NEP 2020: AS CHANGE VALUE SYSTEM FOR NEW INDIA

O.P.B. SHUKLA [1], RAVI PRAKASH VERMA [2]

[1]Head of Department of Public Administration, BBAU, Lucknow, U.P. INDIA
[2]Research scholar, Department of Public Administration, BBAU, Lucknow, U.P. INDIA

ABSTRACT

India is the palace of diversity where different language practiced to teach different people who reside their respective state i.e. province. There is vast difference in education system at the level of primary, secondary, and higher education their respective state. Consequently, students were facing understanding gap or learning gap when they shift to different education system. Therefore, under the leadership of Hon'ble Prime Minister Narendra Modi unified and modernized system of education introduced in 2020 to inculcate oneness and academic unification of educational institutions of India. So, the issues of less effective system of education are replace by more flexible and resilient but internationally accepted model of education implement to whole India. National Education Policy have vision and intention to change the value system which imparted unnecessary education to students. Now the time had change, therefore, India needed internationalization of educational structure but more nationalized education in which have quality of innovation, creativeness, smartness, and adherence to proud on ancient indian knowledge tradition will be core elements. NEP 2020 is inspired by employment-based system.

KEYWORDS: *Unification, Internationalization, Performative system, Re-engineering.*

INTRODUCTION

Education is a social institution through which a society's children are taught basic academic knowledge, learning skills, and cultural norms. Education is an inseparable part of human life. Without it, human life is incomplete, painful, and hopeless. It stands for deliberate instruction or training. The term education is derived from the Latin word 'Educare' which means to "bring up." the idea is not only to impart knowledge to the pupil in some subjects but to develop in him those habits and attitudes with which he may successfully face the future. So, Education does not merely mean to be able to read and write, rather it is a process of the harmonious cognitive development of an individual. **Gandhi**, therefore, defined Education as" A process that brings out the best in human beings' body, mind, and spirit." It is an essential tool for enhancing social development. It is essential to promote change and development in society. To improve the economic condition of a country to utilise means and resources at the optimum level and to maintain brotherhood in society, education is a must. United Nations defines education as fundamental to enhancing to quality of human life and ensuring social and economic progress. Education is not just concerned with the basic academic knowledge that a student learns in the classroom. Societies also educate their children outside of the school system, in matters of everyday practical living. These two types of learning are referred to as formal education and informal education.

Formal education refers to the institution-based teaching system used at places like schools, colleges, and universities, where each student receives an individualized education free from bias or any other form of prejudice. Students receive systematic education. The educational system is based on time criteria. Therefore, the student had to pass each class without surpassing any of them.. Informal education is a general term for education that can occur outside of a traditional lecture or school-based learning systems. It is based on daily life experience.

New Education Policy 2020: A just and equal society, the advancement of national progress, and the realization of all human potential, all depend on education. In terms of economic progress, social fairness and political equality, scientific advancement, national integration, and cultural preservation, ensuring that everyone has access to high-quality education is essential to India's sustained rise and leadership on the international arena. The best strategy for advancing our nation's tremendous potential and resources for the benefit of the person, the society, the nation, and the world is to provide universal access to high-quality education. The capacity to offer them opportunities for high-quality education will determine the future of our nation since India will have the youngest people in the world over the next 27 years.

National Education Policy 2020, intends to address the numerous expanding developmental needs of our nation. In order

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1: Corresponding Author

to construct a new system that is in line with the aspirational aims of 21st-century education, particularly SDG4, and builds on India's traditions and value systems, this Policy proposes the modification and revamping of all parts of the educational framework, including its regulation and governance. The National Education Policy places a strong focus on helping each person realize their full creative and innovative potential. It is based on the idea that education must foster the development of not only cognitive abilities-including "foundational" abilities like literacy and numeracy as well as "higher-order" abilities like Critical thinking, Decision-making and Problem-solving but also social, ethical, and emotional abilities and dispositions. Policy has been guided by ancient Indian values and Indian knowledge and thinking. In Indian thought and philosophy, the pursuit of knowledge, wisdom, and truth was always seen as the highest human aspiration (Nawani, 2018).

New education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveller and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system. These elements must be incorporated considering the local and global needs of the country, and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration.

It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our constitution (Reddy et al., 2020).On the other side, policy have provision for a good education institution in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education.

PROVISION FOR HIGHER EDUCATION UNDER THE NEP 2020

21st century requires, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence. Higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education (Taneja, 2021).

National Education Policy 2020 provide major reforms for major problems faced by the higher education system in India.

