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A Descriptive Study Of Salient Features Of New Education Policy 2020 And Its Impact On Education

Dr. Chandra Sekhar Sharma[1] , Dr. Sumit Gandhi[2] ,
Dr. Rashmi Yogesh Pai[3] ,
Dr. Abhinav Priyadarshi Tripathi[4]

[1]Assistant Professor
Adwaita Mission Training College
Mandar Vidyapeeth, Dist.-Banka, Bihar
[2]Associate Professor and Head,
Department of Civil Engineering,
Jaypee University of Engineering and Technology,
Guna, MP
[3]Associate Professor
Department of Commerce
Manipal Academy of Higher Education
Manipal.
[4]Associate Professor
Christ (Deemed to be University), N.C.R
School of Business & Management

Abstract

The Government of India has enacted the New Education Policy (NEP) 2020, an upstart and all-encompassing reform aiming at modernizing the educational sector. The policy places a focus on pupils' overall development, encouraging critical thinking and encouraging innovation. It makes several significant improvements, including the adoption of a 5+3+3+4 structure, which guarantees early childhood care and education as well as a flexible approach to learning. The development of a multidisciplinary approach, which allows students to select areas of their interest and enthusiasm, is one of the key effects of NEP 2020. This transition from rote learning to skill-based education allows students to study a variety of areas and improves their employability in the cutthroat labor market. Additionally, the strategy emphasizes the use of technology and digital tools in the classroom to increase accessibility and inclusivity of education,

particularly during pandemics.Furthermore, NEP 2020 places a strong emphasis on educator professional development and training, giving teachers the tools they need to embrace cutting-edge teaching strategies and keep up with changing educational trends. The New Education Policy 2020 has the ability to transform India's educational system and give its students the tools they need to successfully meet future challenges by addressing the gaps in the country's current educational system and promoting a student-centric learning environment. Researcher had considered sample of 330 respondents from education sector to know Salient Features of New Education Policy 2020 and its impact on education and concludes that there is significant impact of NEP 2020 on education.

Keywords: New Education Policy 2020, 5+3+3+4 structure, Critical thinking, Multidisciplinary approach, Skill-based education, Educator professional development, Student-centric learning environment**.**

Introduction

According to Tarkar (2020), the COVID-19 epidemic had a negative effect on the educational system since it disrupted traditional classroom-based instruction and forced teachers to use online teaching strategies. This change highlighted the necessity of "digital infrastructure" and teacher training for delivering online education in line with NEP 2020's goals. In order to preserve the continuity of education, institutions had to quickly adapt to remote learning in response to the pandemic. In spite of these difficulties, the NEP 2020's focus on "holistic development" and "technology integration" gained popularity as educators looked for novel methods to involve pupils in the virtual world.

Integrity in higher education was emphasised by Gupta (2021), a key component of NEP 2020. The pandemic created new difficulties for maintaining high standards of education in the higher education sector, necessitating quick remote learning adaptation and the development of creative strategies to guarantee effective learning results. In view of the uncertainty caused by the pandemic, ensuring academic rigor and attending to stakeholder concerns were essential. To support NEP 2020's goal of promoting critical thinking and multidisciplinary learning online,

institutions had to redesign their curricula and instructional strategies.

Joshi et al. (2021) looks at teachers' opinions on the potential and difficulties brought about by "online teaching" and "assessments" during the COVID-19 epidemic provides light on these issues. As the outcome of the abrupt move to "remote learning," educators had to quickly become accustomed to the online setting. This required the adoption of cutting-edge teaching approaches and evaluation strategies in line with the goals of the "New Education Policy" (NEP) 2020.Accurately assessing pupils' knowledge and learning progress was one of the biggest issues teachers had to tackle. Teachers might gauge their students' understanding of the topic in the physical classroom by observing non-verbal indicators and interactions. This restricted availability of clues made it more challenging to determine whether students were understanding the material in an online context.Because of this, educators have to come up with substitute strategies for getting pupils involved, like employing polling tools, tests, and interactive dialogues to boost involvement and keep track of learning progress.Another major difficulty for educators during the pandemic was giving timely, helpful feedback. Teachers in conventional classes may provide instant feedback and address questions in the moment. It was difficult to give prompt responses, though, due to the virtual structure. To quickly provide feedback on tasks, exams, and projects, teachers had to make use of digital channels. In order to make sure that students received insightful feedback that helped them to better their comprehension and performance, they had to strike a balance between providing prompt feedback and retaining the quality and depth of their assessments.Teachers might design interactive and engrossing lessons using educational apps, simulations, and multimedia materials.

