

An Overview of the National Education Policy (NEP) of 2020 and its Significant Impact on the Field of Social Sciences.

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Abstract: *The National Education Policy (NEP) 2020 in India is an all-encompassing framework designed to overhaul the education sector. While it includes numerous facets of education, such as primary and tertiary education, it also involves the field of social sciences. The NEP prioritizes an integrated approach to education, encompassing social sciences. It promotes the incorporation of several disciplines to offer a comprehensive comprehension of numerous phenomena, encompassing social, political, economic, and cultural dimensions. The strategy promotes interdisciplinary study in higher education, granting students the freedom to select subjects from many fields such as social sciences, humanities, sciences, and professional courses. The NEP prioritizes the cultivation of critical thinking, analytical prowess, and problem-solving aptitude among students. This is especially pertinent in the field of social sciences, where students must critically analyze historical events, societal structures, cultural practices, and political systems. The policy seeks to foster research and innovation in higher education, encompassing the field of social sciences. It promotes the establishment of research centers, institutes, and laboratories in universities and colleges to facilitate research in many fields of study.*

Keywords: NEP, comprehensive, social science, curriculum, policy, research

I. INTRODUCTION

The NE Policy 2020 in India represents a notable change in the country's educational framework, impacting multiple areas, such as Social Sciences. This strategy seeks to completely transform the educational structure by prioritizing diversity, flexibility, and holistic development. In general, the NEP 2020 acknowledges the significance of social sciences in delivering a comprehensive education and equipping students for engaged citizenship and involvement in a swiftly evolving world. The strategy seeks to promote a more profound comprehension of society and actively contribute to its advancement by prioritizing interdisciplinary study, critical thinking, research, and diversity. The Policy seeks to foster research and innovation in higher education, encompassing social sciences as well. It promotes the establishment of research centers, institutes, and laboratories in universities and colleges to facilitate research in many fields of study.

Statement of the Problem:

An overview of the NE Policy 2020 and its significant impact on the field of Social Sciences.

Objectives of the study:-

The study aims to examine the impact of NEP 2020 on the social science curriculum and teaching technique. The aims of the current study are as follows:

1. To ascertain the state of social science in the NEP 2020.
2. To make a comparison between the NE Policy of 1986 and the NE Policy of 2020.

3. To identify the primary obstacles in the implementation of the National Education Policy (NEP) 2020.

II. METHODOLOGY

The methodology employed a combination of quantitative and qualitative data collection methods to ensure a thorough approach to data gathering. The study employed both statistical and non-statistical analysis methods to support its findings. The secondary data were acquired from various books and publications, while the original data were collected from different research articles and journals.

Analysis

The major analysis on **NE Policy 2020** regarding social science can be discuss thus-

Changes in social science curriculum under NE Policy 2020:

The National Education Policy (NEP) 2020 in India brought regarding some changes in the social science curriculum. Here are some of the key changes:

1. Interdisciplinary Approach: NEP 2020 emphasizes an interdisciplinary approach to learning, which means that social science subjects are taught in conjunction with other subjects like science, mathematics, technology, engineering, arts. This helps students know the interconnectedness of different fields of knowledge.

2. Emphasis on Critical Thinking: The new curriculum emphasizes vital thinking, problem-solving, as well as analytical skills rather than rote memorization. Social science subjects are taught in a way that encourages students to question, analyze, and evaluate information critically.

3. Local and Regional Context: NEP 2020 advocates for incorporating local and regional context into the social science curriculum. This means that students learn about the history, culture, geography, and socio-economic conditions of their own region along with broader national and global perspectives.

4. Experiential Learning: There is a greater emphasis on experiential learning in the social science curriculum under NEP 2020. This includes field trips, projects, case studies, simulations, and other hands-on activities to make learning more engaging and practical.

5. Inclusion of Contemporary Issues: The curriculum is updated to include contemporary issues such as climate change, globalization, gender equality, social justice, and human rights. Students learn about these issues and their implications on society, economy, and politics.

6. Focus on Values and Ethics: NEP 2020 emphasizes the addition of values as well as ethics into the social science curriculum. Students learn about ethical decision-making, social responsibility, empathy, tolerance, and respect for diversity.

7. Digital Literacy: There is a greater emphasis on digital literacy in the social science curriculum, with students learning how to use technology for research, communication, data analysis, and information literacy.

Contrast the differences between the NE Policy 1986 with the NE Policy of 2020:

The National Education Policy (NEP) of 1986 and NEP 2020 both sought to revamp the education system in India, specifically the social science curriculum. However, they diverge in terms of their methodologies and areas of emphasis.

1. Philosophy and Ideology:

- NEP 1986: The NEP 1986 emphasized the importance of social justice, equality, and secularism in education. It aimed to promote a scientific and rational outlook among students and foster a sense of national identity and social cohesion.

- The NEP 2020 is driven by the ideas of fairness, excellence, affordability, and availability in education. The educational approach places great importance on providing a comprehensive and interdisciplinary curriculum, aiming to foster the development of analytical thinking, innovation, and moral principles in pupils.

2. Curriculum Design:

NEP 1986: The social science curriculum under NEP 1986 followed a disciplinary approach, with separate subjects such as history, geography, political science, and economics. The emphasis was on factual knowledge and memorization.

