

Examining Perception and Impact of National Education Policy 2020

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ABSTRACT

The National Education Policy 2020 may allow the education sector to take off despite the epidemic's stifling effects. Though the NEP announcement was met with scepticism by professionals in the field, it has the potential to put India on the map as a much-sought after educational destination. The National Education Policy 2020 ushers in a new age of educational changes and is meant to replace the previous education policy, which was drafted in 1986. For the first time, we have a policy that uses multiple-choice questions, cross-disciplinary instruction, and redos in an effort to free students from the shackles of bureaucracy. However, industry experts have studied the policy in great detail, leading to contrasting opinions. The goal of the strategy is to establish a reliable digital infrastructure inside the educational system that will keep classes running smoothly even in the face of extreme emergencies. The paper highlights the importance of education in today's society and the main positives and downsides of establishing a New Education Policy. The primary goals of this paper are to learn how well the New Educational Policy of 2020 is known, to learn how it is being received by the public, and to learn how the current state of the Educational Policy affects our ability to predict future needs in terms of trained personnel and financial resources.

Keywords: Education System, Policy, changes, Staff, Resources

I. INTRODUCTION

There are around 845 universities in India, while the country as a whole has over 40,000 higher education institutions (HIEs), indicating the general high fragmentation and many small sized HEIs in the country which are associated with these universities. Despite the fact that a diversified approach to higher education is a necessity in the 21st century, more than 40 percent of these smaller schools are discovered to be operating with a single programme of study. It is also stated that only 4% of colleges enrol more than 3,000 students yearly owing to regional imbalance and the quality of education they give, and that over 20% of the colleges have annual enrollment of less than 100 students, making them nonviable to increase the quality of education. The higher education (HE) system in India has become disjointed for many different reasons. If projections hold, India's GDP will reach \$10 trillion by 2030–2022, making it the world's third biggest economy at that time. Knowledge resources, not the country's natural riches, will clearly fuel the 10 trillion dollar economy. The current Indian government has chosen to overhaul the country's education system by creating a new, all-encompassing National Education Policy 2020. This follows the Prime Minister's recent appeal for India to make the most of the Fourth Industrial

Revolution. As outlined in the recently proposed National Education Policy 2020, the government of India plans to create an educational system that focuses on India and directly

India's central government has formulated a strategy called the National Policy on Education (NPE) to increase schooling opportunities for its citizens. The policy encompasses all levels of education in rural and urban India, from primary school to graduate school. For India, the first NPE was announced by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

After much debate, the Union Cabinet of India approved the National Education Policy 2020 (NEP 2020) on July 29, 2020. This document lays out the goals for the future of India's educational system. The previous National Policy on Education, 1986, has been replaced by this new policy. The plan offers a comprehensive framework for education from early childhood to higher education and professional preparation across rural and urban India. By 2021, the strategy intends to have reformed India's educational sector. NEP's language policy is more of a broad regulation and warning, and it is ultimately up to individual states, organisations, and schools to choose how that policy will be put into practise. The National Education Policy (NEP) 2020 mandates several adjustments to India's educational system. As soon as possible, it hopes to increase education spending as a percentage of GDP from the current low of about 4% to 6%.

A board of trustees, originally appointed by former Cabinet Secretary T. S. R. Subramanian and now responsible for implementing the New Education Policy, first began conducting interviews in January 2015. The draught NEP was produced in 2019 in response to a board report from June 2017 under the leadership of former Indian Space Exploration Association (ISRO) chief Krishnaswamy Kasturirangan. After several public hearings, the Service of Human Asset Development has released their 2019 Draft New Education Policy (DNEP). There were 484 pages in the draught NEP. The Service used an extensive interview process to develop the framework for the policy: A total of 2,500,000 suggestions were received from 2,500,000 gramme panchayats, 6,600 squares, 6,000 Metropolitan Neighborhood Bodies (ULBs), and 676 localities. The goal of the National Education Policy is to ensure that all children in the country have access to a high-quality education, with the tagline "National Education Policy 2020 envisions an India-driven education system that contributes directly to transforming our country reasonably into a fair and dynamic information society by providing excellent education to all."

II. NEP 2020: NEW EDUCATION POLICY TO REVAMP THE EDUCATION SYSTEM OF 21ST CENTURY

The Union Cabinet has approved the National Education Policy (NEP) 2020, which proposes several reasonable and motivational improvements to the educational system. The Union Cabinet has just approved the National Education Policy 2020 (NEP2020), which has the potential to radically alter the way education is delivered in the India of the 21st century. There are several parts and components of NEP 2020, all of which merit separate analysis and criticism. This short article focuses on higher education as a means by which India can reclaim its historic position as a global leader in the field of education by providing its citizens with a rigorous, application-based STEM education and by making comparable strides in relational abilities and relational characteristics.

