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Pillars of the new education policy 2020

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ABSTRACT

Education has long been recognized as a critical component of development. It is widely acknowledged as a critical component of individual and societal empowerment. The New education Policy 2020 aims to revise and update our country's education system, including its rules and governance, by making both school and college education more comprehensive, versatile, and multidisciplinary, in line with the 2030 Agenda for Sustainable Development. The aim of the present paper is to review the Four Pillars and their Importance in New Education Policy 2020. These NEP pillars are the steps that schools should take to implement changes and prepare their school to become a smart school and an institution that is ready to participate actively in this revolution. It believes that the goal of education is to produce good people who are capable of critical thinking and action, compassionate and empathy, courage and endurance, scientific temper and imaginative imagination, and ethical moorings and values of the foundational pillars of the New Education Policy 2020. Its goal is to produce active, efficient, and contributing people who will help to create an equal, inclusive, and plural society as our Constitution envisions. The present study incorporates secondary data for an in-depth investigation and achieve the objectives of the study. The collected data were analyzed critically on the basis of result of the other published study of pillars of the New Education Policy 2020. NEP 2020'S Four Pillars are the measures that schools should take to introduce reforms and prepare their school to become a smart school and an organisation that is ready to participate actively in the revolution. Critical thinking and imagination will be integrated into the curriculum. According to the Anjani Chaand study published on April 10, 2017 Mr. Prakash Javadekar, Minister of Human Resource Development, recently unveiled the five pillars or foundations of the New Education Policy. All of these pillars are critical to the NEP (New Education Policy), as the country needs a value-added education system that includes sports and Yoga, which is now widely recognized around the world.

Keywords— Access, Accountability, Affordability, Policy, Pillars.

1. INTRODUCTION

Educational policies shape the country's social and economic growth, but they are mostly overlooked in legislative circles because they don't produce immediate results for political platforms. Education has long been recognized as a critical component of development. It is widely acknowledged as a critical component of individual and societal empowerment. These advantages, along with the tangible intellectual benefits that education provides to individuals, have been the driving forces behind the government's decision to make universalization of education a declared goal of its long-term growth plan and to spend vast sums of money in the process. The aim of education in ancient India was not only to acquire knowledge as a means of preparing for life in this world or life beyond schooling, but to realize and liberate the self fully. Takshashila, Nalanda, Vikramshila, and Vallabhi, for example, were world-class institutions in ancient India that set the highest standards for multidisciplinary teaching and study and welcomed scholars and students from all walks of life and from all over the world.

The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. The world has been influenced by Indian culture and philosophy. These valuable contributions to world heritage must be nurtured and preserved for future generations, as well as studied, expanded, and put to new uses through

our educational system. The teacher must be at the core of all educational changes. By 2040, the aim of an education system is to fill the current state of learning outcomes must be bridged by significant changes that put the highest quality, fairness, and dignity into the system, from early childhood care and education to higher education, with equal access to the highest-quality education for all learners regardless of social or economic context.

The National Education Policy 2020 is the country's first education policy of the twenty-first century, with the goal of addressing the country's many growing developmental imperatives. This policy aims to revise and update our country's education system, including its rules and governance, by making both school and college education more comprehensive, versatile, and multidisciplinary, in line with the 2030 Agenda for Sustainable Development. According to the government, previous initiatives were primarily implemented to address issues of access and equality. It should be noted that the country's Gross Enrolment Ratio (GER) is currently 26.3 percent (as of last year). The NEP also aims to spend 6% of our GDP on education in order to ensure that this policy is implemented throughout the world. As a result, rather than focusing solely on availability, the question of affordability must be addressed as well.

This Policy proposes that all facets of the education framework, including legislation and governance, be revised and revamped in order to establish a modern system that is consistent with the aspirational objectives of 21st century education, including SDG4, while preserving India's traditions and value systems. The National Education Policy places a strong focus on the growth of each person's creative potential. The new education policy must aid in the recruitment of the best and brightest to teach at all levels by ensuring a living wage, respect, integrity, and autonomy, as well as instilling in the system basic quality management and accountability methods. The new education policy must ensure that all students, regardless of where they live, have access to a high-quality education, with a special emphasis on traditionally oppressed, poor, and underrepresented groups. Education levels the playing field and is the most effective means of promoting economic and social mobility, inclusion, and equality. Initiatives must be put in place to ensure that, considering their inherent disadvantages, all students from such classes have access to a variety of tailored opportunities to enter and succeed in the educational system.