The NEP 2020 promotes an integrated and multidisciplinary approach to curriculum design, emphasizing a holistic teaching method that focuses on conceptual knowledge, critical thinking, and real-world applications. It promotes the incorporation of social science subjects into other fields of study, including science, technology, engineering, arts, and mathematics (STEAM).

3. Pedagogy:

NEP 1986: Pedagogy under NEP 1986 was largely teacher-centered, with a focus on lectures, textbook-based learning, and rote memorization. There was limited emphasis on active learning, experiential learning, or student-centered approaches.

NEP 2020: The NEP 2020 promotes learner-centered pedagogy, emphasizing active learning, inquiry-based approaches, collaborative learning, and experiential learning methods. It encourages the use of innovative teaching strategies to engage students and foster deeper understanding and application of concepts.

4. Inclusion and Diversity:

NEP 1986: The NEP 1986 aimed to promote social inclusion and equity in education, but it had limited provisions for addressing the needs of marginalized groups, including students from disadvantaged socio-economic backgrounds, religious minorities, and differently-abled students.

The NEP 2020 prioritises inclusion and diversity in education, with explicit measures to cater to the need of marginalised and vulnerable communities. The objective is to guarantee fair and equal opportunities for all students to get high-quality education, irrespective of their socio-economic background, gender, caste, religion, or handicap.

Overall, while both NEP 1986 and NEP 2020 aimed to reform the social science curriculum in India, NEP 2020 represents a more comprehensive and progressive approach, with a greater emphasis on holistic education, interdisciplinary learning, critical thinking, and inclusive practices.

Obstacles faced by the NE Policy 2020 in the field of social science:

Although the National Education Policy (NEP) 2020 introduces numerous beneficial modifications to the social science curriculum, it also encounters certain obstacles:

1. Implementation: One of the primary challenges is the effective implementation of the policy at various levels of the education system. Ensuring that schools and educators have the necessary resources, training, and support to implement the changes in the social science curriculum can be a daunting task.

2. Teacher Training: The success of any curriculum reform depends heavily on the quality of teachers and their ability to effectively deliver the new curriculum. Therefore, providing adequate training and professional development opportunities for teachers to adapt to the changes in the social science curriculum is crucial.

3. Resource Constraints: Numerous schools, particularly those situated in rural or economically challenged regions, encounter limitations in resources, such as a scarcity of textbooks, instructional materials, and infrastructure. To provide fair access to high-quality social science education for all students, it is crucial to tackle these limitations on resources.

4. Assessment and Evaluation: Designing appropriate assessment methods to evaluate students' understanding and proficiency in the revised social science curriculum can be challenging. Traditional assessment methods may not align with the new emphasis on critical thinking, problem-solving, and experiential learning.

5. Resistance to Change: Resistance to change, exhibited by different stakeholders like as teachers, parents, and policymakers, might present a substantial hindrance to the effective execution of the NEP 2020 reforms in the social science curriculum. It is crucial to tackle this opposition by employing effective communication, engaging stakeholders, and advocating for the cause.

6. Inequality and Inclusion: Ensuring that the revised social science curriculum addresses issues of inequality, social justice, and inclusion effectively is crucial. This includes incorporating diverse perspectives, histories, and experiences into the curriculum to reflect the pluralistic nature of Indian society.

7. Digital Divide: The NEP 2020's concentrate on digital literacy is admirable, but it as well underscores the disparity in access to digital possessions between urban as well as rural locations, and among diverse socio-economic categories. It is vital to connection the gap between those who have access to digital resources and technology-enabled learning opportunities and those who do not.

III. CONCLUSION

Ultimately, the NE Policy 2020 brings about substantial modifications to the social science curriculum in India, with the goal of modernizing and enhancing the standard of education. The curriculum places significant emphasis on many fundamental ideas, such as comprehensive education, interdisciplinary study, analytical reasoning, and inclusive methodologies. The NEP 2020 aims to promote a comprehensive approach to curriculum design, shifting the focus from memorization to a more profound comprehension of concepts and practical application of information.

Tackling these problems would necessitate collaborative endeavours by policymakers, educators, civil society organizations, and other stakeholders to guarantee that the reforms implemented under NEP 2020 result in substantial enhancements in the social science education domain.

Moreover, NEP 2020 places a strong emphasis on learner-centered pedagogy, encouraging active learning, inquiry-based approaches, collaborative learning, and experiential learning methods. This shift in pedagogical practices is expected to enhance student engagement, motivation, and learning outcomes in social science subjects.

Furthermore, NEP 2020 underscores the importance of inclusion and diversity in education, with specific provisions for addressing the needs of marginalized and vulnerable groups. By promoting equitable access to quality education for all students, regardless of their socio-economic status, gender, caste, religion, or disability, NEP 2020 aims to foster a more inclusive and equitable society.

In summary, NEP 2020 is a thorough and forward-thinking overhaul of the social science curriculum, capable of revolutionizing education in India by providing students with the necessary knowledge, abilities, and principles to effectively navigate the intricacies of the contemporary world and make significant contributions to society. Nevertheless, the effective execution of NEP 2020 will necessitate collaborative endeavours by policymakers, educators, civil society organizations, and other stakeholders to tackle diverse problems and guarantee the policy's objective is achieved in practicality.

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