Roadmap to Self- Reliant India DOI: <https://www.researchgate.net/publication/346654722>.
- [4] Jha A. M., Jha A. K., and Jha S. K., 2020, National Education Policy, A Step words Technology Driven Education and Self Reliant India, Solied State Technology, <https://www.researchgate.net/publication/352909776>.
- [5] UNESCO, 2020, [unesdoc.unesco.org/ images/ 0024/ 002481/ 248107E.pdf](https://unesdoc.unesco.org/images/0024/002481/248107E.pdf). Accessed. [6] Ved P., 2007, Trends in Growth and Financing of Higher Education in India. Economic and Political Weekly 42, 31. 3249-3258
- [7] Yogeesh N. "Classroom Leadership: An Approach to Educational Psychology." International Journal of Early Childhood Special Education, vol. 14, no. 3, 2022, pp. 3688-3691. DOI: 10.9756/INT-JECSE/V14I3.459
- [8] Yogeesh N. "Psychological Attitude of Learners in the Community.", Turkish Online Journal of Qualitative Inquiry (TOJQI), vol. 11, no. 4, 2020, pp. 1923-1930, <https://www.tojqi.net/index.php/journal/article/view/9749/6907>.