Literature Review

The Indian government's adoption of the "New Education Policy" (NEP) 2020 has a profoundly altering effect on the nation's educational structure. With a focus on early childhood care through higher education, it attempted to solve a number of persistent issues and advance a comprehensive approach to education. Alam (2020) addressed the opportunities and difficulties of integrating artificial intelligence (AI) into the educational system in India. The policy's emphasis on adopting AI

might have completely changed educational opportunities, personalized learning, and automated administrative jobs. To properly utilize AI's potential, they also emphasized the significance of tackling ethical issues, protecting data privacy, and ensuring that educators receive the appropriate training. The COVID-19 pandemic had a big impact on education, causing a lot of upheavals in the way people learned in the past. Students' attitudes towards online learning during the epidemic were examined by Khan et al. in 2020. "E-learning" has become a vital option to ensure continuity in education as a result of the abrupt closure of educational institutions. While e-learning has many benefits, like flexibility and accessibility, it has also brought attention to issues like the "digital divide" and the need for "teacher training" to give successful online instruction. They stressed the significance of "technology integration," which was in line with NEP 2020's goal of utilizing digital resources to improve learning experiences.

According to Kingdon (2020), NEP 2020 also tackled the "private schooling phenomenon" in India. The environment of private schools, their expansion, and their influence on academic results. The goal of the programme was to maintain a balance between public and private educational institutions so that all students could afford and have access to a high-quality education. Policymakers might develop measures to enhance inclusivity and equal access to education by comprehending the dynamics of private schools, which would be in line with NEP 2020's goal of an inclusive and diversified education system. For Indian higher education institutions, Rana et al. (2022) emphasis on conceptualizing international positioning strategies has made it possible for them to pursue international opportunities and cooperation.NEP 2020 urged organizations to put an emphasis on research and innovation while also building collaborations with top international universities and advancing faculty and student exchange programmes. Indian higher education institutions have improved their image and competitiveness on the world stage by putting these methods into practise. This has helped them draw in professors and students from abroad and boosted the knowledge economy of the nation.

Thammi-Raju et al. (2020) addressed how NEP 2020 offered a framework for rethinking higher agricultural education in the

context of pandemic threats. During lockdowns, institutions were able to seamlessly switch to online teaching and learning techniques thanks to the policy's adaptability and flexibility. In order to continue agricultural education despite limitations, institutions showed cutting-edge strategies like virtual labs, webinars, and online field trips. In order to guarantee ongoing learning and lessen the negative effects of the pandemic on agricultural education, NEP 2020 placed a strong emphasis on utilizing technology and embracing digital platforms.

According to Sriprakash et al. (2020), NEP 2020 has had a substantial impact on normative development in rural India with regard to early childhood education. The policy's emphasis on "school readiness" and "early childhood care and education" has aided in the creation of age-appropriate curricula and instructional strategies for young students in rural areas. Early childhood education is crucial, and NEP 2020 has established a strong educational foundation by recognising this. This has helped rural children learn more effectively and grow more fully. As a result of the policy's emphasis on inclusive and high-quality early childhood education, educational gaps between rural and urban areas have narrowed, fostering social fairness and inclusion.

