ADAPTABILITY TO NEP 2020: A SURVEY IN COLLEGES OF JK UT

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Abstract: The paper highlights key aspects of the National Education Policy (NEP) 2020, including awareness about its changes at the grass-root level, the shift from the 10+2 structure to the 5+3+3+4 structure, the location of colleges, the gender of students, and related issues. The NEP has garnered awareness in both urban and rural areas, with a higher percentage in urban areas. The new structure aims to provide a more holistic and flexible education system. The location of colleges and their accessibility play a crucial role in ensuring equitable educational opportunities. Additionally, the survey explores differential awareness and perspectives based on the gender of students. These findings highlight the importance of creating awareness, addressing regional disparities, and promoting inclusivity in the implementation of the NEP.

Key Words: NEP 2020, skills, knowledge, rural and urban.

INTRODUCTION

The main purpose of education is to provide the opportunity for acquiring knowledge and skills that will enable people to develop their full potential and become successful members of society. Education is a way of imparting knowledge, skills, and learning. It helps to learn new things and develop a sense of innovation and creativity. Education is a tool which helps to achieve success and earn respect in the society.

The word Education is derived from Latin word. educere, educare, and educatum which means "to learn", "to know" and "to lead out". Thus, education means to lead out internal hidden talent of a child or person.

Education makes people independent, builds confidence and self-esteem, which is very important for the development of a country. 171 million people could be lifted out of extreme poverty if all children left school with basic reading skills in India.

Education has come a long way from its origins in ancient civilizations to the modern educational system we have today. Here is a brief overview of the journey of education:

 Education began in ancient civilizations such as Egypt, Mesopotamia, and Greece, where children were taught by priests, scribes, and scholars. In ancient India, the gurukul system was prevalent, where students lived with their teachers and learned various subjects, including philosophy, mathematics, and medicine.

During the Middle Ages, education was primarily provided by the Church, and subjects such as theology, Latin, and rhetoric were emphasized. Monastic schools and cathedral schools were established to teach children, and universities such as Oxford and Cambridge were founded in the 12th and 13th centuries.

The Renaissance period marked a significant shift in education, with an increased focus on the study of classical texts and humanism. Schools were established to teach subjects such as mathematics, science, and history, and the printing press made books more accessible.

The Industrial Revolution brought about changes in the educational system, with a greater emphasis on vocational training and practical skills. Schools were established to train students for jobs in factories and industries.

The 20th century saw a significant expansion in the educational system, with an increased emphasis on universal education and compulsory schooling. Governments started investing in education, and new institutions such as community colleges, technical schools, and distance learning programs were established.

Today, education is a fundamental right of every individual, and the focus is on providing quality education to all, regardless of social or economic status. Technology has revolutionized the way we learn, and online education, e-learning, and digital textbooks have made education more accessible and affordable. The journey of education continues, and with it, the hope for a better future for all.

EDUCATION POLICY OF INDIA:

In India, education has been a crucial aspect of its cultural heritage since ancient times. The Vedas, the oldest texts of Hinduism, contain information on various subjects such as astronomy, mathematics, and philosophy. Ancient universities such as Nalanda, Taxila, and Vikramashila were centers of learning and attracted scholars from all over the world.

During the medieval period, education in India was primarily limited to the elite classes and was centered around religious studies. The British colonial rule in India brought significant changes in the education system. The British introduced modern education with the establishment of English-medium schools and universities, which focused on Western knowledge and values.

After India gained independence in 1947, the government implemented various policies to promote education and increase literacy rates. The Right to Education Act (RTE) was a significant step towards ensuring universal access to education. The government also established several institutions of higher education, such as the Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), and National Institutes of Technology (NITs), which have gained international recognition.

In recent years, technology has played a significant role in transforming education in India. The government has launched several initiatives, such as the Digital India campaign, to promote digital literacy and e-learning. Online education platforms such as Coursera, Udemy, and edX have gained popularity, providing access to education from anywhere in the world.

Despite these developments, there are still significant challenges to be addressed in the Indian education system, such as inadequate infrastructure, lack of quality teachers, and a widening gap between urban and rural education. The government and various stakeholders are working towards addressing these challenges to provide quality education to all.

