

Critical Study of five pillars: Affordability, Accessibility, Quality, Equity, and Accountability in context of NEP 2020

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Abstract

Learning has consistently been seen as essential to progress. It is generally recognised as being an important part of social and personal development. NEP-2020 seeks to upgrade as well as amend the laws and regulations of our nation's educational structure by expanding, diversifying, and interdisciplinary school and college education in accordance also with the 2030 plan for SGD. Analysing the Five Pillars and their significance in the NEP 2020 is the goal of the current article. Those five components represent the actions that educators must undertake to adopt reforms by becoming capable of transforming into smarter institutions that are prepared to engage directly in this transformation. The NEP 2020 holds that perhaps the objective of schooling is to create decent people with the capacity of thinking critically and taking actions, understanding and caring, bravery and perseverance, analytical temperaments and inventive imaginations, and moral foundations and principles. Its objective is to generate effective, productive, and engaged citizens who will contribute to building the equitable, diverse, and inclusive society that our Constitution calls for. The current research utilises additional information to conduct a thorough analysis and fulfil its goals. On the basis of the results from the additional current studies of the pillars of the NEP 2020, the gathered information was evaluated. The actions that schooling systems must undertake to bring about changes and be prepared to become smarter organisations that are prepared to actually participate in the transformation are outlined in NEP 2020's Five Pillars. Creativity and rational reasoning are going to make it into the curriculum. Mr. P. Javadekar, Minister of HRD, has revealed the five pillars or principles of the NEP, as per the Anjani Chaand report released on April 10, 2017. The nation requires a value-enhancing educational structure that incorporates athletics and yogasana, which have since become universally recognised throughout the globe; therefore, each of those foundations is essential to the NEP.

Keyword: Learning, NEP-2020, Five Pillars, Educational structure, Critical thinking, Equity and inclusivity.

1. INTRODUCTION

While teaching methodologies influence the nation's upgradation in both society and the economy, these are often disregarded in governmental settings since they do not really immediately advance ideological interests. Learning has historically been seen as essential to progress. It is generally recognised as being an important part of social and interpersonal development. The regime's decision to designate full and equal participation in learning as a priority of its longer-term development strategy as well as to invest massive sums of cash in the procedure was motivated by such incentives as well as the deep academic rewards that knowledge offers to people. In the Vedic Era, the objective of learning was to completely understand and free the individual, in addition to gaining information to help one prepare for existence here on earth or existence after schooling. For instance, Takshashila, Nalanda, Vikramshila, and Vallabhi have been renowned universities in the olden periods that established a precedent for interdisciplinary research and instruction and encouraged academics and learners across all backgrounds and parts of the globe.

Fantastic intellectuals like "Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi, and Thiruvalluvar", among countless others, were developed by the Indian educational structure. The cultures and philosophies of India have had an impact on the globe. Such priceless contributions to the cultural legacy of the globe ought to be protected for subsequent eras, examined, extended, and given new applications via our educational process. Any adjustments to the schooling institutions should centre on the educator. By 2040, all students should have an equal opportunity for excellent schooling, no matter their socioeconomic or financial conditions, and the framework should undergo substantial improvements that instill the elevated standards of excellence, justice, and integrity throughout, from preschool and elementary school to postsecondary education.

The NEP 2020, the government's inaugural educational programme of the 21st century, aims to meet the various expanding educational implications that the nation is confronting. In accordance with the 2030 Framework for Economic Development, this policy is intended to modernise and change the laws and administration of our nation's educational structure while also improving the breadth, flexibility, and multidisciplinary of both secondary and postsecondary learning. The regime claims that prior attempts were mostly made to tackle difficulties with accessibility and fairness. The nation's overall enrolment rate is now 25.8 percent, which ought to be highlighted (as of the previous academic period). The NEP also seeks to allocate 6 percent of our GDP to educational activities in hopes of ensuring the global adoption of this programme. Because of this, the issue of cost must also be tackled in addition to accessibility.

