



Pedagogical and Structural Changes in Schools in Light of NEP 2020

Dr. Samir Chattopadhyay¹ & Dr. Santanu Biswas²

1. Assistant Professor, Department of Education, Jadavpur University, Kolkata, (chattopadhyaysamir3@gmail.com)
2. HOD, Department of Education, RKDF University, Ranchi. (santanubb@gmail.com)

Abstract:

There have been tremendous shifts in many important areas of society throughout the past few decades, and education is only one of them. The Indian Union Cabinet gave its approval to the National Education Policy (NEP) on July 28, 2020. It guides the country's educational reform initiatives and is comprehensive and far-reaching. The first education policy of the new century addresses the rising tide of worry about the pace of economic development in our nation. There has to be a complete overhaul of the educational system, including all of its governing and regulatory components, if it is to realise its ambitious goals in the contemporary day. Equal access to high-quality educational opportunities should be extended to all individuals, whatever their gender, sexual orientation, race, religion, or any other legally protected characteristic. Many key players need to work together for this to materialise. The field of public education is seeing a sea shift with this development. With the change from chalkboards to whiteboards and from reading printed texts to digital ones, the study delves into the fundamental changes in the current system, both pedagogically and structurally, and how policies can help students improve their digital literacy. In addition, the article discusses possible problems that can arise during implementation and suggests ways to fix them.

Keywords: National Education Policy, School Education, Structure, Pedagogy, Digital Education.

1. Introduction:

The power of education lies in its ability to unleash societal potential while simultaneously fostering national advancement. Ensuring equitable access to top-notch education is crucial for the economic, social, environmental, scientific, national, and cultural growth of India. Our nation and its citizens will never reach their full potential unless we guarantee everyone the chance to acquire a first-rate education. The first proposal for the program came from 1964, when Member of Parliament Siddheshwar Prasad voiced his disapproval of the educational philosophy and vision of the administration. The same year, D.S. Kothari, who was the chairman of the UGC at the time, appointed 17 people to the Education Commission so that the country could have a unified educational strategy. Following this Commission's recommendations, Parliament enacted the first education policy in 1968. After being adopted in 1986 by the administrations of Indira Gandhi and Rajiv Gandhi, the NEP of 1986 was updated in 1992 under the prime ministership of P.V.

Narasimha Rao. The third edition of India's New Education Policy (NEP), which has been in effect since Prime Minister Narendra Modi took office, was revealed on Wednesday by the government. After this, the NEP draft was accepted by the Indian Union Cabinet on July 28, 2020. This plan offers a comprehensive framework for the growth of the country's educational infrastructure. A new system that aligns with the lofty goals of education in this century is to be established by this first education policy of the 21st century. Its primary goal is to address the growing developmental issues facing our country, and it fully endorses the idea of overhauling and modernising every aspect of our educational system. By 2040, the plan's proposed new educational system would have ensured that all students, regardless of their families' financial status, would have had the opportunity to get a top-notch education. As emphasised in the text, every child, irrespective of their geographical location, deserves an equal opportunity to get a top-notch education. Communities that have been historically marginalised, poor, and under-represented get special attention. The importance of education for social and economic mobility, equality, and inclusion has been shown time and time again. Everyone should have the same chance to register in and complete high school, and we should all do our part to remove the barriers that these groups face.

1.1. Vision of NEP 2020:

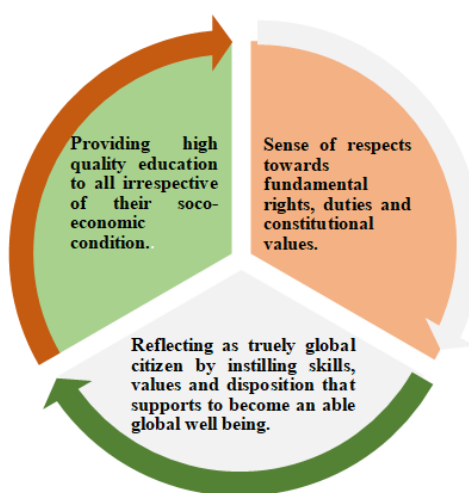


Figure 1: Showing Vision of NEP 2020

Source: <file:///C:/Users/WIN10/Documents/PPT%20on%20NEP%202020.pdf>

Bharat is transforming into a more equitable and progressive knowledge society as a result of education's long history in Indian culture. India achieving its goal of being the global leader in knowledge via the broad implementation and use of world-class educational opportunities for everybody. As a means of bolstering national pride, encouraging citizenship, and bringing children into awareness of their role in a changing world, schools and classroom education should teach students to respect the rights and responsibilities provided by the Constitution. Providing pupils with the knowledge, values, and character attributes they need to embrace their Indian ancestry with pride and to foster in them a deep sense of Indian identity in all its dimensions.

1.2. Objectives:

- To highlight how a certain type of education has changed the educational environment as a consequence of a new policy in India.
- In order to accommodate students' holistic development, it is necessary to acknowledge the changes in education brought about by India's new strategy.

- To utilise internet resources to learn how the new policy might change the current educational landscape.

