



NEW EDUCATION POLICY 2020: A SHIFT TOWARDS MULTIDISCIPLINARY EDUCATION

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Abstract:

The world is changing rapidly within the knowledge landscape. Various dramatic technologies and Advances in massive amounts of knowledge growth, machine learning, AI, and more have condemned many unskilled jobs round the world. Machines, especially within the fields of mathematics, technology and data science, are in increasing need of a talented workforce. Combined with interdisciplinary skills within the natural, social and humanities sciences, they're increasingly in demand. This paper captures the event of education policy in India and attempts to supply a summary of the new education policy - Learn more about the background, origin, and vision of 2020. Discuss the most concerns of a holistic approach to multidisciplinary education.

The Indian education system had not seen any major reform since a protracted time. The scholars had only few career options like medical Engineering or law. For bringing a good change, National education policy 2020 acquire existence after 35 year of very long time with new ideas and innovation under the chairmanship of K Kasturiranjana. It's a comprehensive document which envisaged of quality education that covers to ECCE, school education and better Education. The NEP 2020 covers the complete educational structure from primary education to education, education, teacher education and course. It envisaged for a few transformational reforms within the Indian education system. It talks about the education system that lays emphasis on experiential learning together with attention on 21st-century skills like critical thinking, problem-solving, etc.

Keywords: *Education, NEP2020, Multidisciplinary Education, Holistic Development, Research, Development and Innovation*

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Introduction:

National Education Policy 2020 is that the first education policy of the 21st century and aims to handle the numerous growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to form a brand new system that's aligned with the aspiration goals of 21st century education, including Sustainable Development Goal (SDG4), while building upon India's traditions and value systems. It's built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability. It promotes active pedagogy, development of core capacities and life skills, including 21st century skills, experimental learning in any respect stages, low stake board exams, holistic progress card, transformation in assessment to push critical and better order thinking among students,



mainstreaming of vocational training and reforms in teacher education. NEP also puts specialize in empowerment of teachers and improving their recruitment, service conditions, and transfer policy and career progression opportunities in any respect levels.

Education is that the soul of Nation. The muse and therefore the way forward for any nation is set on the standard of the Education that's structured and implemented by the present government of the respective country. After National Education Policy 1986, it took a protracted time to bring a brand new innovative and comprehensive policy within the sort of NEP2020. The NEP 2020 is that the outcome of in depth and comprehensive consultations, aimed to form India a knowledge superpower, by equipping its students and teachers with the sound knowledge, capabilities and skills. The aim must be for India to own an education system by 2040. The most aim of the policy is to rework India's education system. The new policy aimed in universalization of education from pre- primary to secondary level. The policy aims at "light but tight" regulation. By 2040 all educational activity institute shall aim to be become a multidisciplinary institution each containing 3000 or more students. By 2030 there shall be a minimum of one large multidisciplinary institution in every district. it'll help in establishing a metamorphosis reform at school and better education sector.

Guiding Principle of New Education Policy:

Indenisation of Indian education is the goal of the policy. India is the home of spiritual wisdom, and this vast, ancient, and timeless knowledge serves as the policy's compass. In ancient India, education's primary goal was not merely knowledge acquisition but also preparing students for life in the real world. Education was not just in the classroom. Realization and self-liberation were the goals of education. Shiksharth Aaiye Sevarth Jaiye's educational goals are to advance the idea of world fraternity. The world-class universities of ancient India, Takshashila, Nalanda, and Vikramshila, set the bar high for transdisciplinary instruction and research. Numerous individuals, including Charaka, Susruta, Aryabhata, Varahamihira, and Bhaskaracharya, made significant contributions to human knowledge in a variety of disciplines, including mathematics, astronomy, metallurgy, medicine, and surgery. These valuable contributions to world heritage must be nourished, enhanced, and put to new uses through our educational system in addition to being protected for future generations.

Multidisciplinary Education in Ancient India:

India has a long history of interdisciplinary and holistic education, from institutions like Takshashila and Nalanda to the vast body of literature in India that combines topics from all disciplines.

