New Education Policy 2020: An Outlook of Rural Students

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Abstract:

National Education Policy (2020) was implemented in majority of universities in India in education year 2023-24. The impact and response to NeP 2020 differs and depends on many factors. The geographical area also plays an important role in perceiving of NeP 2020.This research paper will throw a light on how students from rural area are looking forward for NeP. Their awareness and expectations and expected outcome are studied and discussed in this research paper. The authors studied and analysed National Education Policy 2020 issued by Government of India, Authors collected data through structured questionnaire from students perusing their under graduation and post graduations and belongs to rural area.

Keywords: National Education Policy, NeP 2020, Rural students, Qualitative analysis.

National Education plan is a recent evolution in Indian Education Sector. The promotion of flexible curriculum that nurtures diverse skills and encourages seamless attainment of knowledge. The NEP 2023 encourages interdisciplinary and multilingual education, fostering Though, Indian students, educationist and academicians are still in dilemma of is positive and negative effects, it is at most important to evaluate effect of NEP on most important pillar i.e. students. NEP is implemented in India from the academic year 23-24. It is implemented from the Post-graduation course. Every state, every university every city has its own dilemma, opportunities and challenges in implementing NeP Rural India faces more problem in NeP implementation compared to Urban India. Many researchers think that **Understanding NeP is the key to implement.** This research paper will throw a light on how rural students look at NeP, their understanding towards NeP along with their expectation from NeP.

The global education development agenda reflected in the Goal 4 (SDG4) of the 20230 Agenda for sustainable Development, adopted by India in 2015 – seeks to "ensure inclusive and equitable quality education and promote equitable quality education and promote lifelong learning opportunities for all" by 2030. Such an overarching goal will require the entire education system to be reconfigured to support and foster learning, so that all the of the critical targets and goals (SDG's) of the 2030 Agenda for Sustainable Development to be achieved.

The National Education plan didn't come out of blue. The unfinished agenda of the National Policy on Education 1986, later modified in the year 1992.The Right of Children to free and compulsory Education Act 2009 was a major move in the National Education Plan. This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country.

Following is the vision of this policy:

The Vision of this Policy This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to install among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen. (Ministry of Human Resourse Develpement, 2020).

This policy is primarily described in 4 parts.

PART I: SCHOOL EDUCATION

This policy breaks 10+2 division into 5+3+3+4, covers age group of 3 to 18.

Part I is further divided into following steps for effective and systematic implementation of the policy

➢ Step 1: Early Childhood Care and Education: The Foundation of Learning
➢ Step 2: Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning
➢ Step 3: Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels
➢ Step 4: Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging
➢ Step 5: Teachers

➢ Step 6: Equitable and Inclusive Education: Learning for All
➢ Step 7: Efficient Resourcing and Effective Governance through School Complexes/Clusters
➢ Step 8: Standard-setting and Accreditation for School Education

Part II. HIGHER EDUCATION

➢ Step 9: Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System
➢ Step 10: Institutional Restructuring and Consolidation
➢ Step 11: Towards a More Holistic and Multidisciplinary Education
➢ Step 12: Optimal Learning Environments and Support for Students
➢ Step 13: Motivated, Energized, and Capable Faculty
➢ Step 14: Equity and Inclusion in Higher Education
➢ Step 15: Teacher Education
➢ Step 16: Reimagining Vocational Education
➢ Step 17: Catalysing Quality Academic Research in All Fields through a new National Research Foundation
➢ Step 18: Transforming the Regulatory System of Higher Education
➢ Step 19: Effective Governance and Leadership for Higher Education Institutions

Part III. OTHER KEY AREAS OF FOCUS

➢ Step 20: Professional Education
➢ Step 21: Adult Education and Lifelong Learning
➢ Step 22: Promotion of Indian Languages, Arts, and Culture
➢ Step 23: Technology Use and Integration
➢ Step 24: Online and Digital Education: Ensuring Equitable Use of Technology

Part IV. MAKING IT HAPPEN

➢ Step 25: Strengthening the Central Advisory Board of Education
➢ Step 26. Financing: Affordable and Quality Education for All
➢ Step 27. Implementation

Research Methodology

Objective-
1. To analyse the awareness about National Education plan (NeP 2020) among the rural area students.
2. To understand the expectations of rural area students from NeP.

