



National Education Policy 2020 Transforming the vision for Education in India

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The National Education Policy (NEP) is a policy formulated by the Government of India to promote and regulate education National Education Policy 2020 (NEP 2020): on 29th July 2020 union Cabinet approved in India. NEP 2020(New Education Policy 2020)The Policy covers elementary education to higher education in both rural and urban India New Education Policy (NEP) is based on your pillars which are Access, Equity, Quality and Accountability. In this policy, there will be a 5+3+3+4 structure which comprises 12 years of school and 3 years of Anganwadi / Pre-school replacing old 10+2 structure.

➤ Salient Features of NEP 2020: Higher education

1. The fundamental Principles of the Policy:

- Recognising, identifying, and fostering the unique capabilities of each student, by sensitising teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.
- According the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3;
- Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and there by choose there own paths in life according to their talents and interests.
- No hard separations between arts and science, between curricular and extra- curricular activities, between Vocational and academic streams etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning
- Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary word in order to ensure the unity and integrity of all knowledge.
- Emphasis on conceptual understanding rather than rote learning and learning for exams.
- Creativity and critical thinking to encourage logical decision making and innovation.
- Ethics and human and constitutional values like empathy, respect for others, cleanliness, courtesy democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility pluralism, equality and justice.
- Promoting multilingualism and the power of language in teaching and learning
- Life skills such as communication, cooperation, teamwork and resilience.
- Focus on regular formative assessment for learning rather than the summative assessment that encourages today's Coaching culture.
- Extensive use of technology in teaching and learning removing language barriers, increasing access for Divyang students, and educational planing and management.
- Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject.
- Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system.
- Synergy in curriculum across all levels of education from early childhood care and

education to School education to higher education.

- Teachers and faculty as the heart of the learning process their recruitment, continuous, professional development, positive working environment and service conditions.
- 'A light but tight' regulatory framework to ensure integrity, transparency and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the box ideas through autonomy, good governance and empowerment.
- Outstanding research as a corequisite for outstanding education and development
- Continuous review of progress based on sustained research and regular assessment by educational experts.
- A rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge system and traditions.
- Education is a public service; access to quality education must be considered a basic right of every child.
- Substantial investment in a strong, vibrant public education system as well as encouragement and facilitation of true philanthropic private and community participation.

➤ **The vision of this policy**

- An education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably in to an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.
- To curriculum and pedagogy our institutions must develop a deep sense of respect towards the fundamental duties and constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.
- To instill a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect and deeds, as well as to develop knowledge, skills, values, and dispositions that support-responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

➤ **Some of the major problems currently faced by the higher education system in India include;**

- A severely fragmented higher educational ecosystem.
- Less emphasis on the development of cognitive skills and learning outcomes.
- A rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study.
- Limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages.
- Limited teacher and institutional autonomy.
- Inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;
- Lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines;
- Suboptimal governance and leadership of HEIs
- An ineffective regulatory system; and
- Large affiliating universities resulting in low standards of undergraduate education.

➤ **This policy envisions the following key changes to the current system -**

- Moving towards multidisciplinary universities and colleges with more HEIs across India and offer medium of instruction in local / Indian languages
- Moving towards a more multidisciplinary undergraduate education;
- Moving towards faculty and institutional autonomy;
- Revamping curriculum, pedagogy, assessment, and student support.
- Reaffirming the integrity of faculty and institutional leadership positions.
- Establishment of a National Research Foundation.

- Governance of HEIs by independent boards having academic and administrative autonomy;
- "light but tight" regulation by a single regulator for higher education
- Increased access, equity and inclusion.

According to Devi and Cheluvvaraju¹ A National Education Policy is a comprehensive structure to guide the development of education in India. The need for a policy was initiated in 1964 when congress MP siddheshwar Prasad disparaged then government for requiring a vision and Philosophy for the reform in education. During the same period a 17 member Education commission, led by the UGC Chairperson DS Kothari, was founded to draft a national and harmonized policy on education. Based on the proposals of the commission, Parliament approved the first education policy in 1968. The NEP recommends sweeping changes including starting up of Indian higher education sector to foreign universities di assembling of the UGC and All India council for Technical education (AICTE), establishing a four year multidisciplinary undergraduate program with various exit options, and discontinuation of the M. Phil program. In school education, the policy concentrates overhauling the care curriculum "easier" Board exams, a decline in the syllabus to maintain "care essentials" and drive on "experimental learning and critical thinking.

