

NEP2020: A Pathway to Better Education

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Abstract: Today's India's higher education system is among the world's largest ones that consist of numerous challenges, some of which are quality of teaching-learning, lower graduate employability, research capacity and funding, poor governance, regulatory processes, and many more. Union Cabinet approved the NEP 2020 that provides a roadmap for meeting the previous challenges including creating an ecosystem for improving the quality of teaching, learning, and research. NEP implementation will require discarding the age-old practices of memorization and rote learning and adopting methodologies to go beyond textbooks. NEP's main purpose is to provide strength to the education system by making it inclusive, holistic, multidisciplinary, and overall development which means now students can have knowledge or mastery across fields through access to infrastructure and other facilities at the HEIs and newly introduced MERUs. Trained teachers also play a very important role in implementing a multidisciplinary curriculum. Teachers are adaptive to change and have a passion for learning, their ideas are limitless. NEP demands teacher freedom which results in students will encounter happy teachers and happy teachers will inspire students with double strength. They will cultivate free thinking among their students. The aim of NEP 2020 must be to change from syllabus completion to achieving learning outcomes and to shape an education system that benefits India's young ones. This paper focuses on the NEP2020 implementation that provides overall development of students which is the need of the near future and also the issue faced.

Keywords: *Multidisciplinary curriculum, HEI Teacher's role in NEP, Challenges in implementing NEP2020.*

1. Introduction

National Education Policy (NEP 2020): The Union Cabinet approved the National Education Policy (NEP) in July 2020 that will usher in sweeping changes to the education policy of the country, including a renaming of the Ministry of HRD as the Education Ministry [2].

The Union Cabinet has approved the new National Education Policy 2020 with an aim to introduce several changes in the Indian education system – from the school to the college level.

- Its aims at making “India a global knowledge superpower”.
- The Cabinet has also approved the renaming of the Ministry of Human Resource Development to the Ministry of Education.
- The New Education Policy cleared by the Cabinet is only the third major revamp of the framework of education in India since independence.
- NEP 2020 is the 21st Century's first education policy in India.

- The development of the creative potential of each student is emphasized in the National Education Policy 2020.
- The NEP 2020 mentioned the ancient scholars like Charaka and Susruta, Aryabhata, Bhaskaracharya, Chanakya, Madhava, Patanjali, Panini and Thiruvalluvar.
- The principles of National Education Policy 2020 as mentioned by the government are:
 - Flexibility
 - No hard separations between subjects, curricular and extra-curricular activities
 - Multi-disciplinary education
 - Conceptual understanding
 - Critical thinking
 - Ethical Values
 - Teachers as the heart of the learning process
 - The strong public education system

According to this, 45000 colleges and institutes will be given educational, administrative and financial autonomy. At the school level, there will be changes in board exam patterns like there will be more focus on real knowledge than book knowledge. More E-courses and virtual labs will be started in regional languages. After facing covid 19, in NEP 2020, the institute will focus on blended learning. The policy provides a framework for school education to higher education as well as vocational training in both rural and urban areas of India [5]. The policy aims to transform India's education system by 2040.

- Providing Universal Access at all educational levels, from preschool to secondary, through infrastructure support, creative education programmes to reintegrate dropouts into society, and monitoring of students' academic progress.
- Early Childhood Care & Education with New Pedagogical and Curricular Framework: The 10+2 structure of school curricula is to be replaced with a 5+3+3+4 curricular framework, which corresponds to ages 3–8, 8–11, 11–14, and 14–18, respectively, with an emphasis on Early Childhood Care and Education. In the new system, there will be three years of Anganwadi/preschool and 12 years of formal education.
- The emphasis on mother tongue, the local language, and regional language as the medium of education has been reinforced by the policy at least through Grade 5, but preferably until Grade 8 and beyond.
- Effective Teacher Recruitment and Career Path: Teachers will be hired using effective, transparent recruitment procedures. Promotions will be given on the basis of merit, and there will be a system in place for multi-source periodic performance evaluations and potential career routes to become educational administrators or teacher educators. Teachers have the capacity to implement the proposals of NEP 2020 for higher education with the limited resources provided by the Govt.
- In order to ensure that all resources, including as infrastructure, academic libraries, and a strong professional teaching community, are available, schools can be grouped into complexes or clusters, which will serve as the basic unit of government.

2. Multidisciplinary Education

The Multidisciplinary Educational approaches of NEP 2020 is a new concept that everyone wants from many decades. This policy has a major educational goal of increasing the gross enrollment of the Primary to the secondary education system of the country [1]. This is a very big and bold reform that will be implemented in the Indian education system. The focus of making education ‘**Multidisciplinary Educational**’ is a significant step that will benefit the students.