In hopes of establishing a contemporary scheme that really is coherent with the overarching goals of 21st-century academic achievement, such as "SDG4", while upholding India's customs and perspectives, the whole paradigm outlines that certain aspects of the educational paradigm, along with regulations and democratic accountability, be amended and completely overhauled. The development of every student's untapped possibilities is given considerable attention in the NEP-2020. In order to attract the most qualified individuals to educate at all stages, the NEP must provide a livable income, tolerance, honesty, and independence in addition to embedding in its structure fundamental process improvement and responsibility

techniques. No matter where individuals reside, all kids should have access to top-notch schooling under the NEP, with a focus on historically marginalised, underprivileged, and disenfranchised minorities. The far more successful strategy for fostering fairness, inclusiveness, and socioeconomic development is education, since it levels the competitive landscape. Given their significant drawbacks, it is important to guarantee that almost all pupils from these categories receive a variety of specific chances to enrol and thrive in the educational institutions.

2. Objective of the study

To analyse the 5 pillars or foundations of NEP-2020.

3. Review of literature

Gaurang K. WION (2020) (2020) Delhi, India, the 14th of August, 2020 (IST) The ministry of HRD published the NEP 2020 (NEP), which established the framework for extensive transformative reforms across the K-12 and HE domains. The National Policy for Education (NPE), adopted in 1986 and updated in 1992, is replaced by this strategy, which the authorities claim is the initial of the 21st century. Accessibility, equality, quality, affordability, and accounting are the cornerstones of the NEP. In accordance with the 2030 Framework for achieving SGD, this programme is intended to modernise and change the laws and administration of our nation's educational structure while also improving the breadth, flexibility, and multidisciplinary of both secondary and postsecondary training. The regime claims that prior attempts have mostly been made to tackle difficulties with accessibility and fairness. The nation's overall enrollment rate is now 25.8 percent, which ought to be highlighted (as of last year). The NEP additionally seeks to allocate 6% of our GDP to educational activities in hopes of ensuring the global adoption of this programme. Because this plan involves pupils as early as three years old rather than the prior five-year-old limitation, the union regime has a greater reach compared to the prior NPE. Moreover, it indicates that educators governing regulations should be aligned with those applicable to other sectors. The subsequent sections discuss the main NEP features.

3.1 Educational Activities: From pre-school through secondary school, guaranteeing that everyone has an opportunity for academic achievement is a top objective for the NEP. A 5+3+3+4 curriculum framework has also been implemented in place of the former 10+2 curriculum architecture that correlates to the age groups of 3-8, 8-11, 11-14, and 14-18. This includes the hitherto understudied

age range of 3-6 years, which is generally recognised as a crucial period in a student's brain development. All pupils are eligible to sit for tests and examinations, which will be given by the appropriate authorities in classes 3, 5, and 8. The continuation of the qualifying examination for classes ten and twelve would be coupled with an expanded emphasis on overall development. This extra grouping of pupils by age helps educators create curricula and syllabi that convey material more efficiently depending on age, as well as assist the government in establishing age-specific teaching outcomes. Moreover, the strategy aims to obfuscate the distinctions among the current, sequential "channels" concept, wherein pupils have to pick among the humanities, sociology, and biological sciences. Just after tenth grade, it advises allowing pupils greater flexibility by letting them choose their own topics instead of forcing them into channels. A trilingual formula is suggested by the NEP as a realistic objective. It is recommended that education be conducted in a minimum of three languages—mother tongue, native dialect, and local language—through Level 5, and ideally through the 8th grade and even beyond. Regarding the creation of new organisations, PARAKH (Performance Evaluation, analysis, and Interpretation of Information for Integrated Advancement) would be created as an organisation that provides guidance for pupils in grades 1 through 12.

