



A REVIEW OF THE NEW EDUCATION POLICY 2020'S IMPACT ON PROFESSIONAL EDUCATION

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ABSTRACT

The National Education Policy 2020 (NEP 2020) is being developed to reform the professional education system and lay forth a road map for a new India. The emphasis on boosting student enrollment throughout educational institutions, as well as the goal of making significant improvements, indicate a commitment to addressing 21st-century concerns. The report focuses a lot on NEP 2020's progressive nature and how, with proper execution, it might position India as a global leader in education by 2030. A thorough assessment of the available literature forms the basis of this exploratory study that uses secondary data. A thorough plan for transforming India's educational system is called the National Education Programme (NEP). Significant changes are intended to be implemented at every stage of professional education, from elementary school to graduate school. The goal is to reduce reliance on imports, encourage indigenous manufacturing and innovation, and make India self-sufficient in several areas. It entails giving them an education that is well-rounded and that fosters critical thinking, problem-solving abilities, and an inventive spirit in addition to imparting knowledge. This study examines the many policies that promote a holistic and adaptable approach to learning, emphasizing critical thinking, creativity, and practical skills. The National Education Policy as a tool to not only enhance the education system but also align it with the goals of self-reliance and equipping the youth to navigate the challenges of the future effectively. It may involve incorporating elements in the education system that promote entrepreneurship, innovation, and a strong foundation in both traditional and emerging fields.

Keywords: Self-sufficient, problem-solving skills, technological advancements, entrepreneurship & critical thinking

INTRODUCTION

The National Policy on Education (NEP) of the Government of India aims to integrate common or ordinary people into society as well as advance education as a whole across all socioeconomic classifications. The scope of this policy is more expansive, embracing not just urban but also rural settings, ranging from elementary school education to higher education institutions that specialise in specific areas. First proposed and distributed by the Government of India in 1968, the NPE was followed by two significant reformative policies in 1986 and 2020, respectively, with the announcement of the third major policy by the country's current prime minister, Narendra Modi (Govt. of India, 2020). NEP-2020, the National Educational Policy India's objective is to support developmental imperatives to overcome its challenges and achieve the fourth United Nations Sustainable Development Goal.

New Education Policy 2020 was presented to the public by the Indian government. It aimed to provide everyone with a top-notch education while transforming our country sustainably into a just and dynamic knowledge society. It is an encouraging start that will fundamentally alter India's educational system and make it more contemporary, egalitarian, and progressive.

To realize human potential, build a just and equitable society, and further national advancement, high-quality education is crucial. In terms of economic growth, social justice and equality, scientific and technological advancement, national integration, and cultural preservation, India's continued ascent and leadership on the international scene depend heavily on the provision of universal, high-quality education. Significant changes in knowledge and work settings are currently occurring throughout the world. In this case, the school system has to help kids grow as people, teach them to be moral, sensible, kind, and considerate, and prepare them for well-paying jobs. Revisions have the potential to bridge the gap between the needed and present levels of learning outcomes.

The country's educational system may undergo a complete overhaul thanks to the bold and significant reforms that the National Education Policy 2020 (NEP 2020) would bring about. It will significantly alter the Indian educational system.

Vision

- NEP 2020 aims to establish the world's finest education system, rooted in Indian culture and in keeping with the concepts discussed in the discussion that follows, transforming India into a global powerhouse of knowledge.
- The serious issues that have beset the Indian educational system for long years must be addressed by NEP 2020.

Scope of NEP 2020:

- Poor primary education literacy and numeracy outcomes: Despite spending five years in school, 50% of students do not possess fundamental numeracy, or the ability to comprehend and manipulate numbers. This is according to multiple reports. NEP 2020 sees foundational learning as a key component aimed at helping students develop a range of abilities and skills.
- In middle and secondary education, there are high dropout rates and uneven curricula. Ministry data shows that during the past three years, secondary school dropout rates have increased in several states.
- Dropouts can be caused by several factors, such as living far from school, being ill, or experiencing hardship. Moreover, there are notable disparities in dropout rates among states, gender, ethnicity, and class. Since, the Gross Enrolment Ratio (GER) has likewise been drastically falling.
- Lack of a multidisciplinary approach and rigidity in topic selection and assessment characterizes higher education, which results in skill shortages. Higher education institutions are witnessing an increase in dropout rates. The Gross Enrolment Ratio (GER), which is still less than half of that in middle and secondary education, is also decreasing at the same time. Thus, many students are not pursuing further education. Therefore, the main objective of the policy is to raise GER in higher education institutions while decreasing dropout rates.
- Additionally, responsibilities pertaining to early childhood education, curriculum development, language and medium of teaching, preparation of teachers, evaluation of teachers, assessment pattern and evaluation, and evaluation of teachers and test style are the main areas of concentration for NEP 2020. The establishment of a new assessment centre that would be known as PARAKH (Performance, Assessment, Review, and Analysis of Knowledge Related to Holistic Development) is something that is strongly suggested.

OBJECTIVES OF THE STUDY

The objective of this research is to review the New Education Policy 2020's impact on Professional Education and examine the many policies that promote a holistic and adaptable approach to learning, emphasizing critical thinking, creativity, and practical skills.

