

The National Education Policy- 2020: An Overview

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INTRODUCTION

Albert Einstein once quoted, "Education is not only learning of facts but the training of minds to think."

Whether it be realising one's potential, creating a just community or working towards national development, education is essential. Widespread access to high-quality education is much needed to India's rise as a global leader in terms of social as well as economic growth. India rolled out its National Education Policy in 2020, to promote holistic development not only amongst students but equally to the teachers as well. The National Education Policy aims to address many vital developmental goals of India as well as the United Nations' including the SDG-4. India adopted the SDG-4 in 2015, which seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. For India to achieve the 2030 goal, a reconfiguration of the entire education system needs to be done, and the New Education Policy (2020) envisions the fulfilment of SDG-4. Ancient institutions such as Takshila and Nalanda are true examples of India emphasizing a holistic developmental and multidisciplinary approach towards education. Ancient Vedic texts and gurus made sure that their disciples acquired knowledge not only to sustain their lives but to attain self-realization and become more aware of their selves. The fifth verse in Chapter 6 of the Bhagwat Gita explains how a

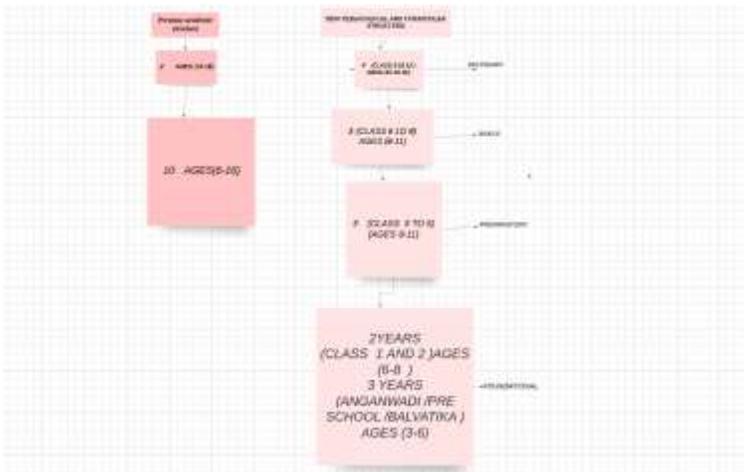
human mind is a powerful tool that can be either used to transform this world or to destruct it. The NEP keeps the core philosophy of the Shloka in mind and tries to put it into action by including such principles and teachings in the framework. The goal of the educational policy is to produce excellent people who are capable of logical thought and action, compassion and empathy, courage and resilience, scientific temper, creative imagination, and ethical foundations and values. It aims to produce active, productive, and contributing citizens who will help to construct an egalitarian, inclusive, and plural society as our Constitution envisions.

This National Education Policy envisions an education system rooted in Indian culture that directly contributes to converting India, or Bharat, into a sustainable and thriving knowledge society by offering high-quality education to all, thereby transforming India into a nation known for knowledge as its superpower. According to the Policy, our institutions' curriculum and pedagogy must foster in students a deep respect for the Fundamental Duties and Constitutional principles, a sense of belonging to one's country, and a conscious understanding of one's tasks and responsibilities in a changing world. Flexibility, no hard separations and emphasis on conceptual learning rather than rote learning or learning for examinations are the main foundational pillars of the policy. Multidisciplinary and a comprehensive educational curriculum spanning a

plethora of domains are also foundational pillars. Under the policy, creativity and critical thinking are encouraged to ensure logical decision-making and innovation. ‘Tech-for-good’ is promoted via the policy as Divyang students will benefit from substantial use of technology in teaching and learning, as well as the removal of language barriers, increased access, and educational planning and management.

NEP STAGE 1: SCHOOL EDUCATION

This policy envisages that the extant 10 +2 structure in academy education will be modified with a new pedagogical and curricular restructuring of 5+ 3+ 3+ 4 covering periods 3-18 as shown.



It'll bring the exposed age group of 3-6 times under the academy class, which has been honoured encyclopedically as the pivotal stage for the development of the internal faculties of a child. It'll also have 12 times of training with three times of Anganwadi/pre-schooling.

