

National Education Policy (NEP)-2020: Transforming the Landscape of Teaching and Learning in India

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Abstract

Education promotes personal growth and fulfilment, as well as inspiring individuals to maximise their mental, physical, emotional, and spiritual abilities. Because education leads to economic and social advancement, a country's education strategy at the school and college levels must be well defined and futuristic. To make it effective, many countries use distinct education systems that take into account tradition and culture and adopt different stages of their life cycle at the school and college education levels (Aithal,S.2020). If subsequent governments can stay committed to the recently issued National Education Policy, it lays forth an encouragingly hopeful vision for the future. After considerable deliberation and two committees since 2014, the Ministry of Human Resource Development announced the New Education Policy. On July 31, 2020, the Ministry of Human Resource and Development (MHRD) issued the New Education Policy. Although the strategy has many beneficial aspects, the government's major problem is widespread implementation and achieving the desired learning results. The different changes from school to college level will be discussed in this paper as a result of the adoption of National Education Policy 2020. This study will also look at new platforms and strategies for instructors, which are part of the NEP 2020 goal.

Keywords: NEP-2020, education, digitalization, transformation, teaching & learning

Introduction

India's educational system is at a critical crossroads. On the one hand, it is slated to replace an out-of-date model with the National Education Policy 2020. New digital learning platforms and creative teaching practises, on the other hand, are propelling it to global standards and setting new benchmarks. The new National Education Policy (NEP) 2020 was recently adopted by the Union Cabinet, with the goal of bringing various improvements to the Indian education system, from school to college level. The goal of the NEP 2020 is to make India a "global knowledge superpower." The Cabinet's approval of the NEP is just the third major overhaul of India's educational structure since independence. The two previous education strategies were implemented in 1968 and 1986, respectively. Any country's education is judged by the quality of its human capital. A well-

educated generation with a high literacy rate is better prepared to take on social, economic, and political responsibilities responsibly while maintaining a broad understanding of global challenges. This is the vision embodied in the NEP 2020, which, if completely implemented, will make education more holistic and satisfying. As we emerge from the coronavirus pandemic and begin a new academic year, it is critical to recognise the potential for development in Indian education as a result of these three forces: the National Education Policy (NEP) and the accompanying new platforms and teaching and learning approaches. Because the fundamental difficulties in the education sector are accessibility, affordability, and quality, it's also vital to talk about the major changes that have occurred as a result of the implementation of NEP-2020.

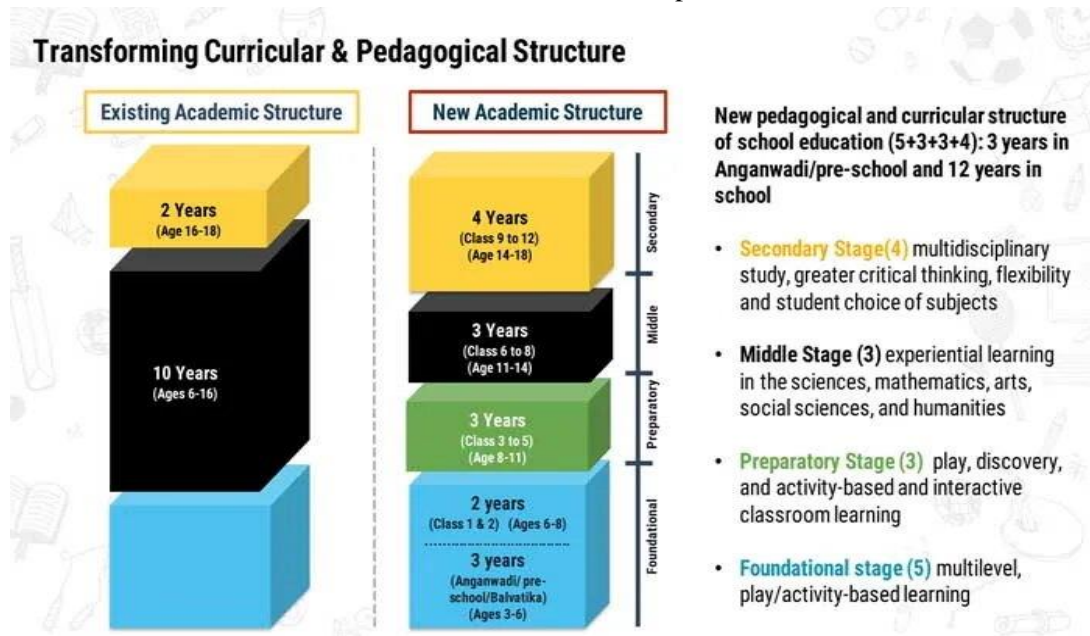
Schooling: The National Education Policy of 2020 has superseded the 34-year-old National Policy on Education, which was drafted in 1986. Several innovations in school education have been implemented as part of the NEP 2020. The following are significant reforms for students, teachers, and schools.