A good education was defined as knowledge of the 64 Kalaas or arts in ancient Indian literature like Banabhatta'sKadambari. These 64 'arts' included not only subjects like singing and painting but also 'scientific' fields like chemistry and mathematics, 'vocational' fields like carpentry and clothing-making, 'professional' fields like medicine and engineering, as well as 'soft skills' like communication, discussion, and debate.

The notion that all areas of creative human endeavour, including science, math, professional and technical studies, and soft skills, should be regarded as the "arts" has its roots in India.

The idea of having a "knowledge of various arts," or what is commonly referred to as the "liberal arts" in modern society (i.e., a liberal notion of the arts), must be brought back into Indian education since it is precisely the



kind of education needed for the twenty-first century.

Key Concerns of Holistic and Multidisciplinary Education:

The goal of a holistic and interdisciplinary education would be to combine the development of a person's moral, social, physical, emotional, and intellectual faculties.

A well-rounded education will aid in the development of individuals who have the critical 21st century skills in the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields. It will also foster a social engagement ethic, soft skills like communication and discussion, as well as a rigorous specialization in a particular field or fields.

Long-term, all undergraduate programmers, including those in professional, technical, and vocational subjects, shall use this comprehensive educational approach.

Curricular frameworks that are flexible and imaginative will allow students to combine different academic fields of study and provide various points of entry and departure, reducing the rigid limits that are already in place and opening up new opportunities for lifelong learning.

While offering rigorous research-based specialization, graduate-level, master's, and doctorate education at major interdisciplinary universities would also open up chances for multidisciplinary work in academia, government, and industry.

The transition to high-quality holistic and interdisciplinary education will be made easier by the existence of large multidisciplinary institutions and colleges. Students will have access to unique and entertaining course selections as well as flexible curriculum options in addition to rigorous specialization in one or more topics.

This will be made easier with greater faculty and institutional autonomy in course development.

In pedagogy, the focus will shift to include more opportunities for interdisciplinary and cross-disciplinary thinking as well as communication, discussion, debate, and research.

All higher education institutions will establish and strengthen the departments of languages, literature, music, philosophy, Indology, art, dance, theatre, education, mathematics, statistics, pure and applied sciences, sociology, economics, sports, translation and interpretation, and other related subjects required for a multidisciplinary, stimulating Indian education and environment (HEIs).

If these courses are taken from such departments or through open and distance learning (ODL) mode while they are not taught in-class at the higher education institution, credits will be granted for them in all Bachelor's Degree programs.

Flexible and innovative curricula:

All Higher Education Institutes (HEIs) shall incorporate credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education in their flexible and innovative curriculum in order to achieve such a holistic and multidisciplinary education.

Climate change, pollution, waste management, sanitation, biological diversity conservation, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable living will all be covered in environmental education.

Value-based education will focus on the growth of humanistic, ethical, Constitutional, and universal values such as truth (Satya), righteous behaviour (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and life skills. Lessons on seva/service and participation in community service programs will be seen as essential components of a holistic education.

As the world becomes more interconnected, Global Citizenship Education (GCED), a response to current global challenges, will be offered in order to enable learners to become conscious of and knowledgeable about international issues as well as active proponents of more tranquil, tolerant, inclusive, secure, and sustainable societies.

Some major changes in the school education system:

Pedagogical structure: A new era for the reorganization of the educational system will be ushered in by the positive modifications to school education's organizational structure.

The new strategy attempts to segment schooling into various stages based on the demand of the students and the areas in which they need to increase their knowledge.

The current 10+2 education model has been dismantled, and in its place, NEP 2020 has created a 5+3+3+4 framework of school education that will put a priority on the 15 years of schooling.