The three-language formula will continue to be

enforced while keeping in mind the Indigenous vittles, bournes of the people, regions, and the Union, and the need to promote multilingualism as well as promote public concinnity. Still, there will be lesser inflexibility in the three-language formula and no language will be assessed in any State. The three languages learned by children will be the choices of States, regions, and of course, the scholars themselves, so long as at least two of the three languages are native to India. In particular, scholars who wish to change one or further of the three languages, they're studying may do so in Grade 6 or 7, as long as they're suitable to demonstrate introductory proficiency in three languages (including one language of India at the literature position) by the end of the secondary academy.

STAGE 2: HIGHER EDUCATION :

Higher education plays an extremely important part in promoting mortal as well as social well-being and in developing India as envisaged in its Constitution-a popular, just, socially-conscious, dressed, and humane nation upholding liberty, equivalency, fraternity, and justice for all. Advanced education significantly contributes towards sustainable livelihoods and the profitable development of the nation. As India moves towards getting a knowledge frugality and society, more and more youthful Indians are likely to aspire for advanced education.

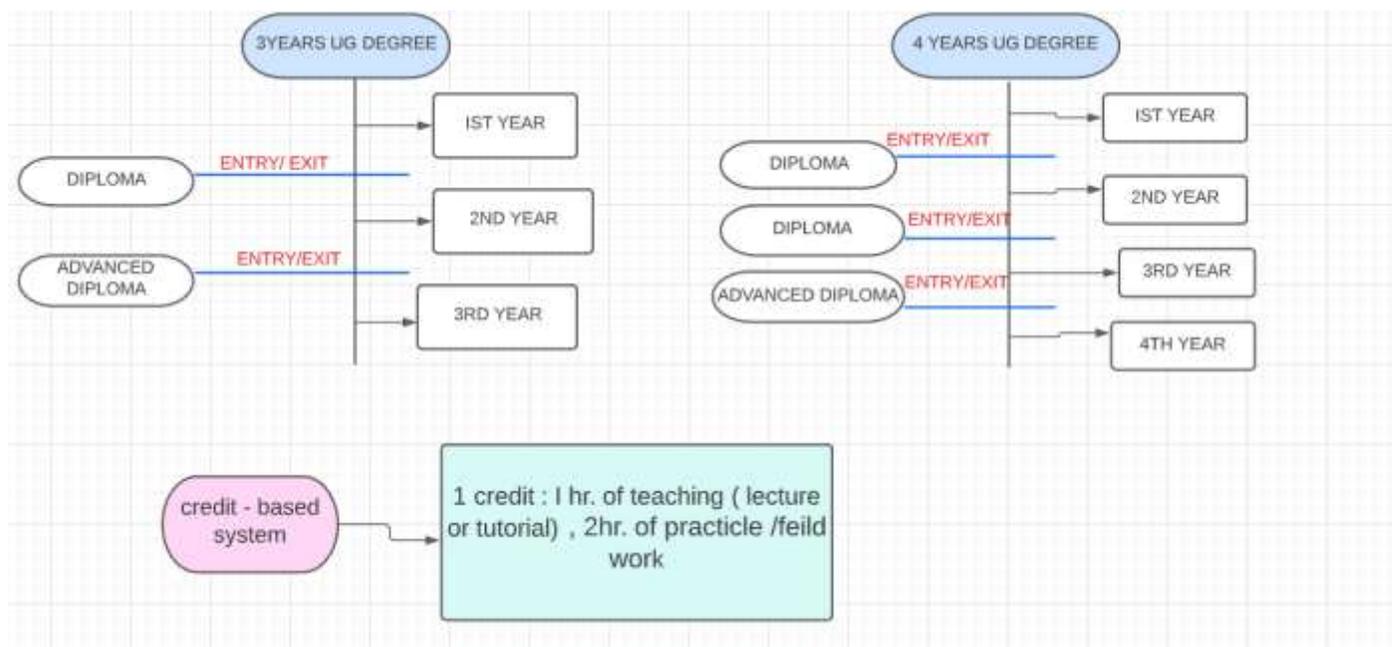
Choice Based Credit System is revised by an innovative and flexible Faculty-Grounded Credit System. there will be Four times Bachelor degrees with multiple exit options, one to two times Master’s degrees grounded on the number of

times spent in Bachelor degree as four or three independently, and the option to do a PhD for four times Bachelor degree with research are possible. Two times Master degree with full research in the alternate time, One time Master degree for four times Bachelor degree holders, and Five times integrated Bachelorette/ Master degree.) The research will be included in UG, PG, positions and have a holistic and multidisciplinary education approach. Gross Registration Rate in higher education to be raised to 50 by 2035. Also, 3.5 crore seats are to be added in higher education. The current Gross Registration Rate (GER) in higher education is 26.3.

