
New Education Policy of India 2020: A Review

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INTRODUCTION:

Knowledge is power and to remain powerful one needs education. Recently, India has adopted a new education policy to upgrade its' education system. The new policy completely reframed the whole Indian education system which grew upon the Education policy of 1986. Long after 34 years, this new policy has been adopted with the aim to make India a future global powerhouse of knowledge. The New Education Policy 2020 (NEP 2020) is a based on the draft National Education Policy 2019, submitted to the MHRD in 2018 by the committee for Draft National Education Policy headed by DR K Kasturirangan, former chairman of ISRO. Later Narendra Modi led union cabinet approved it on July 29, 2020.

The aim of NEP2020 is a far reaching and much higher. It plans to have the best education system in the world for India by 2040. Keeping in mind the quickly changing employment landscape and global ecosystem, this policy aims to reshape the way one learns things. It focuses on developing of critical thinking, to advance own creative capability, to remain competent, content, innovative, proficient throughout life. For that education system is planned to be more flexible, learner-centric and multidisciplinary in structure with openness towards all kinds of knowledge, the NEP 2020 also stresses on inclusion of basics of arts, crafts, humanities, games, languages, culture, and values along with science and mathematics. The rich heritage of Indian knowledge, philosophy, values, tradition and culture has been the base of this policy to prepare the learners for life by making education a way of life. Loaded with supremely enriched thoughts and visions, the NEP 2020 has been started to be implemented all over the country. Karnataka is the first state in this process among many others and Assam has just joined the league in this current year.

STRUCTURE:

NEP2020 aims at restructuring and rebuilding the whole education system to make it adequate and appropriate to reach the goal of inclusive and universal quality education. NEP 2020 targets that no one is deprived of their rightful education. In the coming decade India will have the highest population of young people in the world over the next decade. Providing them with highest quality education will shape our nation's future. With that perspective NEP2020 is formulated in such a way that the learner is guided throughout the education journey and in every step from primary/school level till higher level.

Part I. School Education.

Early Childhood Care and Education (ECCE): The first part of the policy aims to replace the existing 10+2 pattern with a new pattern which is 5+3+3+4. This new structure gives special importance on Early Childhood Care and Education (ECCE) and includes the children of the age group of 3-6 years that were earlier excluded. Thus it is targeted to educate increased number of children. More than 85% of brain development happens before the child attains the age of 6 years indicating significance of special care for proper brain development. Through this attempts are made to ensure ECCE to crores of students being deprived off. ECCE includes flexible play-based, activity & inquiry based learning comprising of alphabets, numbers, languages, shapes, puzzle, problem solving, logical thinking, crafts, arts, games, music etc for mental development, physical fitness building, social-emotional and motor development along with communication, literacy and numeracy. ECCE targets to build up a strong base for achieving quality education to be a proper human resource. Also, scope is given to expand the horizon of knowledge in future and to acquire skills in several fields. Universal ECCE will be ensured through Anganwadi centres and for that all anganwadi centers will be strengthened and upgraded with all essential equipments. Socio-economic and geographically disadvantaged districts, localities and tribal dominated areas will be specially taken care of in case of ECCE. The teachers will be specially trained and equipped with necessary knowledge, skill to deliver ECCE and training will be done in accordance with the curricular/pedagogical framework developed by NCERT. Facilities will also be created to ensure their Continuous Professional Development.

Foundational Literacy and Numeracy (FLN): The basic reading, writing and numerical skill is the very foundation for future higher education and so every possible attempts and arrangements will be made to ensure this happen. Ranging from teacher selection, book, language mediator, meal supply, health-care,

community workers everything will be taken care of. NEP 2020 specially stresses on enrolling of students and continuation of education.

Curtailling Dropout Rates And Ensuring Universal Access To Universal Education : NEP2020 aims to minimize the dropout rates as far as possible. To make students continue their study, sufficient infrastructure in institutions will be arranged, trained counselors will be available to motivate the students as well as parents to continue their study, efficient teachers will be appointed and importantly multiple mode of learning-formal, informal and distance mode will be available. National Institute of Open Schooling (NIOS) and State Institutes of Open Schooling (SIOS) will be strengthened and advised to offer more programmes even in regional language to attract students who failed to attend physical school. For that the provision of ***Multiple Entries and Multiple Exit*** is introduced.

Restructuring and redesigning: Curricular and pedagogical structure will be redesigned in 5+3+3+4 pattern to meet the needs and interest of the students corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years. Foundational literacy and numeracy will be followed by three years of education. In this phase independent subjects across the sciences, mathematics, arts, social sciences, and humanities will be introduced to students who will already have the basic foundation of learning. This will be followed by secondary stage of four years where students will have multidisciplinary subject oriented study with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects than the middle stage.