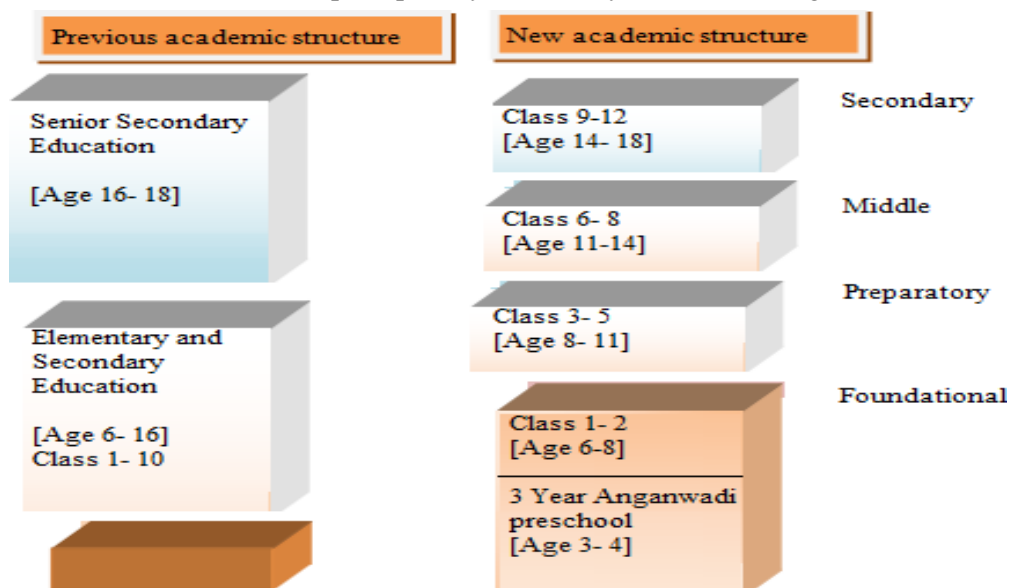


Figure 1: Structure changes in school education system

The structure and lengths of degree programs: shall be adjusted accordingly. The undergraduate degree will take three or four years to complete, with several departure choices and the necessary certifications, e.g., a diploma after two years of study, a Bachelor's degree after a three-year programme, or a certificate after completing one year in a discipline or field that includes vocational and professional fields.

The 4-year interdisciplinary Bachelor's degree, however, is the recommended choice because it gives students the chance to receive a comprehensive, multidisciplinary education while still focusing on their selected major



and minors. In order for degrees from recognized higher education institutions to be given taking credits acquired into account, an Academic Bank of Credit (ABC) must be developed. The ABC will digitally store the academic credits earned from various recognized higher education institutions.

If the student completes an in-depth research project in one or more of their major areas of study, as defined by the Higher Education Institutes, the 4-year programme may also result in a degree "with Research".

Higher Education Institutes will have the flexibility to supply different designs of Master's programs:

- There is also a 2 - year programme with the second year devoted entirely to research for people who have completed the three - year Bachelor's programme;
- For students completing a 4 - year Bachelor's programme with Research, there can be a 1 - year Master's programme;

There may be an integrated 5-year Bachelor/Master's degree program. A master's degree or his four-year bachelor's degree with research is required to obtain a Ph.D. M. Phil. Program is retired

A model public university that provides comprehensive and interdisciplinary education equivalent to the Indian Institute of Technology (IIT) and the Indian Institute of Management (IIM) will be established and called an Interdisciplinary Education and Research University (MERU). The highest global standards in quality education. It also helps set the highest standards of interdisciplinary education across India.

We concentrate on research and innovation by fitting incubators for start-ups. A technology development center; a middle for cutting-edge research fields; Greater links between industry and academia. Interdisciplinary research, including research within the humanities and social sciences. Given the epidemic and pandemic scenarios, it's important that universities use their results to conduct research in infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccinology, and other related fields. Universities develop specific retention mechanisms and competitions to foster innovation within the student community. NRF helps enable and support such a vibrant culture of research and innovation in universities, research institutes, and other research institutions.

Key principles of NEP:

The NEP deals with the college education and better education. The policy aims to enhance the standard of education by that specialize in the subsequent principles.

- 1) Emphasis on conceptual understanding
- 2) Critical thinking and creativity
- 3) Unique capabilities
- 4) Respect for diversity and native context and native
- 5) Equity and inclusion
- 6) Continuous Review
- 7) Use of technology

Advantages of NEP 2020:

- 1) The government aims to use NEP 2020 to make schooling accessible to all.



