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Positives and Negatives impacts of NEP 2020 towards FYUGP under Gauhati University

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Abstract

Teachers who are passionate and skilled fulfil both the education and developmental objectives of their country. Regretfully, academics have turned become pawns of the establishment. The NEP has created and disseminated its standards, methods, modules, and course education programs in order to help achieve Goal-4 of the Agenda for 2030 for the promotion of sustainable development, which calls for ensuring that all people have access to a high-quality education that is equitable and inclusive as well as opportunities for continuous learning for the generations that follow. Additionally, the present education policy places a strong emphasis on four main areas: improving instructional and learning results at all levels of learning, from elementary to higher learning, changing current assessment and assessment structures completely, ensuring an integrated and gradual improvement throughout the whole system of education, and helping students produce strong fundamental competencies through educational and fundamental improvements. NEP 2020 places a high priority on skill development and vocational learning, which can improve Gauhati University FYUGP graduates' employability. In addition to proposing substantial reforms to K-12 and postsecondary education, the National Education Policy (NEP) 2020 has placed a revolutionary emphasis on life skills. Numerous studies show that India's response to the vocational development scheme has not been extremely favourable. This essay attempts to provide an overview of the difficulties, results, and current state of initiatives pertaining to The National Education Policy (NEP) 2020. In light of the significance of these college degrees, this paper is being undertaken in order to determine the courses that are needed.

Keywords: National Education Policy (NEP) 2020, Gradual Transformation, Learning Opportunities, Course Curriculums, Teaching and Learning, Sustainable Development, Education Goals.

1. INTRODUCTION

The government has been successful in increasing teachers' and students' access to and familiarity with ICT throughout time. One Nation, One Online Platform is the vision for the Digital Platform for Knowledge Sharing and Access (DIKSHA) with regard to e-content. All e-content will have a single point of access here. DIKSHA is integrating with epathshala, NROER, and other similar sites that contain e-content and digital textbooks. Latest advancements in AI/ML and other internet-related technologies, such as monitoring that gathers comprehensive data, are integrated into this platform, which serves as a core infrastructure. It can run apps and browsers. Because the platform is flexible, features like two-way audio and video interfaces for online learning and evaluation will be feasible. Using the most recent AI/ML technologies, the platform performs both supervised and unsupervised learning of neural network neural network predictions, suggestions that are devices actions for Indian languages, video/text translators, etc. by integrating platforms like Tensor flow and other free and open-source capacities. Teachers are the nation's constructors. Teachers who are committed and skilled fulfil both the educational and developmental objectives of their country. Regretfully, educators have turned become soldiers of the establishment. The fundamental responsibility of a teacher is being compromised by the high standards set by society, parents, and pupils. Instead of leaving things to rust, the educational system has to be

greased. Corporate and industrial developments put ongoing pressure on colleges and universities to educate their students to a level that would enable them to either command or survive the job market when they graduate. Despite not being a part of industrial or technological development, instructors are unquestionably the sources. Instructors must acquire new skill sets related to the newest technology, educational opportunities, modern knowledge in addition to sophisticated networked information, and finally but not the least, the exploding demands of society on instructors. While it is not easy for a teacher to possess every one of the aforementioned abilities, educators are expected to grow throughout their careers and strive to attain as many as they can. Teachers get stressed out trying to fulfil everyone's needs and doing altruistic effort, which weakens the key component of education.

1.1 Higher Education

Teaching is historically a profession with many facets and the single goal of transferring information. The teaching fraternity is a segment of society that shapes the next generation, but regrettably, this segment is changing and turning into bodies that release resentment, hatred, and other negative emotions. The teaching profession underwent yet another transitory shift with the introduction of "Research" as a result of progress and innovation. Research in education is one such diluting factor. Although it seems cliché, research is regrettably accurate. Rather than being demanding, teachers urgently need to be assisted. In the realms of advancement and creativity, there are a growing number of new causes of stress for teachers, one of which is "Research." In order to become a researcher, a teacher must acquire the necessary skill set and go over their current skills. The National Policy on Education (NPE) was developed by the Indian government to encourage education among its citizens. In India's both rural and urban regions, the program has addressed every facet of education, from basic education to higher education. The Prime Minister of India, Indira Gandhi, enacted the NPE for the first time in 1968; Prime Minister Rajiv Gandhi did the same in 1986; and Prime Minister Narendra Modi did so for the third time in 2020. The Union Cabinet of India adopted the National Education Policy 2020 on July 29, 2020, after receiving many and thorough recommendations from all around the country. It outlined the goals and objectives for India's future system of education. The National Education Policy 2020 has taken the role of the former National Policy on Education, 1986. The current program includes all of India's vocational training facilities, which are spread across both rural and urban regions, as well as a thorough and comprehensive structure for basic through higher education. The primary goal of the initiative is to completely overhaul India's educational system by 2021.

