

“An Empirical Study on NEP 2020's [National Education Policy] Effects on Stakeholders, Specifically the Future of the Indian Educational System”

Prof. Kothiram N. Girsawale
Dr. Ambedkar Institute of Management Studies and Research, Nagpur
Email:- kothiramgirsawale@gmail.com

Prof. Deepmala Gupta
Zulekha College of Commerce, Science and Technology
Email:- deepa_gupta12@yahoo.co.in

Abstract:

Education has a significant impact on how a nation is built; it determines the nation's future and the fate of its citizens. In terms of the nation's and the citizen's growth and development, the impact will be long-lasting. In the current environment, the relevance and role of education cannot be disregarded. If we contrast the pre- and post-independence eras, we can see the progress and development. The Indian government will change the way we learn after 34 years; this is the third reform to the education policy. The new National Education Policy 2020 has numerous measures that would undoubtedly affect all parties involved. In this essay, the author will examine National Education Policy 2020 and its effects on the stakeholders while also attempting to raise awareness of the policy's potential future effects. To do this, the author will analyse a series of questions that have been posted on various social media platforms.

Brain Impression [brainimpression@outlook.com] is supporting this study. By using the well-established Dermatoglyphics technology, Brain Impression is striving to examine the untapped potential skills of a child or adult to determine the proper path to success.

Keywords: Future of Indian Education, National Education Policy 2020, Effects on Stakeholders, Indian Education Students, teachers, and parents are all included in NEP 2020.

INTRODUCTION

Since ancient times, India has been associated with a renowned educational system. We are all extremely familiar with the Gurukul way of education delivery. After post-independence, some changes in the Indian educational system have been noticed as time progresses. The initial education policy was established in 1968, followed by revisions in 1986 and 1992, and ever since then, we have been adhering to the same educational model for the past 34 years.

In 2020, the Indian government has suggested a new education strategy after 34 years. The proposed system has the support of the cabinet, and it will shortly be approved by the two houses and the president in order to take the form of a law that will be implemented throughout the entire Indian educational system.

Although it will take some time for things to take their final form, the majority of what has been suggested will remain the same or may change depending on the situation. Students, parents, educationalists, and many other people who are directly or indirectly involved in the education sector presented recommendations for this policy, which was adopted. For the first time in India, such extensive engagement was conducted prior to making any policy recommendations.

INDIAN EDUCATION SYSTEM

The current educational system has been in operation for the previous 34 years, and after NEP 2020 is supplemented in subsequent years, a fresh, dramatic overhaul will be seen in 2020.

Numerous improvements and adjustments have been approved, implemented, or adjusted in the educational system, from the Gurukul system of instruction to the British-influenced school system. There are many notable changes that could have some anticipated positive effects, such as the old 10 + 2 system being replaced by the new 5 + 3 + 3 + 4 system, and another significant change is that the stream system [of arts, sciences, and commerce] has been eliminated so that students are now free to choose the available combination of subjects.

The nation's educational system must provide students with the necessary skills and readiness for the future so that they can succeed both on a personal and a communal level in the future and contribute to a prosperous and developed country overall. It is anticipated that removing subject stream restrictions and granting students freedom to choose what they want to learn will enable them to flourish in that field. Indian educational institutions, both public and private, teachers and professors, pupils and parents are just a few of the many participants in the system.

INDIAN EDUCATION POLICIES

After gaining independence, India had two significant changes to its educational policies, the first in 1968 and the second in 1986. A third change is being suggested for 2020. Changes are made in accordance with the requirements of the moment. Following independence, the primary goal of Indian education policy was to educate and literate the populace, which raised India's skill level to that of the rest of the globe.

1968

In 1968, the government of Prime Minister Indira Gandhi released the first National Policy on Education, which called for a "radical restructuring" and suggested equal educational opportunities in order to achieve national integration and greater cultural and economic development. This policy was based on the report and recommendations of the Kothari Commission (1964–1966). According to the policy, all children up to the age of 14 were required to attend school, in accordance with the Indian Constitution. Teachers were also required to have specialized training and certification.

The "three language formula" to be used in secondary education—the teaching of Hindi, the official language of the state where the school was located, and English—was outlined in the policy, which called for a concentration on the acquisition of regional languages. In order to bridge the gap between the elite and the common people, language instruction was considered to be crucial. The policy aimed for uniformly encouraging Hindi use and acquisition in order to foster a single language for all Indians, despite the fact that the choice to designate Hindi as the national language had generated controversy. The ancient Sanskrit language, which was regarded as a crucial component of India's culture and legacy, was also supported by the strategy.