Education Regulatory Council (NERC) for regulation, General Education Council (GEC) for standard-setting, Higher Education Grants Council (HEGC) for funding, National Accreditation Council (NAC) for accreditation.

3. KEY AREAS UNDER FOCUS

The policy takes into account some key areas apart from education. These domains include providing professional education to students, promoting Indian culture, and life-long learning.



Higher Education Commission of India (HECI) will be set up as a single marquee body for the entire higher education, banning medical and legal education. Public and private advanced education institutions will be governed by the same set of norms for regulation, delegation and academic norms. Also, HECI will be having four independent verticals namely, National Higher

Education Commission of India (HECI) for regulation, General Education Council (GEC) for standard-setting, Higher Education Grants Council (HEGC) for funding, National Accreditation Council (NAC) for accreditation. Elaborating upon providing professional education to students, it would be fair to say that professional education helps in increasing the chances of a person getting employed because of the presence of a specific skill-set that is required for getting employed. By 2030, all schools that provide professional or general education will strive to organically evolve into

institutions/clusters that provide both in a fluid and integrated manner.

Illiteracy is a curse for humankind. Our Constitution guarantees every citizen some basic rights, and the right to provide equal opportunity to every citizen to be literate, educated, and pursue a livelihood. A literate human or an adult is more likely to live a dignified and successful life than a person who is illiterate and cannot sustain her/his livelihood. Illiteracy is disadvantageous both to humans as well as society. Working on these agendas, the NEP commits towards taking initiatives to increase the adult literacy rates exponentially and target a higher GDP in the long run by ensuring widespread literacy among the adult population. Adult education centres would be set up and a suitable curriculum would be developed to ensure that the majority of India's adult population is educated and literate.

The third focus area of NEP is towards the promotion of Indian culture and its awareness among the students. Indian culture is one of the most ancient cultures in the world and is famous for its diversity in literary works, arts, sculptures, and linguistic expressions. To integrate cultural development and awareness with NEP, it has been decided that the number of teachers who teach languages would be increased and appropriate training would be given to them. Apart from it, techniques would be developed to increase cultural awareness. Multilingualism would be promoted with teaching taking place in the local language and mother tongue, wherever possible. Documentation in the local language would also be preferred.

Measure in all these three areas would in turn help in boosting India's education system.

IMPLICATIONS OF NATIONAL EDUCATIONAL POLICY (2020)

One of the great additions made in the NEP 2020 is to accredit the academy education to insure conducting quality literacy to the pupil. The policy document focuses on colourful sub-themes. It addresses the enterprises arising among the advanced education institutes, which primarily are the development of courses, classes, and scholars. It also focuses on bedding languages for the scholars so that scholars from the most remote corners of the country can also be part of the mainstream.

It is expected that it would help students to select the subject and career of their choice. One of the most severe issues faced by students in India is language. Likewise, because of its enormous size, it becomes demanding for the government to ensure that every pupil gets an occasion. Many bright students are not able to come to their full potential as they do not have the option of studying in their regional language. The great action taken by the government is to introduce languages for studying in academy education so that there's no break in the education of the pupil, considering language as a barrier. The policy also focuses on the use of original language as an instruction medium till grade. Still, if accepted, it could well go till grade VIII or further. The pupil will have an option of indigenous languages as well as the third language, which would be acting as a bridging language. The emphasis is given to

