

National Education Policy-2020

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Abstract: Education is a fundamental right for achieving full human potential, equitable development and Society for promoting national development. providing high quality education is the best way for developing and maximizing our country's rich talents and resources for the good of the individual, the society the country and the world. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 agenda for sustainable development, adopted by India in 2015, seeks to "ensure inclusive and equitable quality education and promote lifetime learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning. so that all of the critical targets and goals of the 2030 agenda for SDG can be achieved. They are many policies previously introduced and implemented in India in various years i. e., the national policy on education 1986, and it is modified and called national policy on education in 1992 and a major development was in 2009 that is "The Right to children to free and compulsory education act, 2009". New Educational policy was launched on Wednesday, July 29. Union ministers for information and broad Casting (I&B) prakash javadekar and human resource development (HRD) and ramesh pokhrival nishank Made the announcement on the NEP-2020. The nep is drafted by the committee lead by former Indian space Research Organisation (ISRO) chairman K. Kasturirangan. The human resource development (HRD) ministry will officially be renamed the ministry of education. the main aim of NEP is to making "India a global know ledge superpower" the aim will be to increase the gross enrolment ratio in higher education including vocational education from 26.3% to 50.5 by 2030 in nep 2020 policy the education sector GDP is to get 6% earlier It was 4.43%

1. Introduction

School Education: The policy envisages that the extent 10+2 structure in school education will be modified with a new pedagogical and curricular structure reconstructing of 5+3+3+4 covering ages 3-18. The early childhood care and education: The foundation of learning, foundational literacy and numeracy, an urgent & necessary prerequisite of learning, curtailing dropout rates and ensuring universal access to education.

At all levels, reconstructing school curriculum and pedagogy in a new 5+3+3+4 design learning should be holistic, integrated, enjoyable and engaging and the recruitment and deployment of teachers providing equitable and inclusive education for all. efficient resourcing and effective governance through school complexes and standard setting and accreditation for school education.

Higher Education: Quality universities and colleges can be a lead vision for higher education in India transforming higher educational institutions into large multidisciplinary universities provides a holistic and multidisciplinary education. universities/colleges must have to provide a optimal learning environment and support for students. The faculty/staff must be motivated, energized and capable of teaching in most effective manner the equity and inclusion in higher education system. the most and effective method of giving a quality higher education is to provide a quality teacher education encouraging the regular and vocational higher education and reimagining it. Catalysing quality academic research in all fields through a new national Research foundation and transforming the regulatory system in higher education. the effective governance and leadership for higher educational institutions the key elements to focus in areas of professional education, and adult education and lifelong learning the promotion of Indian languages arts and culture and the usage of technology and integration. ensuring the online and digital education.

Major initiatives in school education:

In the new educational policy-2020 school education has formed –

- New curricular and pedagogical structure – the NEP proposes changing the existing 10+2 structure and curricular with 5+3+3+4 design covering the children in the age group of 3-18 years under this, five tears of the foundational stage-3years pf pre-primary school and grades 1, 2.

Three years of the preparatory (or latter primary) stage: grades 3, 4, 5.

Three years of the middle (or upper primary) stage: grades 6, 7, 8.

Four years of the high (or secondary) stage: Grades 9, 10, 11, 12.

- Preparatory class balavatika for the children below the age of 5-prior to the age of 5 every child will move to a "preparatory class" or "Balavatika" that is before class 1, which has an ECCE qualified teachers
- Coding to be taught from class 6 onwards: students of class 6 and onwards will nbe taught coding in schools as a part of 21st century skills
- Importance of board exam to be reduced, exam can be conducted twice a year in two parts: objective and descriptive, board exam should promote knowledge application rather than rote learning
- No hard separation of streams for students:-students will be given increased flexibility and choice of subjects to study, particularly in secondary achool including subjects in physical education the arts and crafts and vocational skills.
- Pre-school sections in Kendriya Vidyalayas covering at least one year of early childhood care and education will be added to Kendriya Vidyalayaa and other primary

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schools around the nation particularly in disadvantaged areas

- National curricular and pedagogical framework to be developed by NCERT. A national curricular and pedagogical framework for early childhood and education (NCPTECCE) for children up to the age of 8 will be developed by NCERT
- 360 degree holistic report card for students:-students will get 360 degree holistic report card, which will not only in from about the marks obtained by them in subjects, but also their skills and other important points
- Ncc wings in secondary and higher secondary schools under ministry of defence
- Free boarding facilities in JNV:-free boarding will be built matching the standard of Jawahar Navodaya Vidyalayas particularly for students who are from socio-economically disadvantaged backgrounds
- Dedicated unit for digital and online learning
- More focus on vocational studies in school level:-every child to learn at least one vocation and exposed to several more, by 2025 at least 50% of learners through the school and higher education system shall have exposure to vocational education. a 10 day bagless period something during grades 6-8 to intern with local vocational experts such as carpenters, gardeners, potters, artists etc
- In new educational policy 2020-curriculum content will be reduced in each subject to its core essentials and make space for critical thinking and more holistic, inquiry-based, discovery based education, discussion based, and analysis based learning
- Medium of instruction will be local /regional language wherever possible the medium of instruction until at least grade 5, but preferably till grade 8 and beyond will be the home language /mother tongue/local language/ regional language.
- NIOS open schools to offer courses for grades 3, 5 and 8 and offer A, B, C levels in formal school system
- Bag less days encouraged throughout the year for various types of enrichment activities involving arts quizzes sports and vocational crafts
- Three language learned by students will be the choices of states, regions, and of the students so long as at least two of the three languages are native to India