1986

A new National Policy on Education was announced in 1986 by the Rajiv Gandhi-led administration. In particular, for Indian women, Scheduled Tribes (ST) tribes, and Scheduled Caste (SC) communities, the new policy called for "special attention on the eradication of inequities and to equalize educational opportunity." The policy called for increasing scholarships, adult education, hiring more teachers from the SCs, providing incentives for low-income families to send their children to school regularly, developing new institutions, and offering housing and services in order to achieve this level of social integration.

In order to strengthen primary schools across the country, the NPE called for a "child-centered approach" in primary education and launched "Operation Blackboard." The policy added the 1985-founded Indira Gandhi National Open University to the system of open universities. In order to foster economic and social development at the local level in rural India, the strategy also called for the

establishment of the "rural university" model, which was inspired by the ideas of Mahatma Gandhi. The 6% of GDP allocated to education in the 1986 education policy

1992

The P. V. Narasimha Rao administration changed the National Policy on Education from 1986 in 1992. Based on his United Progressive Alliance (UPA) government's "Common Minimum Programme," former prime minister Manmohan Singh changed his strategy in 2005. In accordance with the National Policy on Education (NPE) of 1986, the Programme of Action (PoA) of 1992 envisioned holding a common entrance exam for admission to professional and technical programmes nationwide.

Government of India Resolution dated 18 October 2001 established a Three-Exam Scheme (JEE and AIEEE at the National Level and State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions with an option to join AIEEE) for admission to Engineering and Architecture/Planning programmes. This addresses the various admission requirements for different programmes and aids in maintaining professional standards. Additionally, this eliminates issues with overlaps and lessens the physical, mental, and financial strain that many admission exams place on students and their parents.

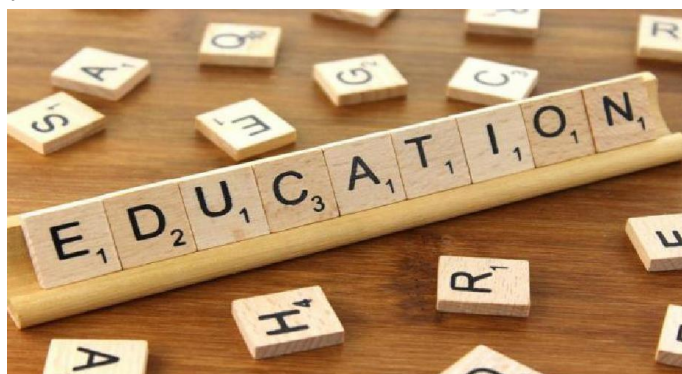
2020

Government of India Resolution dated 18 October 2001 established a Three-Exam Scheme (JEE and AIEEE at the National Level and State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions with an option to join AIEEE) for admission to Engineering and Architecture/Planning programmes. This addresses the various admission requirements for different programmes and aids in maintaining professional standards. Additionally, this eliminates issues with overlaps and lessens the physical, mental, and financial strain that many admission exams place on students and their parents.

A new National Education Policy was adopted by the government on July 29, 2020, with the intention of making a number of modifications to the current Indian educational system.

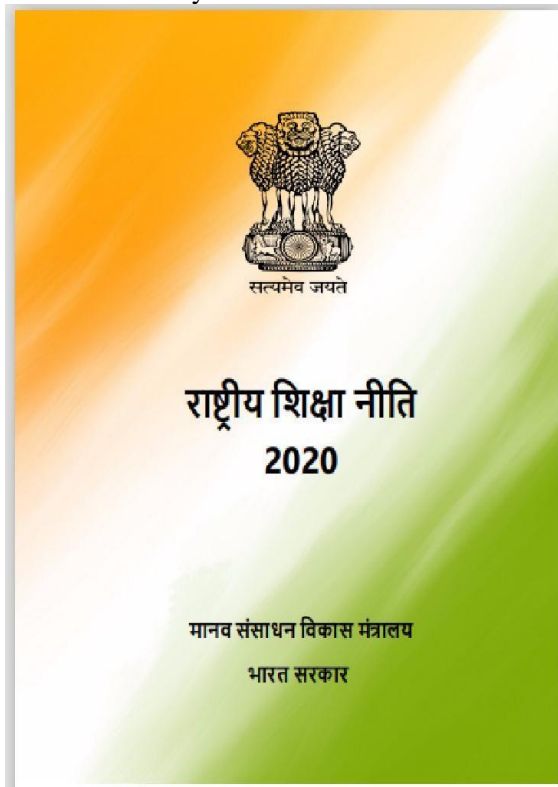
If we examine previous policies, we can see that there have been some gradual changes over time. The emphasis is now more on education, with efforts to improve primary education, hire more teachers from socially disadvantaged classes, hold national entrance exams for engineering colleges, and replace the outdated 10+2 education system with the 5+3+3+4 system in the proposed NEP 2020. It's a drastic adjustment that has never been made before, and the author will explore some additional suggested improvements in the section after this one.