(1) **Highly fragmented higher educational system**-NEP provides unification of higher education. The main thrust of policy regarding higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs.

(2) **Less emphasis on the development of cognitive skills and learning outcomes-** NEP provide subjectivity and focus on the personality development of student according to global needs. Particularisation of students which means giving them customize skills which suited to them. Every student is valuable part of society. So, education system needs to foster their uniqueness. Consequently, student would give their best towards society.

(3) **Rigid separation of disciplines-** NEP emphasis on the flexibility, interdisciplinary and multidisciplinary mode of study. Student are free to move according to their choice and interest-based selection of subject in their respective courses.

(4) **Limited teacher and institutional autonomy-** Currently higher education institutions facing the problem of inadequate number of teachers in various departments and institutions have limited autonomy to take decision for their benefits. New policy gave the more flexibility for teacher's appointment and increase the purview of institutions.

(5) **Inadequate mechanisms for merit-based career management-** Previous education policy gave lee focus on meritorious students. They do not get further future related guidance so they can achieve their desired profession or career.

New education policy provision for recognition of meritorious student and guidance for their career management.

(6) **Lesser emphasis on research at most universities and colleges-** Previously HEIs less emphasis on research. So, the quality of doctorate students is less effective. Consequently, new policy focus on the encouragement of quality researches. So that, wider the scope of subjects possible.

(7) **Ineffective governance and leadership of Higher Education Institutions**- HEIs have less effective governance and management. Resultantly, proper organization of HEIs was difficult. New education policy has taken care of this aspect too. Numerous kinds of methods adopted to enhance the effectiveness of governance and leadership.

(8) **An ineffective regulatory system**- HEIs regulatory system was very fragmented and variety of institutions give regulatory direction to single institution whereby management become complex. Recent education policy has provision for unification of regulatory system.

(9) **Large affiliating universities resulting in low standards of undergraduate education-** various colleges have affiliation with single university. So, efficiency of universities affected adversely. Consequently, lower standard of student education may cause of negative national development.

HEIs will have other important duties beyond teaching and research, which they will carry out with the aid of the proper resources, incentives, and procedures. The development of faculty for the higher education system, community engagement and service, contribution to diverse sectors of practice, and support for school education are a few of these. By 2040, all higher education institutions (HEIs) must strive to be multidisciplinary institutions and have student enrolments that are greater, preferably in the thousands, in order to make the best use of their resources and infrastructure and to foster the development of active interdisciplinary communities. All HEIs will first intend to become interdisciplinary by 2030 because this process will take time, and they will then gradually raise student strength to the appropriate levels. To expand their offers, extend access, boost GER, and give possibilities for lifelong learning (SDG 4), institutions will have the ability to run Open Distance Learning (ODL) and online programs, if they are accredited to do so. All ODL programs and the parts that make up those programs that lead to any type of diploma or degree shall meet the same criteria and levels of quality as the best programs offered by HEIs on their campuses. Leading organizations with ODL accreditation will be prodded and assisted to create top-notch online courses. Such high-quality online courses will be appropriately incorporated into HEI curriculum, with blended learning being preferred. An integrated higher education system that includes professional and vocational education will be the overall goal of the higher education sector. All HEIs in all current streams will be equally subject to this Policy and its methodology, which will eventually converge into a single cohesive ecosystem of higher education.

The flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community participation and service, environmental education, and value-based education in order to achieve such a holistic and multidisciplinary education. Climate change, pollution, waste management, sanitation, biological diversity conservation, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable living will all be covered in environmental education. Truth (Satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and life skills will all be developed as part of value-based education; lessons in seva/service and participation in community service programs will be seen as integral parts of a holistic education.

As the world becomes more interconnected, Global Citizenship Education (GCED), a response to current global challenges, will be offered to equip students with the knowledge and skills necessary to become informed about and active supporters of more harmonious, tolerant, inclusive, secure, and sustainable societies. In addition, as part of a holistic education, students at all HEIs will have the chance to complete research internships with faculty and researchers at their own or other HEIs/research institutions. This will allow students to actively engage with the practical side of their learning and, as a result, improve their employability.

Effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum must be interesting and relevant, and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes. High-quality pedagogy is then necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students, thus directly influencing learning outcomes. The assessment methods must be scientific, designed to continuously improve learning, and test the application of knowledge. Finally, the development of capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding are also critical for high-quality learning. Thus, curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas, several initiatives will be required to ensure that learning environments are engaging and supportive, and enable all students to succeed. Effective learning requires a comprehensive approach that involves appropriate

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In order to promote creativity, institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and programmes and across the ODL, online, and traditional 'in-class' modes. Accordingly, curriculum and pedagogy will be designed by institutions and motivated faculty to ensure a stimulating and engaging learning experience for all students, and continuous formative assessment will be used to further the goals of each programme. All assessment systems shall also be decided by the HEI, including those that lead to final certification. The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility. HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, making the system fairer and outcomes more comparable. HEIs shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation. each institution will integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP). Each institution will be committed to the holistic development of students and create strong internal systems for supporting diverse student cohorts in academic and social domains both inside and outside formal academic interactions in the classroom. For example, all HEIs will have mechanisms and opportunities for funding of topic-centred clubs and activities organized by students with the help of faculty and other experts as needed, such as clubs and events dedicated to science, mathematics, poetry, language, literature, debate, music, sports, etc. Over time, such activities could be incorporated into the curriculum once appropriate faculty

expertise and campus student demand is developed. Faculty will have the capacity and training to be able to approach students not just as teachers, but also as mentors and guides. students from socio-economically disadvantaged backgrounds require encouragement and support to make a successful transition to higher education. Universities and colleges will thus be required to set up high-quality support centres and will be given adequate funds and academic resources to carry this out effectively. There will also be professional academic and career counselling available to all students, as well as counsellors to ensure physical, psychological and emotional well-being. ODL and online education provide a natural path to increase access to quality higher education. In order to leverage its potential completely, ODL will be renewed through concerted, evidence-based efforts towards expansion while ensuring adherence to clearly articulated standards of quality. ODL programmes will aim to be equivalent to the highest quality in-class programmes available. Norms, standards, and guidelines for systemic development, regulation, and accreditation of ODL will be prepared, and a framework for quality of ODL that will be recommendatory for all HEIs will be developed

India will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as a Vishwa Guru. An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad. Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated, and relevant mutually beneficial MOUs with foreign countries will be signed. High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India. A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India. Furthermore, research collaboration and student exchanges between Indian institutions and global institutions will be promoted through special efforts. Credits acquired in foreign universities will be permitted, where appropriate as per the requirements of each HEI, to be counted for the award of a degree.

The most important factor in the success of higher education institutions is the quality and engagement of its faculty. Acknowledging the criticality of faculty in achieving the goals of higher education, various initiatives have been introduced in the past several years to systematize recruitment and career progression, and to ensure equitable representation from various groups in the hiring of faculty. Compensation levels of permanent faculty in public institutions have also been

increased substantially. Various initiatives have also been taken towards providing faculty with professional development opportunities. However, despite these various improvements in the status of the academic profession, faculty motivation in terms of teaching, research, and service in HEIs remains far lower than the desired level. The various factors that lie behind low faculty motivation levels must be addressed to ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing her/his students, institution, and profession. To this end, the policy recommends the following initiatives to achieve the best, motivated, and capable faculty in HEIs.

Teaching duties also will not be excessive, and student-teacher ratios not too high, so that the activity of teaching remains pleasant and there is adequate time for interaction with students, conducting research, and other university activities. Faculty will be appointed to individual institutions and generally not be transferable across institutions so that they may feel truly invested in, connected to, and committed to their institution and community. Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments. Empowering the faculty to conduct innovative teaching, research, and service as they see best will be a key motivator and enabler for them to do truly outstanding, creative work. Excellence will be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership. Meanwhile, faculty not delivering on basic norms will be held accountable.

NEW EDUCATION POLICY 2020 AND JUSTICE FOR SCHEDULED CASTES

NEP 2020 and Bahujan Exclusion: At its onset, the NEP 2020 states that 'the rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy'. This is a particularly anti-Bahujan credo, considering the fact that in the ancient India, Shudras and Ati-Shudras were forbidden from the pursuit of education. The injunctions of the ancient Hindu code Manusmriti (or The Laws of Manu) denied education and agency to women too, which brings us to the intersection of caste and patriarchy. In a Brahminical society, structures of caste and gender are intensely interlinked—those who are at the intersections of marginalised caste identities as well as marginalised gender identities face discrimination on both these accounts. A recent study conducted in four South Indian states showed that Dalit transgender persons are subject to most amount of violence in the schools (Centre for Law and Policy Research, 2019). Looking from the lens of intersectionality, therefore, the aforementioned credo of the policy appears particularly rooted in Brahminical patriarchy, therefore particularly discriminatory against Bahujan women,

against, in fact, all identities at the intersection of marginalised castes and genders.