Major initiatives in higher education

- Minimum Qualifications for teaching 4 years integrated B.Ed degree –A new and comprehensive national curriculum framework for teacher education, NCERT 2021 will be formulated by the NCTE in consultation with NCERT. the Minimum degree qualification for teaching will be a 4 year integrated B.Ed degree
- NTA to offer common entrance exam –the national testing agency (NTA) will offer a high-quality common aptitude test, as well as specialized common subject exams in the science, humanities, languages, arts and vocational subjects at least twice every year of university entrance exams
- Multiple entry and exit programmes –we aims at 50% gross enrolment ratio by 2035. there will be multiple entry and exit options for those who wish to leave the

course in the middle their credits will be transferred through academic bank of credits

- Undergraduate degree courses to have multiple exit options the undergraduate degree courses will be of other 3 or 4 years duration, with multiple exit options. A certificate course after completing 1year in a discipline areas, or a diploma after 2years of study, or a bachelor degree after 3 year programme the 4 year multidisciplinary bachelors programme
- IIT's to become degree multidisciplinary institution, opening doors for humanities students
- Content will focus on idea, application, problem solving the mandated content will focus on key concepts ideas applications and problem solving teaching and learning will be conducted in a more interactive manner
- National scholarship portal for SC, ST, OBC students to be expanded
- HECI-common regulatory body for entire higher education commission of India (HECI) in the place of the university grants commission
- Indian sign language to be standardised across the country –Indian Sign Language (ISL) will be standardized across the country, the national and state curriculum materials developed for use by students with hearing impairment
- E-content in regional language-there will e-content in regional language apart from English and Hindi said khare. E-courses to be in eight major languages not just English and Hindi i. e., Kannad, Oriya, Gujarati, Bengali

2. Findings and Implications of NEP

In this new curriculum and structure the 10+2 model is replaced with 5+3+3+4 model covering upto the age of childrens 3-18 but this model may or may not be helpful for the students because of various age problems in children 3-18 years means some students may grab the content and early age and some not so it is difficult to some extent; All the students should go to balavatika that is pre-primary schools now a days most of the parents are sending their children to kids schools for their early development but compare to urban areas rural areas does not have a kids schools i. e., so the children in rural areas suffer more in their studies; skill development subjects to be taught in grade 6th but upto some extent the 6th grade children does not have enough capability to learn logical reasoning and mathematical reasoning;

Board exams must conduct twice a year is a great initiative to evaluate the students twice in a year like semester wise in every 6months such that students will get a good enthusiastic culture to learn.

Separation of students stream wise is to be done because the clear concepts of study can get to the students and especially every student should give equal chance to select their core subjects; pre primary education should provide atleast before one year but it is not possible for all schools in rural areas will not accept the students to take before the age of 5; students must get 360 degree evaluation time to time in all aspects like social values, ethical values behaviour, discipline, studies etc of his/her development because school

education is basic for developing a children as a good citizen; NCC in schooling process is also necessary because those who are interested in army, navy, air forces etc can choose in their fields immediately after completing school education; free entry process in Jawahar Navodaya Vidyalayas made all students to assess a good quality of education nationwide; now a days digital and online learning has importance due to pandemic situations not only the online learning in pandemic days students must get digital learning in their schools such that a student a learn more about technological skills from initial stages; as the curriculum content is reduced the burden on students is also reduced; the bag less days is a great initiative for students because as they lift heavy weights they are suffering from health problems in early days; at least 3 languages should be taught in early school level such that a student a survive in any of a country throughout worldwide easily.

The integrated B.Ed course degree in extended to 4years but it is unnecessary to get a degree in 4years by this a b. ed course may also be eradicated due to lack of admissions if it is increased to 4years; NTA providing high quality aptitude test to evaluate the students IQ levels to join in any course of study; multiple entry and exit programs and transferring of credits from one course to another may not be implemented because students may lack interest in particular course and does not have even one skill to do in their life b going to various fields of study; as a humatinies courses does not have its importance in south India the IITs offering and opening doors for humanities studies so that the course will get back its importance and students also get interest in those streams; scholarship for backward classes i.e., SC, ST, OBC will helpful for students to continue their higher education; Indian sign language and regional languages like English and Hindi also be taught in various colleges in India

3. Conclusion

As per government of India NEP-2020 initiatives the education will be valuable and ethical. The NEp has given its importance in all strems of its education it will be important for every student to get a quality education which is possible from national educational policy-2020. From school education to higher education in all aspects and sections the development of studies will be increased in a wide range GOOD EDUCATION PROVIDES A GOOD CITIZEN this is very grateful policy to look at a students as a good citizen

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