The Indian government will propose NEP 2020, or the National Education Policy, in the year 2020. Due to COVID-19 and its repercussions on the economy, as well as the drastic reforms suggested in the Education Policy, the year 2020 will live on in the minds of the people. All of the stakeholders, including students, teachers, educational institutions, and parents, as well as the society and the country as a whole, will be impacted by the changes. Since the foundation of each nation's success is its educational system.



India is not immune to this culture since many of our smart people are employed by well-known international companies. Many western countries' success is attributed to their educational systems and the brain drain from other nations. India has one of the largest populations and the most diverse cultures in the world. One of the largest educational systems in the world, the Indian educational system will transform and influence the country's destiny.

The following are the main characteristics or suggested modifications specified in the National Education Policy 2020

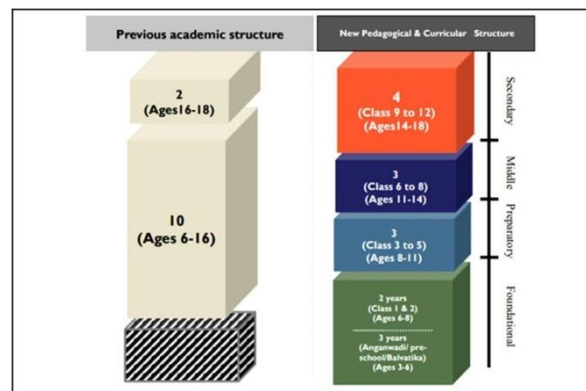
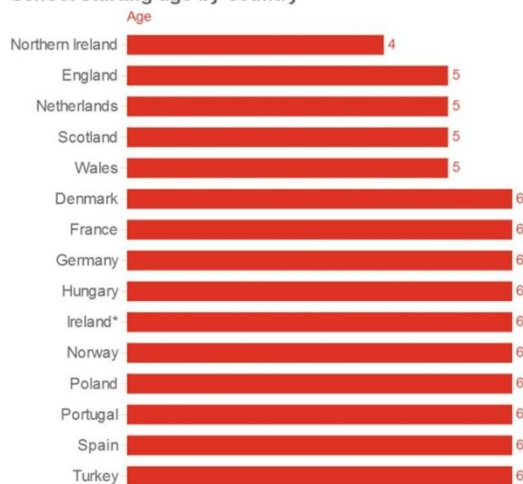


INDEX		
No.	Contents	Page No
	Introduction	3
	SCHOOL EDUCATION	6-30
1	Early Childhood Care and Education: The Foundation of Learning	5
2	Foundational Literacy and Numeracy: An Urgent & Necessary Pre-requisite to Learning	7
3	Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels	9
4	Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Inclusive, Enjoyable, and Engaging	10
5	Teachers	18
6	Equitable and Inclusive Education: Learning for All	23
7	Efficient Resourcing and Effective Governance through School Complexes/ Clusters	26
8	Regulation and Accreditation of School Education	27
	HIGHER EDUCATION	30-49
9	Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System	30
10	Institutional Re-structuring and Consolidation	31
11	Towards a More Holistic Education	33
12	Optimal Learning Environments and Support for Students	35
13	Motivated, Energised, and Capable Faculty	38
14	Equity and Inclusion in Higher Education	39
15	Teacher Education	40
16	Re-imagining Vocational Education	41
17	Professional Education	43
18	Promoting high quality research: National Research Foundation	44
19	Effective Governance and Leadership for Higher Education Institutions	46
20	Transforming the Regulatory System of Higher Education	47
	OTHER KEY AREAS OF FOCUS	49-56
21	Adult Education	49
22	Promotion of Indian Languages, Arts, and Culture	51
23	Technology Use and Integration	54
	MAKING IT HAPPEN	56-60
24	Establishing an Apex Advisory Body for Indian Education	56
25	Financing: Affordable and Quality Education for All	58
26	Implementation	59

Image 1 displays the NEP 2020 cover and index.

