RESEARCH ARTICLE

A NEW APPROACH OF THE NATIONAL EDUCATION SYSTEM WITH SPECIAL REFERENCE TO NEP 2020: A CRITICAL ESTIMATION

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Manuscript Info	*Abstract*
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India's Ministry of Human Resource Development has outlined an extensive and comprehensive National Education Policy 2020. (NEP2020). Before India gained its freedom, the "Masters, the British Empire" had exclusive authority over the country's educational system. The goals of the education schemes, including the one created by Macaulay, were not to provide Indians with a superior education but rather to provide a constant stream of the "Babus," who are just servants of the masters who work as clerks and bureaucrats. The society changed after independence because it went through a series of adjustments, set policies, and implemented certain improvements, but the impact was not yet accomplished.The "2030 Agenda for Sustainable Development (SD)" was modified by the GOI in 2015, and since then, the initiative has been in motion. NEP2020 is the end result of a protracted, collaborative process. A particularly detailed planning document is NEP2020. This article has covered the key aspects of the problems, values, goals, vision, difficulties, and solutions. Higher education and its delivery have received the majority of attention. Other concerns, such vocational education, research, and online and digital education, to name a few, have also received the attention they deserve. Overall, the administration has made a remarkable and extremely encouraging stride forward. Howmuch net effective production is actually obtained will only become apparent with time.

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Introduction:-

During the past two years, the entire humanity has undergone a near-total transformation, due to COVID-19 pandemic. The life as we knew has become more or less obsolete and that we have already transformed into a replacement world order, a system, which is governed by Covid-19 and all the issues related to it. However, life has to go on after facing all lockdowns and curfews, various sectors of our education system have been severely affected. Currently we have noticed some improvement in this situation. "Survival of the fittest"a famous term taken by Charles Darwin from Herbert Spencer in his1864 book "Principles of Biology", Here, the word "fittest" clarified by Darwin himself or not, but is completely true, "It isn't the strongest of the species that survives, not the foremost intelligent that survives. It is the one that's the foremost adaptable to vary."

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In the famous words of Albert Einstein, "We cannot solve our problems with the same thinking we used when we created them." Therefore, it will not be possible to get rid of the entire assisting problem regarding the field of education by the old policy, which required a radical change in the education system. With emerging "New-India" the policy on education needed to be redesigned and reimagined as a result, National Education Policy 2020, (NEP 2020).

Objectives of the study:-
The National Education policy 2020 has many initiatives to enhance the standard and therefore the broadness of the education system in India. This study is focused upon the following objectives-
1. To explore the history of education policies in India and sociopolitical perspective behind framing the NEP 2020.
2. To elicit innovative educational views embedded in NEP 2020.
3. To investigate the provisions of Teacher Education enshrined in this NEP 2020.
4. To know the different classes of people involved in education of the society thinking about this education policy.

Research Methodology and Procedure:-
The present study has been taken up to dissect the recently espoused National Education policy 2020. The study is grounded on descriptive type of research, depending further on descriptive research method. As descriptive research method enables the investigator to present the collected data in a descriptive manner or describe in detail the data being delved. It's used because it's accurate and reliable for the composition of tables being made with all the gathered data. This study methodology consists of an abstract discussion on pressing the gist of the public educational policy framing, emphasizing varied sections of the policy of NEP 2020. Identification and collection of data would be made using by the survey method.

Data Collection
Data was collected using the questionnaires. Besides these magazines, souvenirs, official records, reports, published and unpublished documents, books etc. were reviewed in order to collect the primary and secondary data for the study.

Population of the Study
The population of this study includes students, parents, teachers and other who will be directly or indirectly associated with education field.

Sample of the Study
A sample is a small group, which represents all the traits and characteristics of the whole population. The sample of the present study constitutes randomly and purposefully
Selected major classes related to the field of education.The random and purposive sampling techniques were both used to select the sample of the study. The following is the detailed sample of the study as shown in Table.

Table No 1:- The detailed sample of the study.