According to Ghosh and Dey (2020), the "New Education Policy" (NEP) 2020 has had a substantial impact on parents' decisions on preschool education. When deciding between public and private preschools in India, parents' choices have changed as a result of the policy's focus on early childhood care and education. The influence of high-quality early education on a child's overall development was acknowledged by NEP 2020. As a result, while choosing a preschool for their children, parents are now more likely to take into account elements like curriculum, teaching strategies, and facilities. Increased enrolment in public preschools has also been a result of the policy's emphasis on encouraging accessible and affordable quality education, ensuring that more kids from a variety of backgrounds can access high-quality early education.

According to Mehrotra (2020), there have been issues with the higher education system in India and the mental health of young people. NEP 2020 has offered a framework to address these issues and create chances for bettering student mental health support.

The focus placed by the policy on a flexible and diverse approach to higher education allows students to select courses that are in line with their passions and interests. As a result, kids are under less stress, which improves the learning environment. A supportive environment for students' mental health is being fostered by universities opening counseling centers and mental health support services as a result of NEP 2020's emphasis on holistic development and well-being. According to Pandey and Tyagi (2021), concept mapping has been incredibly helpful in the process of putting NEP 2020's commitments into practice. Strategic planning and teamwork were necessary for the policy's broad improvements and multifaceted approach. Policymakers, educators, and stakeholders can now see how different parts of NEP 2020 are connected and can spot possible problems and possibilities thanks to concept mapping. It has aided in the creation of policies and action plans that support the goals of the policy. By using concept mapping, NEP 2020's influence on education has been maximized, making sure that the policy's goal of an all-encompassing, inclusive, and future-ready educational system is turned into workable projects.

Tilak and Choudhury (2021) emphasis on fostering skill-based education and curriculum that is relevant to industry has caused a change in engineering education that has brought it more in line with labor market demands. The NEP 2020 initiative's focus on practical education and hands-on training has given engineering graduates the skills they need to be prepared for the workforce. According to D'Souza et al. (2022), NEP 2020 has encouraged attempts to improve instructors' digital pedagogy abilities in the context of higher education. The integration of digital tools and platforms in higher education institutions is the result of the policy's objective of using technology to enhance teaching and learning.In order to effectively engage students, faculty members have been urged to embrace digital pedagogies and new teaching approaches. To equip teachers with the essential digital skills and provide an environment that is favourable for digital learning, professional development programmes and workshops have been organised. The NEP 2020 initiative's focus on improving digital pedagogy abilities has given higher education instructors the tools they need to deal with the pandemic's issues and deliver a seamless online learning experience.

According to Khanapurkar et al. (2020), online education has become more popular in India following the COVID-19 epidemic. The adoption of online learning platforms and the creation of a framework for better learning outcomes have been expedited by NEP 2020's focus on using technology. Due to the policy's emphasis on ensuring equal access to education, students from a variety of backgrounds have been allowed to complete their studies online during the pandemic. Due to the increased flexibility of online learning, students can now access educational resources whenever it is most convenient for them. Building a strong online education framework in accordance with NEP 2020's goal has helped the nation create a more accessible and technologically advanced education ecosystem while also facilitating continuity in times of crisis.

Objective

1. To know the factors that determines the Salient Features of New Education Policy 2020.
2. To know the impact of New Education Policy 2020 on education.

Methodology

Researcher had considered sample of 330 respondents from education sector to know Salient Features of New Education Policy 2020 and its impact on education. The data of was collected through “convenient sampling method” and analyzed by Factor and Regression Analysis to get the results.

Findings

Table below is sharing general details of the respondents in which it is found that 59.7% of male and 40.3% of female are contributing to total 330 respondents. Among them 34.2% are below 38 years of age, 38.2% belongs to age category of 38-42 years and rest 27.6% are above 42 years of age. 41.5% of them are having work experience of less than 3 years, 33.3% are working from last 3-6 years and rest 25.2% are having work experience of more than 6 years in education sector.

