

IMPACT OF NEP 2020 ON VALUE EDUCATION

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1. ABSTRACT

The goal of formal education is to help students grow into morally upstanding adults with sound judgement. Education should instil in youngsters strong ethical foundations and values, including compassion, empathy, bravery, a love of learning, and an open mind. These practical abilities are essential if we are to create the kind of just, inclusive, and plural society envisioned by our Constitution's framers. The mission of National Education Policy 2020 is to provide our young with a morally grounded education. The foundation of the new education policy is the development of fundamental and crucial abilities. Ethics and human & Constitutional values such as empathy, respect for others, cleanliness, the spirit of service, respect for public property, a scientific temperament, freedom, responsibility, pluralism, equality, and justice are taught to students from an early age. This paper aimed to understand the impact of NEP 2020 on value education. A total of 2 hypotheses were developed and based on these hypotheses, more a questionnaire was constructed that was sent to the target respondents. The received data was then analyzed and hypotheses were tested.

Keywords: National Education Policy 2020, impact of NEP 2020, value education

2. INTRODUCTION

Human progress, social justice, and national prosperity all depend critically on access to quality education. India continues to rise and lead globally in terms of economic development, justice and equality, education, national integration and cultural preservation and is committed to its ability to provide quality education to all citizens. For the sake of the person, community, nation, and planet, providing all citizens with access to a high-quality education is the most productive course of action. By the end of the next decade, India will

have the largest youth population in the world, and our country's success depends on our ability to provide them with quality education.

2.1 NEP 2020

The Union Cabinet of India initiated the “National Education Policy of India 2020 on July 29, 2020,” outlining their goals for the country's future educational system. This new policy will take the place of the National Policy on Education from 1986.

The policy of education places special focus on helping each student realise his or her full creative potential. The idea is that students develop skills in reading and mathematics (also known as "basic skills") and thinking and problem solving, as well as being intellectual, honest and thoughtful. This policy is inspired by India's long intellectual and intellectual history. In Hindu thinking and philosophy, the pursuit of Jnan (knowledge), Pragyaa (wisdom), and Satya (truth) has traditionally been seen as the pinnacle of human endeavour. Education in ancient India was meant to lead to self-actualization and freedom rather than just imparting information useful in the here and now or in the hereafter. “Takshashila, Nalanda, Vikramshila, and Vallabhi” were only a few of ancient India's top educational institutions; together, they received researchers and students from all over the world and established the gold standard for interdisciplinary education.

Mathematics, astronomy, metallurgy, medicine, surgery, civil engineering, architecture, shipbuilding, etc. Many world revolutions in fields can be attributed to Indian scholars like “Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna”. There is no denying the global impact of Hindu philosophy and culture. These priceless contributions to global culture should not only be cared for and maintained for future generations, but also studied, improved upon, and repurposed in the classroom. The educator themselves should be at the centre of any substantial changes to the educational system. Since they have such a profound impact on their students' lives, the new education strategy must help restore teachers' status as society's most revered and indispensable professionals.

2.2 Previous Policies

Prior educational policy implementation efforts have paid a lot of attention to making sure everyone has a fair chance to get a good education. This policy resolves all the missing processes of the National Education Policy 1986 as revised in 1992 (NPE 1986/92). The Children's Right to Free and Vocational Education Act 2009 provides for universal education legislation and is the first legislation since the 1986/92 Act.

2.3 Principles of this Policy

The goal of education is to help students become well-rounded individuals who can think critically and behave ethically. These students will also exhibit characteristics such as compassion, empathy, bravery, resiliency, a scientific temperament, and creative imagination.

The Constitution calls for a society that is "equal, inclusive, and plural," and this programme seeks to produce people who are engaged, productive, and contributing to that end.

2.4 Vision of this Policy

The aim of this National Education Policy is to make India a global intellectual power by creating a sustainable education system in Indian culture and directly contributing to the transformation of India or Bharat into a balanced and intelligent society. The law recommends that the curriculum and teaching of our schools be developed in students who respect the important role and legal standards, understand the field country and understand their place in the world of power.

The aim of the policy is to educate students committed to human rights, sustainable development, livelihoods and global health; students who are proud to be Indian in all walks of life; and students who exhibit aspects of the world.