the mother /original language at the primary position, which would surely minimize the dropouts position and extemporize the literacy capacities of scholars at the primary position. The most important part of this new policy is the focus on Indianisation, which will lead to developing better citizens for the country. Under the NEP, various multiple exit points will be offered to undergraduate students. The best thing about NEP 2020 is that there is extreme flexibility in the subject choices available to the student. Subjects offered are Arts, Humanities, Science, Sports, and various vocational subjects. The policy also includes various internship opportunities. One of the other defences of this policy that can be seen in foresight is the inordinate significance given to the vocational courses. The government's focus is to start vocational education from grade VI only. This can give rise to reduced interest in academics and uptake of vocational professions by the children since at that stage a small number of scholars are interested in the curricular part. Children living in the rural areas are exposed to the failings of financial benefits and the torture in the ménage that ensues later. This makes earning money more important to them rather than gaining applicable education to produce a meaningful life and stable livelihood in the long run.

With NEP 2020, it's anticipated to revise the education scenario in the coming future and this will push India's claim towards getting a superpower in the future.

LOOPHOLES OF NEW EDUCATION POLICY :

The National Education Policy 2020 has been praised for its multiple proposals, however

numerous of its parts have caused some concern and it has entered constant review as well, which have been nominated as major loopholes in the policy. The NEP emphasizes the preface of mother tongue in the primary classes which will be used to educate the top subjects, while English will be tutored at a much after the stage. According to the national education policy 2020, students of the private schools will be introduced to English at a much earlier age than the students of the Government schools. The academic syllabus will be tutored in the separate regional languages of the Government school students. This is one of the major new education policy downsides as this will increase the number of students uncomfortable in communicating in English, therefore, widening the gap between sections of the societies. converting the introductory subjects to these colourful regional languages (and mother language) will be a monumental task that will bear a considerable quantum of time, trouble, and professed professionals. One further factor that has caused some people to be vocal against the NEP is that the enforcement of mother tongue and regional languages is seen as the central government's move to apply Hindi on the-Hindi speaking countries. According to the national education policy 2020, scholars willing to complete their scale have to study four times while one can fluently complete his/ her diploma degree two times. This might encourage the pupil to leave the course interior and increase the drop-out ratio among the students. The policy is a vision document that fails to be inclusive of the bottom-most strata of society and provides little to no relief to the poor, women and estate and religious minorities, as it glosses over crucial enterprises of

access to education which have long prevailed. There's no comprehensive roadmap and coherent accomplishment strategy in place to execute this grand vision. Therefore, many corridors of the NEP 2020 that some people might find dissatisfactory should be reviewed and streamlined by the Government so that all the loopholes can be closed.

OUR VISION

Higher education is an important aspect in deciding the economy, social status, technology, adoption, and healthy human behaviour in every country. According to us, the National educational policy 2020 envision an Indian -centric education system. By delivering high-quality education to all, it contributes directly to our nation's long-term transformation towards an equal and thriving knowledge society. It contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality to all, thereby making India a global knowledge superpower. Achieving successful implementation of this policy demands a long-term vision, availability of expertise on a sustained basis, and concerted action from all concerned encompassing National, State, institutional, and individual levels.

CONCLUSION

The NEP can be a game-changer for India, its people and its economy. The comprehensive 8 stage implementation plan as per NEP seems to be a rigorous yet adequate approach towards ensuring a holistic learning curriculum and pattern for the students, teachers as well as other

stakeholders. The proposed modification of the existent 10+2 system would ensure that no student focuses on rote learning or learning for examinations but instead enjoys the whole process of learning and can understand all the concepts in detail. The focus has been diverted towards conceptual understanding rather than rote learning, especially in the domain of school education. To ensure that higher education is prioritised, the framework emphasises developing research and analytical skills among students and to aid the research, the establishment of NRF, multidisciplinary universities and academic banks can prove to be transformational in achieving the SDG-4. Reformation in the master's degree programme also points towards the government's emphasis on creating minds that have necessary professional skills as well apart from just academics. Development of digital infrastructure, vocational-training courses, promoting multilingualism, cultural awareness and professional skills portray the positive impact that can be brought in India's economy and society if implemented properly and equitable distribution and access are ensured. Even though the policy has been receiving positive responses and feedback from experts and stakeholders, with NEP finding a special place in the budget allocations; the real question lies in whether all that has been put on official papers be implemented at a ground level, reaching the poorest of the poor as well.

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