Class	Teacher	Student	Parent	Total
Number of Respondent	30	50	20	**100**

As shown above the sample of the study included 30 Teachers, 50 students and 20 Parents as at the sample of study.The following is the detailed sample of Teachers, Students and Parents .

Table No.2:- Detailed sample of Teachers.

Teachers	No.
Lecturer & Assistant Professor of General Degree College	10
Lecturer & Assistant Professor of B.Ed. College	8
High School Teachers of West Bengal	6
Primary School Teacher of West Bengal	6
Total	**30**

Table No.3:- Detailed sample of Students.

Students	No.
Under Graduation (B. A/B.SC) Students	10
PostGraduate (MA/MSC/M.ED) Students	30
Ph.D Scholars	10
Total	**50**

TableNo.4:- Detailed sample of Parents.

Parents	No.
Father	7
Mother	10
Other Guardian	3
Total	**20**

Data Analysis
The researcher in the present study had followed the descriptive method and documentary analysis and survey method. Data had been collected through documentary survey as well as questionnaires. Therefore, the investigator attempted to discuss, analyze and interpret both the verbal data and numerical scores critically in descriptive form. Therefore, by simple adoption of percentages the researcher could classify the data translating each unit assigning unique meaning. Data collected were analyzed by first entering all the data category wise in excel sheet and tabulated systematically. Data were analyzed following descriptive technique of analysis. The responses collected from three categories of people – Teachers, Students, and parents were systematically arranged and calculated and converted into percentage and presented with pie diagram and results were interpreted separately.

Objective-1:
The most urgent need in India after independence was to formulate its own educational policy according to our need. There were many aspects of the education policy that were made immediately after the liberation that were not perfect. But in the past, we have been seen that such great change in education policy has not been possible to implement due to various kind political and economic and social obstacles. Policies have also often been influenced by contemporary political agendas, and in this process numerous crunches in our educational system have still persisted.

The growth in the number of educational institutions in all situations, especially in the private sector, has posed a serious challenge to both educational itineraries and policymakers. A depressing analysis of our education policies is that they did not take into account the socio-economic, cultural and linguistic differences in our country. While it's true that many states-initiated support services and schemes have been introduced at different levels of education to bridge these inequalities, it has not been possible either to control the burgeoning expansion of private educational enterprise or enhance the quality of many states runs as well as private educational institutions. No policy has been suitable to put in place a common system of education or generally accepted quality assessment machinery. It's a challenge for future education policies to address these issues. This Policy proposes the up gradation and reassembling of all aspects of the education structure, as well as its rule and jurisdiction, to supply a replacement system that is aligned with the aspiration pretensions of twenty first century education, as well as SDG4, whereas erection upon India's traditions and value systems. The NEP stress upon the event of the inventive phenomena of each existence. It's grounded on the principle that education should develop not solely cognitive capacities-both the 'foundational capacities of knowledge and numeracy and 'advanced-order' cognitive capacities, similar as important thinking and problem-solving however additionally social rules, moral values, and mental capacity and temperament.

Objective-2:
With the goal of formalizing shifts from school position to college/university position, the new NEP has been developed. The following educational content will focus on important generalizations, ideas, applications, and problem-solving facets while keeping in mind the changing circumstances. It is anticipated that the National Education Policy will have a good and long-lasting impact on the nation's advanced education system. The government made a commendable decision by allowing international universities to establish campuses in India. This will help the pupils witness the global quality of education in their actually own country. Therefore, pupils will be equipped with stronger knowledge base. One can also transfer these credits if he/ she decide to switch colleges. However, these credits will remain safe which means he/ she can come back times after and pick up from where the pupil had left, if a pupil ever

drops out for some reasons. The new non-supervisory structure for advanced education will ensure that different administrative, accreditation, financial, and standard-setting responsibilities are carried out by independent, empowered authorities. According to India's Higher Education Commission (HECI),these four structures shall be developed as four separate verticals within a single shade institution,some salient features are