2.5 School education

Education starts at age 3 years

- The new policy mandates education for all children ages 3-18, up from the previous age range of 6-14.
- The current 10+2 curriculum will be replaced by the 5+3+3+4 standard, which will be the standard curriculum for ages 3-8, 8-11, 11-14 and 14-18.
- For the first three years of this new system, children will attend Anganwadi/Pre-primary school for a total of nine years of formal education.
- Curriculum and instructional strategies are provided at each of these levels. The play's central concept must be used as the basis for its structural design. Classes 3-5, which are presently a part of elementary school, will be renamed the preparatory stage, and the curriculum will shift to emphasise hands-on learning via play.
- On the secondary level (grades 9–12), students will have a great deal of freedom to choose from a wide range of electives, and instruction will take a multidisciplinary, project-based learning approach.

Digital Education Drive

NEP refers to the development of digital processes, digital content and capacity building with the goal of integrating technology at all levels of education. The primary goal is to ensure that no student falls behind by using cutting-edge technology to enhance teaching and learning.

Integration of Essential Subjects, Skills, and Capacities

The new regulation's stated objective is to better prepare students for the dynamic job market of the present day. Every student needs to be exposed to a core curriculum that will help them

develop the knowledge, abilities, and dispositions necessary for them to achieve success in life and to create a world where they may thrive.

We believe that mathematics will play an important role in India's future and artificial intelligence, machine learning, data science, etc. It is believed that it will put India at the forefront of many emerging industries and projects. This means that mathematics and computational thinking are given more time and attention from the very beginning of students' educational careers onwards, using a wide range of cutting-edge approaches.

Knowledge of India and Multilingualism

Using both classic and contemporary works of Indian literature, cinema, and music, the NEP, 2020 hopes to promote a more unified and cohesive Indian student body. If nothing else, it hopes to get the message through to Indian students that learning an Indian language won't limit their opportunities or potential earnings. India is a cultural melting pot, thus it would only enrich their understanding, appreciation, and tolerance.

2.5.1 National Curriculum Framework for School Education (NCFSE)

“Based on the principles of this National Education Policy 2020, frontline curriculum needs, and after discussions with all stakeholders including State Governments, Ministries, relevant Departments of the Central Government, and other expert bodies, the NCERT will formulate a new and comprehensive National Curricular Framework for School Education (NCFSE) for 2020-21, and it will be made available in all regional languages.” Taking into mind changes in frontline curricula, the NCFSE document will now be reviewed and modified every 5-10 years.

2.5.2 Teachers

The teacher in India had the highest level of respect due to the importance placed on them by society. Teachers, or gurus, were provided with the resources by society that allowed them to effectively instruct their students.

There is a significant gap between what is needed and what is actually happening in terms of teacher education, recruitment, deployment, service conditions, and empowerment. If we want our children and our country to have the brightest future possible, we need to motivate and empower our teachers.

2.5.3 Higher education

Quality higher education in the twenty first century should focus on producing moral, reflective, multi-faceted, and original thinkers. It should help students explore more deeply one or more areas of interest while developing their character, ethics and law, intellectual curiosity, curiosity, creativity, service and 21st century abilities in a variety of fields such as natural and social sciences, Arts and Humanities, languages, applications and technologies.

2.5.4 Institutional Restructuring and Consolidation

The main aim of the program is to bring together different types of higher education in large schools/centres known as universities, colleges and universities, totalling 3,000 or more students.

In higher education, this would aid in the development of thriving research communities across disciplines, the elimination of harmful silos, the encouragement of students to develop a well-rounded skill set that includes artistic, creative, and analytic pursuits as well as sports, and the maximisation of material and human resource efficiency.

2.5.5 Towards a More Holistic and Multidisciplinary Instruction

The goal of a comprehensive and interdisciplinary education is the balanced development of students' intellectual, aesthetic, social, physical, emotional, and moral faculties. Understudies who get this sort of instruction are more likely to gotten to be profitable individuals of society since they will have created basic 21st century capacities within the expressions, humanities, dialects, sciences, social sciences, and proficient, specialized, and professional areas as well as an ethic of social engagement, delicate aptitudes like communication, dialog, and wrangle about, and a profound specialization in one or more areas. In the long run, all bachelor's degree programmes, including those in the professional, technical, and vocational fields, should use this approach.

2.6 Value education

Values education is the process of imparting or cultivating in pupils ethical or political principles, as well as the corresponding standards, attitudes, and abilities.

One might speak of "implicit" or "explicit" values education. Implicit values education is linked to a "hidden curriculum and implicit values influence, embedded in school and classroom practises," in differentiate to unequivocal values instruction, which alludes to the official educational modules of what and how schools educate values and profound quality, as well as teachers' unequivocal eagerly and hones of values instruction. The moral complexity of teaching and the moral influence instructors have on their pupils is something all educators must take into account.