NEP 2020, is divided into four major sections. As the proposal of New Education Policy focuses on all the major areas like School Education that includes Pre-school education too and Higher Education and other key areas of focus. It also talks about how it is going to implement and establishing of new bodies to regulate the structure. NEP 2020, address the following challenges facing the existing education system:

School starting age by country



A 5+3+3+4 curricular frameworks will take the place of the current 10+2 structure in school curricula, which corresponds to ages 3–8, 8–11, 11–14, and 14–18, respectively. Twelve years of formal education will be followed by three years of Anganwadi and preschool.

- For children up to the age of eight, NCERT will create the National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE).
- The Education Ministry is required by NEP 2020 to establish a National Mission on Foundational Literacy and Numeracy. In order to achieve universal foundational literacy and numeracy for all students by grade 3 by 2025, each state will create an implementation plan.
- Every state and district will be urged to open "BAL Bhavans" as a special daytime boarding school where students can engage in play, profession, and art-related activities. Infrastructure from free schools can serve as Samajik Chetna Kendras.
- Independent State School Standards Authorities will be established by States and UTs (SSSA). Through talks with all interested parties, the SCERT will create a School Quality Assessment and Accreditation Framework (SQAAF).

NEP 2020 seeks to add 3.5 crore new seats to higher education institutions and raise the Gross Enrolment Ratio in higher education, including vocational education, from 26.3% in 2018 to 50% by 2035.

The policy calls for a multi-disciplinary, comprehensive approach. Flexible curriculum, inventive topic pairings, the incorporation of vocational education, numerous entry and exit points, and suitable certification should be included in undergraduate education.


- Academic credits from various HEIs will be digitally stored in an Academic Bank of Credit that will be used to transfer and use those credits toward the final degree attained.

Interdisciplinary Education and Research Universities (MERUs), on par with IITs and IIMs, should be established as the nation's best examples of multidisciplinary education at the highest levels of international standards.

- Ineffective independent teacher education institutions will face harsh punishment (TEIs).
- The National Scholarship Portal will be expanded to track the progress of students receiving scholarships.
- A National Mission for Mentoring will be established, with a large pool of outstanding senior/retired faculty who would be willing to provide short and long-term mentoring/professional support to university/college teachers.
- The NEP suggests creating the Indian Institute of Translation and Interpretation (IITI), National Institutes for Pali, Persian, and Prakrit, expanding all language departments at HEIs, and using mother tongue/local language as a teaching medium in more HEI programmes.