Type of Research-
This descriptive type of study with an objective to analyse the awareness about NeP 2020 among students from rural area and understanding their expectations from NeP. The study is based on primary data which is collected through offline questionnaire made for the aforesaid purpose.
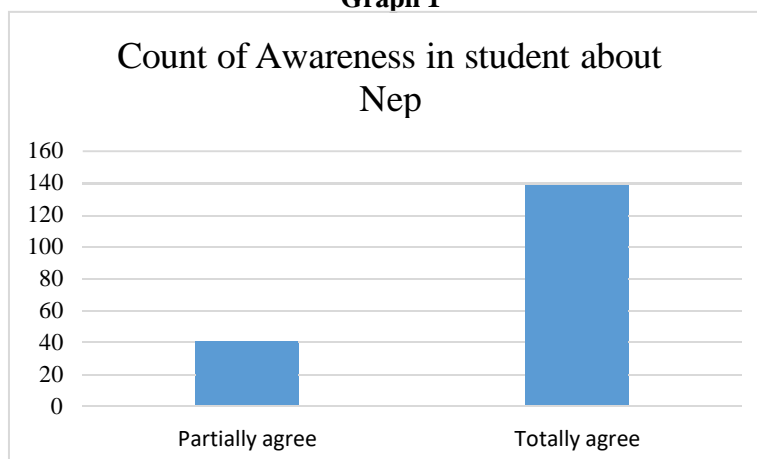
Scope of the study-
The research paper throw light on how students belong to rural area are perceiving NeP 2020. Their understanding, awareness as well as their expectations from NeP 2020 are analysed and studied thereto. Study was conducted with the help of structured questionnaire responded by UG and PG students from Rural area.
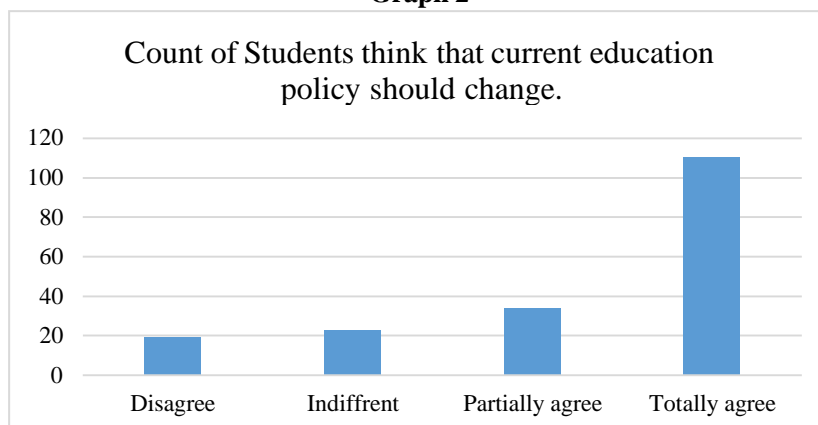
Sample size-
Data is collected from 186 student who are taking their graduation or post-graduation degree and primarily live in rural area.
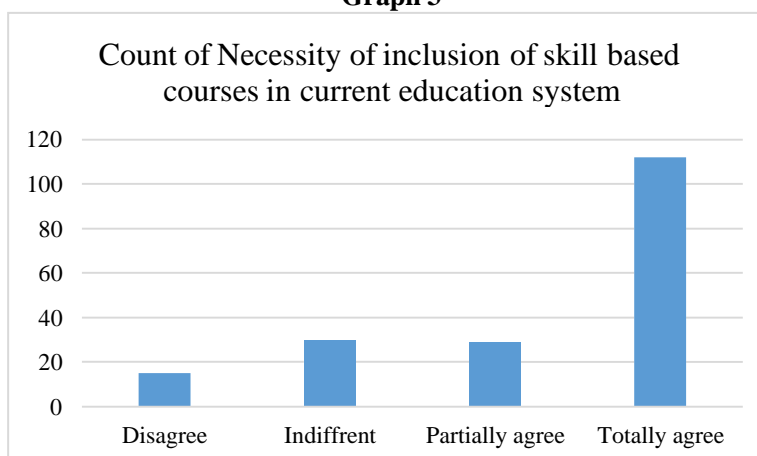
Data Analysis-