The flexibility to choose subjects from science and humanities with the abilities as well as art, fine art, and sports will give students a wide range of subjects and making a different to every student. National Education Policy 2020 has taken a lot of pain to flourish and nourish the students in their better growth. Now UG students can have flexible options, multiple entry and exit options and flexible curriculum, a creative combination of subjects, and also courses of their choices. Multidisciplinary Educational approach would be the India’s great contribution to the world. The NEP2020 formulation and implementation will play a significant role in the shaping of the future of the education system.

We must remember our ancient method of learning that was multidisciplinary and holistic and NEP 2020 is a compressive document and that’s main purpose is to improve the educational sectors by making it improve, holistic, Multidisciplinary Educational is extremely significant in the post-modern society of 21st century. Multidisciplinary learning is an innovative medium through which students can learn all subjects together. MERU (Multidisciplinary Education and Research Universities) is really helping to create a new MERU in education system. By 2030, every district will have one huge multidisciplinary college. Each higher education institution will have at least 3,00 students enrolled by the year 2030, and all of them will be multidisciplinary institutions. There should be at least one significant, multidisciplinary HEI in or near each district by 2030.

This approach provides students privilege to choose their subject course and programme from different institute. Student can discover their interest during teaching learning. Students has the ability to crave their own path.

Limitation: Varieties of subjects for each student may make the student feel lost.

As the students gained knowledge of different subjects, they gained knowledge of everything but not the master of anything.

The students may be confused about choosing subjects and courses.

Teacher training and curriculum design are difficult in the initial stage and also costly.

3. Issues in implementing NEP 2020

The main issues in implementing the NEP 2020 basically come under 2 categories one is financials and non-financials. Further the implementation issues faced in elementary education and issues faced in Higher Education are also variable.

- **Mindset change:** The current education system is a remnant of Britain and the industrial age. The shift in mindset affects more than one generation of parents, teachers, grandparents and educators. A generation focused on MINT education must make way for NEPs. The corporate world must also adapt and change its hiring and development policies.
- **Redesign and adoption of educational changes:** Education not only develops learners' cognitive skills, both "basic skills" such as reading, writing and mathematics, and "advanced" cognitive skills such as critical thinking, but also "soft skills" such as empathy. 'Social and emotional skills' also need to be developed. , courage, perseverance, leadership and team spirit.
- **Rethinking the evaluation:** Abitur exams offices should also reconsider student assessment criteria and identify appropriate learning content rubrics. How do you customize and implement seamlessly?
- **Education of educators:** Achieving such ambitious goals requires proper training of teachers, educators, and official staff, as well as the provision of a pool of good, motivating guides. Policies need to design learning ecosystems that take into account our country's geographical and cultural diversity and the different learning paces of each student.
- **Raise the bar for teachers:** To get into teaching, you need to hire top talent at all levels. And because it is teachers who truly shape the next generation of citizens, teachers must be reinstated as the most respected and important members of our society.
- **Financing and scaling new models:** By 2030, over 250 million students are expected to enroll in Indian schools. For a teacher-to-student ratio of 1:35 It is estimated that India needs over 7 million teachers to cope with this huge student population. These teachers must have a respected bachelor's degree. 12th pass of 1, 2 and 4 years, postgraduate and graduate programs.
- **Study or certificate/degree:** Flexibility in higher education models through the concept of multiple dropouts is an important step towards reducing the number of dropouts, but the question of the value of such certificates and diplomas still arises. Indian psychology has a close link between a job and a degree. So, to implement the new system, we must first dispel the old notion that a degree will get you a job.
- **Orientation to interdisciplinary education:** The existing education system precludes formal training and educational orientation for university educators. This urgently requires an overhaul of curriculum design to make it flexible and organic that allows for the teaching of basic and advanced thinking and skills at different levels of education. The policy aims to replace monodisciplinary institutions and create multidisciplinary institutions for higher education. The road to this goal is paved with good intentions.
- **Digital connection:** As we saw during the pandemic, we are calling for internet penetration in remote areas as e-learning is the way forward. Digital infrastructure for this purpose includes digital classrooms, competency-based online teaching models, AR/VR technology that bridges the gap between physical instruction and laboratory infrastructure, uniform assessment schemes in all schools, career Includes guidance sessions, and teacher training to navigate the new era. technology. This will continue to be a major challenge over the next decade.

4. Conclusion:

NEP2020 emphasize conceptual understanding, community participation, equity and inclusion, respect for diversity and local context, critical thinking and creativity and use of digital technology to the fullest. The mission is aspirational but the implementation roadmap will decide if this will truly foster an all-inclusive education that makes learners job ready. NEP 2020 is a great model but there are some issues in actual implementation like curriculum design and teacher training.

5. Reference:

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