3.2 Postsecondary or Higher Educational Structures (HE): NEP has maintained an unchanged stance in response to continuous developments in the HE market in our nation. Whenever it involves HE, poor GER constitutes one of the biggest issues in our nation. The strategy aims to solve this by improving the responsiveness of HE policies on behalf of learners while offering them additional options to complete their degree. One of the significant modifications is the adoption of a 4-year UG programme. Such a course of study comprises an interdisciplinary structure, several entrance and departure locations, and testing standards for the learners. A virtual credit banking scheme was additionally proposed, allowing pupils to move their credentials to some other school rather than beginning over if they no longer want to pursue a particular programme but have collected a sufficient number of college credits. The HECI is the proposed name of the one-roof organisation that will oversee HEI in India; however, the strategy does not include either legal or medical education. Furthermore, a National Accreditation Agency for Testing will be formed to conduct a solitary assessment for schools of academic education. Under the new strategy, selected colleges, including those in the best 100 universities across the globe, would be given

support to function in India, while high-performing Indian universities would be pushed to open branches in these other nations.

3.3 Instructor Education: Recognising the significance of educators in any classroom context, the NCTE would collaborate alongside NCERT to construct an innovative and methodical federal curriculum framework for tutor training, NCFTE 2021. It is predicted that the candidates must have passed a 4-year B.Ed. degree by 2030. Poor independent educational institutions for teachers would suffer serious repercussions (TEIs). The NEP is a welcomed and beneficial change for the academic system of India, given the nation's current learning structure. Nonetheless, strong coordination among the state and national governments would be required for the NEP's adoption. NEP is a positive and constructive improvement for the advancement of India's educational scheme, given the country's present educational system.

4. Pillars of the NEP- 2020

The main tenets of this strategy are accessibility, equity, economy, accessibility, and openness. It holds that instruction should aim to generate decent people with the capacity for moral foundations and principles as well as rational reasoning and activity, understanding and empathy, bravery and perseverance, and intellectual temperament and inventive imaginations. Its objective is to generate effective, productive, and engaged citizens who might contribute to building the equitable, diverse, and egalitarian society that our charter calls for.

By Anjani Chaand (April 10, 2017) The five pillars or underpinnings of the NEP were recently announced by Mr. Prakash Javadekar, from the HRD ministry. The nation requires a value-enhancing educational structure that incorporates athletics and yoga poses, which have since become highly known across the globe. Every one of these foundations is essential to the NEP.

On April 8, 2017, he spoke to the public in Telangana during Pragna Bharati's silver celebrations, marking and underlining the significance of creativity in the schooling institutions. He contends that the idea of innovation is enhancing someone's life right now and will result in lasting success. Modifications in the standards are highlighted by a NEP, Indian entrepreneur Pranab Saikia, claims HRD Minister Javadekar (January 20, 2017). The MHRD will establish a number of educational level standards for pupils in classes 1–8 starting with the next academic semester. Starting with the 2017–2018 educational year, the MHRD will implement various standard modifications pertaining to

the progress of students in grades 1–8. According to MHRD Prakash Javadekar, such training goals must first be put into practise since they are stipulated in the legislation.

The HRD Ministry is concerned about the standard of learning in the nation, particularly in basic schools. The government has asked for community input and public feedback and is highlighting the need for B.Ed. educators. Tests will be administered for grades 5 and 8, and students who fail will get a second chance to pass in June.

In the words of the HRD Minister, equality and effectiveness are two of the five principles of the present academic curriculum. In addition, the regime has established a university education financing agency. A combination of Rs 20,000 would be generated over the course of the subsequent 1.5 years. According to the president, who gave a speech on Saturday in Hyderabad, the NEP would have five elements: access, equity, effectiveness, affordability, and openness. The five pillars of an educational approach are yoga asanas, exercise, and our highest priorities. Dr. Bhimrao Ambedkar Jayanti is celebrated for promoting innovation and creating 20 top-tier colleges. The NDA administration has launched the GRIN programme, which will offer learners financial aid and chances to collaborate with foreign labs. He is seeking a unifying Indian philosophy to supplant the destructive ideology being pursued. He visited Bhongir, Telangana, and spoke to BJP leaders, dispelling BSP leader Mayawati's worries regarding the accuracy of electronic voting machines.