2. Review of Related Literature:

The National Education Policy (NEP) 2020, which seeks to promote holistic development via a flexible curriculum and a skill-oriented approach, has significantly altered India’s educational system and pedagogy. According to Sharma (2021) in the International Journal of Educational Research, Volume 58, the goal of moving away from the 10+2 model and towards the 5+3+3+4 framework is to promote cognitive growth in all students, but notably during the early years of education. According to Gupta and Singh (2022, Educational Innovations Journal, Volume 12), the National Evaluation Plan (NEP) promotes critical and creative thinking among students as an alternative to rote memorisation. According to Kumar (2021) in the Journal of Pedagogical Studies, Volume 9, the policy endorses the use of regional languages and bilingual education as means to foster inclusivity. The National Equity Plan (NEP) employs technology, competency-based education, and formative assessment to build a flexible, student-centered, and career-readiness classroom, according to an article by Das and Roy (2021) in the 15th edition of the Contemporary Education Review.

3. Methodology:

The researcher opted for a conceptual discussion method, focussing on the projected structure, pedagogy, and digitalisation provision of the National Educational Policy framework. The key focusses of this framework are the changes that are expected and how they may impact our educational system in the future. Even if the policy is changing, it still has some of the problems that the investigator found.

4. Analysis and Interpretation:

The investigator has critically analyzed the framework of new policy to draw the interpretation.

4.1. Pertaining to Objective 1

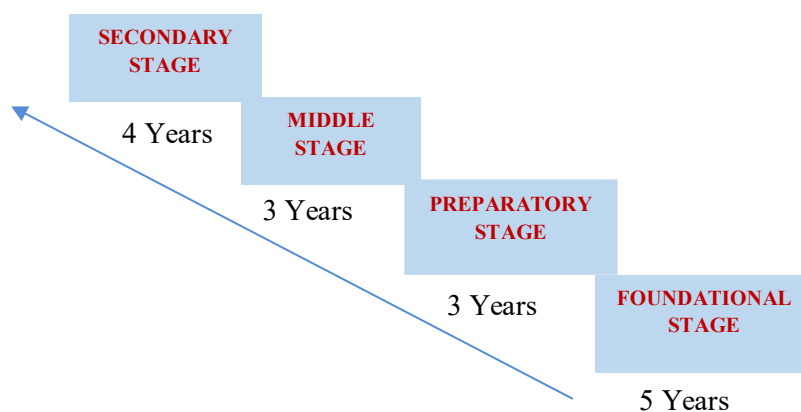


Figure 2: Outlining the New Educational Framework for NEP 2020

Foundational Stage:

The first 3.5 years of a student’s official schooling are devoted to the Foundational Stage. After the first two years of primary school, children who participate in Anganwadi, a kind of pre-school, are eligible for free, high-quality ECCE programs for another three years. Recognising the importance of early childhood education (ECE), the 12th Five Year Plan aimed to boost preschool enrolment and get kids ready for first grade and kindergarten. The workload is too high, and students are expected to demonstrate proficiency in

reading, writing, and basic mathematics when they have not yet achieved that level of mastery. We must reverse the current downward tendency of incorporating elementary-level content into pre-primary education. By 2025, all preschoolers in India are expected to have attained competency in reading, writing, and arithmetic, according to the National Mission. We want to make sure that their classroom is organised, consistent, and free of distractions so that they can learn well. This crucial educational reform will create a workforce that is younger, more engaged, educated, intelligent, adaptable, and competent on a global scale, which will have significant demographic advantages for the next generation. The government-run DIKSHA online learning platform would provide a national library of high-quality reading, writing, and basic maths resources.

4.1.1. Preparatory Stage:

In Stage 2, referred known as the Preparatory phase, children aged eight to eleven comprise it. Class 3, 4, and 5 will focus on introducing students to more accessible texts and interactive learning techniques, rather than reading, writing, speaking, PE, art, languages, science, and maths. From kindergarten through fifth grade, students will learn not one, but two languages chosen by the state. The children's mother tongue or another regional language might be one of these. Furthermore, at this stage, textbooks and other elements of a more organised educational program are introduced. At the Preparatory level, a "generalist" educator would instruct pupils in reading, writing, mathematics, and computer science. These pupils would also get instruction from professionals in the domains of language and the arts. Keeping the Mid-Day meal program's habit of offering breakfast and lunch together is one of numerous suggestions made in the preliminary NEP. Using a bilingual method that may be modified as needed, the instruction will be carried out in either the native or local language up to fifth grade, and ideally until eighth grade. Students become ready for the next level by learning increasingly abstract concepts in each lesson. During this phase, we aim to lay the basis for a complete framework that incorporates all relevant disciplines.

4.1.2. Middle Stage:

Class six, seven, and eight make up the third level, which students join between the ages of eleven and fourteen. Students in Grades 3, 4, and 5 will start their exploration of several subjects here, including mathematics, the arts, the humanities, the social sciences, and the natural and social sciences. This is where the new National Education Policy, like its predecessor, starts its discussion-based learning process. At this crossroads, students must choose their educational goals and the areas in which they want to excel or find gainful employment. All the way from mathematics and physics to sociology, art, and literature, there will be an experimental component to this learning experience.

