



ROLE OF NATIONAL EDUCATION POLICY- 2020 IN TRANSFORMING EDUCATION OF BAKSA DISTRICT IN ASSAM

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Abstract :

Through the New Education Policy-2020, India's educational system has emerged as a turning point for the construction of a new education system in the nation and the strengthening of the economic and social indices. As a result of increasing public spending on education, the budget allocation increased to 6% of GDP. The purpose of the current study is to highlight the manner in which the National Education Policy, 2020 will help in transforming the education at different levels in the Baksa district of Assam. Its goal is to give every learner equitable access to the best higher education and schooling possible using a holistic and research-based approach. This survey points out the concerns in relation to environmental learning, multidisciplinary education, student collaboration, use of technology, online and digital learning, and quality colleges and universities.

Keywords: *National Education Policy, transformation, Indian Higher Education System, Research oriented.*

1. INTRODUCTION:

With productivity, employment, the composition of the labor force, the division of labor, and the mobility of labor, education determines the quality of life and the factors that are productive, promoting economic growth. Indirect effects of education include savings, the economy, family size restrictions, the development of positive attitudes and social skills, and the formation of good attitudes and skills toward society. Initiating a planned process of societal transformation involves education significantly. The moulding of a person's life is significantly influenced by their education. For the benefit of each person, the society, the nation, and the world as a whole, universal access to high-quality education is the most effective course of action. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world.

The Indian government decided to alter its educational policies for the benefit of the overall development of the nation. A team of experts chaired by former Indian Space Research Organisation (ISRO) chief Dr.

KrishnaswamyKasturirangan presented the proposed national education policy in 2019 based on the committee's report from June 2017, taking into account all concerns ranging from education to employment. On July 29, 2020, the union cabinet approved the National Education Policy (NEP), 2020. The 2030 Agenda for Sustainable Development is associated with NEP 2020, the country's first education strategy for the twenty-first century, which aspires to address the many expanding developmental imperatives facing our nation.

The first education policy was implemented in 1968 by the government of Mrs. Indira Gandhi, a former prime minister. The Rajiv Gandhi government created the second education policy in 1986. The third education policy adopted by independent India is the National Education Policy 2020. As a result, a 34-year-old education policy is becoming ineffective which is presently taking place. The new education policy was written by the Ministry of Human Resource Development in 2019. To reinforce India's position as a worldwide superpower, the National Education Policy has been introduced with the objective of enhancing the quality of education.

2. OBJECTIVES:

1. To examine the structure of NEP 2020.
2. To study the provisions related to higher education of NEP 2020.
3. To explore the role of NEP 2020 in transforming education of Baksa district in Assam
4. To give some suggestions for NEP 2020.

3. SIGNIFICANCE OF THE STUDY:

The Indian education system is intended to be reformed and revitalized under NEP 2020, a comprehensive policy framework. It fosters the use of various instructional techniques and nearby resources while highlighting the value of critical thinking, creativity, and problem-solving abilities. The NEP places a strong emphasis on the value of equitable and inclusive education and is committed to offering high-quality instruction to everyone, regardless of their socioeconomic status or geographic location. Additionally, it encourages innovation, technology use, and educational research. Therefore, the present study is undertaken to study the role of national education policy-2020 in transforming the education system of Baksa district in Assam.

4. STATEMENT OF THE PROBLEM:

Considering the significance of studying the National Education Policy 2020, the present study is stated as the 'Role of NEP-2020 in transforming education of Baksa district in Assam'

5. METHODOLOGY

In the present study, Descriptive survey method is carried out. The methodology used in the research paper depends on the availability of the secondary sources. The data was collected from various sources through literature

review. The secondary data was used throughout the paper accessed from various books, articles, journals, magazines etc. in view to understand the role of NEP-2020 in transforming education of Baksa district in Assam.

❖ NEW EDUCATION POLICY IN INDIA - 2020:

The National Policy on Education from 1986 has been replaced by the new education policy 2020. To replace the 10+2 structure, the 5+3+3+4 curriculum and pedagogical framework is created, which is based on the cognitive and socio-emotional developmental stages of children, which correspond to ages 3–8, 8–11, 11–14, and 14–18, respectively. For the new Education Policy 2020, Central and State Governments will invest 6 percent of the nation's GDP in the education sector. This is the investment goal that has been set. As per the new policy, vocational education and training will begin in grades 6 and up. Up until fifth grade, teaching in mother tongue or regional language will be compulsory.