General Details

Variables	**Respondents**	**Percentage**
Gender		
Male	197	59.7

Female	133	40.3
Total	**330**	**100**
Age (years)		
Below 38 Years	113	34.2
38-42 Years	126	38.2
Above 42 Years	91	27.6
Total	**330**	**100**
Work experience		
Less than 3 years	137	41.5
3-6 years	110	33.3
More than 6 years	83	25.2
Total	**330**	**100**

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.902
Bartlett's Test of Sphericity	Approx. Chi-Square	5636.415
	df	190
	Sig.	.000

The value of KMO is 0.902, which means that the sample size for Factor Analysis is adequate, and the "Bartlett's Test of Sphericity" is also significant.

Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	**% Of Variance**	**Cumulative %**	**Total**	**% Of Variance**	**Cumulative %**
1	8.394	41.972	41.972	4.178	**20.891**	20.891
2	2.987	14.935	56.907	4.119	**20.596**	41.487
3	2.098	10.491	67.399	3.414	**17.070**	58.557
4	1.637	8.183	75.581	3.405	**17.024**	**75.581**
5	.757	3.785	79.366			
6	.624	3.122	82.489			
7	.483	2.414	84.903			
8	.463	2.314	87.217			
9	.438	2.192	89.409			
10	.336	1.681	91.090			
11	.301	1.505	92.594			
12	.233	1.166	93.760			
13	.217	1.083	94.843			

14	.201	1.005	95.848			
15	.186	.932	96.780			
16	.164	.818	97.598			
17	.145	.727	98.325			
18	.132	.659	98.984			
19	.114	.571	99.554			
20	.089	.446	100.000			

Table shows that 20 variables form 4 Factor and the factors explained the variance of 20.891%, 20.596%, 17.070% and 17.024% respectively and the total variance explained is 75.581%.

Factors, Factor Loading and Reliability

S. No.	Statements	Factor Loading	Factor Reliability
	Holistic and Multidisciplinary Education		**.953**
1	The policy emphasizes a shift from rote learning to holistic	.865	
2	Promotes multidisciplinary, and skill-based education	.860	
3	Encourages students to explore various subjects and fields	.845	
4	Allows students to select areas of their interest and enthusiasm	.828	
5	Promote critical thinking and multidisciplinary learning online	.778	
	Vocational education		**.936**
6	NEP 2020 integrates vocational education into mainstream education	.906	
7	Acknowledges the significance of providing students with real-world skills	.893	
8	Equip students with practical skills and prepare them for various professions	.877	
9	Vocational training to address a variety of educational issues	.872	
10	Reduce the societal bias against vocational education	.783	
	Early Childhood Care and Education (ECCE)		**.877**
11	Ensures quality ECCE through the integration of play-based learning	.855	
12	Provide a strong foundation for children between the ages of 3 and 6 years	.827	
13	Emphasis on inclusive and high-quality early childhood education	.781	
14	Include the adoption of a 5+3+3+4 structure	.741	
15	Emphasis on inclusive and high-quality early childhood education	.658	
	Flexibility in Curriculum		**.878**

16	Allows students to select courses that are in line with their passions and interests	.825	
17	Reduces the rigid separation of arts and sciences	.808	
18	Promotes an interdisciplinary approach	.806	
19	Help students to access educational resources whenever it is most convenient for them	.763	
20	Allows seamless switch to online teaching and learning techniques	.716	

Holistic and Multidisciplinary Education is the first factor which includes the variables like the policy emphasizes a shift from rote learning to holistic, promotes multidisciplinary, and skill-based education, encourages students to explore various subjects and fields, allows students to select areas of their interest and enthusiasm and promote critical thinking and multidisciplinary learning online. Second factor is Vocational education and its associated variables are NEP 2020 integrates vocational education into mainstream education, Acknowledges the significance of providing students with real-world skills, equip students with practical skills and prepare them for various professions, Vocational training to address a variety of educational issues and reduce the societal bias against vocational education. Third factor is Early Childhood Care and Education (ECCE) which includes the variables like Ensures quality ECCE through the integration of play-based learning, provide a strong foundation for children between the ages of 3 and 6 years, Emphasis on inclusive and high-quality early childhood education, include the adoption of a 5+3+3+4 structure and Emphasis on inclusive and high-quality early childhood education. Fourth factor is Flexibility in Curriculum and its associated variables are allowing students to select courses that are in line with their passions and interests, reduces the rigid separation of arts and sciences, promotes an interdisciplinary approach, help students to access educational resources whenever it is most convenient for them and allows seamless switch to online teaching and learning techniques.