Education must be made universal: By 2030, school education will have a 100% Gross Enrolment Ratio (GER) from preschool through high school. Teachers and Anganwadi workers would be taught in ECCE pedagogy and curriculum in Anganwadis and pre-schools. The ministries of education, women and child development (WCD), health and family welfare

(HFW), and tribal affairs will collaborate on ECCE planning and execution. It will also include a 12-year schooling programme, as well as three years of Anganwadi/pre-schooling.

System of open education: Through an open schooling system, bring 2 crore out-of-school youngsters back into the mainstream.

- **Structure of the curriculum and instruction:** The current 10+2 system to be replaced by a new 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively keeping in mind a child's development and capabilities.



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- **Schooling at the age of 3 years:** Previously, children between the ages of 6 and 14 were required to attend school. Children between the ages of 3 and 18 will be required to attend school under the National Education Policy (NEP 2020). It will introduce the underserved age range of 3-6 years into the school curriculum, which is widely considered as a critical period for the development of a child's mental capacities.
- **Simple Exam System:** Board exams for Grades 10 and 12 will be "redesigned," and a new National Assessment Center, Parakh (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be established as a standard-setting authority. Changes to the board structure that aim to make tests a test of "core competencies" rather than memorised facts, with all students being able to retake the exam. It will be introduced in the academic year 2021.

Assessment changes include a 360-degree Holistic Progress Card that tracks student progress toward learning objectives.


- **Governance of Independent Schools:** With a new certification framework and an independent authority to regulate both public and private schools, school governance is likely to alter.
- **A focus on developing core literacy and numeracy skills:** The education ministry will establish a National Mission on Foundational Literacy and Numeracy. By 2025, states will have developed a plan to achieve universal basic literacy and numeracy in all primary schools by the third grade for all kids. There will be no sharp distinctions between the arts and sciences, curricular and extracurricular activities, or vocational and academic tracks. Students can choose from a variety of disciplines throughout streams.
- **From Class 6 onwards, internships and vocational education:** According to the NEP 2020, vocational education will begin in schools as early as the sixth grade and will include internships.

- **Emphasis on the mother tongue as a teaching medium:** The National Education Policy emphasises the use of a child's mother tongue as the primary language of teaching. The NEP, on the other hand, just encourages the mother tongue as a medium of education; it is not required.
- **Teacher Education redesign:** The National Council for Teacher Education (NCTE), in collaboration with the National Council of Educational Research and Training (NCERT), will develop a new and comprehensive National Curriculum Framework for Teacher Education (NCFTE) 2021. A four-year integrated B.Ed. degree will be the minimum degree requirement for teaching by 2030.

Higher Education: Higher education should strive to produce good, intellectual, well-rounded, and innovative people. It must enable economic independence while also preparing students for more meaningful and gratifying lives and work responsibilities. The National Education Policy (NEP) -2020 presents a new and forward-looking perspective for India's higher education system. The key reforms in India's higher education system are listed here.

Learning plan

A look at the key features of the new education policy: R.V.S. PRASAD



- Public spending on education by States, Centre to be raised to 6% of GDP
- Ministry of Human Resource Development to be renamed Ministry of Education
- Separate technology unit to develop digital education resources

SCHOOL EDUCATION

- Universalisation from age 3 to Class 10 by 2030
- Mission to ensure literacy and numeracy skills by 2025
- Mother tongue as medium of instruction till Class 5 wherever possible
- New curriculum to include 21st century skills like coding and vocational integration from Class 6
- Board exams to be easier, redesigned

HIGHER EDUCATION

- New umbrella regulator for all higher education except medical, legal courses
- Flexible, holistic, multi-disciplinary UG degrees of 3-4 years' duration
- 1 to 2 year PG programmes, no M.Phil
- College affiliation system to be phased out in 15 years

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Increasing the Gross Enrolment Ratio (GER) and the Gross Domestic Product (GDP): The goal is to raise the Gross Enrolment Ratio in higher education, including vocational education, from 26.3 percent in 2018 to 50% by 2035. In addition, 3.5 crore seats in higher education would be offered. In higher education, the current Gross Enrolment Ratio (GER) is 26.3 percent. It also aspires to boost public spending in education to at least 6% of GDP. India currently spends about 4.6 percent of its GDP on education.