According to the aforementioned policy paper, there are three degrees of ICT literacy:

- i. **Basic Level:** Trainees should have a basic understanding of computers and search engines, including familiarizing oneself with Word and data processing activities, using storage, input and output equipment, connecting to the Internet, sending and receiving emails, and using various social media platforms.
- ii. **Intermediate Level:** In addition to learning how to use software, educators and students also learn how to produce and manage content, tools, and resources.
- iii. **Advanced Level:** In addition to learning how to build connections and participate in web-based networks for cooperation and collaborative education, and utilize various software programs for enhancing self-learning, trainers also get knowledge of information security, copy right, and the amount of plagiarism among other topics.

Any nation's educational institutions have an obligation to free and empower its people, and as a result, education is a vital tool for enacting social change. Furthering innovation and high-quality research at the reputable educational institutions is necessary if India is to live up to its deep cultural and historical legacy of education and become a global centre of knowledge. India has been working on a new education strategy since 2015. On July 29, 2020, the Ministry of Human Resources Development, or MHRD, released the National Education Policy, after several meetings with stakeholders from the education sector over the draft NEP of 2019.

1.2 Objectives of the study

- The primary objectives of NEP 2020 is on critical thinking abilities and research-based learning, both of which are crucial for students' professional and educational growth. This emphasis might improve the level of instruction offered in the FYUGP.
- NEP 2020 places a strong emphasis on integrating technology into education, which may make it easier for students to collaborate, do research, and study online. As a result, students in the FYUGP could have access to more chances and resources for education.

(Muralidharan, K., 2022) In addition to building educational facilities as a foundation for universal access to education, the democratic welfare state is also keenly engaged in fair, impartial, and high-quality education. Actually, the goal of Global Agenda SDG 4 is to ensure that everyone has access to high-quality, lifelong education, regardless of their location, ethnicity, religion, caste, or other characteristics.

(Khatak, S., Wadhwa, N., 2022) The 20th century is known as the "computer era," and as the digital age expands, management viewpoints will face difficulties in meeting its expanding demands. The education system is the area that is most disregarded as it presents significant difficulties for emerging nations like India. Many bright minds are working to change the widely used, modified education system that has its origins in the 1980s. NEP, 2020, to put it simply, is an update of the educational system from the old notion of the 1980s to the 21st century to accommodate changes brought about by developing technology. Even while almost every industry has advanced, including transportation and communications, education is lagging behind and needs improvement beyond all other areas.

(Kumar, A. 2021) The goal of the National Education Policy 2020 (NEP 2020) is to modernize the educational system and provide a roadmap for the emerging India. On July 29, 2020, the Indian cabinet gave their approval. This essay is a first effort to highlight NEP 2020 and examine India 2.0's goal for a comprehensive education system change to address 21st-century problems. This is an exploratory research using secondary data as its foundation. The conclusions result from a thorough analysis of the body of current literature. One of NEP 2020's primary goals, it was discovered, is to expand student enrolment by 2030 in all educational institutions, including professional, higher education, and elementary schools. In order to do so, it has recommended gradual changes to the current institutions of government and education.

II. IMPLEMENTATION OF NEP

The plan for action has only been drafted in its most fundamental form; resources and implementation plans still need to be developed. The Central Advisory Board of Education (CABE), the National Testing Agency (NTA), the National Council of Higher Education Research and Training (NCERT), state and union governments, and the regulatory bodies of higher education institutions and schools will all be involved in the implementation of NEP 2020. They will review strategies and timetables in accordance with the values of:

- Moving forward gradually,
- Giving problems a priority,
- All-encompassing execution,
- Coordinated state and federal planning, oversight, and operation,
- Using the necessary funds, personnel, and infrastructure in a timely manner,

Committees including subject matter experts will collaborate with state and federal ministries to advise them on the creation of comprehensive plans for NEP 2020 implementation that address all aspects, according to the aforementioned criteria. The strategy to be used for NEP 2020 implementation is shown in Figure 2.