❖ STRUCTURE OF NEW EDUCATION POLICY, 2020:

Foundation Stage:

At the foundation stage, the new curriculum will be prepared over a 5-year period, with the first three years of schooling taking place in an Anganwadi or preschool, followed by classes 1 and 2 for students aged 3 to 8 years old. Children will learn to concentrate on activity-based learning at this stage. Early Childhood Care and Education (ECCE) will be the main focus of the anganwadi or preschool. Teachers of pre-school and workers of Anganwadi will be trained in ECCE pedagogy and programs.

Preparatory Stage:

From Class 3 to Class 5, which includes children aged 8 to 11, will be taken into consideration during the preparatory stage. Students' numerical abilities will receive specific emphasis at this point, and via various experiments, children will also learn about areas like science, arithmetic, and the arts. Students will be taught in mother tongue, local language and national language only up to class 5. Even English will be taught as a subject together with the other disciplines.

Middle Stage:

Children between the ages of 11 and 14 who are in Classes 6 to 8 will be taken into consideration in the middle stage. Subject-based classes and skill-development courses will both be taught at this stage. All the children will be given opportunities for vocational testing as well as vocational internship and make them eligible for employment during the school education.

Secondary Stage:

Secondary stage will be considered from Class 9 to 12. At this stage freedom will be given to choose a subject. Students can study the subjects of science as well as the subject of Arts or Commerce simultaneously.

❖ PROVISION RELATED TO HIGHER EDUCATION:**50% increase in Gross Enrollment Ratio:**

By 2035 the Gross Enrollment Ratio in higher educational institutions under National Education Policy 2020 will increase to 50% by 2035 from 26.3% (2018). 3.5 crore new seats will be available in higher educational institutions.

Overall Multidisciplinary Education:

The policy offers a comprehensive, multidisciplinary, and flexible approach to undergraduate education; students will have more options when it comes to subject selection, and exposure to vocational education will be prioritized. Additionally, there will be multiple options for course entry and exit with authorized certification. Undergraduates will have the choice of one to four years with credentials, depending on how long they need the program to last. It is planned to establish multidisciplinary universities for education and research. Also, for admission to HEIs, the National Testing Agency (NTA) will administer the Common Entrance Exam. There will be no more M. Phil Course.

NEP 2020 states that there will be the establishment of an Academic Bank of Credit. The credits earned by the students can be stored and when the final degree gets completed, those can be counted.

Regulations:

The Higher Education Commission of India (HECI) will create a single, comprehensive-encompassing coordinating organization for all higher education, with the exception of medical and legal education. It will consist of four independent verticals:

- The National Council for the Regulation of Higher Education (NHERC) for regulation.
- The General Council of Education (GEC) for standardization.
- The Council for Higher Education Grants (HEGC) for funding.
- The National Accreditation Council (NAC) for accreditation.

HECI will operate through online mode of technology and will penalize the Institutions not following the norms.

Institutional Architecture:

Universities will make it possible to establish a wide range of institutions, including independent degree-granting colleges, research- and education-focused universities, and universities. A gradual system for granting institutions progressive autonomy should be implemented, and university membership should be phased away in 15 years. It is anticipated that each university would eventually develop into a college that is a part of a university or an independent university that grants degrees..

Teacher Training:

A new comprehensive national educational framework, NCFTE 2021 will be formulated by NCTE for teacher training, in consultation with NCERT. A teacher will require a minimum of Bachelor of Education degree of 4

years integrated stage by 2030 for teaching in any institution as per the policy of the new education system. Action will be taken for not following the norms against lower quality.

Open and Distance Learning:

Expansion of Open and distance learning will be emphasized to increase the Gross Enrollment Ratio. Online courses and digital repositories, research funding, improvement of student services, recognition of MOOCs on the basis of credits, etc. will be enhanced to ensure that it is keeping up with the standards of imparting the quality curriculum.

Online education and digital education:

Recommendations are given in NEP, 2020 to promote online education to ensure the accessibility of quality alternative education modes for the youngsters at anytime and anywhere. MHRD will focus on building of digital content and infrastructure and ensure to meet the innovative goal of e-education for schools and higher education.

Vocational Education:

Occupational education and training will become an essential part in strengthening the foundation of the higher education system, for creating more scope in different professions. An internship of 10 days in a year will also be provided to the students in local vocations. Professional Education will also be an integral part of higher education system. Autonomous technical universities, health science universities, legal and agricultural universities will become multidisciplinary institutions.

Financial Education:

As per NEP-2020 both the state and central government will work together to increase the public investment in the education sector to reach 6% of GDP at the earliest.

❖ NEP, 2020 IN TRANSFORMING EDUCATION OF BAKSA DISTRICT IN ASSAM:

According to 2011 Census in terms of population of Assam the Male Population is 15939443 and female population is 15266133. Moreover, literacy rate of Assam is 72.19 percent out of which Male literacy stood at 77.85 percent and female literacy stood at 66.27 percent.