Graph 1

There are 140 students out of 186 who are aware about the implementation of National Education Plan 2020. If the percentage is calculated awareness percentage is 75%.
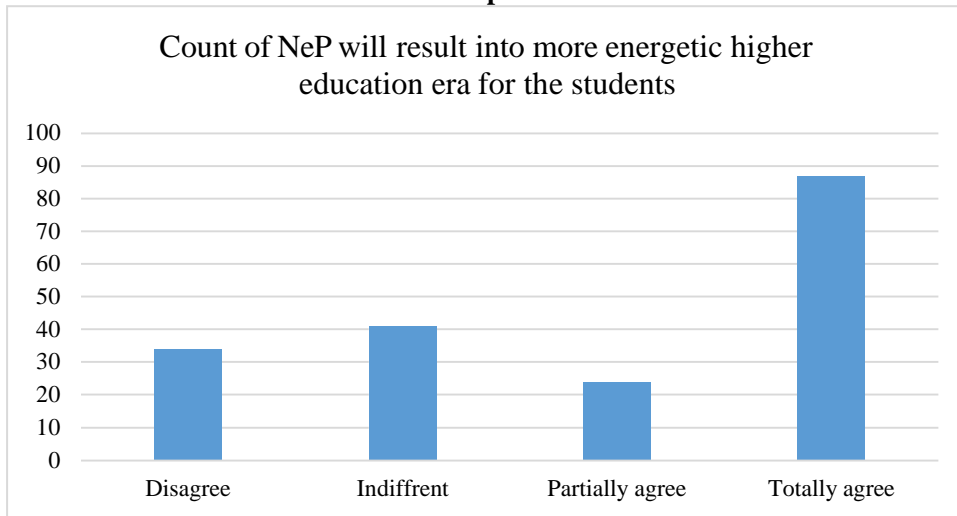
Graph 2

There are 110 students who strongly agrees that current education policy should change whereas 34 students are partially agree with the change. 23 students are indifferent and 19 are disagree, thus they don't want change in current education policy.
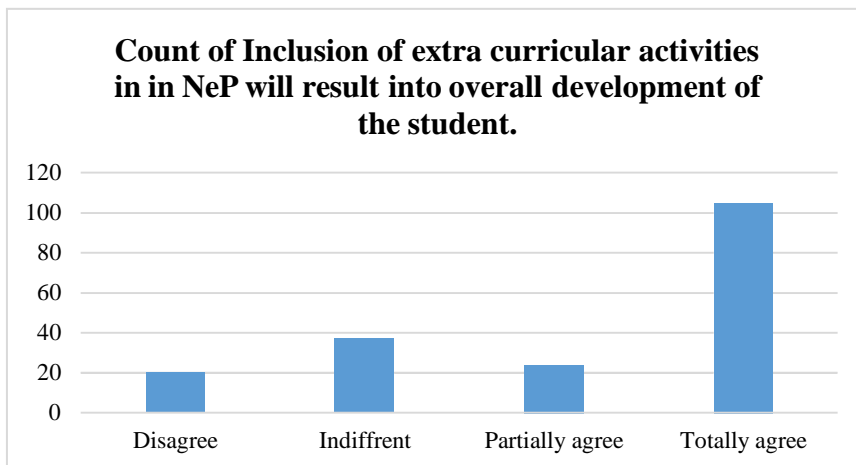
Graph 3

There are 112 students are totally agreeing that current education system should include skill-based courses. Whereas 29 students are partially agreeing with the statement. There are 30students who are indifferent about the inclusion and 15 are disagree with the statement.
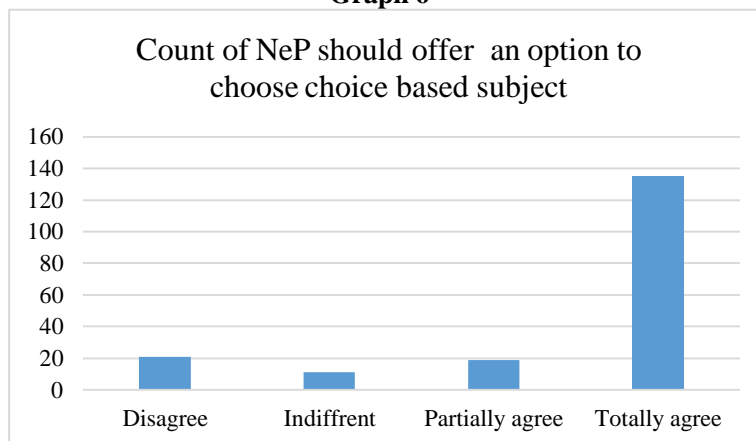
Graph 4