4.1.3. Higher Stage:

Students enrolled in grades fourteen through eighteen make up NEP 2020's Level 4, or secondary education. Kids in ninth and tenth grades will form one group, while those in eleventh and twelfth will form the other. If a student does not want to continue with Class 10, they may revert to the level below. Students will have greater freedom to choose their own courses, work together across disciplines, and develop their critical thinking skills. Four years of interdisciplinary study make up the High School Stage, but students will have more time to think about what they're learning, their goals for life will be closely monitored, they'll have more course options, and they'll have a better time overall. Students will have the freedom to choose a range of topics within a predefined framework for this interdisciplinary project. This is a tremendous boon for students in advanced courses as it gives them more freedom to pursue their own areas of interest. Our kids' critical thinking and adaptability would be our top priorities. The main goal would be to help students become more analytical and adaptable thinkers, but they would still have the freedom to study whatever they

were interested in, whether it was science, art, or maths. With two semesters per year, the Secondary Stage consists of eight total terms. Every semester, students would take five or six classes. While completion of a compulsory core curriculum is a given, students will have wide latitude in choosing electives from a variety of disciplines, such as the arts, physical education, and vocational training.

4.1.4. According To the Draft of Policy Changes Being Curtailed down in Educational Scenario:

Table 1: GER in school education for different gender and social groups (2015-16)

Level	Male	Female	SC	ST	All
Primary (I-V)	97.9%	100.7%	110.9%	106.7%	99.2%
Upper Primary (VI-VIII)	88.7%	97.6%	102.4%	96.7%	92.8%
Secondary (IX-X)	79.2%	81%	85.3%	74.5%	80%
Senior Secondary (XI-XII)	56%	56.4%	56.8%	43.1%	56.2%

Sources: Educational Statistics at Glance 2018, MHRD; PRS.

The New Education Policy obviously altered the previous educational system's pattern from 10+2 to 5+3+3+4. The years 3–8, 8–11, 11–14, and 14–18 are reflected in the revised figures. During the four years spent in secondary school, going clubbing is a mandatory component. A two-year curriculum before college and another two years of high school. The primary goal is to update the processes that will guide students in making the transition from memorisation to inquiry. Practical applications, theoretical frameworks, and problem solving skills were the main focusses of the course content. Despite being expected to have achieved proficiency in reading, writing, and mathematics by the end of each grade, primary school pupils have been dropping out at alarming rates and struggling to retain information. The objective is to reverse this downward enrolment cycle. As a result, new rules were put in place to try to reduce dropout rates and lessen the harm they caused. Challenges with enrolment, attendance, retention, and eventual learning manifest at every level. Consequently, the government recognised the need of early math and language teaching in addressing their malnutrition. There has been an increase in the number of programs that provide free lunches to children, the prevalence of educational tools, and the vital role that social workers play in assisting families with mental health concerns and keeping children enrolled in school. Many pupils continue to struggle with reading, writing, and arithmetic even after completing primary school, according to the Ministry of Education. Some examples of these skills include basic numeracy and the ability to read and understand simple text. For this reason, we must not rest until we have achieved the national objective of ensuring that all third graders possess the skills of reading, writing, and basic mathematics by the year 2025. Even in the most rural schools, there could be as few as one or two teachers due to the high student enrolment. This is why the regulation bans classes with more than 30 students per instructor, with a reduced cap of 25 students per instructor in districts with a disproportionately high number of kids from low-income families. According to the National Evaluation Project, primary school enrolment has reached almost universal levels due to the Right to Education Act of 2009, although keeping students enrolled is still difficult. For the 2015–16 school year, Table 1 shows that the Gross Enrolment Ratio for primary schools was 99.2% while for secondary schools it was 56.2%. A population's enrolment rate (GER) is the percentage of that demographic that has made a decision to participate in a certain program. Students' GER drops from elementary school to high school, according to all data categories. Moreover, we go into the factors that lead some students to choose to discontinue their formal education. The most common reasons for dropping out were participation in extracurricular activities and home tasks, regardless of gender, according to the figures. Between elementary and middle school, Choudhury discovered that a student's likelihood of dropping out rises 2.7 times [2]. Muslim students have a dropout rate that is more than double that of Hindu students. Examining the National Family Health Survey Data to Determine the Causes of Dropouts among Indian

Students 3. According to “A Study of Potential Drop-Out and its Causal Factors in Elementary Schools of Central U.P.” (Khan S. et al., 2012), the highest percentage of girls who did not complete primary school was found in the schedule caste, at 21.43%. The next highest was in the backward caste, at 18.57%. According to the research published in “Dropout is black spot of Indian education system,” almost every parent of a dropout has no formal schooling themselves. Among the parents, 65% were illiterate and 60% were middle class, and the majority of the female dropouts were from these households. For this reason, expanding access to basic education should be a top priority in the proposed strategy, with the end objective of achieving a 100% Gross Enrolment Ratio covering all grades by 2030. Existing programs that assist low-income children in succeeding academically, such as scholarship opportunities and programs that provide free bicycles to females, should be expanded, according to the National Endowment for Educational Policy (NEP).