2. REVIEW OF LITERATURE

Gaurang Kanth WION (2020) New Delhi Published on August 14, 2020 (IST) The National Education Policy 2020 (NEP) was released by the Ministry of Human Resource Development (MHRD), laying the groundwork for large-scale transformational changes in both the school and higher education sectors. It is the first education policy of the twenty-first century, according to the government, and it replaces the thirty-four-year-old National Policy on Education (NPE), 1986, which was amended in 1992. The foundational foundations of the NEP are Access, Equity, Quality, Affordability, and Accountability. This policy aims to revise and update our country's education system, including its rules and governance, by making both school and college education more comprehensive, versatile, and multidisciplinary, in line with the 2030 Agenda for Sustainable Development. According to the government, previous initiatives were primarily implemented to address issues of access and equality. It should be noted that the country's Gross Enrolment Ratio (GER) is currently 26.3 percent (as of last year). The NEP also aims to spend 6% of our GDP on education in order to ensure that this policy is implemented throughout the world. Furthermore, the central government has a wider scope with this strategy than with the previous NPE since it includes students as young as three years old instead of the previous age of five years. It also recommends changes for teachers by bringing their governing laws into line with those of other professions. The NEP's major highlights are mentioned in the following paragraphs.

School Education: The NEP places a high priority on ensuring universal access to school education at all levels, from pre-school to secondary school. Furthermore, the previous 10+2 curricular structure has been replaced by a 5+3+3+4 curricular structure, which corresponds to ages 3-8, 8-11, 11-14, and 14-18 years. This would put the previously unaddressed age group of 3-6 years into the school curriculum, which is widely accepted as a critical stage in a child's mental growth. In grades 3, 5, and 8, all students can take school exams that will be administered by the relevant authority. Board exams for grades 10 and 12 will be continued, but with a new focus on holistic growth. This additional categorization of students by age groups aids not only the government in enacting age-specific educational standards, but also schools in designing curriculums and syllabi that impart information more effectively based on age. In addition, the Policy seeks to blur the boundaries between the existing, hierarchical "streams" definition, in which students are forced to choose between arts, commerce, and sciences. It suggests giving students more freedom after the 10th grade by encouraging them to select their own subjects rather than being forced into streams. The NEP suggests a three-language formula as an optimistic goal. It is suggested that two of the three languages, namely mother tongue, local language, and regional language, be used as the medium of instruction at least until Grade 5, but possibly until Grade 8 and beyond. In terms of the establishment of new bodies, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) will be established as a standard-setting body for students in grades 1 through 12.

Higher Education: NEP has been consistent in its approach to ongoing changes in our country's higher education sector. Low GER is one of our country's major problems when it comes to higher education. The Policy seeks to address this by making higher education policies more responsive in favour of students and giving them more opportunities for finishing their education. The implementation of a four-year undergraduate curriculum is one of the big changes. This curriculum will be multidisciplinary in nature, with various entry and exit points and required certifications for students. A digital credit bank system has also been suggested to be implemented, whereby if a student stops seeking a specific degree but has accumulated a certain number of credits, he or she can pass those credits to another institution instead of starting over. The Policy proposes the formation of a single umbrella body to regulate higher education in India, known as the "Higher Education Commission of India" (HECI), but excludes medicine and legal education. In addition, a National Testing Agency will be established to administer a single exam for higher education institutions. High-performing Indian universities will be encouraged to establish campuses in other countries, and selected universities, such as those in the top 100 universities in the world, will be facilitated to operate in India under the new policy.

Teacher Education: The NCTE will develop a new and systematic National Curriculum Framework for Teacher Education, NCFTE 2021, in consultation with NCERT, keeping in mind the importance of teachers in any educational setting. It is suggested that by 2030, a four-year B.Ed. degree would be the minimum requirement for teaching. Substandard standalone Teacher Education Institutions will face severe consequences (TEIs). In light of India's current educational system, the NEP is a welcome and positive shift for the country's educational landscape. However, the NEP's implementation will necessitate effective cooperation between the federal government and state governments. In view of the existing educational regime, NEP is a welcome and progressive change for the development of education landscape in India.

3. PILLARS OF THE NEW EDUCATION POLICY 2020

Access, fairness, efficiency, affordability, and transparency are the foundational pillars of this Policy. It believes that the goal of education is to produce good people who are capable of critical thinking and action, compassionate and empathy, courage and endurance, scientific temper and imaginative imagination, and ethical moorings and values. Its goal is to produce active, efficient, and contributing people who will help to create an equal, inclusive, and plural society as our Constitution envisions.