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

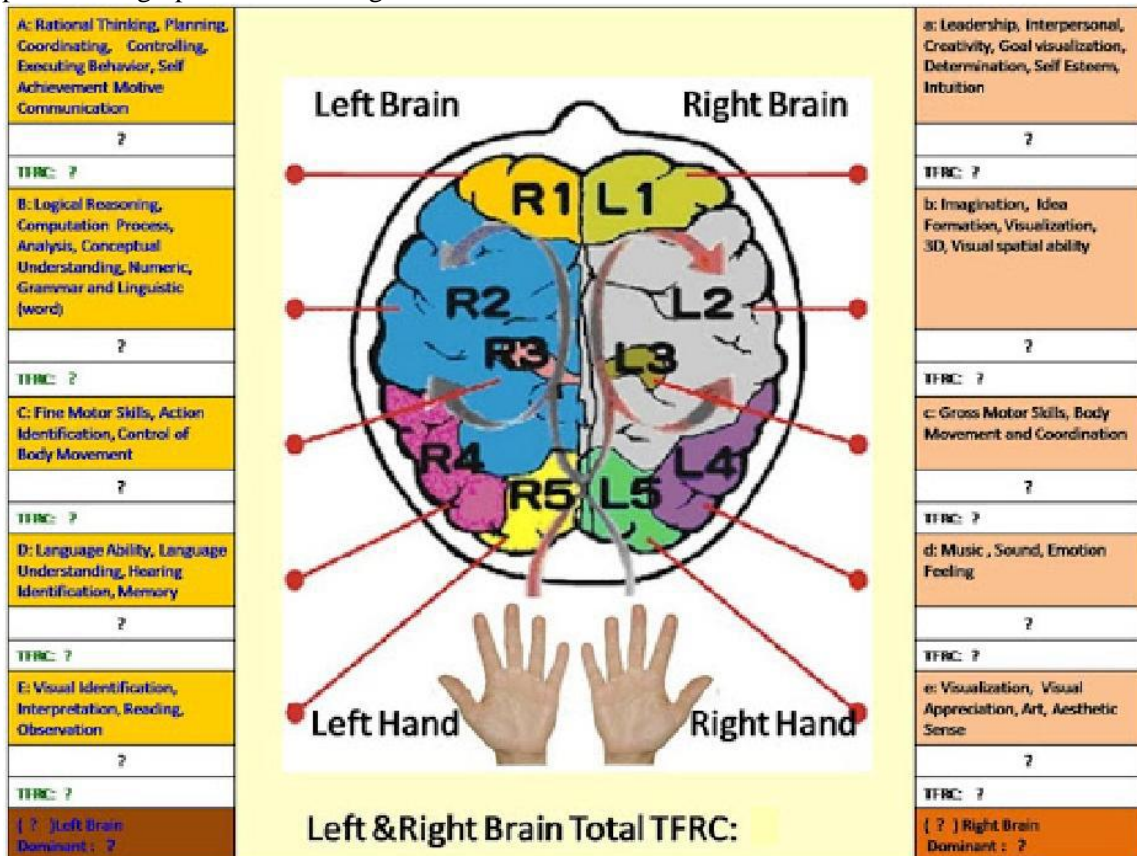
Through institutional partnerships, professor and student mobility, and enabling admittance of international students, the internationalization of education will be facilitated. Top-ranked universities from around the world will establish campuses in India. Independent technical, medical, legal, and agricultural universities, for example, would strive to develop into multidisciplinary institutions.



Image. 5. Showing the Finger Print. Source: Internet

The third and fourth months of foetal development are when an individual's skin begins to grow ridges.

A person's fingerprints don't change over the course of a lifetime.



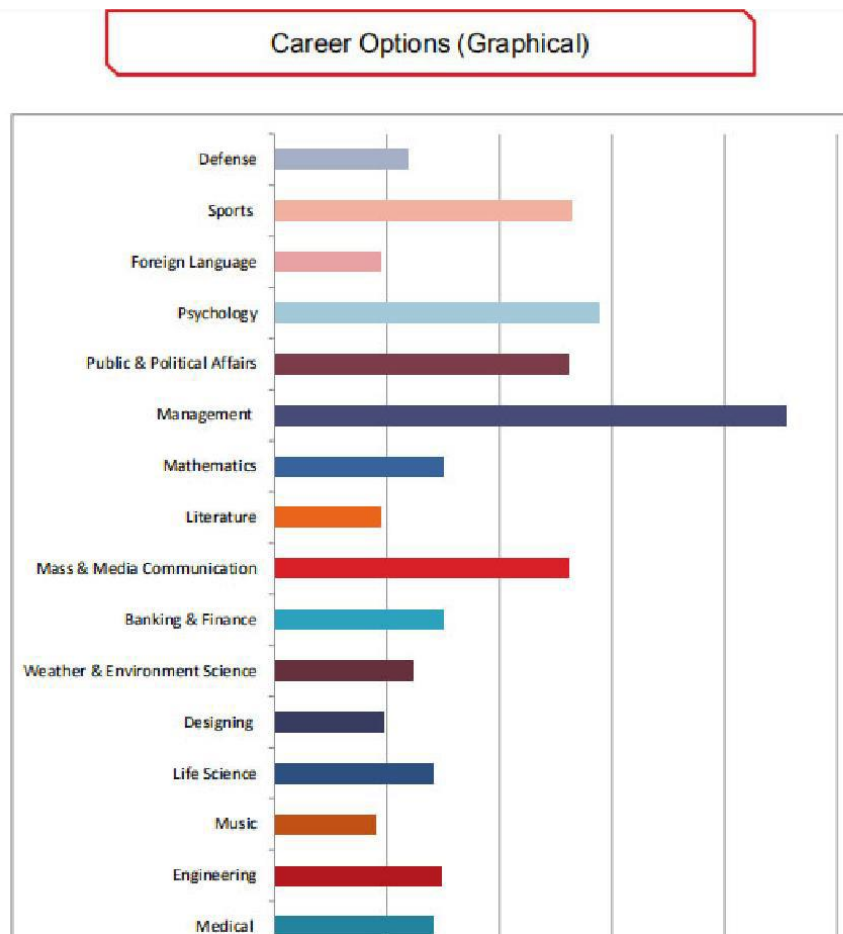


Image. 6. Showing the DMIT Sample Report – Career Options.