Table 2: Major reasons for dropping out (Class 1-12) for 2015-16

Reason for dropping out	Male	Female
Child not interested in studies	23.8%	15.6%
Financial Constraints	23.7%	15.2%
Engage in Domestic Activities	4.8%	29.7%
Engage in Economic Activities	31.0%	4.9%
School is far off	0.5%	3.4%
Unable to cop-up with studies	5.4%	4.6%
Completed desired level/ Class	5.7%	6.5%
Marriage		13.9%
Other reasons	5.1%	6.2%

Note: Other reasons include: (i) timings of educational Institution not suitable, (ii) language/medium of Instruction used unfamiliar, (iii) inadequate number of teachers, (iv) quality of teachers not satisfactory, (v) unfriendly atmosphere at school. For girl students, other reasons also include: (i) non-availability of female teachers, (ii) non-availability of girl's toilet.
Sources: Educational Statistics at Glance 2018, MHRD; PRS.

If one want to reach our goal of a 100% Gross Enrolment Ratio from preschool to secondary level by 2030, we must stop more students from dropping out and get these kids back into school as soon as possible. This can only be achieved if public funds are allocated to construct high-quality schools in underserved areas, renovate and expand existing ones, build schools from the ground up in areas without them, and ensure that all students, particularly girls, have access to safe and practical housing and transportation. An interdisciplinary and multidisciplinary liberal arts education is offered by the suggested method, which does not strictly separate academic and vocational tracks, extracurricular activities and the curriculum, or the arts and sciences. Not only should you have alternatives for lunch and dinner prepared, but also a basic breakfast. Research referenced in “Mid-Day Meals: A Detailed Study Of Indian States” by Dreze and Kingdon found that implementing Mid-Day Meals (MDM) in local schools reduced the percentage of unschooled females by half (2001). A basic yet healthy meal, such as groundnuts or Chana combined with jaggery and/or local fruits, may be supplied in places where cooking is not feasible. Among those who benefited from the program, MDMP was able to keep enrolment rates up, eliminate classroom hunger, and keep daily attendance rates steady. We still have a ways to go before we can improve the program’s implementation and provide children with the greatest Mid-Day Meal imaginable. To ensure that all students get the recommended immunisations, schools will implement mandatory preventive health screenings and employ health cards to track students’ immunisation status. Thus, it is clear that the new structural adjustment strategy in India would not inevitably lead to changes in the educational environment. Making ensuring that every kid, no matter their family’s financial status, has access to a good education is one of the goals of NEP 2020. Socially and economically disadvantaged groups (SEDGs) defined by gender, culture, location, or

handicap will get extra attention. This also includes the establishment of a Special Education Zone and a Gender Inclusion Fund.

4.2. Pertaining to Objective 2

Teaching facts and figures is important, but education’s true aim is to help students develop their critical thinking skills so they can analyse and understand their own lives, the lives of others around them, and the world at large. This kind of education equips students to make a good difference in the world by providing them with the analytical and intellectual skills that are essential in today’s world. The intricacies of pedagogy and instructional design are prerequisites for every effective educator. A important component in helping students fulfil their academic potential is good classroom management, according to articles like “Pedagogy and the Role of Teacher in the Teaching Learning Process” (Ali, Rejjak. Mondal, Mrinal, and T. Das, Tapash.). Developing students’ character and providing them with the varied abilities needed to succeed in today’s global economy are all goals of the suggested educational paradigm. Oppressed individuals find it easier to live their lives practically via Freire’s education. He argued that “problem-posing” and “thematic” inquiry may shed light on unfair living situations, in contrast to the authoritarian “banking education” that views individuals as passive data storage. Critical pedagogy in action: Drawing on the work of scholars such as Giroux (1988, 1996, 1997, and 2003), Shor (1992), McLaren (1995), Kanpol (1999), and Kincheloe (2011), this case study from Kerala, India, utilised Paulo Freire’s humanising pedagogy as a starting point to theorise various aspects of critical teaching practices in the classroom. Education has the power to bring out the best in people, and knowledge is a precious commodity that everyone has inside them.

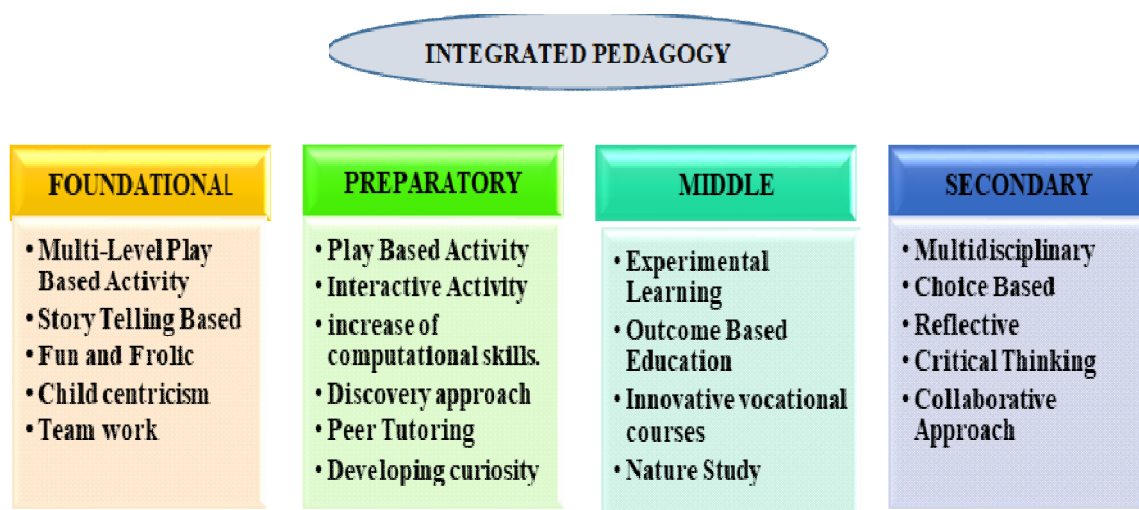


Figure 3: A New Approach to Teaching and Learning in Schools by NEP 2020

i. Changing the Task at Each Level and Redirecting the Pedagogy:

Foundational Stage:

Flexible, multi-level, play-based, activity-based, and discovery-based pedagogies were accessible at this time. That concentrates on domain-based learning goals, informal evaluations via observations, inculcation of good habits for life and positive socialisation of the young learners with their peers. As a result of the policy’s emphasis on the needs of children, teachers will have more leeway to design lessons around students’ physical and mental health as well as their opportunities for creative expression. Teaching the first

few years in the student's native language or the language of the area is a great way to help with this transition. The young students' basic reading and arithmetic skills will be greatly improved by using these strategies.

Level 1

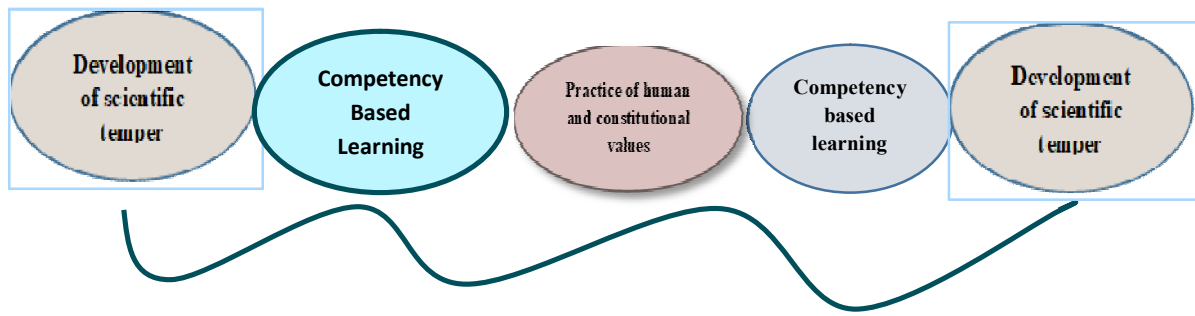
The preparation stage follows the planned pedagogy of the foundational stage and comprises expanding upon learning via actions, explorations, and play. This tier also includes the gradual introduction of textbook-based formal education. By exposing them to a variety of disciplines, we want to widen the students' perspectives and help them develop their critical thinking skills. Third through fifth graders take an active role in their own education by using a discovery-based approach to learning. "Learning by doing" is a part of this strategy; it entails exploring one's environment and experimenting with various objects and materials to find the ones that work best for solving problems.

Level 2

The current recommended approach to education is for students to work in groups with teachers or other subject-matter experts in order to get hands-on experience. Two annual midterms and final exams will expose students to the semester system. If they want to fully grasp complex ideas, pupils, according to NEP, need to investigate subjects from many fields. This approach is known as hybrid learning. Gaining both theoretical and practical knowledge via "learning by doing" is the essence of experiential learning. The importance of mathematics in fields such as data science, artificial intelligence, machine learning, etc., will grow in the future workforce. What this means for students is that computational thinking and mathematics will play an ever larger role in their curriculum. - An The intermediate level is where students will first encounter coding-related activities. This method incorporates guided practice, contemplation, monitoring, and assessment. Considering the mental, physical, and emotional aspects of learning helps speed up the learning process and improve long-term memory retention. A more comprehensive, coherent, and engaging learning experience for students may be possible with the adoption of an integrated and interdisciplinary pedagogy.

Level 3

Students' capacity for critical thinking, flexibility, goal orientation, and comprehensive knowledge will be the primary pedagogical and curricular goals during their time in secondary school. This massive overhaul of the educational system puts students' aspirations first by giving them more leeway and subject choice in deciding on a secondary school career path. Students now have a lot of leeway to study whatever interests them, according to the National Educational Policy (NEP). Mathematical musicology, biological history, physical economics, and chemical geography are all instances of multidisciplinary subjects. To combat this, the NEP 2020 proposes a more flexible secondary curriculum that students may tailor to their own goals, interests, and abilities. An important part of NEP's goal is to prepare students in India for the workforce of today, and one way it does this is via vocational training. Vocational courses that are both creative and related to industry will be available to students as part of NEP 2020's efforts to help them diversify their skill sets. Students' entrepreneurial skills might be honed via these classes as well. To help students learn by doing, vocational courses use a pedagogical method that relies on simulating real-world workplaces. Following the successful VET models in the UK, Germany, and Australia, schools will need to provide funds to address the pedagogical, infrastructural, and content needs of vocational courses. If this were to occur, the demand for and popularity of these courses would increase dramatically. Educational institutions may also consider hiring professionals in the sector to work part-time as contractual instructors. This way, students can learn from individuals who have real-world expertise.



