

NEP and Insights from the AAP Education Policy

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Abstract- The national education policy introduced by the central government in 2020 has played a crucial role in bringing about a revolutionary change in the education system in India. This policy not only holds significance for the overall development of the country but also aims to align the country with international standards. This article explores the similarities between the AAP education model and the NEP, highlighting how they complement each other. It delves into the provisions and content of both the NEP and the AAP education model, emphasizing their shared objectives and methodologies. Both the center and the state have the authority to make provisions related to education, making it essential to understand how both the NEP and the AAP education model serve similar objectives. The article is structured to first discuss the NEP and its provisions, followed by an exploration of the AAP's education policy framework, and finally, an analysis of how both frameworks complement each other. The article emphasizes the importance of education in achieving human potential, promoting an equitable and just society, and contributing to national development. It advocates for a shift in the learning process to prioritize critical thinking, multidisciplinary learning, and innovation. This necessitates a change in educational methodology and pedagogy. The new pedagogy should focus on holistic learning, drawing inspiration from the value-based education system of ancient times, which is a fundamental aspect of both the NEP and the AAP education model.

There are various works done on NEP, and various articles have been written around this theme but there is dearth of works which could map out the various provisions of NEP in light of the AAP education model which this article has dealt with.

NEP and the new education

The context, in which NEP is formed, warrants a special mention where the world is fast changing and there is a rise in the technological arena, there will be a demand for the multidisciplinary capacity and abilities along with the social sciences and humanities. These arenas and domains will be much in demand shortly. The NEP in that way asks for the restructuring of the whole gamut of education. This includes revamping not only curriculum, and regulation, but also its governance. The point here to note is that all of these changes which are introduced are based upon India's ancient system which is a system of values and traditions. The inspiring base has been taken from Indian traditions.

Since this article is written around the theme of how both the NEP and AAP education models complement each other, it is worth mentioning that in both of the models few things are in common which are –Purpose, Methodology, Vision, changing the curriculum, teacher training, and skill development.

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Purpose

The purpose of the NEP is to realign with the global initiative and also with India's commitment to the 2030 Agenda for Sustainable Development [SDG] 2030. India is committed to the international commitment which is reflected in SDG 4 that is one should ensure that education will be inclusive, and equitable, along that it should be quality education. Not only this, promoting opportunities which could enhance the learning of the individual is another task that learning should not be stopped rather it should be there and inculcated by the individual for the lifelong process. It suggests that learning is not time-specific rather it is a process of a lifetime. One should learn things throughout life and in that way learning is a lifelong process.

Education should provide and enable an individual with not just fetching employment, rather the aim of the NEP is to make an individual who could create an environment of jobs and other opportunities. Therefore the focus is not only on the type of education which could only help individuals with the jobs rather the focus is on making the individuals of such nature both in intellect and in deeds.

On the other hand, the AAP education model also envisions education to be individual-centric, the education should be based upon the vision that it should focus on the individual rather than on the education itself. The education model that has been devised is supposed to focus on the overall development of the individual/student and various methodologies pathways are also designed for the same so that it support the vision of the education model.

Vision

The vision of NEP [National Education Policy] embraces such kind of education which could make and take India to the global centre stage and that can only be supported by the system which could that and here comes the role of the ancient value system. Therefore the system of education is based upon Indian ethos. It sees India as a global knowledge which could enhance and support its image as a superpower. The individual should have respect towards the country. The values which are there in our constitution, the respect towards fundamental duties, individual relationship with the nation/country and also the realisation of their fundamental role in the society could help India, especially in this era of the world which is fast changing. All these are important aspects of the NEP vision. In this way, The NEP has been designed.

AAP education on the other hand also envisages a vision where the student/Individual is mindful of their duties, responsibility, respect towards fellow human beings, and respect towards the fundamental duties of, and nation as well. The education model should also focus on the values which could enable these qualities and vision to be fulfilled. All these aspects are accommodated and inculcated in various programmes started by the Aam Admi Party. These are executed and implemented in the Deshbhakti programme, entrepreneurship programme. One of the programmes started by the AAP is the Deshbhakti programme where the government initiated various activities which could help individuals to be obliged for the country, their duty. All these are also important in how these programmes are aligned with the NEP and its aims and goals.

It also shows that here the inspiring vision can be seen that it is located in the values of the ancient Indian system.

The programme called the Jeevan Vidya Shivir was inaugurated to inculcate mindfulness and develop the love, and compassion between fellow human beings. It targeted the areas where one could enhance and develop oneself as a better human being.

Methodology

The methodology that has been devised for the NEP to support the aims and objectives is based upon the ancient value system/Indian value system. The highest objective/goal of purushartha[the goal of human beings] of ancient Indian knowledge is nothing but to achieve the concept which is prevalent in Indian philosophy and Indian thought. Acquiring gyan, pragya, and Satya is the highest purushartha that one should achieve in their life. And here comes the pivotal role of education which if it accommodates these goals or values then the present education will going to foster.

This is how NEP and its remodelling are based upon Bhartiya Gyan and Parampara. It also reflects that bringing these aspects into our education makes the Indian knowledge system relevant in the present time and context because the present demands such kind of education therefore making our education based upon these traditions.

Along similar lines, AAP education remodelling has also been done on the same lines. The specific programme called the happiness curriculum which could instil happiness and calmness into the individual has been taken from the ancient philosophy which is called the philosophy of madhyastha which is the philosophy of coexistence. Therefore it can be said that the model of education here has been inspired by the ancient Indian philosophy which also reflects its significance in the present time.

Teacher Training

In both the NEP and AAP models of education teacher training is important. Teacher plays an important part of the education. One of the pillars is the motivated faculty, energized who can be capable of dealing with the schools and other curricula. Both the NEP and AAP focused on the various factors which could affect motivation factors such as salary, working environment, autonomy etc.

AAP education model has provided fixed salaries and enhanced work towards better working conditions. They also held certain workshops which could bring the administrative capacity into them along with the various partners in collaboration method. Many teachers were allowed to design their courses which helped them to feel independent.

Curriculum, Pedagogy and Infrastructure

Infrastructure development provision in NEP demands better infrastructure for smooth functioning, it includes basic amenities like drinking water, cleanliness, and clean washrooms/toilets other developments include basic amenities regarding teaching example boards, logistics, labs, libraries, ample classrooms etc.

AAP education model has worked on all these lines which are mentioned above, and various infrastructural developments were carried out. Various efforts were made to make classrooms world-class classrooms that is smart classrooms with computer labs and updated libraries.

There were also changes both in the curriculum and the pedagogy. The NEP suggest foundational literacy. AAP education also revamped the process of making students learn about Numeracy. The Samarth was launched to serve the needs of the students towards learning numeracy.

The curriculum was changed to bring newness to the entire system which could serve the needs of the present time.

Skill development/special knowledge

NEP focuses on knowledge which could also lead to the nurturing the skills and can suit the international demand and environment. This should be done to equip and make individuals who should be compatible with the 21st-century requirements. The AAP education model also accommodates and focuses on developing various skills within the individuals at the school level and various programs have been initiated to support this objective example entrepreneurship programmes are one of a kind and facilitate students to utilize their talent. All these suggest that AAP education remodelling compliments the NEP and it can be seen as a fruitful manifestation.

Conclusion

As can be seen from the above, the article has dealt with the AAP education model in the light of NEP and its provisions on the various parameters like Purpose, Methodology, Vision, changing the curriculum, teacher training, and skill development. All these suggest that the AAP education model serves as a support, base of the NEP and it compliments the various provisions of the NEP. Therefore rather than being different from the NEP AAP education policy is more alike to NEP.

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