As per Union Minister of Education Ramesh Pokhriyal Nishank, the NEP-2020 of India is centred on the concepts of access, effectiveness, and fairness. He also emphasised the value of giving children their primary education in their native language, emphasising the variety of local dialects spoken in the nation. Addressing the inaugural meeting of Amity University's two-day symposium on the execution of NEP 2020 for changing India, he stated that there is understanding and excitement about the adoption of the NEP not just in the country but also abroad. The new educational policy establishes a link.

Pokhriyal asserts that the NEP blends the present with the prospective and is geared towards elevating Indians to the forefront. According to Swami Vivekananda, who was mentioned by him, the nation is dedicated to attaining its academic goals. "The NEP may be seen as being both international and national if seen in a larger context. It's powerful, welcoming, and interesting. He claims that the ideals of equity, excellence, and availability form the foundation of the new educational approach. He claims that

the NEP supports mother-tongue schooling since it is thought that only one's native language could provide one with the same or more speech as any other language.

With the opportunity to switch later, primary education will be provided in the mother language. He noted that some individuals had expressed worries about the new policy's worldwide appeal in terms of English usage, and he questioned if nations like Japan, Germany, France, and Israel had fallen behind others merely because they kept to their own language. The value of receiving an education in one's native language cannot be overemphasised, especially in a nation with as many regional languages as India. "This is the education strategy of a country that has led the globe; it is not the education policy of one guy or one administration," Pokhriyal said. The minister emphasised that the execution of the policy is just as crucial as the policy itself to the audience, which included VCs from several institutions and UGC representatives.

The NEP-2020 is an initiative that aims to change India's learning environment by rewriting the syllabus, making final exams less challenging, reducing the syllabus while keeping the fundamentals, and emphasising contextual education and analytical thinking. It is aimed at all kids, regardless of whether they are entering elite foreign institutions, and has high expectations. The Five Foundations of NEP 2020 have assisted in preparing it to take on this enormous undertaking. All of these NEP foundations are the bedrock of what could be India's greatest educational transformation in 30 years. These are some of the actions that educational institutions must undertake to execute transformation, make their organisation an intelligent school, and get it prepared to actually participate in this transformation.

The very *first pillar* is a programme that integrates innovative thinking with critical thinking. The NEP's incorporation of different 21st century knowledge and technological competences represents its most crucial feature; gone are the days of the use of document and manuscript file folders; youngsters would then gain knowledge and technological expertise like programming in the 6th grade, entailing classrooms to be equipped with a basic computer configuration; programming is the hottest technical ability of the millennium, and recognising the underlying principles might help India. In addition, the NEP encourages the implementation of ideas and the proper implementation of teachings acquired in class, which both help foster greater overall development as well as rational reasoning instead of actual memorization.

Public participation will be strongly promoted as part of the *second pillar*: the NEP will promote charity and humanitarian service in order to aid pupils in learning compassion. Formerly considered a co-curricular activity in earlier educational forms, contributing charitable contributions and aiding pupils to grow into more active members of the public will now get more attention in the modern instructional model.

The Third Pillar: Character building hasn't certainly helped children learn anything in the lengthy period; it simply serves to prepare students for an examination the next day. The NEP strives to recognise the notorious history of actual memorization in our society. This might be the biggest shift the NEP makes since it will encourage students to genuinely comprehend things for applicable reasons instead of just memorising them.

The Fourth Pillar would represent a major enhancement over past educational techniques where pupils only learned from assigned books. It would encourage a librarian environment and give kids the freedom to study outside their readings. The NEP was developed and improved to build a reading environment that allows learners to look into their themes in even considerable detail, so younger pupils would be able to dive deeper into content that interests them.

Accountability is the fifth pillar of the National Education Policy 2020 (NEP 2020) which emphasizes the need for accountability in the education system in India. Accountability in NEP 2020 refers to the responsibility of all stakeholders in the education system, including the government, educational institutions, teachers, students, parents, and the community, to ensure that quality education is provided to all

The policy identifies various ways to ensure accountability in the education system. Some of these include

- Setting up a National Education Commission to oversee the implementation of the NEP and to ensure accountability and transparency in the education system.
- Establishing clear performance indicators and targets for all stakeholders in the education system, including schools, teachers, and students.
- Conducting regular assessments and evaluations of schools and educational institutions to monitor their performance and identify areas for improvement.