Promote skill based learning and minimizes the rote learning which will be transformed by 2022

Figure 4: Improving Children’s Well-Being with the Use of Adopted Pedagogy

Source: (Made by Investigator)

4.2.1.1. According To the Draft of Policy Adopted Pedagogy will be Responsive for Holistic Development Within children

The suggested method will lead to more active engagement and teamwork in the classroom. We often engage in creative, collaborative, and exploratory activities to foster deeper and more practical learning while also satisfying our children’s inherent curiosity. Using art-integrated, sport-based, and storytelling-based pedagogies, particularly at the beginning level, children will be engaged and motivated via hands-on, direct experiences throughout the curriculum. The emphasis is shifting from results-oriented accomplishments to competencies as a consequence of the educational paradigm shift. An interdisciplinary and all-encompassing approach to teaching and learning would seek to foster the whole development of each student in all areas: mind, body, spirit, and community. The planned curriculum of the sport-integrated education program would teach students the basics of physical fitness as well as the behaviours that will keep them healthy throughout their lives. In an effort to lighten students’ loads and put an emphasis on analytical thinking and problem-solving rather than rote memorisation, the policy’s educational initiatives have included topics such as global citizenship (GNC), design thinking (DT), and artificial intelligence (AI). Thanks to innovative and adaptable course designs that provide students several ways in and out, they would have more leeway in how and what they study.

It is now up to NCERT and SCERT to provide high-quality textbooks. Each state will be solely responsible for its own K-12 education system, including its curricula and textbooks. One of our primary goals is to make sure that all regional languages have easy access to textbooks. With the course load properly regulated, students won’t have to lug about hefty textbooks and backpacks. Strong communication, debate, and discussion abilities, an ethic of social engagement, and critical capacities in the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational domains can all be fostered through an education that is comprehensive and multidisciplinary. This all-encompassing mode of education will be adopted by all undergraduate programs in due time, including technical, vocational, and professional ones. Reorganising content, pedagogy, and curriculum to conform to the National Curriculum Framework (NCF)

and updating textbooks via the review of content rubrics are necessary steps in implementing the changes at each level.

Scholarly research by NCERT and NGOs like Pratham shows that the old focus on rote-learning and memorisation had bad learning effects, even if it worked up until class V. Contrary to current practices, this is being done. A National Program for Proficiency (NIP) in Reading with Understanding and Numeracy (NIPUN—Bharat) is soon to be created as part of the ‘Atmanirbhar Bharat’ initiative to help accomplish this specific goal of NEP-2020. The educational requirements of about five crore youngsters, aged three to eleven, will be met by this aim.

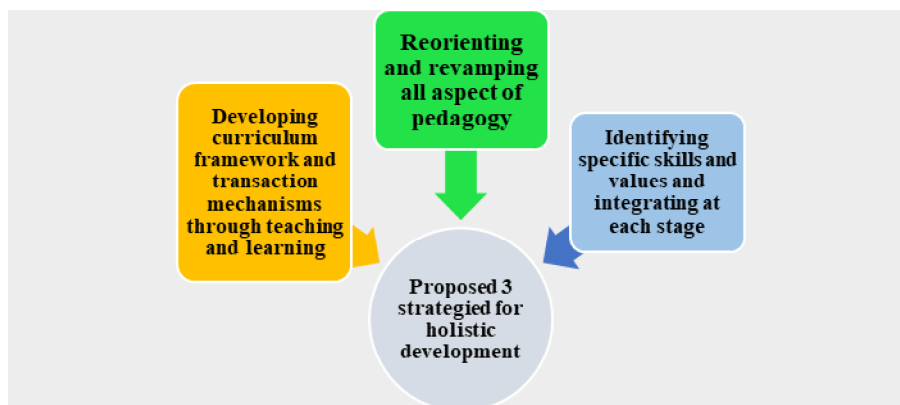


Figure 5: Tri- Dimensional Strategy Responsive To Holistic DevelopmentSOURCE: (Made by Investigator)

Educators should consistently stay up-to-date on the latest research in their field, as well as the ethical issues that develop from their work. With this in mind, our primary objective is to foster personal growth in terms of understanding, empathy, and competency while simultaneously recognising and embracing the wide variety of human experiences, needs, and situations. As a result, teachers should not only be familiar with a range of educational methods, but they need also do self-evaluations on a frequent basis. Education nowadays entails much more than just transmitting knowledge from one generation to another, according to studies in contemporary pedagogy. Teachers should constantly challenge the current quo in terms of school structures, procedures, and knowledge definitions; devise and test new techniques; and, if necessary, seek out organisational change, all in an effort to make the school better. The new policy in India is highly correlated with the pedagogy that aims to be responsive to the complete development of learners.

4.3. Pertaining to Objective 3

According to “Digital India: Opportunities & Challenges” (2018), digitisation in India has the potential to increase GDP by \$1 trillion by 2025. By expanding access to higher-quality educational materials, Digital India aims to promote more equal economic development. The digital gap was addressed in the 15th Annual Status of Education Report (2020), which indicated that during the COVID period, only 28.7% of private school students and 18.3% of public school students had access to online films or pre-recorded content. This data shows that private schools provide more alternatives for online education than public institutions. Around 500 JawaharNavodyaVidyalayas in rural regions are being assisted in helping their pupils develop their digital literacy abilities, according to “Influence of Digital Economy on School Education in India” by Srivathsani, S. and Vasantha, S. These days, digital textbooks are more popular than paper ones, and whiteboards are used in most courses instead of chalkboards. So, NEP 2020 stressed the need of maximising the use of technological tools in the classroom.