Anjani Chaand (April 10, 2017) Mr. Prakash Javadekar, Minister of Human Resource Development, recently unveiled the five pillars or foundations of the New Education Policy. All of these pillars are critical to the NEP (New Education Policy), as the country needs a value-added education system that includes sports and Yoga, which is now widely recognized around the world. While speaking to the crowd at Pragna Bharati's silver jubilee celebrations in Hyderabad on April 8, 2017, he also emphasized the importance of innovation in the educational system. He claims that the concept of creativity is quickly improving people's lives and will contribute to long-term prosperity. A New Education Policy Highlights Changes in the Benchmark, Pranab Saikia is an Indian businessman, according to HRD Minister Javadekar (January 20, 2017) Beginning in the next academic session, the Human Resource Development Ministry will implement a number of benchmarks relating to the learning level of students in grades 1 through 8. The Human Resource Development Ministry will introduce several benchmark changes relating to the learning level of students in grades 1 through 8 beginning in the 2017-2018 academic year. These learning outcomes, according to HRD Minister Prakash Javadekar, would have to be implemented because they are part of the statute. At the launch of the 'Shagun' web portal, the HRD Minister stated that the government was concerned about the country's educational quality, especially in primary education. The government will now pay particular attention to this underserved region. There is such a thing as an educational privilege. Learning results, on the other hand, are still being debated but have yet to be determined. As a result of the government's initiative, a major hole in the educational system will be filled. According to Javadekar, his ministry has spent a lot of time deciding what learning benchmarks should be. The government has sought public input in accordance with the country's democratic traditions. In keeping with the country's democratic practises, the government has sought public input. Furthermore, the government's team is emphasising the value of B.Ed teacher education, and any failure to do so would be punished severely. The primary duty of teachers in schools is to instruct. All aspiring teachers will be expected to take classes in government schools, where they will be evaluated by supervising teachers and given feedback from students in the class. Exams will be held for classes 5th and 8th under the new education policy, according to the minister, and those who fail will be given the opportunity to retake the exam in June. Aside from that, the central government has a programme in the works. Other measures to improve education quality are being prepared by the government.

According to **Prakash Javadekar. Hyderabad is a city in India (April 10, 2017)** Equity and efficiency are two of the five pillars of the current education programme, the government has also established a higher education finance department, according to the HRD Minister. In the next one and a half years, a total of Rs 20,000 cores will be raised. Accessibility, equality, efficiency, affordability, and transparency will be the five pillars of the new education policy, according to Union HRD Minister Prakash Javadekar, who spoke in Hyderabad on Saturday. For a new education strategy, all five foundations are important. We need to include value education, physical activity, and yoga in our plans. Yoga is our own storey, and it's been embraced all over the world. There is now also a Samata day. The Dr. Bhimrao Ambedkar Jayanti is being commemorated.

Last year, the Centre published a draught education strategy. He emphasized the value of creativity, saying that it is rapidly changing lives and will ensure a sustainable way of prosperity. According to him, the Centre has created the Uchtar Avishkar Yojana to foster creativity and has also hosted a hackathon. According to Javadekar, the government is working to establish 20 world-class universities in the country, ten in the private sector and ten in the public sector. The government is also introducing the Global Research Interactive Network (GRIN) initiative, which will provide students with scholarships and opportunities to work with reputable international laboratories while also allowing them to return to India to pursue their research.

In the next one and a half years, a total of Rs 20,000 cores will be raised. He said that the money will be used to build research and academic infrastructure in the best institutes so that the best students remain in the country. Javadekar said that he was looking for a constructive Indology to replace a divisive agenda on which people are working. Indology, or Indian studies, is suffering around the world due to a divisive agenda on which people are working. I discovered that I have ICSSR, ICHR, ICPR, ASI in the Ministry of Culture, Indira Gandhi Institute in the Ministry of Culture, and ICCR. You're supposed to establish a constructive Indology, they said. As a result, there is just this negative.

He said that the NDA government is pushing forward with its agenda of making India prosperous for all. Meanwhile, earlier in the day, Javadekar paid a visit to Bhongir, Telangana, and addressed BJP officials. He dismissed BSP chief Mayawati's concerns about the functioning of EVMs, claiming that the BJP's victory in Uttar Pradesh was a vote for progress.