Teaching basic values like "respect, honesty, empathy, responsibility, compassion, and integrity" is part of a person's value education and is essential to their growth as a person and as a member of society. Positive social transformation and an improved society are the results of education's role in shaping people's thoughts, feelings, and actions.

2.6.1 Objectives of Value Education

Value education aims to improve society by teaching people to be good citizens by instilling in them a set of core values and beliefs. Some of the primary goals of value education are as follows:

- **Instilling values:** The main goal of value education is to help people develop admirable character traits including trustworthiness, responsibility, compassion, empathy, and respect.
- **To build character:** An individual's character and civic responsibility are strengthened by exposure to value education.
- **Fostering critical thinking:** People's decision-making and problem-solving skills may benefit greatly by being taught to think critically and reflect on their own actions and ideas.
- **To promote social harmony:** Values education promotes social cohesion by teaching people to value and accept one another's differences, to show empathy for those with different perspectives, and to collaborate for the common good.
- **Encourage positive behavior:** Integrity, accountability, and compassion are just a few of the ethical concepts that value education strives to instil in its students.
- **To enhance personal growth:** Instilling a healthy feeling of self-awareness, self-esteem, and self-worth is one of the primary goals of value education.

2.7 NEP 2020 for value education

Our behaviours and convictions are guided by a set of principles, or values. Our worldview, our dispositions, and our actions are all shaped by the values we hold. Each civilization or nation's progress may be seen most clearly through the lens of its moral ideals. They reveal the level of progress made by a civilization. The power gained by such knowledge would be devastating and catastrophic if it were not moderated by values and morality.

Rapid shifts are happening across almost all fields as a result of liberalisation, industrialisation, and globalisation.

India's philosophical underpinnings might need some reinforcement. Thus, formal education's aims and purposes need to be reconsidered. Values education must prioritise the following in order to be effective:

- The integration of a child's physical, cognitive, affective, and spiritual domains.
- Teaching respect for authority, self-control, accountability, and community service.
- Learning to value oneself and one's place in society.
- Promoting patriotism and unity among the country.
- Learning to think and act in a democratic manner.
- Learning to accept and appreciate people of all religions.
- creating a global consciousness of human solidarity on the local, national, and global levels.
- Giving young people the tools, they need to make ethical choices is a noble goal.

3. REVIEW OF LITERATURE

The National Education Policy (NEP-20) aims to improve the quality of education at all levels by revising and changing the existing educational structure (such as policies, management and respect for control) and create new best practices to make India more equitable and efficient. Knowledge of life and the world Superpower. The objective of this paper is to define the key issues and priorities for NEP 2020. With the goal of providing everyone with a high-quality K-12 and postsecondary education and the expectation of comprehensive and research-oriented advancement, NEP-2020 is a cutting-edge, futuristic concept with advantages and disadvantages. This study begins with a summary of NEP-2020, then identifies and evaluates potential generic methods for implementing NEP-2020 to achieve its goals based on focus group discussions, and then concludes with recommendations for moving forward. Our primary focus here is on the obstacles that will need to be overcome in order to put National Education Policy (NEP) 2020 into effect in the field of higher education. The study's goals were accomplished via the application of analytic induction on data gathered primarily through document analysis (online research) and focus group discussion. The research uncovered seven provisions that seem to be obstacles to the complete implementation of NEP 2020 under the current conditions.

As the globe was still reeling from the effects of the Covid- 19 epidemic, the announcement of India's new education policy (NEP 2020) was a breath of fresh air. The announcement of NEP 2020 came as a surprise to many. The recommendations offered by NEP 2020 attracted the attention of many experts in opposition research. This article mostly focuses on NEP 2020 and its effects on Higher Education, although the policy has had an effect on K-12 as well. This report also summarises the key aspects of NEP and evaluates their impact on the current instructional structure.

Because of the challenges associated with quantitatively measuring factors like quality of life and education, researchers must carefully examine the implications and conclusions drawn across a wide variety of concerns chosen for statistical analysis and structural modelling. From our research, It seems that the needs of NEP 2020 will be quite difficult in the context of digitalization and improving the quality of life, despite the fact that it is a widely supported and mandated educational policy with the goal of bringing about educational reforms and a better future. We believe that the rigidity of today's fragmented labour market prevents people from making the most of their skills, experiences, and education, but that a more flexible approach to lifelong learning might greatly improve both their job prospects and overall quality of life.