Curriculum Flexibility: Three or four years of holistic undergraduate education with a flexible curriculum can be completed in three or four years, with several exit alternatives and proper certification available throughout that time. M.Phil. courses will be phased out, and all undergraduate, postgraduate, and doctoral courses will be multidisciplinary.

Facilitate Credit Transfer: To facilitate the transfer of credits, an Academic Bank of Credits will be established. An Academic Bank of Credit (ABC) will be formed to digitally record academic credits acquired from multiple recognized HEIs, allowing degrees from those institutions to be given based on credits gained.

Multidisciplinary education with a holistic focus: Multidisciplinary Education and Research Universities (MERUs) on par with IITs and IIMs would be established as national models of finest multidisciplinary education. By 2040, all higher education institutions (HEIs) will strive to be multifunctional institutions with a student population of 3,000 or more. By 2030, every district will have at least one large interdisciplinary HEI in or near it. A university is a multidisciplinary higher education institution that offers undergraduate and graduate programmes, as well as high-quality teaching, research, and community participation.

Developing a Research Culture: The National Research Foundation will be established as the apex organization for creating a strong research culture and increasing research capacity in higher education. The university will now accept a variety of institutions, ranging from research-intensive universities to those that place equal emphasis on teaching and research. Teaching-intensive universities are those that concentrate a larger emphasis on teaching while still conducting significant research.

Governance of Higher Education Commission of India (HECI): HECI will be established as a single umbrella organization for all higher education, with the exception of medical and legal education. Regulation, accreditation, and academic standards will all be governed by the same set of rules for public and private higher education institutions. In addition, HECI will have four distinct verticals:

- National Higher Education Regulatory Council (NHERC) for **regulation**
- General Education Council (GEC) for **standard setting**
- Higher Education Grants Council (HEGC) for **funding**
- National Accreditation Council (NAC) for **accreditation**

Granting autonomy to colleges: College affiliation will be phased out over the next 15 years, and a stage-by-stage method for giving graded autonomy to colleges will be established through a transparent system of graded accreditation. HEIs will have the liberty and ability to move from one category to the next as their goals, activities, and effectiveness dictate.

NEP 2020: The First Step Towards Change

NEP 2020 offers a completely new approach to teaching and learning by overhauling the

curriculum framework, assessment standards, and rules.

Solid intellectual foundation and robust academic development

According to research, by the age of six, a child's brain has developed 85 percent of its total potential. The new 5+3+3+4 formula provides a firm foundation by dedicating the first five years to foundational learning, followed by regularly assessed academic growth throughout the preparatory, middle, and secondary stages.

Holistic development for students of all grades

NEP will inspire a shift from rote learning to in-depth understanding. The curriculum content will be reduced to core essentials and create more space for critical thinking, discussions, and analysis. Teaching and learning will be more interactive, exploratory, collaborative, and experiential.

Flexibility in choice of subjects

Students will enjoy far greater flexibility in choice of subjects, with no hard separation between the streams of arts, humanities, commerce and sciences.

Skill development

The proposal of a yearlong course in grade 6-8 in carpentry, electric work, gardening, pottery, metal work etc. will help in skill development.

Improved student assessment

NEP 2020 proposes Standardized state school exams for grades 3, 5 and 8 and Board exams for 10 and 12. Exams to test literacy, numeracy, and foundational skills will be very important.

A Digital Drive: New platforms and techniques of teaching-learning

Digital revolution and pedagogical innovations are perpetually creating new platforms of

learning and techniques for teaching. NEP 2020 will further open the field for creativity. The educational institutions will have to overhaul their infrastructure to accommodate new facilities for the implementation of the curriculum as envisioned in NEP. NEP mandates all teachers and principals to take at least 50 hours of Continuous Professional Development workshops each year. This will refine teaching skills and techniques. There are following digital initiative taken by Govt. to implement the vision of NPE-2020.

National Educational Technology Forum:

NEP envisions an autonomous body named National Educational Technology Forum to provide a platform for exchanging ideas and using technology to enhance learning, assessment, planning, administration.