- 2) This new approach will allow approximately 2 million students to return to their institutions.
- 3) According to the National Education Policy 2020, the 5+3+3+4 structure will replace the common 10+2 structure. This structure focuses on the early stages of learning. This 5+3+3+4 structure corresponds to the age groups 3-8, 8-11, 11-14, and 14-18. 12 years of schooling, 3 years of Anganwadi and pre-primary education are included in this structure.
- 4) NCERT designs and develops national curricula and educational frameworks for early childhood care and education for children up to 8 years of age.
- 5) Pursuant to the National Education Policy 2020, the Ministry of Education shall establish a national mission for basic literacy and numeracy. The responsibility for the successful implementation of numeracy education for all students up to grade 3 lies with the states of India. This implementation is scheduled for 2025.
- 6) One of the benefits of NEP 2020 is the shaping of National Book Promotion Policy in India.
- 7) Competent authorities administer grades 3, 5 and 8 university examinations. Board exams for grades 10 and 12 will continue, but NEP 2020 aims to redesign the structure with holistic development.
- 8) The National Education Policy of Parakh shall be justified by the Government.
- 9) Special day private schools 'Bal Bhavans' will be established in every state/district of India. This private school is intended to be used to participate in activities related to play, career and the arts.
- 10) Education Loan Bank will be established according to the State Education Policy 2020. Credits earned by the grantee can be saved and counted toward completion of the final degree.
- 11) According to the National Education Policy 2020, interdisciplinary teaching and research universities equivalent to IITs and IIMs will be established in the country. These are established to introduce interdisciplinary science.
- 12) The same list of accreditation and regulatory rules is used as a guide for public and private academic institutions.
- 13) Expiring university affiliation and autonomy are granted to the university.
- 14) By 2030, a minimum four-year bachelor's degree will be required for teaching positions.
- 15) Larger funding will be provided to online academies to prepare students for future pandemic situations.

Challenges for new education policy:

Policy has created opportunities for radical change in all areas of education. The National Education Policy [NEP] has given a global vision to our education system. However, there are many challenges in its implementation. Whether it is primary to secondary learning or a change in the form of examination boards, the key to this policy is its introduction into classrooms after 2022. In order to implement NEP more effectively, there is an urgent need to prepare at each training framework.

NEP 2020 brought many changes, but implementing the mission is one of the biggest challenges. Policies must focus on the quality of primary education for children. NIPUN Bharat mission should be effectively implemented based on improving literacy and numeracy of primary school children. The mission defines 'learning to read' and enables you to 'learn to read'.



Teacher education is very important because teachers are one of the builders of the nation. Interdisciplinary facilities encourage high-quality preparation and follow-up. Virtual lessons, video lectures, and qualified teaching tips can be delivered in local languages in each district. Quality orientation, workshops and training programs should be conducted for better improvement.

With the update of NEP, the 2005 National Curriculum Framework needs to be revised. This new policy sets the course for the next 20 years. Internationally, it is recognized that there may be more than one pedagogical approach to teaching a particular subject. NCERT researches, researches, documents and collates diverse international educational approaches for teaching different subjects and what can be learned from these approaches and incorporated into pedagogy practiced in India. Recommended for Lack of infrastructure, quality assurance in the teaching and learning process, and student-teacher ratio are some of the major issues that hinder quality education, but NEP's vision and mission is to move from school to university education. Focus on creating milestones from school education to university education.

Conclusion:

Higher education must enable the development of educated, socially aware, knowledgeable and skilled nations capable of finding and implementing firm solutions to their problems. It must form the basis for knowledge creation and innovation and contribute to economic growth. The aim of quality higher education is therefore more than increasing employment opportunities for individuals. It holds the key to a more vibrant, socially engaged and supportive community and a happier, cohesive, cultural, productive, innovative, progressive and prosperous nation. Represents National education policy attaches particular importance to the development of each individual's creative potential. Not only does education develop cognitive skills (both "basic skills" in reading and mathematics, but also "higher order" cognitive skills such as critical thinking and problem-solving), it also develops social, ethical and emotional. It is based on the principle that skills must also be developed. And disposal. The policy was shaped through a consultation process, expert opinion, and field experience. Feedback from stakeholders and experience from best practices were considered. The policy provides for the separation of regulatory, administrative, and policy-making functions to eliminate conflicts of interest, and the establishment of state agencies for school standards. There will also be an increased emphasis on technology to enhance multiple aspects of education such as learning, assessment, planning and administration.

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