There are 87 students who are agree that NeP will result into more energetic higher education era for the students.24 students are partially agree whreas 41 students are indiffrent about the statement ,34 students are disagree with the statement.
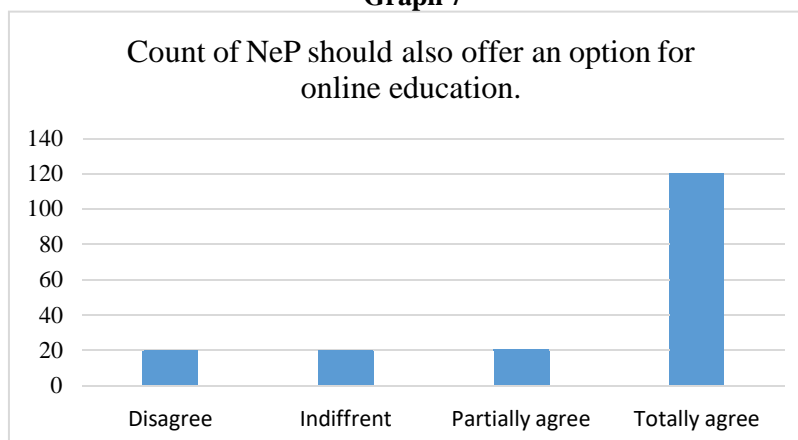
Graph 5

There are 105 students who are totally agree that NeP will result into overall development of the student, 24 students are partially agree,37 are not able to form their opinion whereas 20 students are disagree with the statement.
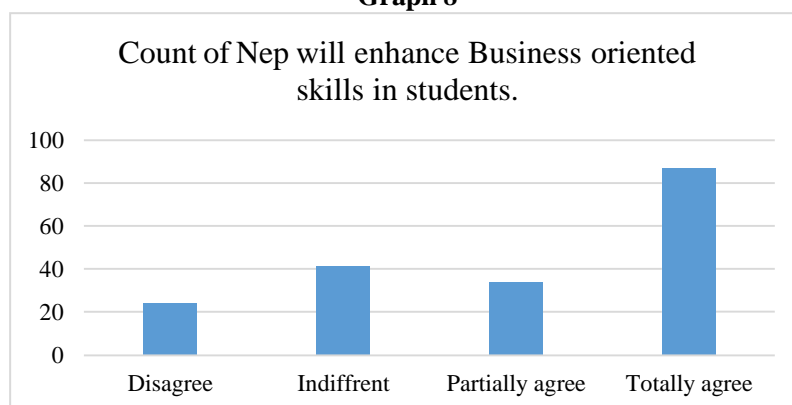
Graph 6

Major number of students are totally agree that NeP should offer an option to choose choice based subject.19 students are partially with the statement, 11 students are indiffrent about the statement whreas 21 students are disagree with the statement.

Graph 7

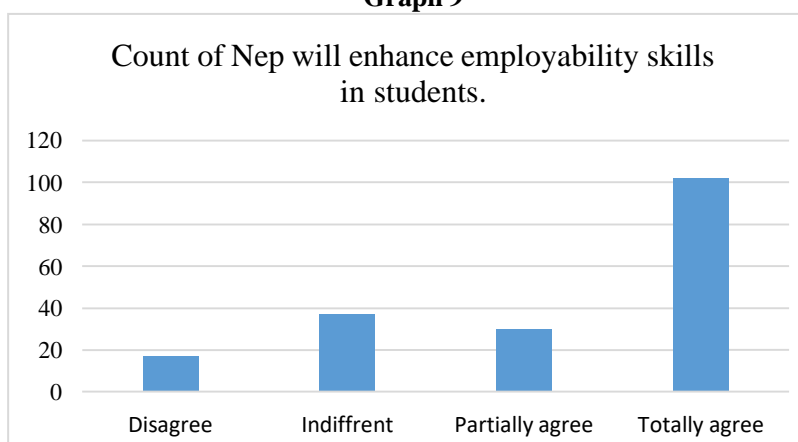Count of NeP should also offer an option for online education.

There are 123 students are strongly agree that NeP should offer an option for online education. 23 students are partially agree,20 students are indiffrent and 20 students are disagree with the statement.

