Review Article

NEP-2020: A Stepping Stone for New Education System in India

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ABSTRACT: The objective of this paper is to critically analyze NEP 2020 from various perspectives is the main aspect of this paper. The author tries to analyze some changes in the new curricular and pedagogical structure of the new education policy, equitable and inclusive education, and the author tries to evaluate how teacher training and development set standards to reach professional heights with the help of teacher education. This analysis helps to understand how the shift is taking place in teacher education and resulting in its betterment. New recommendations are seen from the lenses of logical thinking to align with existing structure and successfully achieve the goal of policy. Based on the NEP2020 document and various research papers, a meta-analysis has been done by the researcher to explore the new recommendations of this policy and how this policy caters to the needs of a new dynamic society. New structure with new opportunities such as multiple entry exit system, multi disciplinarily in choosing subjects, teacher professional standards, teacher professional development, and catering 21st century skills. New education policy gives the better chance to the learner to learn any subject with real life experiences and explore their inherent talent and interest without changing their streams. This policy gave empowerment to the teachers. As the NEP2020 policy came in the 21st century emerging technologies grab the intention of the learner with these advanced technologies the government tries to fulfill the target of inclusion and with help of these technologies the disabled children also get benefited. Use of technology in the classroom gives better learning outcomes.

KEYWORDS: NEP2020, New educational structure, Inclusive education, Universal design for learning, Multilingualism.

INTRODUCTION

It is very breathtaking to see that a new education policy came out with the vision of transformation in the Indian education system. The Indian education system is going to be changed by the government, after 34 years of independence. Indian education systems are working on the footmark of earlier policy i.e. 1968, 1986, and with some amendments 1992 but new education policy revamp transforming India into a global platform in which all the educational aspects are touched. (Mistry, 2022) Although recommendations from previous policies, still struggling for implementation, it is thought provoking that this policy comes out as a turning point in the Indian education system and therefore need to look at those aspects of NEP 2020 which are practically more viable and could be implemented easily. The nation and its citizen's future are built through a strong education system and a viable educational policy can help to make it successful. Gaps and filling the gaps with effective and efficient strategies involving all current scenarios. New education policy 2020 came as a reform but it is not easy

to implement all the recommendations when the old system has been running for years from the structure to school education. This policy gives more emphasis on vocationalization without restriction and also quality education for all the learners in the country. Our India's education system relies more on teachers which contribute effectively to build a strong nation to inculcate best of their knowledge to their students. This policy gave empowerment to the teachers. This policy was made at the suggestion of students- parents, educationalists and lots of other members who are directly or indirectly involved in the education sector. This is for the first time in India that for making any policy suggestion and consultation were taken at such a large scale. Here are some highlighted points of NEP2020 are listed below.

LITERATURE REVIEW

School education structure

Due to COVID-19 and its repercussions on the as well as the significant changes, the year 2020 will live in the memory of the people some recommendation made in the Education Policy. These changes affect all the people related to the education sector. A 5+3+3+4 curricular framework, with respect to ages (3–8) foundation stage, (8–11) preparatory stage ages, ages (11–14) middle stage and ages (14–18) secondary stage will take the place of the current 10+2 structure used in school curricula. (NEP, 2020) In addition to three years of Anganwadi and preschool, there will be a total of 12 years of formal education. (NEP, 2020; Kalyani, 2020) This change in structure was done with some motive of universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025. The whole new structure of pedagogy and curricula come up with the aim of holistic development of learners with the help of the new assessment Centre PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) but this target with a single assessment agency is not easy to achieve. (NEP, 2020)

Teacher recruitment and career path

By 2030, a 4-year integrated B.Ed. degree will be required to qualify as a teacher. There will be severe consequences for poor performance independent institutions that provide teacher education (TEIs). In collaboration with NCERT, the NCTE will create a brand-new, comprehensive National Curriculum Framework for Teacher Education, or NCFTE 2021. (Saxena, 2021) All these new recommendations are suggested by NEP2020 for teacher education, still some clarity needed in this recommendation that how poor performance of teacher is measured and new national curriculum framework should include some courses, workshop or orientation programme for teacher training and professional development. On the bases of these tasks or courses how increment in salary and promotion is decided and up to what stage. However, teaching skill improvement should be given the highest priority for a programme to prepare teachers, more so than any other component, and this is something that NEP 2020 does not emphasize. There is still uncertainty regarding whether or not the general public will pay a massive price for this provision's numerous implications in the form of advanced education becoming increasingly unaffordable. The universalization of educational resources and equal access to high-quality higher education may make it possible that the universalization of educational resources and equal access to high-quality higher education will be hindered by this paradigm of graded autonomy. (NEP, 2020)