1. The government will set up a single regulatory body to oversee all higher education except the judiciary and medical department.
2. The Academic Bank of Credits (ABC) will be created for saving students' academic data, which will allow students to multiple exit and entry into the course.
3. Through applications and television channels, technology can support adult literacy. It will be possible to provide high-quality technology-based solutions for adult education, such as applications, online courses and modules, satellite-based television channels, online books, libraries integrated ICT, adult education centers, etc.
4. There will be native language e-courses accessible. Education planning, teaching, evaluation, teacher, school, and student training will all include technology. The information will be made available in native tongues, starting with 8 of the most common ones. Kannada, Odia, and Bengali will join the courses already offered in Hindi and English.
5. Foreign institutions will establish campuses in India. A new rule would make it easier for the top 100 international institutions in the world to operate in India. Similar (foreign) universities would receive a distinct division covering regulatory, governance, and content morality on par with other autonomous institutions of India, according to the HRD Ministry statement.
6. Uniform test for all sodalities' entry the National Testing Agency will administer the common entrance exam for all higher education institutions (NTA). The examination will be optional.
7. A Higher Education Council of India (HECI) will be set up to regulate advanced education. The council's thing will be to increase gross registration rate. The HECI have 4 verticals.
   a) National Higher Education Regulatory Council (NHERC) will be formed for the development and integration of higher education and schoolteacher education.
   b) National Accreditation Council (NAC), an accrediting body, will be converted into a "meta- body".
   c) Higher Education Grant Council (HEGC) will replace the existing National Council for Teacher Education, All India Council for Technical Education and the University Grants Commission.
   d) General Education Council (GEC) will be set up to frame "graduate attributes".

Objective-3:
The backbone of the country is its teachers. Both students and members of society follow them to a large extent. Teaching is a career that has ties to both the school and the outside community. The attributes of a teacher may be developed via knowledge, attitude, behaviour, and skill development or they can be obtained through good education and training. For this reason, several commissions and committees devote particular attention to teacher education and collaborate with the federal government to introduce various policies, suggestions, and draughts. Previously known as teacher training, it is now referred to as teacher education. The main objective of NEP is integrating and systemizing every field of the education system in India, and much upon the student's current need and also planning to eliminate some unnecessary concept in old system.

Rejuvenating integrity to Teacher Education
For the purpose of elevating a purely educationally sound teacher preparation agenda in India, the operation will be taken to close down the substandard and inefficient teacher education institutes by 2023. Every three months, the National Higher Education Regulatory Authority will review the operation's progress, and every six months, Rashtriya Shiksha Aayog will do the same.

Education into multidisciplinary Colleges and Universities:
In this portion NEP has recommended four-year integrated B.Ed. programme by 2030 within the multidisciplinary institution and environment. Again it has mentioned that a good teacher education institution must include expertise areas related to education- specialists in early childhood education, understanding and pedagogy of subjects, assessment, curriculum and material development, school leadership along admission process will be done through subject and aptitude test conducted by the National Testing Agency (NTA). Teacher education institutes will be converted into an interdisciplinary body by 2030.

Department of Educationin Universities:
This NEP put extra focus upon the space & technology education in India. The Department will arrange for pre-service education and in service Continuous Professional Development (CPD) of teacher in school education as well as higher education. NEP also suggested sufficient funding, capacity planning for teacher education by different state and central governmental agencies or private players. Faculty strength in teacher education, offering courses in online mode, research-based teacher preparation, and interdepartmental collaboration for special subjects, post graduate and Doctoral programmes in education are some highlighted areas in this NEP will be modified in many ways.

Faculty for Teacher Education:
The good teacher can produce the quality teachers from the teacher education institutions. In this respect NEP has advised to appoint faculty having specialization in areas of curriculum and pedagogy, fundamental areas of education technology and research in education that means they must have Masters' and PhD degrees in various related disciplines. For the implementation of the faculty profile not everyone is needed Ph.D rather teaching experience and field research experience will be highly valued and again at least 50% of faculties come with such experience. "It is also desirable for faculty to have at least one degree in education (M.Ed., or master's degree or Doctorate in Education) but not be mandatory for the faculty."