According to 2011 Census in terms of population of Baksa district the Male Population is 481,330 and female population is 468,745. Moreover, average literacy rate of Baksa district is 69.18 percent in rural and 74.54 percent in urban out of which Male literacy stood at 76.98 percent in rural and 80.43 percent in urban, while female literacy stood at 61.18 percent in rural and 68.28 percent in urban.

Census Details 2011 of Baksa District in terms of Population:

Description	Rural	Urban
Population (%)	98.71%	1.29%
Total Population	937,833	12,242
Male Population	475,027	6,303
Female Population	462,806	5,939
Literates	564,860 (69.18%)	7,977 (74.54%)
Male Literates	318,180 (76.98%)	4,434 (80.43%)
Female literates	246,680 (61.18%)	3,543 (68.28%)

Source: Baksa District Census Handbook, 2011.

State Council of Educational Research and Training (SCERT) Director Nirada Devi said that changes are already visible in the grassroots, where, as per NEP, 2020 the SCERT, Assam has prepared a six- month certificate course in Early Childhood Care and Education (ECCE) for Anganwadi workers (AWWs). In addition to that she said Instructional design has also been developed for foundation level, wherein 214 teaching – learning materials have been developed for grade 1, 2 and 3 as well as letter card, word card, conversation chart, grid for making words in eight mediums. Moreover, NIPUN Bharat Mission has been launched in Assam with an objective to ensure achievement of foundation literacy and numeracy skill by all children by the end of grade 3.

The Government of Assam in Secondary Education Department has decided to amalgamate/ merge all the schools situated in same campus or in any nearby region to determine standard teacher pupil ratio, optimum services of the employees, saving administrative cost and other logistic support of the schools. Up till now amalgamation of 701 ME schools, 58 MV schools, 324 LP schools and 2 Jr. Boys school with 836 Secondary schools are approved. To make the teaching and learning process more effective in the secondary education the Govt. of Assam has started the smart class in 103 nos. of classrooms across the state in 84 Schools.

Government of Assam will set a State Research Foundation to promote innovative research with quantifiable outcomes.

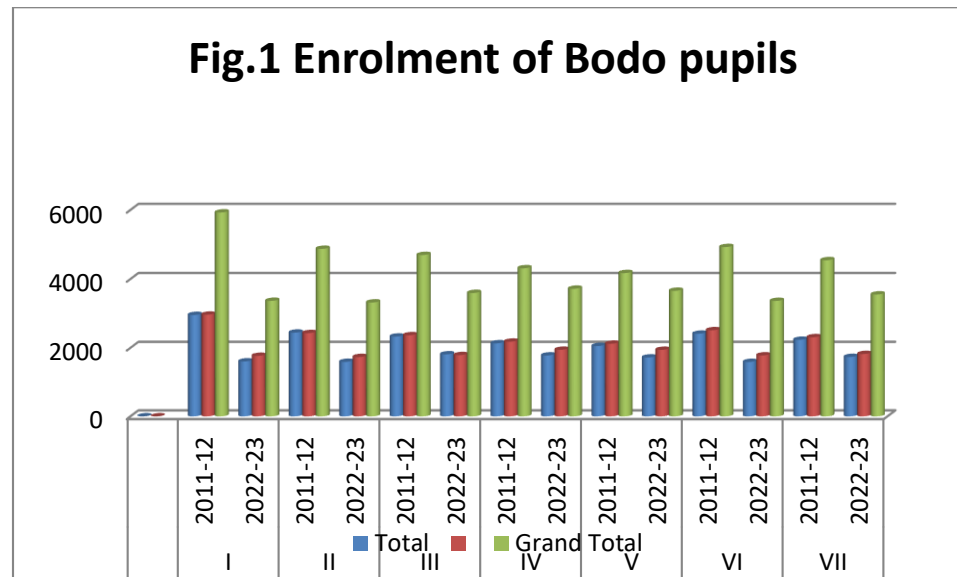
In implementation of NE the state cabinet has approved replacing the 10+2 school education system with the new 5+3+3+4 structure of Assam from April, 2023. Chief Minister of Assam, Dr. Hemanta Biswa Sarma approved to implement NEP, 2020 in Assam by 2023 and said that the total years of schooling will be increased to 15 years

from existing 12 years. He added that it has also been decided to merge Assam Board of Secondary Education (SEBA) that conducts class 10 exams and Assam Higher Secondary Education Council (AHSEC) that conducts class 12 exams, into one entity.