Press Trust of India, Noida (UP) (2020) November 6, 2020, Press Trust of India, Noida (UP) India's New National Education Policy (NEP), according to Union Education Minister Ramesh Pokhriyal Nishank, is focused on principles of equality, efficiency,

and accessibility. The minister also emphasized the importance of providing primary education in a child's mother tongue, citing the country's diverse existence in terms of regional languages. He said there is awareness and enthusiasm about the implementation of the NEP not only in the country but also globally, speaking at the opening session of Amity University's two-day conference on Implementation of National Education Policy 2020 for Transforming India. The new education policy establishes a connection between

According to Pokhriyal, the new education policy combines the past with the future and focuses on bringing India to the top. He quoted Swami Vivekananda as saying that the country is committed to achieving its educational goals. "When viewed from a broader perspective, the NEP is both national and multinational. It's strong, inclusive, and engaging. According to him, the new education strategy is built on the principles of equality, quality, and accessibility. According to him, the NEP promotes mother tongue education because it is believed that no other language can provide a person with as much speech as one's mother tongue. "Primary education will be in the mother tongue, with the option to move later. He questioned if countries like Japan, Germany, France, and Israel had lagged behind others simply because they stuck to their mother tongue, noting that some people had raised concerns about the new policy's global appeal in terms of English use. In a diverse country like India with many regional languages, the importance of education in one's mother tongue cannot be overstated. "This is not the education policy of one man or one government; it is the education policy of a nation that has led the world," Pokhriyal added. The minister told the audience, which included vice chancellors from different universities as well as UGC officials, that the policy's implementation is just as important as the policy itself.

National Education Policy, 2020 30 Jul 2020, GS Paper - 2, Education, Government Policies & Interventions the National Education Plan, or NEP, for 2020 has been a hotly awaited step, particularly among those who want to see an evolution in the somewhat outdated educational format to which we have all grown accustomed. The National Education Policy seeks to transform India's educational system in ways that many of us cannot comprehend. Several former students of the former educational format have been envious of this proposal. A proposal that has been in the works for a long time and has faced a lot of criticism has finally made it to the public eye. The NEP has taken a risk in proposing such sweeping changes. NEP focuses on overhauling the curriculum, Board examinations that aren't as difficult as they used to be, a reduction in the syllabus to maintain key essentials, and an emphasis on experiential learning and critical thinking in school. The NEP has been praised for taking vocational and practical courses into account. Students will now be studying topics outside of the textbook, taking a more globalised approach. The introduction of such a revolutionary reform, on the other hand, is still a work in progress. Schools have become accustomed to using more conventional methods of teaching and imparting knowledge. The NEP has lofty goals and is intended for all students, not just those attending prestigious international schools. In addition to their pre-existing challenges, the Covid 19 pandemic has made places of public meeting, such as classrooms, a very dangerous dominion. If the NEP hopes to reopen schools by the end of the year, it must adhere to WHO safety standards. With the guidance of a structure known as the Four Pillars of NEP 2020, the NEP is prepared to face this massive challenge. The NEP's Four Pillars and their Importance in a Post-Covid World are as follows:

These NEP pillars are the cornerstones of what could be India's most significant educational reform in three decades. These are the steps that schools should take to implement changes and prepare their school to become a smart school and an institution that is ready to participate actively in this revolution.

The First Pillar : Curriculum to integrate Critical thinking and creativity: The most important aspect of the NEP is its integration of various 21st century skills and technical abilities; gone are the days of paper and book binders; students will now learn technical skills such as coding in class sixth, necessitating schools to have a basic computer set up; coding is the most in demand technical skill of the century, and knowing the fundamentals could help India. Apart from that, the NEP promotes critical thinking rather than rote learning, as well as the application of concepts and practical application of lessons learned in class, both of which contribute to a more holistic growth.

The Second Pillar: Community Participation will be encouraged like never before: The NEP wants to help students develop empathy and will encourage social work and philanthropy. Giving back to society and assisting students in becoming more integral members of the community has previously been seen as a co-curricular activity in older education formats, but a greater amount of emphasis will be placed on it in the new education format.

The Third Pillar: The NEP aims to mark the infamous tradition of rote learning in our culture: Rote learning has never helped students really learn anything for the long term; all it does is prepare them for a test the next morning. This may be the most significant change the NEP will bring about; truly understanding concepts for application purposes would be highly encouraged, and the curriculum will no longer be based on rote learning.