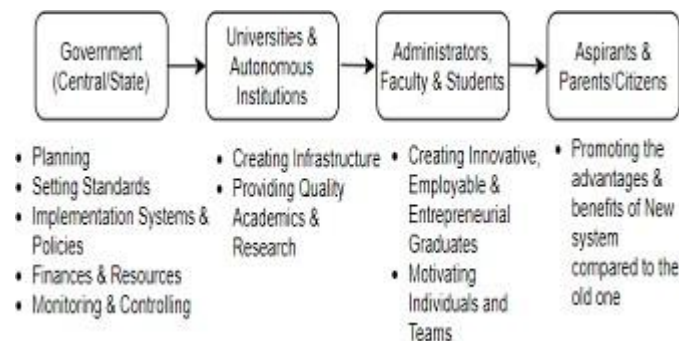


Fig. 1 Strategies for NEP 2020 Implementation.

India most definitely doesn't have a single, national education system implemented by all of the states. Instead, laws remain the centres, and in order for a policy to be genuinely deemed national, the states must work together and take some ownership of it. Rather than providing uniform national recommendations, NEP 2020 seems to fall short in acknowledging this variation and giving a plural plan for implementation that considers the achievements that have been made in various states. A unified and accommodating national policy is required for successful execution.

III. NEP, 2020: APPROPRIATE POLICIES

Fresh situations and circumstances need novel endeavours. We must be prepared with high-quality alternate forms of education regardless of when and where conventional, in-person modes of instruction are not feasible, given the current surge in diseases and pandemics. In this sense, the National Education Policy 2020 acknowledges both the possible risks and hazards associated with technology and the significance of using its benefits. Undertaking well-thought-out and suitably sized pilot studies is necessary to ascertain how to capitalize on the advantages of digital and online learning while minimizing or resolving its drawbacks. To address the present and future problems in delivering high-quality education for everyone, it will be necessary to optimize and extend the current digital platforms and continuing ICT-based educational efforts. To be successful online educators, teachers need to have the right training and growth. One cannot presume that an instructor who is effective in a conventional classroom would also be effective in an online one. A distinct strategy is needed for online examinations in addition to pedagogical adjustments. Large-scale online test administration has many obstacles, such as constraints on the kinds of questions that may be posed in an online setting, controlling power and network outages, and stopping unlawful conduct. In the online/digital educational realm, several course/subject kinds, such performing arts and scientific practical, have restrictions that may be partially addressed with creative solutions. Furthermore, online education tends to become screen-based with little emphasis on the social, emotional, and psychological elements of learning unless it is combined with experience and activity-based learning.

IV. METHODOLOGY

A methodical strategy is needed to analyse the benefits and drawbacks of the National Education Policy (NEP) 2020 in relation to Gauhati University's Five-Year Integrated UG Programme (FYUGP). This is an approach that you may use:

- **Stakeholder Interviews/Surveys:** A methodical strategy is needed to analyse the benefits and drawbacks of the National Education Policy (NEP) 2020 in relation to Gauhati University's Five-Year Integrated UG Programme (FYUGP). This is an approach that you may use.

- **Policy Analysis:** Analyse and compare the primary NEP 2020 components that are relevant to undergraduate education with the FYUGP objectives. Identify the areas of agreement and potential dispute between the two.
- **Data Collection:** To evaluate the effect of NEP 2020 on FYUGP, gather both qualitative and quantitative data regarding a range of factors before and after it is implemented, including enrolment rates, academic achievement, student happiness, employability, infrastructural development, etc.
- **SWOT Analysis:** Under NEP 2020, do a SWOT (Strengths, weaknesses, possibilities, and dangers) study for FYUGP. This will assist in determining the program's internal advantages and drawbacks as well as outside potential and potential hazards brought on by the policy changes.
- **Comparative Analysis:** To evaluate the success of the Gauhati University FYUGP and pinpoint areas for development, compare it to comparable programs offered by other institutions or by other educational initiatives.
- **Expert Consultation:** To get more information into the effects of NEP 2020 on FYUGP, consult subject matter experts in the areas of curriculum development, higher education administration, and education policy.
- **Cost-Benefit Analysis:** Consider the advantages and disadvantages of implementing NEP 2020 for FYUGP. Determine if the gains outweigh the cost of the resources.
- **Ethical Considerations:** When implementing NEP 2020 and analysing its effects on FYUGP, take ethical considerations including equality, accessibility, inclusion, and cultural sensitivity into account.
- **Report Compilation:** Using data and analysis, compile all the conclusions from the previous phases into a thorough report that explains the advantages and disadvantages of NEP 2020 for the FYUGP at Gauhati University.