Limited & Core content: Curriculum content will be limited to key and core concepts to encourage critical thinking, and holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning through interactive methods.

Flexibility: To enable students with different skills choices of subjects will be given and for that differences between curricular, co-curricular and extra-curricular courses will be omitted.

Multilingualism: NEP 2020 gives special attention to multiple language teaching for multilingualism increases children's cognitive capability. Students will learn initially in mother tongue until grade 5 but preferably grade 8 as learning in mother tongue is easier. Slowly mother tongue will be taught as an optional along with other two languages recognized by Indian constitution. Necessary arrangements of high quality books in mother tongue will be taken care of to bridge the gap between the language spoken by child and the medium of instruction. Necessary steps like inter-state recruitment of language teachers,

maximum use of technology etc will be adopted to meet the goal of multiple language teaching and implementation of three language formula. Knowledge about different languages of our country will make children aware about the rich heritage of India and eventually national integrity will be strengthened. Indian Sign Language (ISL) will be standardized across the country. Students with hearing impairment will be given study material developed as per their need.

Integration of subjects, skills and capabilities: While students are provided more flexibility in following the subjects of study, certain amount of restrictions will also be imposed. Students will have to learn some specific subjects and skills to become good, successful, innovative, adaptable, and productive human beings fit for today's world. Those are language proficiency, scientific temperament, innovativeness, sense of aesthetics and art; fitness, wellness and sports; digital literacy and coding; ethical and moral reasoning; human values; gender sensitivity; environmental awareness; and knowledge of India.

“Knowledge of India” will include knowledge and information about ancient India which led, guided, contributed immensely in progress of modern India. It will reflect the aspirations, expectation and hope of modern India in regard to education, health and environment. Tribal knowledge, indigenous and traditional way of life will also be included in this knowledge of India. Students will be taught ‘doing what’s right’ and will be guided to develop ethical and moral decision making capabilities. In order to make education relatable, reliable, effective, relevant and useful, the curriculum and pedagogy will be reframed to be rooted in Indian context in terms of culture, tradition, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways.

Changing the assessment pattern: NEP 2020 proposes to replace the current assessment system that is summative assessment in nature to a new one that is formative in nature. The new assessment pattern will assess the whole learning system along with development of higher order qualities like analysis, critical thinking, and conceptual clarity. The existing assessment based on rote learning skills which limits students activities centered to examination performance will be removed. The new system will assess the students’ progress in a holistic and multidimensional manner. Every small detail of all round development of the student will be there in the card and that way there will be transparent connection between teacher and parents of the child regarding his/her development. The coaching oriented, exam based, narrow dimensional board examinations will be reformed and students will be given flexible,

choice based subjects for board exams. Board exams will be made easier and students will be given two chances to get assessed. The main motto of this reformation is to reduce stress of exam and to develop core individual capabilities rather than the capacity to rote and memorizing. NCERT is assigned the responsibility to prepare the guidelines for proposed reformations in the assessment process.

Students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority and their capabilities, skills will be assessed accordingly. PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), a national assessment body will set up the norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India. This will guide the schools to carry out the assessment to meet the student's need to be fit into the 21st century society. Similarly, the National Testing Agency (NTA) will work to offer a high-quality common aptitude test for universities to reduce the burden of examination on student.

The aim of NEP 2020 is to ensure universal education for every child and develop the hidden individual innate capabilities. NEP stresses on providing ample scope to recognize and discover inherent talent of every students and nurture those. Teacher education will include methods for the recognition and fostering of such student talents and interests. NCERT and NCTE will have guidelines to even recognized talents of children with special need.

Teachers: Teachers are those persons who shape the lives of students and thus the future of a nation. Teacher plays the most important and crucial part in the whole learning system. Therefore, keeping in mind the significance of teacher's role and position, NEP 2020 stresses special focus on recruitment, selection of best teachers. Teacher Eligibility Tests (TETs), interviews, classroom demonstrations will be conducted while hiring them. Moreover, eminent local personalities, masters in art, culture, and crafts would be hired to inculcate local knowledge among the students. Various measures will be adopted in the school complex to ensure proper learning by students and service delivery by teachers. A healthy environment and work culture will be developed and teachers will be encouraged to devote their maximum time in academic activities and their involvement in non-academic cum administrative duties will be reduced. Teachers will be given ample scope for continuous professional development (CPD) and self-improvisation. Outstanding work by teachers will be recognized and promoted, and they will be given salary raises through a robust merit-based structure of tenure, CPD etc. National Professional Standards for Teachers (NPST) under General Education Council (GEC) will judge and assess the

teachers from across levels and region. Through such mechanisms professional development of teachers are planned to ensure. Proper teacher training will be achieved through newly structured B. Ed course. Socially-demographically disadvantaged people will also fall under the umbrella of education. Special arrangements will be made to educate them too. NEP 2020 also plans to cluster of small schools to utilise teacher's potential as well as minimise resource wastage. Public education system will be monitored continuously for further improvement. Overall safety and protection of rights of students will be given top priority while improving the education system in school.