India has a complex education system that is managed by both the central and state governments. The Ministry of Education is responsible for the development and implementation of education policy at the national level. Here are some key aspects of the education policy in India:

1.   Right to Education Act (RTE): The RTE Act was enacted in 2009 to provide free and compulsory education to all children between the ages of 6 and 14. It also mandated that all private schools reserve 25% of their seats for students from economically weaker sections.

2.   Sarva Shiksha Abhiyan (SSA): The SSA is a government program launched in 2001 to ensure universal access to primary education. Its primary goal is to increase enrollment and retention rates in schools, especially in rural areas.

3.   Rashtriya Madhyamik Shiksha Abhiyan (RMSA): The RMSA is a government program launched in 2009 to improve access to secondary education. Its primary goal is to increase the enrollment rate in secondary schools and improve the quality of education.

4.   National Curriculum Framework (NCF): The NCF is a framework developed by the National Council of Educational Research and Training (NCERT) that outlines the curriculum and teaching practices for all levels of education in India.

5.   National Policy on Education (NPE): The NPE is a policy document that outlines the goals and objectives of the education system in India. The most recent NPE was released in 2020, which emphasizes the importance of early childhood education, teacher training, and digital education.

6.   Digital India Initiative: The Digital India initiative was launched in 2015 to promote digital literacy and use of technology in education. Under this initiative, the government has launched several programs such as ePathshala, which provides free access to digital textbooks and e-learning materials.

7.   Higher Education: The government of India has established several institutions of higher education, such as the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs). The government also provides scholarships and financial assistance to students from economically weaker sections to pursue higher education.

NEP 2020:

The National Policy on Education (NPE) is a policy formulated by the Ministry of Education, Government of India to promote education. The policy frames guidelines of education from elementary education to colleges and Universities. The first NPE was promulgated by the Government of India under the leadership of then 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 our education policy monotonously followed the same norms for 34 years, the Ministry of Education (formerly known as MHRD) did some serious amendments in it on 29 July 2020. This New National Education Policy was recently approved by the Indian government in 2023.

The National Education Policy (NEP) 2020 is a comprehensive framework for the development of education in India. It was approved by the Union Cabinet in July 2020 and replaces the previous National Policy on Education, which was implemented in 1986. The NEP 2020 aims to transform the education system in India and make it more flexible, multidisciplinary, and globally competitive. It covers various aspects of education, from early childhood to higher education and research, and emphasizes the development of critical thinking and problem-solving skills.

Some key highlights of the NEP 2020 are:

The policy aims to provide ECCE to all children in the age group of 3-6 years by 2025. The policy proposes a 5+3+3+4 structure for school education, which includes 12 years of schooling with three years of pre-primary education. It also emphasizes the importance of foundational literacy and numeracy skills. The policy emphasizes the importance of early childhood care and education (ECCE) and proposes the establishment of a National Curricular and Pedagogical Framework for ECCE. The policy emphasizes the importance of multidisciplinary education and proposes the establishment of multidisciplinary education and research universities (MERUs) and college. The policy proposes the establishment of a National Mission for Mentoring, which aims to provide mentoring support to all new teachers. The policy proposes the establishment of a single regulator for higher education, the Higher Education Commission of India (HECI). The policy proposes several reforms in higher education, including a multidisciplinary approach, flexible curricula, and multiple entry and exit options. It also emphasizes the importance of research and innovation and proposes the establishment of a National Research Foundation (NRF). The policy emphasizes the use of technology in education and proposes the establishment of

a National Education Technology Forum (NETF) to facilitate the integration of technology in education. The policy proposes several reforms in teacher education, including a four-year integrated B.Ed. program. The policy emphasizes the importance of vocational education and proposes several measures to promote it. The policy aims to promote internationalization of education by encouraging collaboration with foreign institutions and attracting foreign students to India.

It is important for all stakeholders, including students, teachers, parents, and policymakers, to be aware of the NEP 2020 and its implications. The successful implementation of the policy requires the active participation and collaboration of all stakeholders.