M. Vijayalakshmi that in India, National Education Policy (NEP) 2020 is announced recently by the MHRD, with a tremendous transformation in the education system and in order to provide high quality education to all. NEP 2020 aims at making the education system holistic, flexible, multidisciplinary and also to meet the needs and demands of 21st century. The main objective of this study was to find out the opinion of teachers on National Education Policy 2020 in India. It also tries to find out the relationship between the opinion of teachers on the features of NEP 2020 with respect to gender, Discipline of teachers. "Education is the most powerful weapon which you can use to change the world"- Nelson Mandela: Education is a backbone of every individual and it determines the destiny of a Nation. Education enhances one's knowledge, skills, attitude, personality, values, habits etc. It prepares a person to face challenges in everyday life. Education plays a vital role in this modern and competitive world. Dr. Saroj malik³ states that while quantitatively India is itching closer to universal education, the type of education the students in India receive has been questioned with the boost in population, constructing schools nearer to students living habitats became & common; this was done intending to increase enrolment. Thus, creating an escalation in the no. of schools with nearly 900 universities, 40,000 colleges and 15 lakh schools, India lacked in providing qualitative education to students [4,5]. Also, many of these institutions are small- sized and are running single program and not the multidisciplinary style of higher education which is a must in the country for the 21st century .In 2019, about- 27% of the Indian population was observed to be youngsters of the age 0-14 year category, 67% were of the 15-64 age group, hence by 2030 it is expected that India will have more then 69%. of youth. The reforms, detailed in the Policy, provided an provide an upgrade to the Indian education model.

It replaces the current 10+2 education model with the 5+3+3+4 model and mandates education from 3 years of age, unlike its predecessor which mandates education from 6 years of age. It is expectate that a transformation will be seen inthe Education System by 2021.

According to Dr. P. Narender Reddy⁴ education is a continuous process which deals with over growing man in ever growing society. The education system needs to make students as learners, innovators, scholars, researchers and trainers, Despite a strong and constant economic growth during past couple of decades. India still face socio-economic challenges and improving education is the only way forward to address the challenges and boost country's economic growth. However, decoding the education system in India to address the prevailing challenges is a herculean task as India is a nation of 28 states and 08 union to Territories. The NEP proposes sweeping changes including opening up of Indian higher education to foreign universities, dismantling of the universities Grants Commission and the All India Council for Technical Education. One of the paradigmatic shift is the setting up of the higher education Commission of India (HECI) that will act as a single regulator and several functions including accreditation, funding and academic standard Setting. Further, structural changes include creation of National curriculum Framework that will implement changes in curriculum, pedagogy and other contents needs (KPMG 2020). B. Narayan⁵ speaks that under the National Education Policy, the 10+2 structure of school curriculum will be replaced by 5+3+3+4 with 12 years of schooling with three

years of the schooling. The Policy lays emphasis on four key areas of reforms i.e. curricular changes to built- strong foundational skills, improving quality of learning across all levels of education, shift in the ways of assessment and need for systematic transformation (NEP,2009). According to KPMG⁶ the Policy stresses on creating a national curricular and pedagogical framework which is competency based, inclusive and innovative and focuses on comprehensive development of children. The curriculum shall focus on holistic development of learners by equipping them with 21st century skills, mathematical and scientific temper. The emphasis is also an reduction in syllabus to enhance essential learning and critical thinking. Ralhan⁷ states that the main focus is on experimental learning by giving assignments, projects, real time learning experience, interactions and improved skills. The policy envisages a sweeping structural re-design of the curriculum and to deliver this effectively.

There is direct need of trained teachers who understand pedagogical needs to make smooth transition to the new educational system. Further the system needs to shift the focus from teacher-centric to student-centric learning to foster collaborative skills, critical thinking, problem solving and decision making abilities among children. As the policy entails bringing back nearly 250 million students back to school by 2030, this world require nearly 7 million additional teachers to handle this kind of student population. Abhay Kumar⁸ has highlighted that the year 2020 has been an exceptional year for countries across the globe. In India, apart from covid -19. One of the important changes that took place was the development of the New Education Policy (NEP) 2020. Time by time, various committees have recommended to increase the allocation of the budget for education to 6%. of the GDP, this has lead to the interests of researchers. NEP-2020 is an innovative and futuristic proposal with both positive and negative aspects, framed with the objective to provide a quality school education and higher education to everyone with an expectation of holistic and research-oriented progress. This paper initially depicts on overview of NEP-2020, distinguish the strength and weakness of the policy at higher education and research part, Evaluation identifying and analyzing possible generic strategies for implementation of NEP-2020 to fulfill its objectives based on focus group discussions.

Suryavanshi's⁹ has made an attempt to compare teacher education in Indian Universities with that in Chinese university as a case study and concluded that autonomy is essential to faculty members and institutional leaders to innovate and explore in their teaching, research and service. The paper also suggested that the universities must have the individual autonomy-as proposed by NEP-2020 is definitely the right step ahead - Deb, P.¹⁰ says in his article on "Vision for Foreign Universities in the National Education Policy 2020: A critique" that deals with the internationalization of Indian higher education as one of the stated aims of the National Education Policy (NEP) 2020.

Conclusion

India is geared up to implement the Guidelines Education Policy 2020 throughout the country to reform and make radical changes in school education and higher education with an objective of creating a new education system which should empower the youngsters and boost their confidence to create new knowledge, new skills, along with human values to solve current and future problems and challenges of the civilized society by means of their enhanced innovative ability and tech- savviness. It is known that technology which is an application of scientific thinking has the capabilities to improve the quality of life of everyone in this universe and quality education is the foundation for it. The New Education Policy, 2020 aims to shift towards more scientific approach to education. It will help to cater ability of the child in different stages of development. This includes cognitive development, social and physical development. When implemented, the policy will bring India at par with leading countries of the world.

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