Reliability Statistics

Cronbach's Alpha	N of Items
.922	20

The reliability for 4 constructs that includes total 20 numbers of items is 0.922.

Model Summary

"Model"	"R"	"R Square"	"Adjusted R Square"	"Std. Error of the Estimate"
1	.803[a]	.644	.640	.54088
a. Predictors: (Constant), Holistic and Multidisciplinary Education, Vocational education, Early Childhood Care and Education (ECCE) and Flexibility in Curriculum				

The model explained 64% of the variance with R Square value 0.640.

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	172.039	4	43.010	147.016	.000[b]
	Residual	95.079	325	.293		
	Total	267.118	329			
DV: Holistic and Multidisciplinary Education, Vocational education, Early Childhood Care and Education (ECCE) and Flexibility in Curriculum						
DV: Overall impact of New Education Policy 2020 on education						

The significance value is less than 0.05 (0.000), which reflects that one of more of the IDVs significantly influences the DV.

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.845	.030		129.153	.000
Holistic and Multidisciplinary Education	.115	.030	.127	3.853	.000
Vocational education	.701	.030	.778	23.517	.000
Early Childhood Care and Education (ECCE)	.100	.030	.110	3.339	.001
Flexibility in Curriculum	.090	.030	.099	3.003	.003
DV: Overall impact of New Education Policy 2020 on education					

Table above shows that all the factors namely Holistic and Multidisciplinary Education, Vocational education, Early Childhood Care and Education (ECCE) and Flexibility in Curriculum are showing significant impact of New Education Policy 2020 on

education. Highest impact is shown by Vocational education with beta value .778 followed by Holistic and Multidisciplinary Education (.127), Early Childhood Care and Education (ECCE) (.110) and Flexibility in Curriculum with beta value .099.

Conclusion

A comprehensive framework designed to significantly alter the nation's educational system is called the New Education Policy (NEP) 2020 in India. It concentrates on a few crucial areas that could revolutionize how education is delivered and received in India.Establishing a solid foundation for learning from a young age is one of the key goals of the NEP 2020. The strategy emphasizes the importance of early childhood care and education and emphasizes the need to give young children a stimulating and supportive environment. The NEP's emphasis on early education strives to promote kids' cognitive, emotional, and social growth, preparing them for a lifetime of learning.The NEP 2020's move away from rote memorizing is another crucial component.The policy places more value on conceptual comprehension and application than rote memorization of information. This adjustment is anticipated to lighten the load of exams on students and promote greater topic comprehension.The NEP 2020 places a strong emphasis on vocational education. The policy acknowledges the significance of providing students with real-world skills that are in line with the demands of the labor market. The NEP attempts to produce a trained and employable workforce by incorporating vocational education with general education.The New Education Policy 2020 in India has the ability to significantly improve the educational system, to sum up. The emphasis on early childhood education, cross-disciplinary learning, competency-based assessment, and vocational training addresses a variety of educational issues. The NEP has the potential to create a more comprehensive, current, and inclusive educational system that equips students to succeed in the twenty-first century if it is implemented well. But for the strategy to have the desired effect and influence the Indian educational system in a positive way, effective implementation and monitoring at all levels will be essential.

The study was conducted to know the factors that determines the Salient Features of New Education Policy 2020 and found that Holistic and Multidisciplinary Education, Vocational education, Early Childhood Care and Education (ECCE) and Flexibility in

Curriculum are the factors that determines the salient features of NEP 2020. The study concludes that there is significant impact of New Education Policy 2020 on education.

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