Objective-4
From the above analysis, all the responses are divided into three major categories, i.e. (1) those options are taking as positively to changes, (2) options that are negatively responses with the changes and (3) lastly a mixed way of response related to the changes.
The below table is showing the category wise responses of percentage regarding the new changes in NEP 2020.

Table 05:- Category wise responses related to the changes done in NEP 2020.

Fieldofchanges	Category wise responses in Percentage (%)								
	Teachers			Students			Parents & Guardian		
	Positive	Negative	Mixed	Positive	Negative	Mixed	Positive	Negative	Mixed
School Education	35	26	38	53	39	8	31	28	41
Higher Education	51	13	36	64	32	4	60	15	35
Teacher Education	55	21	24	53	22	25	69	10	21
Tech. Education	44	9	47	58	30	12	36	11	53
Vocational Education	70	5	25	84	11	5	77	9	14

From the above table it can be says that various types of responses have been recorded in this study. Here we built the questioner focusing upon the changes took place in five different dimensions in education system. These are school education, higher education, teacher education, technical education and vocational education. Each question has some positive and negative and a balanced or mixed characteristics.

Here in case of school education the results say more tilting numbers toward the mixed approach, because it is a radical change, so it is not easy to accept any changes so early. The teacher and parent's responses are almost similar 38% & 41% respectively. Students are quite satisfied with these changes in school education.

In case of higher education most of the responses are indicate the positively acceptance of changes (55 %.). But there are many confusions are also found in case of the implication of these changes (25 %.).

Changes in teacher education is also acceptable to the respondents, near about 59% are saying these changes are good and there are some confusions are also found near about 16.66%. 18.66% are not in favor of these changes.

Here in case of the technical education reforms there is many confusions are created almost 37.33%; and 46% are taking it as a great move.

The results of radical changes made in the field of vocational education is seen from the responses about 77% are agreed to those changes in various level for the development of the vocational education; and 34.66% are still want to see the impact of these changes in real field 8.33% are not agree to these reforms.

Suggestions for further improvement:
The following suggestions may be appropriate to realize the policy and make it effective and defect free froma public point of reference:
- A. A proper definition of Multidisciplinary College
- B. Ph.D should be a compulsory qualification for a permanent teaching position in Colleges & Universities:
- C. There are many aspects in this policy are not clear or new and the government has to take responsibility to explain them with proper guidelines.
- D. Higher Education Leaders should be Role Models in Research & Innovations:
- E. Only Type 1 & Type 2 higher education institution should be allowed to offer B.Ed. programme to improve the quality of teachers in School education.
- F. Technology should beused extensively in the evaluation process.
- G. Compulsory three modes of Teaching–Learning processes in HEIs
- H. Government should put focus upon the corruption issues that are happening in education field.
- I. Proper use of GDP (6%) share in education in education sector.
- J. Vocational Training based Earnwhile Learn Encouragement:
- K. Removal of Obsolesce in Higher Education System:
- L. Different centralized body should work in synchronies manner otherwise it could not achieve its objectives.
- M. The overall arrangement for the development of teaching learning needs to be clarified.
- N. The changes mentioned in this policy require a lot of money along with the proper plan of Action.
- O. The new education policy will be accompanied by the arrival of lots of private players in the field of education who are the responsibility of the government to manage, so that they can work in collaboration with government agencies.

Conclusion:-
We have concluded that the new policy is significantly more futuristic and compact than the previous education policies after reviewing a broad range of information. Looking at the various demands in current field of education, it is seen that we need such kind of education policy long ago. However, not everyone is completely conscious of all the details of this policy. This will only comprehend more clearly after proper execution. So, even though certain attempts are beneficial, they raise the possibility of misunderstanding. Such a drastic shift in education would cost a lot of resources. The aforementioned data analysis demonstrates that the majorities of our respondents are quite aware of these improvements and are considering these upgrades very favorably.So to sum up, I'll say that the government's new NEP2020 plan, which has been under development for 34 years, is a great initiative that will strengthen India's future generations' skills, particularly in the areas of higher education and research, where the consequences will be observed globally.

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