Mixed Pedagogical Approach through E-Learning and Blended learning:

DIKSHA, SWAYAM & SWAYAMPRAKHA will offer teaching and learning e-content. Blended learning is going to be the complementary mode of education. Teachers will have to equip themselves with the digital knowhow to create synchronous and asynchronous lessons. National Assessment Centre- '**PARAKH**' has been created to assess the students. The NEP is big on Edtech, and contains some potentially great ideas such as the use of adaptive software to provide tailored and flexible lessons, blended learning and the use of AI software to track student progress. India's introduction of the Mindspark Adaptive Learning Software in some public schools was a great success, helping to improve math scores by 38% in just a few months, scalable at the rate of just about Rs 200 per student per year.

Digital drive

The new education policy has emphasised the integration of technology in all levels of learning. Some features of the policy:

Technology in education	Teacher education	Financial support
<ul style="list-style-type: none"> An autonomous body, the National Educational Technology Forum, will be created for the exchange of ideas on use of technology to enhance learning, assessment, planning and administration A dedicated unit for the purpose of creating digital infrastructure, digital content and capacity building will be set up in the ministry Integration of technology will be done to improve classroom processes 	<ul style="list-style-type: none"> By 2030, the minimum degree qualification for teaching will be a four-year integrated B.Ed. degree 	<ul style="list-style-type: none"> Meritorious students belonging to SC, ST, OBC and other socially and economically disadvantaged groups will be given incentives Private institutions will be encouraged to offer scholarships to their students
		Professional education
		<ul style="list-style-type: none"> Standalone technical universities, health science universities, legal and agricultural universities will aim at becoming multi-disciplinary institutions



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Emphasis on Computational Thinking:

The NEP mentions the importance of computational thinking at the basic level, but does not consider how digital skills should be integrated into the core curriculum. Early on, computer literacy and programming can be incorporated into the curriculum. It can also be utilised for storytelling and games to make it more enjoyable and interesting. The benefits of starting early cannot be overstated: the Programme for International Student Assessment (PISA) discovered that economies such as South Korea and Singapore were far better at analysing digital texts than other developed countries simply because their students had more experience with technology and were thus significantly better at task-based browsing. These minor distinctions build up to a huge competitive advantage.

Supporting Digital Economy: This strategy could be a brilliant step in terms of meeting the demands of the digital economy. Indian languages aren't among the most popular on the internet, and the majority of them haven't gone online at all. Millions of Indians have been unable to access the internet as a result of this. According to the FICCI, the availability of

online content in regional languages will enable around 200 million Indians to become digitally empowered. The limited linguistic scope available on the internet has also hampered representation by limiting access to various voices expressing their lived experiences, resulting in knowledge gaps in some geographies and cultures. There will be a National Institute for Pali, Persian, and Prakrit, as well as an Indian Institute of Translation and Interpretation.

Promoting Multilingualism: Multilingual people, according to research, contribute greatly to the diversification of digital material. The NEP's emphasis on encouraging multilingualism and resurrecting competency in local languages may aid in the development of a workforce capable of doing so. However, in order for regional languages to be promoted successfully, a significant amount of effort will be required to build markets and demand for them. Furthermore, a focus on regional languages must not come at the expense of studying international languages, particularly English. To connect to global networks, you'll need to know English, and English is still very much the language of the internet. As a result,

teachers' bilingualism (as encouraged by NEP) will be critical in encouraging fluency and increasing use of English, especially for the majority of children who come from non-English speaking families.

Conclusion

The National Education Policy aspires to promote an inclusive, participative, and comprehensive approach to education that takes into account field experiences, empirical research, stakeholder feedback, and best practise lessons. It's a gradual shift toward a more scientific educational method. The stipulated structure will aid in catering to the child's abilities - phases of cognitive development, social and physical awareness, and so on. If implemented in its entirety, the new structure has the potential to bring India up to pace with the world's leading nations. The lack of digital skills has the potential to worsen already-existing disparities. The NEP recognises the importance of diversity and provides policy design provisions to overcome existing imbalances. However, ensuring that India's digital revolution does not leave some of us behind will necessitate a concerted and continuous commitment (Jain,S. 2020). With the announcement to qualitatively improve 15,000 schools across India to implement NEP in the Union Budget 2021-22, the ball is already rolling. These will act as role models for other schools to emulate. To maximise the benefits of the NEP, the education sector must harness the powers of technology and pedagogy in the future. That will put Indian education on a steady upward trajectory.

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