The Fourth Pillar: encouraging a Library culture and empowering students to look beyond their prescribed texts would be an improvement over previous instructional methods in which students only learned from their prescribed texts. Younger students will be able to delve further into subject material that concerns them, as the NEP encourages schools to foster a library community that enables students to explore their topics in even greater depth.

Objective: To review the Pillars of the New Education Policy 2020

4. METHODOLOGY

Research Design: A research design is a systematic plan to study in a scientific way of particular problem. The data collection methods specific population to be studied the sampling process sample size and selection plan.

Data Collection: The present study incorporates present preferred only secondary data for an in depth investigation and achieve the objectives or the research questions of the study.

Analysis of The Data: The data collected were analyzed critically on the basis of result of the other published study of pillars of the New Education Policy 2020.

5. DISCUSSION AND FINDINGS

According to the Gaurang Kanth WION study the proposed Education Policy for the Year 2020 It is the first education policy of the twenty-first century, and it replaces the thirty-four-year-old National Policy on Education (NPE), 1986, which was amended in 1992. The foundations of the NEP are Access, Equity, Quality, Affordability, and Accountability. It also includes information on school education.

The NEP places a strong emphasis on maintaining universal access to education at all levels, from pre-school to high school. Education at the University Level. NEP has been consistent in its approach to ongoing changes in our country's higher education sector. Teacher Education. The NCTE will develop a new and systematic National Curriculum Framework for Teacher Education, NCFTE 2021, in consultation with NCERT, keeping in mind the importance of teachers in any educational setting.

NEP2020: The National Education Policy seeks to transform India's educational system in ways that many of us cannot comprehend. In college, the NEP focuses on overhauling the curriculum, reducing the difficulty of board exams, and improving student achievement. A reduction in the syllabus to focus on experiential learning and critical thinking while keeping the core basics. The NEP has been praised for taking vocational and practical courses into account and students studying topics outside of the textbook, taking a more globalised approach.

NEP 2020'S Four Pillars are the measures that schools should take to introduce reforms and prepare their school to become a smart school and an organisation that is ready to participate actively in the revolution. Critical thinking and imagination will be integrated into the curriculum. Participation from the community would be welcomed. The NEP seeks to commemorate our culture's notorious legacy of rote learning by promoting a library culture.

Anjani Chaand Published articles On: April 10, 2017 which focus on recently announced the five pillars or foundations of the New Education Policy. From the next academic session, the Prakash Javadekar the Minister of Human Resource Development unveil that NEP will implement multiple benchmark changes relating to student learning levels from classes 1 to 8. According to HRD Minister Prakash Javadekar, these learning results will have to be applied because they will be included in the law. The HRD Minister stated at the launch of the Shagun web portal that the government was concerned about the quality of education in the country, particularly in primary education.

6. CONCLUSION

The NEP aims to help students develop into global citizens and leaders. Thanks to the NEP, which has the potential to completely alter the marks and grade greedy education structure that makes it easier to measure a student's worth with the help of grades and percentiles, students would be able to understand more and gain more knowledge rather than only memorising things for an exam. From paper to classroom, change will not be feasible until schools take the initiative to become the holistic learning centres that our children deserve. Many debates about higher education centre on the cost and accessibility of education to everyone. These NEP pillars may be the cornerstones of India's most important educational reform in three decades. These are the measures that schools should take to introduce reforms and prepare their institution to become a smart school and a participant in this revolution. From a sociological standpoint, we must investigate and question each, taking into account the real opportunity for equity provided by each. The community's participation will be greatly appreciated.

The NEP seeks to commemorate our culture's notorious legacy of rote learning by promoting a library culture. In addition, the first pillar includes the convergence of different 21st-century skills and technological abilities. Aside from that, the NEP encourages critical thinking rather than rote learning in order to foster holistic growth. Giving back to society and assisting students in becoming more integral members of the group was historically seen as a co-curricular practice in older education formats, and the Second Pillar of The NEP aims to help students cultivate empathy. The Third Pillar the NEP aims to mark the infamous tradition of rote learning in our culture in the same way The Fourth Pillar encouraging a Library culture and empowering students to look beyond their prescribed texts would be an improvement over previous instructional methods. As the NEP encourages schools to foster a library community that enables students to explore their topics in even greater depth. In the same way as The Fourth Pillar encourages a Library culture and empowers students to look beyond their prescribed texts, the NEP seeks to mark the notorious pattern of rote learning in our culture, As part of the NEP, schools are encouraged to build a library environment that allows students to dig deeper into their topics.

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