From table 1 and Fig. 1 it is clearly noticeable in comparison to 2011-12 and 2022-23 there is a declining trend of enrollment of Bodo medium pupils at the primary level. The reason of decline may be due to creation of this new district. It needs to be seen that with the implementation of NEP, 2020 the rate of enrolment will increase or not. It is expected that there will be certain transformation of enrolment through the policy.

Table 1 Enrollment of the Bodo medium pupil in Baksa district

Class		Govt./Prov.		Rec./ Ven.		Total		Grand Total
		Boys	Girls	Boys	Girls	Boys	Girls	
1		2	3	4	5	6	7	8
I	2011-12	2195	2237	763	730	2958	2967	5925
	2022-23	1155	1321	447	444	1602	1765	3367
II	2011-12	1790	1821	653	608	2443	2429	4872
	2022-23	1205	1352	384	379	1589	1731	3320
III	2011-12	1744	1798	583	569	2327	2367	4694
	2022-23	1440	1420	369	367	1809	1787	3596
IV	2011-12	1598	1684	533	495	2131	2179	4310
	2022-23	1398	1565	378	377	1776	1942	3718
V	2011-12	1590	1661	461	459	2051	2120	4171
	2022-23	1349	1593	369	347	1718	1940	3658
VI	2011-12	1649	1433	762	1080	2411	2513	4924
	2022-23	1392	1578	195	200	1587	1778	3365
VII	2011-12	1430	1270	804	1039	2234	2309	4543
	2022-23	1516	1588	217	231	1733	1819	3552
VIII	2011-12	1488	1324	884	1103	2372	2427	4799
	2022-23	1453	1667	233	220	1686	1887	3573
Total=	2011-12	13484	13228	5443	6083	18927	19311	38238
	2022-23	10908	12084	2592	2565	13500	14649	28149



In higher education, four year degree course are implemented in 2023 in the state's general degree colleges. The undergraduate degree programmes will be of three to four year duration with multiple entry / exit along with re-entry options. While pursuing undergraduate programmes, students will get certificates after completion of one year and diplomas after two years. Bachelor's degrees will be received after the completion of three years, a degree with honours after four years and bachelor's degree with research after a four – year programme if the student completes a meticulous research project.

6. SUGGESTIONS:

Childhood care education through Anganwadi :

The first five (5) years of childhood education is implemented through Anganwadi. The mode of disseminating education at this stage should be upgraded to 'play way method' with an aim to infuse and instill in children the love for learning experience augmented by an ASHA worker's health monitoring work.

Primary education through moral stories:

The NEP 2020 has advocated to relieve the young students from the bulky burden of books looking into the broader aspect of physical well being which would undoubtedly create the mood for learning in a care free way. At this stage, moral lessons in the form of stories should be retold to students to prepare them to become responsible and good citizens in future.

Environment based knowledge education in Secondary level:

In the Secondary level, children become acquainted with their surroundings and environment and the quest to know and understand more is ignited in their curious mind. As such, it is the perfect opportunity to create awareness of their natural environment of flora and fauna for peaceful co-existence, habitation of different

communities, local economy based on agriculture and allied activities and their effects on their families etc. This environment based knowledge education will help children to appreciate their societies and lend a helping hand in preservation of it.

Impetus to vocational education for Skill Development:

The NEP 2020 has created more room for vocational education alongside delivery of classic academics. It is well established knowledge that academics alone cannot meet and provide opportunity of employment in the society. As such is the case, vocational education for skill development of employability is the need of the present social scenario. Skill development as a result will lead to entrepreneurship based on local arts, culture and small cottage industries.

Focus on capacity building for high quality research:

The NEP 2020 focuses to meet daunting challenges poised at constrains against high quality research activities. Efforts are to be made to implement provision of all educational institutions of basic quality infrastructure and turning of Universities into autonomous bodies. Top 200 ranked universities should be given full academic, administrative and financial autonomy to diversify the updated curriculum to promote global innovation. More money should be spent on research in India by setting up institution in the name and role of the National Research Foundation. Rule must be implemented of top Universities of India to produce more than 50,000 PhDs every year so that innovation and specialty talent can be improved. Also steps must be taken to increase the Gross Enrolment Ratio by the Central and State Governments by providing special packages to institutions. As the new policy is emphasizing on the environment, sports, culture, research and development basic infrastructure required to meet all these needs must be fulfilled. To meet these needs, the government should arrange to financial grants to the Universities.

7. CONCLUSION:

The central government of India has approved the new National Education Policy, 2020, to meet the needs of 21st century. If implemented successfully, this new education system will bring radical changes in the education system. This education system will help to develop more knowledge, skills and also human values amongst the student community. Its aim to universalize pre- primary education by 2025 will envisage greater vision to provide value based, knowledge based and skill based higher education by improving the quality of secondary education and higher education which is focused on creating innovative research works.

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