Graph 8

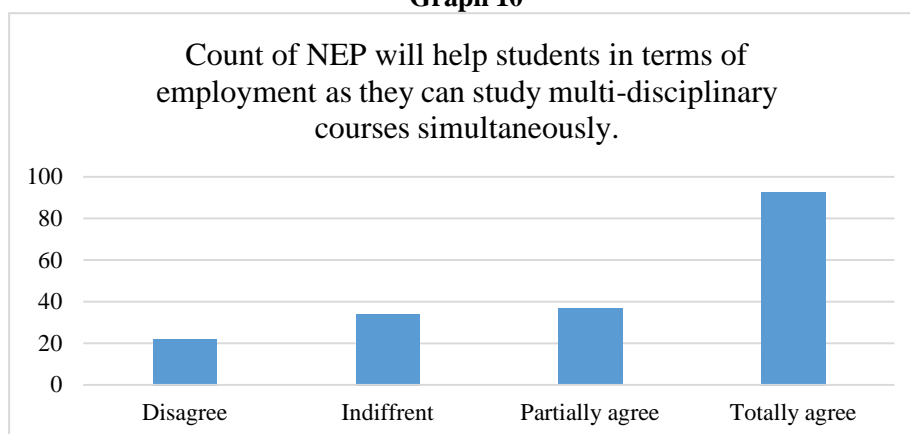Count of Nep will enhance Business oriented skills in students.

There are 87 students who are totally agree that NeP will enhance Business oriented skills in students. 34 students are partially agree with the statement whreas 41 students are indiffrent about it. There are 24 students who are disagree with the statement.

Graph 9

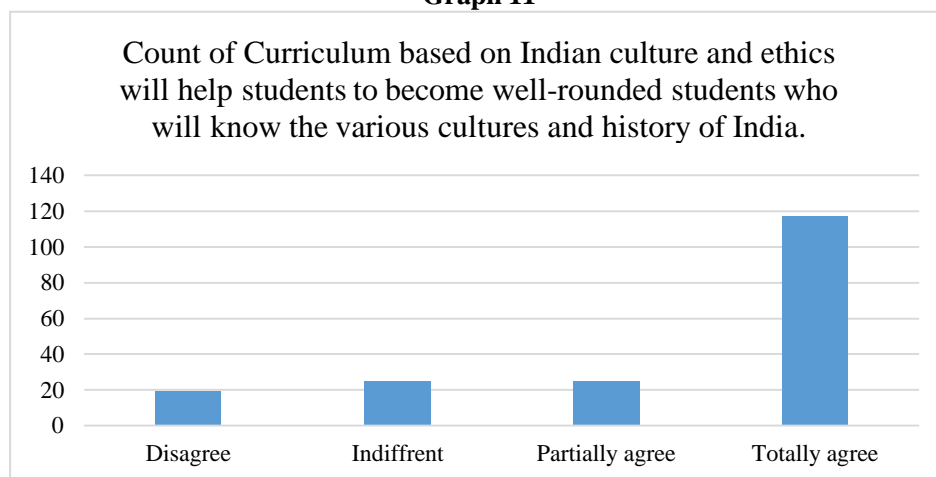Count of Nep will enhance employability skills in students.

There are 102 students who are totally agree that NeP will enhance employability skills in students.30 students are partially agree whereas 37 students are indifferent about it. There are 17 students who are disagree and don't think that NeP will enhance employability skills in students.

Graph 10

Count of NEP will help students in terms of employment as they can study multi-disciplinary courses simultaneously.

There are 93 students who think that NeP will help students in terms of employability as they could study multi-disciplinary courses simultaneously.37 students are partially agree ,34 are indifferent and 22 are disagree with the statement.

Graph 11

Count of Curriculum based on Indian culture and ethics will help students to become well-rounded students who will know the various cultures and history of India.

There are 117 students who are totally agree that Curriculum based on Indian culture and ethics will help students to become well-rounded students who will know the various cultures and history of India. 25 students are partially agree ,25 are indiffrent whereas 19 are disagree with the statement.

Finding and Recommendations:

Following are the findings and recommendations drawn on the basis of study.

1. Majority of students are aware about the adoption of NeP 2020.
2. Majority of students also thinks that there should be change in current education policy and new education policy should include curriculum and skill based subjects which will enhance enterprenurship and employability skills amog them.
3. Larger number of students thinks that NeP will make their higher education period more ntresting and energtic compared to the previous education system alongwith they also agree in larger numbers that curriculum based on Indian culture and ethics will help students to become well-rounded students who will know the various cultures and history of India.
4. Majorly students thinks that NeP will contribute in their overall development.
5. Students in larger number wants the option of distance learning with the help of online education.

Recommendations:

1. Curriculum; which will contribute towords overall development by added choice based and skill based subjects should be included.
2. Education should make students market ready by sharpening their enterprenur and /or employabilty skills.
3. Higher education should be more energetic and participative by the end of the students.

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