Part II. HIGHER EDUCATION

Higher education is an important part of creating qualified, skilled, dignified, valued individual who fits into the 21st century's democratic expectation of our country. NEP2020 has identified several problems the prevailing in the higher education like over fragmentation, early specialization, narrow paths, less scope for socially disadvantaged sections, lesser number of HEIs, insufficient stress on research etc. NEP2020 plans to restructuring of the higher education system to solve these problems. NEP 2020 mainly aims at creating more multi-disciplinary and autonomous HEIs that will offer high quality education. It also aims to provide much autonomy to HEIs. Alongside NEP2020 also plans to establish National Research Foundation to fund and encourage research culture in HEIs. The governance of HEIs will be shifted to independent boards formed by highly qualified persons. HEIs will be categorized as research-intensive universities, teaching-intensive or autonomous degree granting colleges. To have more number of HEIs in every district and increase enrollment of students is aimed to achieve by 2030. HEIs are expected to be multilingual, multidisciplinary offering professional and vocational courses for holistic development of students. NEP envisioned enhancing the quality and quantity of academic research through National Research Foundation (NRF).

Higher Education Commission of India (HECI) with various bodies under it will perform the duties regarding regulation, accreditation, funding, and academic standard setting in HEIs. There will be Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET) etc. acting as professional standard setting bodies. All these bodies under HECI will act in a more transparent way with high use of technology extensively to reduce human interface to ensure efficiency and transparency in their work. Various mechanisms will ensure non-commercialization of higher education.

Part III. OTHER KEY AREAS OF FOCUS

Professional education is an integral part of higher education. Stand-alone universities offering courses on agriculture, law, health sciences, technical education and others will be merged to offer a holistic and multidisciplinary professional education.

To cope up in the world education will be considered as a basic right and for that adult education and lifelong learning will be popularized. Maximum use of technology will be adopted to ensure inclusion of maximum number of students. Research on artificial intelligence, high digitalization in education, online mode etc will be adopted in the journey of education.

Part IV. MAKING IT HAPPEN

Successful and proper implementation of NEP 2020 requires a strong vision, expertise in all aspects from all stakeholders in all levels. This necessitates a strengthening and empowering the Central Advisory Board of Education (CABE). The CABE will be responsible for developing, articulating, evaluating, and revising the vision of education. Redesigning of Ministry of Human Resource Development (MHRD) as the Ministry of Education (MoE) is planned to strengthen the focus on education and learning. The implementation process will be done keeping in mind the spirit and intent of the policy and will be executed in a phased and sequenced manner. Since the policy aims at holistic education, therefore the implementation will have to be complete not partial. Both state and central authority will collaboratively responsible for monitoring the implementation. A sincere review of all the steps of implementation will be necessary to make the whole process effective and successful.

CONCLUSION:

NEP2020 is certainly a visionary idea has several positive points but it does have misses too. Aiming at 100 percent enrolment through universal education is the best point of the policy and for that the right to education has been extended till 18 years of age. Accordingly infrastructure and other equipments are planned to be improved. Here pops up the question that will the institutions for ensuring universal education will be equipped all over the nations equally and at the same time? Also, the involvement and help from stakeholders other than teachers will be as expected or not is another point of concern. Alongside this, there is less clarity about the up-gradation of teachers in all levels through training. The idea of hands on training on local-crafts, skills is a bit vague. It is because all the places of the nation might not have such skills or skilled people to train students. The policy stresses on increasing

enrollment and for that education will be offered through distance mode too. However, the value of distance mode courses is not clear. Another important point is that the policy gives importance on multiple language teaching, both as medium of instruction and language as subject to enhance ability or skill. Here comes the question of availability of adequate number of trained language teachers in all the places. Teacher training, teacher recruitment, professional development, philanthropic engagement, multiple skill holders etc all are strong points included in the policy and one needs to wait to see these happening smoothly. The policy stresses the importance on research and generation of resources and that way to make institution autonomous to flourish as per their decisions and convenience. The policy also aims to establish a single body to control the education system which will ensure equal, similar and universal quality education all over the nation.

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