4. RESEARCH DESIGN

3.1 Objective of the study

Following are the objectives of this study:

1. To study NEP 2020 and its various aspects.

2. To evaluate the impact of NEP 2020 on student learning.
3. To evaluate the impact of NEP 2020 on educational value.

3.2 Research Methodology

This research study utilizes a quantitative methodology, meaning that statistical calculations were used to analyze the data. The research study involves survey methodology to evaluate how NEP 2020 is impacting the learning of the students and value education.

3.3 Hypothesis

There are 2 hypothesis constructed for this study.

H₀₁: There is a significant impact of implementation of NEP 2020 on learning of the students
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H₀₂: There is a significant impact of implementation of NEP 2020 on value education

Based on the 2 hypothesis, a questionnaire has been made and distributed among the target respondents. The collected responses are then sampled in form of data and analysed.

4. DATA ANALYSIS AND INTERPRETATION

This section of the study presents the analysis of the data collected from the respondents.

4.1 Demographic of the respondents

Age group of the respondents

Age group					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-30 years	106	33.7	33.7	33.7
	31-40 Years	106	33.7	33.7	67.3
	41-50 Years	66	21.0	21.0	88.3
	51-60 Years	37	11.7	11.7	100.0
	Total	315	100.0	100.0	

A total of 315 respondents took part in this survey. Most of the respondents were from the age group of 18-30 years and 31-40 years, i.e., 106 respondents each.

Gender of the respondents

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	170	54.0	54.0	54.0
	Male	145	46.0	46.0	100.0
	Total	315	100.0	100.0	

There were 170 female respondents and 145 male respondents.

4.2 Responses of the respondents

Questionnaire	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
NEP 2020 was the change that was needed in the Indian education system	161	61	8	35	50
NEP 2020 brought new hope for the students in both their career and personal growth	152	56	38	6	63
NEP 2020 raised the standard of Indian education on global level	145	31	69	34	36
With the amendments brought in the national education system, students will have more opportunities of developing themselves	71	93	59	82	10
NEP 2020 encourages the use of diverse teaching methods and local resources	142	70	91	12	0
NEP 2020 helps in learning by providing the students with a clear and concise guide to the National Education	44	50	102	69	50

system					
NEP 2020 helps to improve students' academic performance	131	82	51	19	32
NEP 2020 has introduced new methods that are very efficient for learning of the students	199	43	39	34	0
NEP 2020 focus on teacher training that will help in providing students with better mentorship	164	73	36	9	33
Values-based education is being promoted by NEP 2020 in India.	120	104	33	12	46
The goal of NEP 2020 is to provide a value-based education that promotes world peace and helps students develop their moral, spiritual, psychological, and cultural identities.	107	87	59	0	62
Using a humanistic and scientific lens, NEP 2020s value-based education helps build stronger communities.	115	56	92	35	17
Values-based teaching is at the heart of NEP 2020, and it will help students learn to recognise and act ethically in complex situations	117	118	70	0	10
Through a trans-disciplinary lens, NEP 2020 delivers an education with a focus on core values.	130	120	42	12	11
NEP 2020 was the change that was needed in the Indian education system	105	73	48	50	39

It can be observed from the above shown responses that respondents were more inclined towards showing the benefits of NEP 2020. They stated NEP 2020 as a better learning opportunity for the students. They also stated NEP 2020 as a value based education system.

4.3 Hypothesis testing

Hypothesis of the study	Result
H₀₁: There is a significant impact of implementation of NEP 2020 on learning of the students	Null hypothesis is rejected, since sig. <0.05
H₀₂: There is a significant impact of implementation of NEP 2020 on value education	Null hypothesis is rejected, since sig. <0.05

5. CONCLUSION

The National Education Policy 2020 (NEP 2020) aims to revolutionise India's educational system. The shift in priorities and resources toward education that has resulted from the rise in expenditure from 3 percent to 6 percent is long overdue. The goal of NEP 2020 is to provide a value-based education that promotes world peace and helps students develop their moral, spiritual, psychological, and cultural identities. Values-based teaching is at the heart of NEP 2020, and it will help students learn to recognise and act ethically in complex situations. Through a trans-disciplinary lens, NEP 2020 delivers an education with a focus on core values. The NEP-2020 initiative has placed a premium on students' ability to think creatively and critically, as well as their appreciation for and knowledge of human ethics and the Constitution.

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