Overall, the NEP 2020 aims to transform the education system in India and make it more inclusive, flexible, and relevant to the needs of the 21st century.

NEP 2020 has been implemented in JK UT. A survey was conducted involving the stake holders about the awareness, adaptability, and success of NEP involving students of both genders and belonging to rural and urban area. The findings are:

Females have displayed a higher level of awareness towards the new education policy, with approximately 89% of them responding positively to the survey, indicating their active engagement and knowledge regarding the policy.
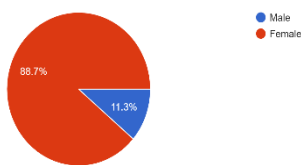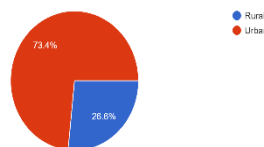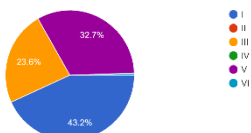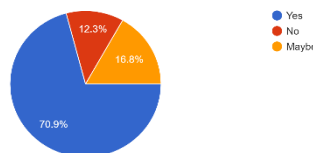

The National Education Policy (NEP) has garnered a 74% awareness rate in urban areas, indicating substantial familiarity. Remarkably, even rural areas have shown significant progress with a 26% awareness, demonstrating inclusive outreach efforts.

The survey findings suggest that students enrolled in Semester 1 exhibit a higher level of awareness regarding the NEP 2020 compared to their counterparts in other semesters. This indicates that the policy has effectively reached and impacted students early in their educational journey.


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Despite the efforts made to promote awareness about the National Education Policy (NEP), the survey reveals that a significant portion, approximately 17%, remains unaware of its existence. This underscores the need for continued dissemination and communication strategies to ensure that a wider population becomes informed about the policy and its implications for education in the country.

An overwhelming majority of students, approximately 91%, express confidence that the National Education Policy (NEP) will bring about substantial changes at the grass-root level. This reflects their optimism and belief in the potential impact of the policy in transforming the education system from its foundation. Their perception highlights the high expectations and aspirations associated with the NEP's implementation and its potential to drive positive change in education.

Do you believe that New Education Policy would really bring some changes at the grass-root level
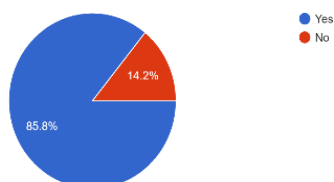380 responses
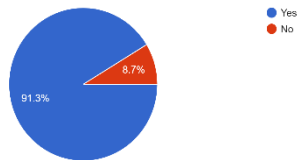
Do you know that 5+3+3+4 structure is going to replace the previous 10+2 structure
375 responses
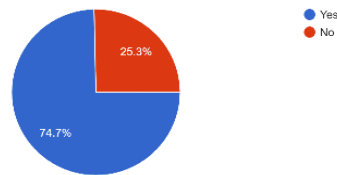
A significant proportion of individuals, approximately 75%, demonstrate awareness of the changes introduced by the National Education Policy (NEP) specifically targeting early stages of education, such as school education. This indicates a notable level of understanding and recognition among the populace regarding the alterations and reforms brought about by the NEP in the initial years of a child's educational journey.

The survey findings reveal that most respondents, approximately 86%, believe that the National Education Policy (NEP) 2020 encourages the utilization of summative assessment. This suggests that there is a perception among the participants that the NEP emphasizes the importance of evaluating student learning through comprehensive assessments at the end of a learning period. This viewpoint implies that the NEP aims to foster a balanced approach to assessment, incorporating both formative and summative methods to gauge students' progress and achievement.

Does NEP 2020 encourage the use of summative assessment
374 responses

Do you think that multiple exits in 4 years bachelors as a certificate in one year, diploma in second year, a degree in third while research in fourth ...ho are financially weak and can't continue studies
379 responses
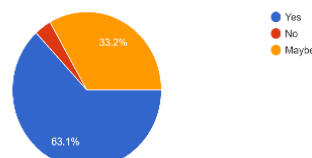
It is noteworthy that only a small percentage, a mere 4%, believe that the concept of multiple exits within a 4-year bachelor's program, such as obtaining a certificate, diploma, degree, and research in successive years, would be beneficial for financially disadvantaged students who cannot continue their studies. This suggests that most respondents may not see this as an effective solution or may have concerns regarding the quality and coherence of education obtained through such a structure.