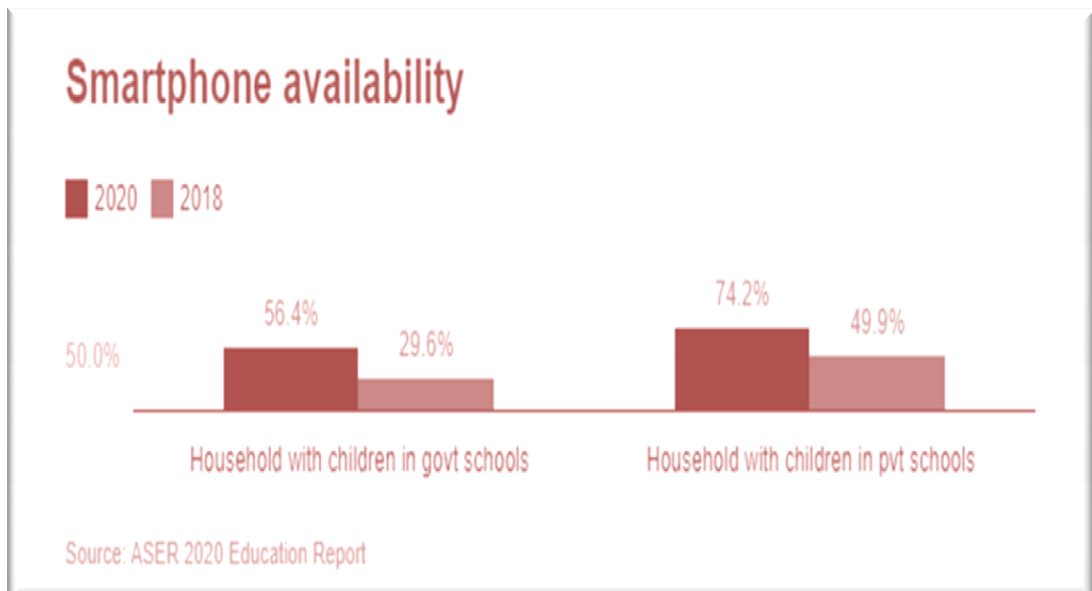


Figure 6: Showing Graphical Representation of Digital Divide between Private and Government School

For the first time ever, students are called the “focal point” of the policy. The policy fully encompasses the five “I’s”: Indian, International, Impactful, Interactive, and Inclusive, which are based on the principles of accessibility, quality, and equality. The proposed NEP 2020 includes extending the Right to Education Act of 2009 to include kids from the ages of 3 to 18, among other things. To advance technological integration, ensure that all students have access to digital and online learning opportunities, and promote free flow of information and ideas regarding the application of technology in the classroom, an independent organisation called the National Educational Technology Forum will be established. A national library of high-quality resources on reading, writing, and basic maths will be available on the DIKSHA e-learning platform, which is run by the government. Virtual labs will also be created via enhancements to current e-learning platforms such as DIKSHA, SWAYAM, and SWAYAMPURABHA to guarantee that all students have equal opportunity to learn through practical, hands-on, experimentation. To ensure that SEDG teachers and students have enough access, we will investigate and develop suitable digital devices, such as tablets with pre-loaded content. Section 23, “Technology Use and Integration,” outlines strategies for using technological advancements in the classroom. The fact that Indian lawmakers are starting to think about how this technology may revolutionise education is positive. In order to make the most of technology in the classroom, it is important to prioritise promoting digital safety, developing digital skills, and providing digital infrastructure. Technology has the potential to greatly benefit education in many ways, including facilitating better communication between teachers and students, creating digital libraries, piquing students’ interest in language study, and levelling the playing field for all students, including those with special needs. Recognising that technology may be a useful tool for teacher education, the Policy also supports the use of online teacher-training platforms. A number of projects are being developed in this area, including virtual labs, online courses in regional languages, and the establishment of a National Educational Technology Forum (NETF). Electronic material was created in a wide variety of regional languages as part of NEP, 2020, not limited to English and Hindi.