The NEP additionally addresses providing incentives, expanding the number of apprenticeships, and offering students more options for work-related education. This is a reasonable concept, however given the National Apprentice Promotion Scheme (NAPS), which was introduced in 2016, it is important to consider its viability. Against a goal of 20 lakh apprentices overall, the NAP has only taught 2.9 lakh apprentices up till 2018. The entire goal of teaching 50 lakh apprenticeships by 2020 looks highly unlikely, with just 15% of the objective being successfully accomplished something. Just 10,8195 (16.8%) of the 64,390 firms that registered with the Ministry of Talent Development and Entrepreneurship in June 2019 had a minimum of two apprentices undergoing training with them, according to foundation data from the NAPS site. Before establishing more aggressive avenues for apprenticeships under NEP, these numbers need a comprehensive assessment

V. Finding and suggestions

5.1.1 Positives

- **Flexibility:** NEP 2020 supports an undergraduate curriculum that is flexible and lets students select from a broad choice of studies in several academic fields. Gauhati University FYUGP students can explore a variety of interests and tailor their learning courses to fit their career goals because to this flexibility.
- **Multidisciplinary Approach:** The policy supports interdisciplinary teaching, which can improve FYUGP students' overall academic experience.
- **Skill Development:** In order to increase students' employability and entrepreneurial spirit, NEP 2020 places a strong emphasis on skill development and vocational training. By including skill development programs in the

FYUGP curriculum, students can acquire real-world knowledge and abilities that are applicable to their chosen vocations.

5.1.2 *Negatives*

- **Implementation Challenges:** NEP 2020's implementation could be difficult, particularly for universities like Gauhati University where making considerable administrative and infrastructural adjustments to fit the new framework might be necessary.
- **Resource Constraints:** Sufficient faculty, facilities, and financial resources are necessary for NEP 2020 objectives to be implemented successfully. Gauhati University's resource limitations may make it more difficult to carry out the policy's goals.
- **Assessment and Evaluation:** The transition from rote learning to competency-based education is emphasized by NEP 2020.

5.1.3 *Suggestions for Improvement*

- **Capacity Building:** Gauhati Prioritizing faculty development programs will help universities provide educators with the skills and knowledge they need to successfully execute NEP 2020.
- **Infrastructure Development:** To support the execution of NEP 2020 programs, such as multidisciplinary labs, research centres, and skill development workshops, investments in infrastructure renovations and facilities are essential. Resources should be set aside by Gauhati University to fill in infrastructure deficiencies and establish a comfortable learning environment.
- **Stakeholder Engagement:** The effective implementation of NEP 2020 depends on including stakeholders in the decision-making process, including educators, administrators, lawmakers, and students. Gauhati University shall encourage cooperation and communication between interested parties in order to guarantee adherence to the goals of the policy and resolve any issues or difficulties.
- **Inclusive Policies:** In order to guarantee that NEP 2020 activities serve all students, regardless of their socioeconomic background or geographic location, Gauhati University should create inclusive policies and support mechanisms.
- **Monitoring and Evaluation:** To measure results, pinpoint areas for development, and guarantee accountability, it is imperative to set up systems for tracking and assessing the implementation of NEP 2020. Strong monitoring and assessment mechanisms should be created by Gauhati University in order to gauge the success of NEP 2020 activities and make any required modifications.

VI. CONCLUSION

Every nation's source of growth and forward motion is its higher education system. Greater worker efficiency translates into more efficient economic, financial, industrial, and social development and growth. The educational system is always changing. Because of its dynamic character, the educational system has to be improved via changes. The use of academics' research papers as a hiring and promotion criteria led to the cobra effect. This essay outlines the national education strategy for 2020, including its history and the significant changes it plans to bring about in a number of educational domains. It is undoubtedly a long-overdue change in the field of education and a step toward bolstering and growing the country's progress. The NEP 2020 correctly notes that achieving the objectives of lifelong learning and accessibility is necessary. Nonetheless, in order to guarantee the comprehensive growth of students, it must be backed by significant structural adjustments. As originally intended by the NSQF, this will subsequently result in more opportunities for skilled human capital to move both domestically and internationally.

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