While 7% of respondents believe that reducing the syllabus to core essentials, incorporating experimental learning, and fostering critical thinking will alleviate the burden on students, lower the emphasis on scoring higher marks, and potentially mitigate issues like suicides and depression due to study-related stress, it is important to recognize that this is a subjective opinion. The relationship between syllabus reduction, pedagogical approaches, and mental well-being is complex and multifaceted. Additional research and comprehensive assessment are required to determine the effectiveness and potential impact of such measures on student well-being and academic performance.

Reduction in the syllabus to core essentials with experimental learning and critical thinking will lessen the burden on students for gaining a highe...ress of studies? Do you agree with the statement?
377 responses
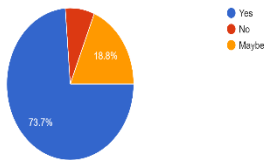
Will NEP 2020 affect the expertise of current students in the previous pattern of education and job opportunities
373 responses
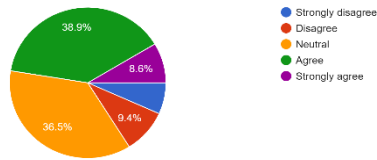
The survey results demonstrate a range of perspectives on the impact of the National Education Policy (NEP) 2020 on the expertise of current students in the previous pattern of education and job opportunities. While 39% of respondents agree that the NEP will have an effect, and 37% remain neutral, a notable 7% strongly disagree with this notion. The differing opinions likely stem from diverse interpretations of how the NEP's changes may influence students' knowledge and skills as well as their future employment prospects. It highlights the importance of careful implementation and evaluation of the NEP's impact to ensure that it effectively aligns education with the evolving needs of the job market.

The survey results indicate that 45% of respondents agree with the statement that the New Education Policy (NEP) would lead to individuals becoming "jack of all trades and master of none," while 15% disagree. This perspective suggests concern over a potential lack of specialization and depth in knowledge and skills. However, it's important to note that the NEP aims to foster multidisciplinary learning while also encouraging specialization, ensuring a well-rounded education that balances breadth and depth to meet the demands of a changing world.

Do you agree that the New Education Policy would create individuals who will be a jack of all the trades and master of none?
373 responses
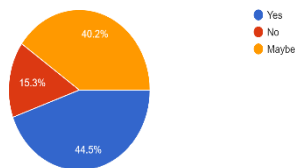
Conclusion and Findings:

The survey findings provide valuable insights into the awareness and perceptions surrounding the National Education Policy (NEP) 2020. It is encouraging to note that there is a significant level of awareness, with a high percentage of respondents being familiar with the policy. This indicates that efforts to disseminate information and create awareness about the NEP have been reasonably successful, both in urban and rural areas.

The survey also highlights the active engagement of females, who demonstrate a higher level of awareness compared to males. This signifies the importance of gender-inclusive outreach and the empowerment of women in education.

The results suggest that students in Semester 1 show a greater level of awareness, indicating that the NEP has effectively reached and impacted students early on in their educational journey. This reflects the policy's focus on transforming education from its foundational stages.

While there is a considerable level of awareness, it is essential to address the portion of the population that remains unaware of the NEP's existence. Continued efforts are necessary to ensure broader dissemination of information and understanding of the policy's implications for education.

The survey findings also reveal positive sentiments among students regarding the NEP's potential to bring about substantial changes at the grass-root level. This reflects their optimism and belief in the transformative power of the policy.

Additionally, there are diverse opinions on certain aspects of the NEP, such as the concept of multiple exits and the impact on expertise and job opportunities. These varying viewpoints underscore the need for further evaluation and comprehensive assessment of the policy's implementation and outcomes.

In conclusion, the survey offers valuable insights into the awareness, perceptions, and sentiments surrounding the NEP 2020. It highlights the successes in creating awareness while also emphasizing the importance of addressing knowledge gaps and evaluating the policy's impact on various aspects of education.

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