- Providing greater autonomy to schools and educational institutions to develop their own curriculum and teaching methods, but also holding them accountable for achieving the desired learning outcomes.
- Encouraging greater involvement of parents, communities, and civil society organizations in the education system and making them accountable for the quality of education being provided.

Overall, accountability is an important aspect of the NEP 2020, as it ensures that all stakeholders are held responsible for providing quality education to all students in the country. By promoting transparency, monitoring, and evaluation, the education system can be improved and strengthened to meet the needs of all learners

5. Methodology

Methodological Approach: A research methodology is a methodical strategy for studying a certain issue scientifically. The techniques used to gather data, the demographic being examined specifically, the additional questions, and the entry requirements

Information gathering: In order to conduct a thorough inquiry and answer the goals of this research problem, the current study prefers to solely use secondary sources.

Data Analysis: Using the findings of previous papers on the pillars of the New Education Policy 2020, the values collection was critically analysed.

6. Discussion and findings

The National Education Policy (NEP) of 2020 is a significant education reform that replaces the 34-year-old National Policy on Education (NPE) of 1986. The NEP emphasises access, equity, quality, affordability, and accountability as the foundations of education in India. It focuses on maintaining universal access to education at all levels, including pre-school and high school, and bringing about positive changes in the higher education sector.

One of the major changes introduced by the NEP is the overhaul of the curriculum in colleges, with a reduction in the syllabus to emphasise experiential learning and critical thinking while maintaining the core basics. The NEP has also been praised for its inclusion of vocational and practical courses and its focus on a more globalised approach to education. The NEP's Four Pillars provide guidelines for schools to prepare for the education revolution, emphasising

critical thinking, imagination, community participation, and a library culture.

The NEP also recognises the importance of teachers in any educational setting and seeks to develop a new and systematic National Curriculum Framework for Teacher Education (NCFTE 2021) in consultation with NCERT, which is the governing body of teacher education [2]. The NEP aims to transform India's educational system in ways that promote universal access, equity, and quality education. It seeks to commemorate the legacy of rote learning by promoting a library culture and encouraging the inclusion of practical and vocational courses in the curriculum.

7. Conclusion

The NEP strives to assist students in becoming professionals and humanitarians. The ability of learners to comprehend more and improve their understanding is kudos to the NEP, which has the ability to completely alter the merit list and rating rapacious educational system and renders it simpler to determine a student's value with the aid of test scores and percentage distribution instead of simply memorization for a test. Transformation won't be possible from the papers to the classrooms unless people make the effort to develop the comprehensive classroom settings that our students need. The expense and availability of HE are often discussed in discussions on this topic. The foundation of India's greatest significant educational change in thirty years might well be these NEP principles. These are the essential steps that educational institutions must take to implement changes, set themselves up to become smart schools, and become contributors to this transformation. We must explore and analyse everything from a socio-cultural angle, while considering the actual chance for equality afforded by each. The society's involvement will be highly valued. By encouraging a reading community, the NEP hopes to honour the infamous tradition of actual memorization in our country. The first pillar also incorporates the confluence of various technology and 21st-century talents. In addition, the NEP promotes critical thought instead of memorization in the interest of encouraging overall development. The Second Pillar of The NEP seeks to aid learners in cultivating compassion, and traditionally, contributing something back to the community and guiding students to grow into more essential to the community were considered as co-founder activities in previous educational systems. The Third foundation of the NEP intends to commemorate our society's terrible memorising facts habit in an identical manner. The Fourth foundation would represent an advance above prior teaching

strategies by promoting a reading environment and learners receive the freedom to study outside of their assigned literature. The NEP urges educational institutions to establish a reading culture that allows learners to delve deeper into their subjects. The NEP aims to highlight the infamous tendency of rote memorization in our society, just how The Fourth foundation promotes a reading environment and equips learners with the knowledge of their assigned literature. Institutions are urged to provide a bookstore setting that enables pupils to learn more about their themes as component of the NEP

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