Source: Brain Impression

COMPARATIVE AND INTERPRETATIVE

Although this was the most recent topic, a thorough investigation was still necessary due to the obvious facts and data. NEP 2020 will have an impact on how students live their lives, how teachers operate, and how the facilities and infrastructure of educational institutions alter. Due to their prior exposure to the outdated educational system, which has been in place for the previous 34 years, parents must adjust their mentality to the changes. All things considered, this represents the upcoming transformation to the educational system. To fully comprehend it, the author has developed a series of survey questions that have been distributed via email, social media, and other channels to as many people as possible. The questions seek to ascertain whether respondents are aware of the NEP 2020 and what they think of the changes that have been suggested to the policy.

Although it wasn't required, the first of the series' questions asked for the responders' email addresses. It was just emphasized to emphasize the respondent's responsibility to consider the questions carefully and provide an accurate response. Since mail-id is associated, it is anticipated that the responses will likely be more severe.

SUMMARY AND SUGGESTIONS

It would take a lot of effort to complete the Indian government's ambitious plan to reform Indian education. After 34 years of education, there was a gap between industry and academics that needed to be closed. This gap resulted in the generation of talented and educated students who couldn't find employment in the corporate world, leading to either unemployment or underpaying if they did. In

both scenarios, a person becomes frustrated, which might result in depression and other comparable conditions. The new education policy is only a proposal; thus adjustments may be necessary before or after implementation depending on how the policy performs in practice. Nearly every suggestion made for NEP 2020 has the potential to succeed and benefit all stakeholders in the long run.

A novel idea is the introduction of vocational programmes, which would also lessen the pressure of board exams, introduce new subjects, break down the wall between streams, and do many other beneficial things. Students can now select the subject combinations they want to take, which means that they will actually learn what they want to learn. The educational system has moved its emphasis from teaching students what it wants them to learn to teaching them what they want to learn based on their choices and preferences. The Dermatoglyphics can show pupils' innate skills and talents when deciding on suitable topics of study. Over the course of a person's lifetime, their fingerprints don't alter. There are more chances for success if a person organizes the selection of subjects in accordance with their skill set and intrinsic talent.

The last words to sum up are that it is still just a suggestion, but in the next several months it will take on its final form and be prepared for implementation. Just wait and see how the NEP 2020 turns out as the ideas are put into practice on a practical level to see the results.

REFERENCES

Kurien, Ajay & Chandramana, Sudeep. (2020). Impact of New Education Policy 2020 on Higher Education. 10.6084/m9.figshare.13332413.v1.

Kumar, Suman. (2021). New Education Policy 2020.

..., T.Sundararasan. (2022). Threats in New Education Policy 2020.

Ghosal, Mainak Ghosal & Chakraborty, Arun. (2021). THE NEW EDUCATION POLICY & THE ROLE OF CONSULTANCY.

Sultanpur, Manikamma. (2021). V7I2-1524 pillars of new education policy. 7. 909-901.

Bandgar, Vilas. (2021). Comparative study of New Education Policy 2020 with National Education Policy, 1986. Proceedings Journal of Interdisciplinary Research. Special Issue 89. 16- 19.

Kalyani, Pawan. (2020). An Empirical Study on NEP 2020 [National Education Policy] with Special Reference to the Future of Indian Education System and Its effects on the Stakeholders :: JMEIT. 7. ISSN : 2394-8124. 10.5281/zenodo.4159546.

Prajapati, Alpesh. (2022). Higher Education, New Education Policy and Effective Teaching: Issues and Challenges. International Journal of Cancer. 2456-4184.

Chakraborty, Sharmistha & Panda, Abhisek. (2022). REFRAMING THE TRAJECTORY OF HIGHER EDUCATION AND RESEARCH THROUGH THE NEW EDUCATION POLICY (2020) IN INDIA.