Equitable and Inclusive education

According to the NEP2020 document it ensures that no children are left behind and they never lose the opportunity to learn and excel. (NEP, 2020) They never feel left out because of

circumstances of birth or any background they belong to. This document brings all social, economic or disabled groups under one roof. Special education zones and separate gender inclusion funds will be created. (Kumar & Singh, 2022) This is impressive to see all under one roof but it's not easy because the needs of the individual and different backgrounds are entirely different. How? Fund will be distributed and on what bases. The allocation of resources and distribution is distinct. Although disabled groups struggle for their basic needs but how they cater within the same group. NEP2020 also suggested Every state and district will be encouraged to construct a special daytime boarding school called "BAL Bhavans" where students can engage in play, profession, and art-related activities. Samajik Chetna Kendras can be created using the infrastructure of free schools. (NEP, 2020) Another question raised from this recommendation is that any specific curriculum will be developed for Bal Bhavans.

Ensure universal access at all levels of schooling from pre-primary to Grade 12

Policy aims to achieve 100% youth and adult literacy. 100% gross enrolment ratio in school education by 2030. (NEP, 2020) This recommendation is possible when effective and sufficient infrastructure is provided, various alternate of schooling and education is available those students how are drop out from school in early classes is are brought back to the school without any biases every kind of support is given to the students either in terms of scholarship that is financial assistance or emotional support in the form of counsellor in the school or outside school. (Saxena,2021) After 75 years of independence some places in India still exist where there is no electricity, no technological advancement especially in hilly areas during covid all suffer from issues related to ICT. Open and distance schooling is not the only solution until there is no connectivity.

Multilingualism and power of language

NEP2020 lays great emphasis on promoting multilingualism, because of these children learn and gain knowledge about the rich and vast array of languages of their country. (NEP, 2020) A significant portion of the intellectual and emotional growth of a child depends on the child's exposure to language. NEP2020 gave recommendations that till grade 5 but preferably grade 8 the mother language /home language / regional language/local language will be the medium of instruction. (NEP, 2020) Under the initiative Ek Bharat Shreshtha Bharat Sanskrit language will be put forward at all levels. The choice of languages will depend on the state and the concerned student. The NEP2020 document suggests that Sanskrit will be included in the three-language formula but how it is possible because when we talk about three language formulas there is a friction. (NEP, 2020) Humans live in a society that is driven by languages. These languages are not only limited to written and spoken language, but also sign languages and body language.

CONCLUSION

The 66-page policy document made available to the public by the Indian government is astonishing in the depth of its covering of every aspect of education. In this work, the researcher focuses on a few key recommendations using a critical analysis mindset (Govinda, 2020). This manifesto pledges to support multilingual and the power of language, provide universal access to all learning levels, focus on providing teacher preparation, ensure equitable and inclusive education, and, most significantly, introduce a new education structure (Govinda, 2020). There is a liberal sprinkling to go along with these lofty promises. Anyone would be impressed by this policy's appealing titles and words after just a quick perusal. Unquestionably, as an omnibus document, it is an amazing collection of educational concepts, given with a variety of

solutions, some of which are brand-new and others of which are re-built from previous policies. (Govinda, 2020) After reading this policy, I initially believed that all issues with the educational system would now be addressed quickly, but I soon realized that I had been magically transported into the world of thoughts and words away from the real educational world of people and institutions.

There remain several other points that affect the education system and these factors directly or indirectly interfere with implementation of this document. Under the guise of multilingualism strengthening mental skills, the NEP seeks to deprive India of one of its greatest assets— effective English communication. The elite classes will acquire English at private schools or at home, to the detriment of first-generation English speakers from the lower strata, while regional languages are proposed as the medium of teaching, preferably through Grade 5. In our bilingual country, the issue of those with transferable occupations is ignored. The NEP, 2020 fails to take lessons from the past when it states that an undergraduate degree is a 3- or 4-year programme. Due to bad implementation, a similar experiment with Delhi University's 4-year undergraduate programme was abandoned years ago. The policy does not propose any solution to the issues that were faced in the past. I carefully studied the content of the policy; these shots note attempts to critically examine and illustrate some of the missing element in the NEP2020.

Recommendations

As NEP2020 with a great force is ready to implement in the education system with positive regard but for implementation for this policy at the very beginning that the stakeholder, teachers, students take this document as a document of change. Awareness and adaptation of the recommendations provide in the policy is for betterment of the system, so at every level either the individual , university or any educational body should cooperate and do their positive outlook in the form of university program, awareness campaign and many more, only after this the positive change in the education system is noticed.

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