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Insofar as the National Exploration Foundation (NRF) and the National Educational Innovation Discussion (NEID) are concerned, NEP 2020's goal and responsibilities towards creative activity in science and innovation are reflected (NETF).

Both the NRF and the NETF will play crucial roles in collaborating to enhance research on critical thinking and the development of technologically sophisticated learning materials, as well as in exploring novel applications of technology for the benefit of students and researchers.

III. RESEARCH METHODOLOGY

- **Research Design**

The researcher used a questionnaire to collect primary data from members of the general public, and also consulted secondary materials such books, journals, online sites, articles, and newspapers. In this study, we employ an empirical approach.

- **Participants**

There are a total of 200 samples, all of which were collected quickly and easily. The researcher's sample frames consist of a wide range of students and their parents, most of whom are from rural areas.

- **Data Collection tools**

As the COVID-19 lockdown protocols were in effect, data from the participants was collected using Google Forms. After gathering the data, SPSS was used to conduct statistical analysis. The researcher employs graphs as a statistical tool.

IV. DATA ANALYSIS

Statement 1: Does this new changes in education could bring out many practical implications and challenges?

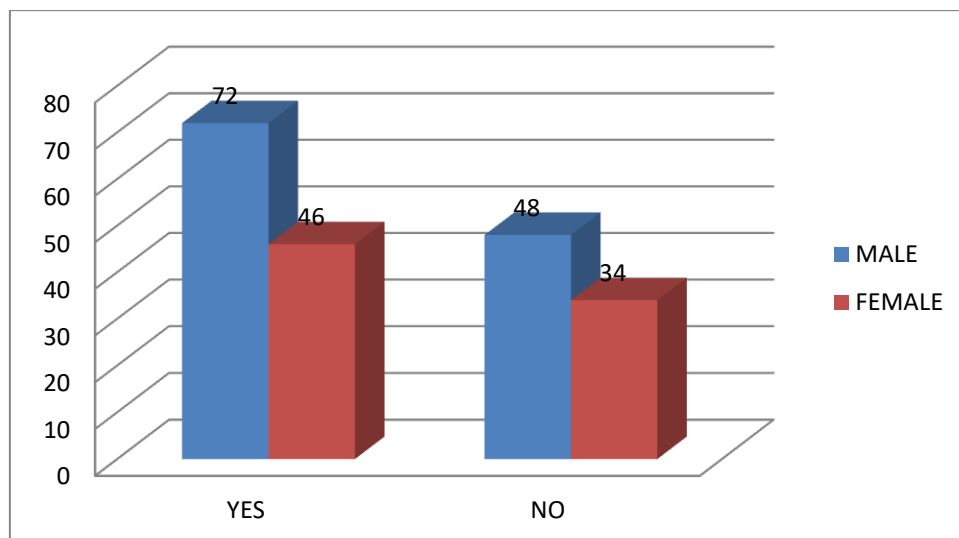


Figure 1: Respondents view on Statement 1

The study reveals interesting information on the gender gap in occupations as well as the respondents' thoughts on whether or not the recent educational reforms have any real-world implications or difficulties. It is difficult to bring out many practical consequences and obstacles in the implementation of the NEP, and the majority of respondents who identified as male agree with this assessment.

Statement 2: How do you agree with the new changes that were brought up in education?