Absences: To understand how the NEP 2020, as a guiding document that determines the school curriculum, contributes to the processes of cultural reproduction, it is useful to study what is absent in the policy. To begin with, the word 'caste' does not find any space in the NEP 2020, apart from inevitable REFERENCES to term 'Scheduled Castes.' Another troubling absence is of the word 'reservations' and/or 'affirmative action.' These absences reveal the deliberate attempt to present the education ecosystem in India as casteless, notwithstanding the fact that caste is a damaging condition and caste-based discrimination in schools and universities is an everyday reality for Bahujan students. To understand why caste as a damaging condition does not figure as a problem in the policy, Edelman's insights are imperative. He explains that the 'problems come into discourse and therefore into existence as a reinforcement of ideologies, not simply because they are there.' Such absences occur, in part, because powerful groups resist the 'consideration of practices from which those groups benefit.' These absences, or deliberate erasures, suggest that the policy devaluates the experiences of Bahujan students, thereby approving of the existing caste-based inequalities. In effect, it not only hinders any resistance to the caste system that may arise but also justifies its acceptance. Hidden Curriculum and the Reinforcement of Caste Laws is another prominent absence in the policy. More often than not, the hidden curriculum operates in ways that reify the dominant culture. In the context of capitalist societies, for example, Bowles and Gintis (1976) propose that the norms, values, and skills that get transmitted through hidden curriculum characterise the relations of class interaction under capitalism. The Indian society, on the other hand, is marked by the ubiquity of caste: 'turn in any direction you like, Caste is the monster that crosses your path' (Ambedkar, 2019a, p. 47). The social dynamics of the daily classroom interactions, then, is also underpinned by caste-laws. Consequently, hidden curriculum in the Indian classrooms plays a key part in reproduction of social relationships that are based on caste-laws, and, in turn, upholding the institution of caste. The hidden curriculum is a function of the personal position of the teacher (Singh, 2021). Because the dominant culture in India is informed by the notions of Brahminism, teachers become the primary actors in reinforcing the Brahminical ideology in the classrooms through the hidden curriculum. Given this context, it is imperative that the teachers be sensitised about caste and asked to introspect their individual caste locations. At present, however, no anticaste teacher training program exists in India, and the NEP 2020 fails in acknowledging the presence of hidden curriculum, let alone proposing a caste sensitisation program for teachers.

CONCLUSION

The foundation of a just society is education, where everyone is given the same worth without exception and extra attention is paid to those with special talents and those who are less fortunate. So, That they can take their proper place in society. NEP wants to completely overhaul the educational system, from kindergarten to higher education. The school system has been redesigned and restructured by new policies. The fundamental goal of the new education policy is to install traditional Indian values while maintaining the highest level of academic standards possible globally. The policy emphasised over the use of advance information and telecommunication technologies in education. So, the upcoming generation of student will be more versed in use of it. The policy provides every type of freedom to develop the qualities, capabilities, and skills that transform each student into an ideal member of a democratic society. But somewhere Using the NEP 2020 as an anchor. hegemony is never in statis: 'hegemonic power is constantly having to be built and rebuilt; it is contested and negotiated'. The sense of flux and conflicts associated with hegemony suggests that there is always space for counterhegemonic projects. Phule and Ambedkar recognised education as a tool to create counterhegemonic solidarities against Brahminism. Any counterhegemonic project today must consider the evolving nature of educational exclusion. To this end, this article has sought to map the inner and outer contours of caste-based educational exclusion in schools. One possible approach to address the unequal access to schooling, as presented in the article, is to promote a 'common school system' that can counter the existing 'chaturvarna school system.' Similarly, inside classrooms, anticaste pedagogies oriented towards cultivating critical consciousness in students could constitute a challenge to the POB. Rege (2010) suggests that 'Phule-Ambedkarite-Feminist' (PAF) pedagogies, as opposed to the POB, 'may be seen historically as constituting one school of critical pedagogy' . The resistance in school education, however, remains sporadic and limited. Situated as we are now amidst the double assault of right-wing Hindu nationalism as well as neoliberalism on education, it is of paramount importance to analyse the nature of exclusion that Bahujan schoolchildren are experiencing in order to reinvigorate the resistance to the Brahminical-neoliberal forces. Towards the end, then, I would like to call for more elaborate interrogations of how existing modes of schooling contribute to the persistence of caste. Such interrogations offer the possibility to expand our understanding of the forms, textures, and shapes of caste-based educational exclusions, which is crucial in devising policies, structures, mechanisms, and pedagogies grounded in anticaste epistemology and geared towards an inclusive praxis. To reiterate, the utopia of just and egalitarian schooling will continue to elude us until there is a rigorous reflection on the subtle and far-reaching ways in which education services the structures of power.

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