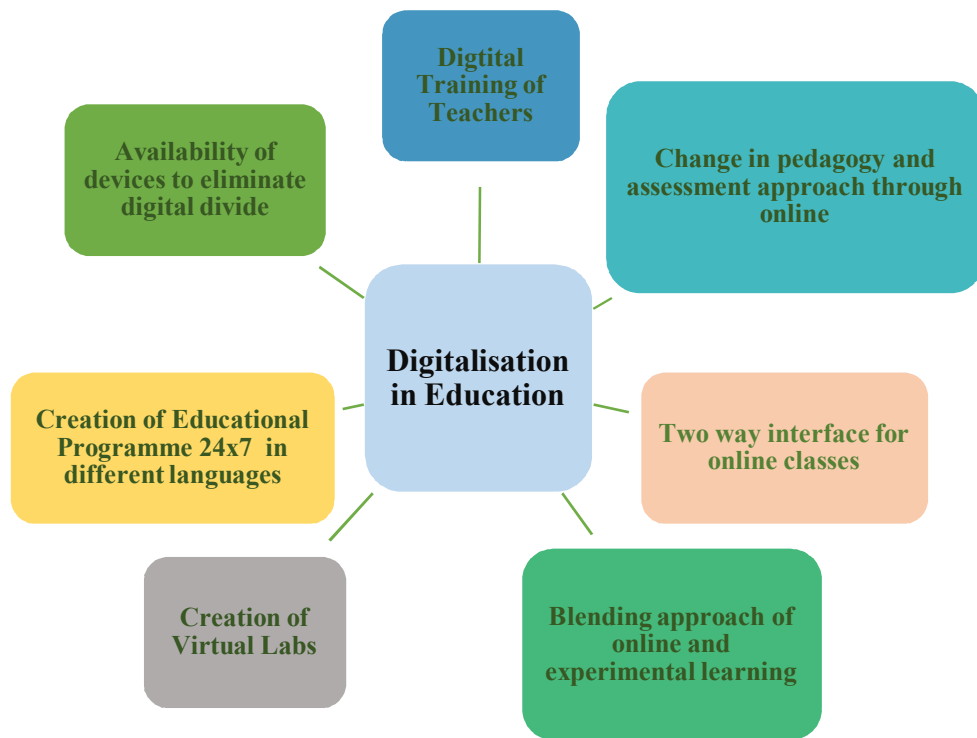


Figure 7: According to the proposed changes in the draft NEP 2020, digital platforms will be used to teach and learn.

SOURCE: <https://timesofindia.indiatimes.com/india/how-rural-india-took-to-online-education-in-lockdown/articleshow/78925273.cm>.

4.3.1. Proposed Draft of NEP 2020 Aiming To Execute Changes in Teaching Learning through Digital Platform

Thus, new rules are strongly associated with the advent of digital platforms that revolutionise the classroom experience. Despite technology’s impact on the future of work, the National Education Policy (NEP) acknowledges that the skills Indian students will need for a lifetime of work are unconnected to technology and places a focus on “how to think” 21st-century competencies. Students become closer to one other and to the teacher when they contribute to class discussions and share examples from their own work. Actions speak louder than words when it comes to any policy, and NEP-2020 is a guiding light for a paradigm shift in the conventional wisdom about education. Many different groups will have to cooperate in a systematic and organised manner to implement the policy’s many objectives and requirements, as stated in the policy itself. There must be a merging of parallel structures in line with a multimodal approach and creative strategy in order to integrate content, ICT, and pedagogy and make good use of disruptive technologies.

4.3.2. Challenges Facing the Implementer in Realising Their Vision

The National Education Policy 2020 (NEP 2020) is the first comprehensive plan for K-12 education since 1986. We need a more comprehensive approach to education that prioritises quality over quantity if we want to achieve our goal of universal reading and numeracy by 2025. No education policy can ever be firmly established until we address this core problem. What we know now as our educational system has its roots in the educational practices of the Industrial and British eras. At least two generations of educators, parents, and

students must work together to bring about this paradigm shift. Our generation has placed a premium on STEM education, and the NEP will need to accommodate us. The New Educational Policy (NEP) calls for a shift towards a curriculum and pedagogy based on core values, among other reforms. One way to create a more just and successful knowledge society is to ensure that everyone has access to a good education. But these challenging pedagogical shifts can only be achieved if the educational system goes through a sea change. The plan is to provide schools with stable internet connections so that kids may continue their education regardless of what happens. If you are seeking funding, you should not ignore this problem. The National Education Policy 2020 allocates 2.5 lakh crores Rupees per year on public education, with the goal of increasing spending from 4.6% to 6% of GDP. Funding for basic running expenses, building schools nationwide, and hiring instructors would all benefit greatly from this tax. The government's coffers are already somewhat full due to historically low tax collections and a large budget deficit prior to the COVID scenario; now, on top of that, the economy is taking a major hit from lockdowns caused by the virus. This is paradoxical. Constructing high-quality digital material, integrating it, and setting up the necessary infrastructure all within the given time frame might be challenging. It is difficult to employ digital learning aids in remote locations due to the very inconsistent Internet access. That is why the government should prioritise strengthening the foundations that underpin the world's digital infrastructure.

5. Suggestions:

Adding 'fun puzzles' or 'language weeks' to the already-established mathematics and language arts curricula is nothing more than a teaching gimmick. In order to establish more solid principles of teaching and learning, it is important to take into account the opinions of specialists. We are moving to the 5+3+3+4 plan, but the policy doesn't explain why. According to the policy's method, vacant teaching positions should be filled as soon as possible by people from low-income backgrounds. The choice or rule of thumb is to state the language of instruction. Various "nice to have" pedagogies, beliefs, abilities, and methods are included in the policy. It is known that there are obstacles to turning them into actual classroom practices or student attitudes; the National Curriculum Framework of 2005 already incorporates many of these. Therefore, it should demonstrate how to implement it in a real-world setting where challenges are present. The library, Balbhavan, lab, Samajik Kendra, and other communal locations need a safe and reasonably priced means of transportation for everybody. Given the current state of affairs, the plan should give top priority to the building of small schools within a one-kilometre radius.

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Citation: Chattopadhyay, Dr. S. & Biswas, Dr. S., (2024) “Pedagogical and Structural Changes in Schools in Light of NEP 2020”, *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-2, Issue-11, December-2024.