METHODOLOGY

A descriptive approach was taken for this study. The secondary data that was necessary was collected from a wide range of websites, including those belonging to the Indian government, periodicals, journals, and other publications within the field.

ANALYSIS AND DISCUSSION

The goal of education should be expanded by NEP 2020 to include developing a student's character and producing a well-rounded person with essential 21st-century abilities. From preschool to higher education, it intends to identify particular values and abilities that should be integrated across all learning stages.

This policy is based on the following principles: accountability, affordability, quality, equity, and access.

- The policy is unwavering in its conviction that education should create extraordinary people with the capacity for reasoned decision-making and behaviour, empathy and compassion, bravery and fortitude, scientific temper and imaginative creativity, as well as strong moral principles and values.
- Our goal is to create citizens that are active, creative, and contribute to building an egalitarian, inclusive, and plural society that aligns with our Constitution.
- This strategy is based on the ideas of flexibility, allowing students to select subjects and programs that match their interests and talents.
- Removes hierarchies and silos between learning areas, including arts and sciences, curricular and extra-curricular activities, and vocational and academic.
- Preparing pupils for a diverse society through multidisciplinary education that includes the social sciences, humanities, arts, and sciences.
- Give intellectual comprehension a higher priority than memorization, creativity, ethics, critical thinking, and human/constitutional values like respect and empathy.

Among other things, the NEP 2020 tackles professional education, namely the need to revive and develop Professional Courses in agriculture, law, healthcare, and technology. Experts make major contributions to the growth of any economy. Professional courses, according to the NEP, should contain education in discipline, ethics, and the importance of public purpose, as well as practice instruction. It must also include debate, research, innovation, and critical and diverse thinking. The scope of professional education should expand beyond course specialisation. Professional education is an important part of the overall higher education system. Universities in agriculture, law, health sciences, technology, and other fields should seek to be multidisciplinary institutions.

NEP 2020 covers the following professional education areas:

- **Education in Agriculture and Veterinary Sciences:** We plan to reinstate agricultural education and other relevant professions. Although agricultural colleges account for approximately 9% of all universities in the country, less than 1% of students enrolling in higher education pursue degrees in agriculture and associated sciences. The capacity and quality of agriculture and adjacent fields need to be enhanced in order to raise agricultural productivity. This can be accomplished by increasing the number of competent graduates and technicians employed in agriculture, conducting creative research, and implementing market-based extension programmes that pertain to technologies and practices. Professionals working in the fields of agriculture and veterinary medicine will receive significantly more training through programs related to general education. The purpose of agriculture education will be to generate professionals who can interpret and use traditional information.

- **Education in Law:** To provide justice more quickly and widely, legal education must be competitive on a global scale, embracing new technologies and best practices. In addition, it needs to be enlightened and guided by the Social, Economic, and Political Justice ideals found in the Constitution, with an emphasis on national rebuilding via the application of democracy, the rule of law, and human rights. The social and cultural circumstances must be suitably and adequately reflected in legal studies curricula, together with the evidence-based treatment of the history of legal thought, justice principles, jurisprudential practice, and other related topics. To prepare future solicitors and judges, state institutions that provide legal education should think about providing bilingual instruction in both English and the state language of the location of the institution.
- **Medical Education:** The course, format, and design of healthcare education programmes need to be rethought to better align with the roles that its graduates would be expected to play. In order to prepare them for employment in primary care and secondary hospitals, students will undergo periodic assessments based on predetermined criteria. Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homoeopathy (AYUSH), and vice versa, must be fundamentally understood by all students of allopathic medical education, as people make pluralistic choices when it comes to their healthcare. This means that our healthcare education system needs to be integrative. All forms of healthcare education will also place a lot more focus on community medicine and preventive healthcare.
- **Technical Education:** Degrees and diplomas in engineering, technology, management, architecture, town planning, pharmacy, hotel management, catering technology, and other subjects essential to India's development are included in technical education. The need for highly trained individuals in these sectors is expected to increase, and to support innovation and research in these areas, stronger ties between higher education institutions and business will be necessary. The impact of technology on human endeavors is also expected to lower the boundaries that separate other areas from technical education. It is therefore anticipated that technical education will be provided in interdisciplinary educational settings and programs, with a renewed focus on opportunities for meaningful disciplinary interaction.

Conclusion:

With a view to establishing a new education system that will empower young people and boost their self-assurance in their capacity to generate new knowledge, skills, and human values to address present and future issues and challenges facing a civilised society through their enhanced inventiveness and tech-savvy, India is prepared to roll out the National Education Policy 2020 guidelines nationwide. It is widely acknowledged that technology, which is just the application of scientific ideas, possesses the potential to increase everyone's standard of life in this universe, with high-quality education acting as the foundation. The purpose is to provide professional education that is founded on values, knowledge, and skills so that they can become self-sufficient and self-dependent.

In order to establish how successfully the new education policy performs in bringing about a coherent structural transformation, the goals of a number of other policy initiatives undertaken by the government, including 'Digital India', 'Skill India', and the 'New Industrial Policy', to mention a few, will be taken into consideration. Therefore, policy links can guarantee that, in order to make vocational education curriculum successful, the policy takes into account Skill India's experience and draws lessons from its increased engagement with the commercial sector. Additionally, in order to respond to the fast-changing disruptions and transmutations, more evidence-based decision-making is required.

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