

NEP 2020 : A Futuristic Approach in the Field of Education In India

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ABSTRACT

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The National Education Policy (NEP) 2020 is a comprehensive reformulation of India's education policy that aims to transform the country's education system to meet the needs of the 21st century. The policy is based on the principles of accessibility, equity, quality, affordability, and accountability, and it seeks to provide a holistic and multidisciplinary education to all students. This paper discusses the salient features of the NEP 2020, such as the emphasis on early childhood care and education, the introduction of a 5+3+3+4 curricular structure, the promotion of multilingualism, the incorporation of vocational education, and the establishment of a National Educational Technology Forum. The paper also examines the challenges that the implementation of the NEP 2020 may face, such as the shortage of trained teachers and the digital divide. Finally, the paper suggests a way ahead for the NEP 2020, which includes the need for adequate funding, the development of a robust monitoring and evaluation mechanism, and the involvement of all stakeholders in the implementation process. Overall, the NEP 2020 presents a unique opportunity for India to transform its education system and to prepare its students for the challenges and opportunities of the future.

Keywords : NEP 2020, National Educational Technology, National Education Policy

I. INTRODUCTION

The NEP 2020 is a vision document of India's new education philosophy that aims at transforming country's education system. The new policy is rooted in rich civilization ethos of the country. It identifies the paths to an enlightened future by drawing sustenance and nourishment from the rich epistemic and academic traditions of our culture.

Global events and tendencies have already impacted India's higher education. In recent years, India has attracted a large number of international students, including an increasing number of non-resident Indians, who come to participate in various academic, tutorial, and professional programmes. Numerous overseas universities permit Indians to earn degrees without leaving the country (Kugiel, P., 2017). Open university systems are on the rise, making it easier for private universities to close the gap. HEIs now teach in-demand mastery-level skills and capabilities. Future employment opportunities will most likely attract individuals (Hiremath, S. S., 2020). NEP 2020 promotes education in India.

In today's world, education is crucial. Pre-independence and post-independence periods show the expansion and progress Indian Government. It will change the way India studies; this is the third amendment to the education policy. New National Education Policy 2020 plans adjustments for all parties (Kalyani Pawan, 2020). The approach prepares India for the 21st century with multidisciplinary and liberal education. et al. compared significant components of the new education policy with the old conventional education system. NEP 2020 promoted innovation and aims to affect Indian education. It details implementation. Jha et al. (2020) list NEP's disadvantages in 1986, India's NEP Decade started. Discussions include education, equity, and private participation. Suryavanshi (2020) promoted college teaching.

NEP also addresses ways to promote enrolment in all types of educational institutions. India's education strategy, like GER, emphasizes care. NEP emphasizes undergraduate research and integrative education. Through multidisciplinary and outcome-based education, the present method stresses students' overall development. Academic Bank of Credit is proposed at the national level to offer flexible degree acquisition and entry-exit alternatives. New digital platforms or redesigned digitization will boost online learning and library digitization (NEP, 2020). (1). A technique of teaching and learning centred on the student will replace the existing model centred on the teacher. Competency-based will replace the choice-based evaluation methodology. In addition, the evaluation and assessment model will shift from a semester-end examination system to an emphasized-emphasized assessment system. All HEIs will be required to emphasize skill education. Additionally, they must provide counseling centers with counselors to ensure kids' mental health. Due to a market-driven model, conventional education is undergoing enormous change. The Indian government has sought to develop educational institutions of the highest calibre and attract many overseas students. In addition, courses taken at overseas universities by Indian students would be weighed and considered equal. Students can start a degree programme abroad and finish it in India (NEP, 2020).

NEP 2020 will harness global communities' experiences. Higher education under NEP 2020 will leverage ICT to satisfy the post-COVID era's educational needs. An outdated education system is useless. India must alter its higher education curriculum to match global skill demands. Complexity surrounds NEP 2020 implementation. The policy will spur innovation. Instead of multiple regulators, colleges will have one. Academic freedom, research breadth, and innovation benefit from liberal autonomy. Foreign colleges can build campuses in India, and Indian universities can do the same abroad. NEP 2020 would improve skill development in India by giving students many entry and exit options and the chance to pursue higher education after working. NEP 2020 is a somewhat advanced paper that understands the current socioeconomic situation and future challenges. No policy is effective without proper implementation. This approach is well-considered and honestly promotes Indian education. This strategy integrates professional education into higher education to develop skills and create jobs. NEP 2020 has likely mapped out India 2.0. If implemented, it will make India a global education centre by 2030. Only a select group of institutions will be permitted to provide the B.Ed and school instruction will meet the required standard with digital library in every institution. NRF financing will promote undergraduate and graduates research. Professors will have autonomy in course delivery, assessment, and research innovation. Online degrees should boost GER. Indian universities and institutions can freely collaborate on teaching and research with international universities. Rs. Twenty thousand crores will fund National Research for Employment and educational advancements (Nancy Thakur et al., 2021).

The NEP 2020 focuses on collaborative learning. There should be exchange of faculty, staff and students between different institutions of higher learning, and also sharing of resources and experiences. Recently Central University Kashmir, Central University Jammu and Central University Himachal have signed MoUs to

work in collaboration in the field of academics and research. Kashmir University, Jammu University, Cluster University Srinagar and Cluster University Jammu should also work in tandem.

It is good that NEP 2020 emphasizes upon creating Academic Bank of Credits (ABC). This bank is all inclusive of knowledge, values and skills acquired by a learner. However, to be effective this score of credits should corroborate with intrinsic worth of a learner. If there is a mismatch the intellectual capital is impacted negatively resulting in intellectual bankruptcy. It is observed that intrinsic worth of a learner is not mapping up with a score card. That is the reason that University pass outs opt for drudgery jobs. There is no positive contribution to accelerate the pace of research to add up to the existing fund of knowledge.

In order to study structural reforms envisaged in NEP 2020, it is essential to have a thorough understanding of education policy documents of 1986 and 1968. The NEP 2020 is not to be studied in isolation. The faculty in the colleges and universities are expected to have studied all the policy documents thoroughly enabling them to suggest measures for its implementation.

The policy envisages 360 degree assessment of learners. This covers a complete circle and thus is inclusive. Measures are to be suggested for relative weights for cognitive, affective and psychomotor components. This may also include self-assessment, peer assessment and teacher assessment of a learner.

In the final analysis, we can say that the implementation of NEP 2020 is very crucial at this critical juncture of the epistemic journey of our society. It is essential that all the stakeholders participated in this national debate. For engaging the faculty and other groups and individuals more webinars and virtual workshops are being conducted to discuss all the aspects of the policy vis-a-vis its execution. NEP 2020 will improve Indian higher education. It will harness global communities' experiences. Higher education under NEP 2020 will leverage ICT to satisfy the post-COVID era's educational needs. An outdated education system is useless. India must alter its higher education curriculum to match global skill demands. Complexity surrounds NEP 2020 implementation.

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