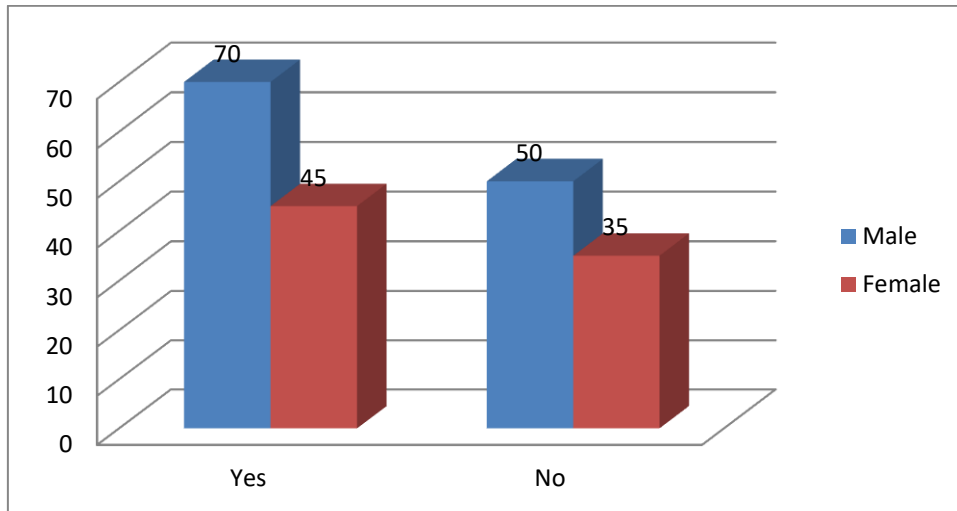


Figure 2: Respondents view on Statement 2

The study shows the gender and occupational breakdown of respondents, as well as their views on the factors that determine whether or not they approve of recent educational reforms. Respondents included men and women from both the public and commercial sectors, and an unprecedented number of replies were received from each.

Statement 3: Is it easy to bring about sudden changes in the educational level without adequate trained staff and resources?

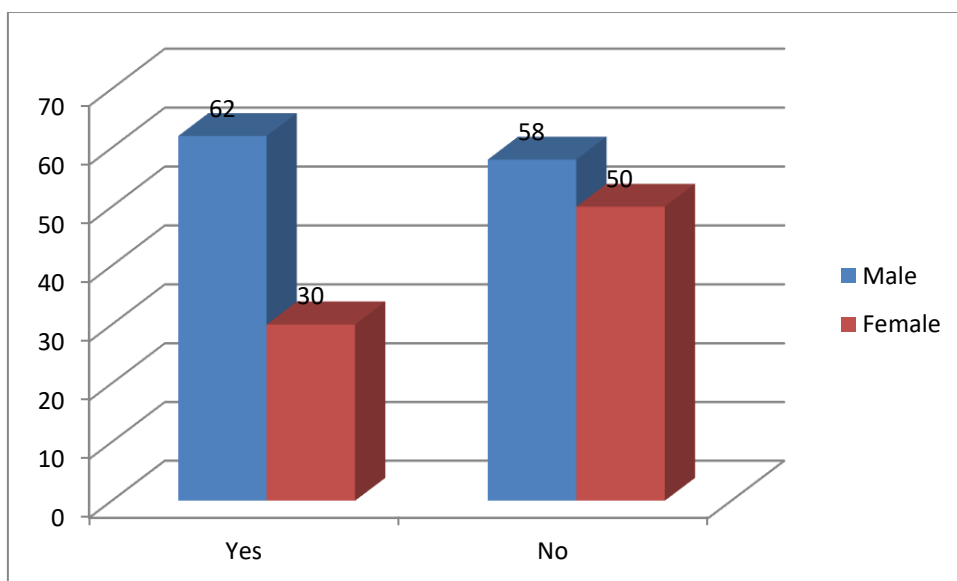


Figure 3: Respondents view on Statement 3

Results show that there is a significant gender gap in respondents' perspectives and evaluations of how feasible it would be to implement rapid changes in educational standards in the absence of suitably educated personnel and sufficient funding.

V. CONCLUSION

Superior schooling is a crucial factor in determining a country's economic health, social standing, openness to new ideas, and moral character. It is the responsibility of the government's education department to enhance GER so that all citizens are credited for their financial support of higher learning. Opening up higher education to the private sector while simultaneously enforcing stringent restrictions to maintain quality in all higher education institutions is a key component of the Public Training Strategy of India 2020, which is working towards achieving this goal. NEP-2020 is expected to achieve its goals by 2030 through the use of merit-based confirmations with free-ships and grants, merit- and exploration-based persistent entertainers as employees, and legitimacy-based demonstrated pioneers in managing bodies, as well as rigorous observing of value through biennial accreditation dependent on self-statement of progress through innovation-based checking. All existing institutions of higher learning that are now categorised as affiliated schools will either grow into fully autonomous institutions with the authority to award degrees in their own right or become constituent schools of their subsidiary colleges. The Public Exploration Establishment is a nonprofit that will provide funding for artistic endeavours in underfunded fields of study like the natural sciences, the social sciences, and the humanities. Changes in the higher education system will be led by students, who will be given more freedom to select interdisciplinary concentrations and unifying core courses. Inside the framework of the provided strategy, workers also have the freedom to choose their own learning strategy, pedagogical approach, instructional method, and assessment methods. These adjustments will start in the 2021–22 academic year and continue until the year 2030, when the bulk of the impact is expected to be evident. Therefore, the Indian higher education system is shifting its focus from teachers to students, from information to data, from marks to abilities, from evaluation to exploration, from learning to investigation, and from competencies to decisions.

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