



“NEW EDUCATION POLICY -2020: AN ANALYSIS OF CONTRIBUTIONS IN THE MAKING OF SELF-RELIANT INDIA”

DR. PRADEEP KUMAR SINGH

ASSOCIATE PROFESSOR (FACULTY OF LAW) MADHAV UNIVERSITY, RAJ.

ABSTRACT:

KEYWORDS:

INTRODUCTION

This Education policy of the 21st century and aims to address the many growing developmental imperatives of our country. Today's various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence and many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand in becoming increasingly critical that children not only learn but more importantly learn how to learn. Education thus, must move towards less content and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and enjoyable.

MAIN FEATURES OF NATIONAL EDUCATION POLICY 2020

This is the first education policy of the 21st century and replaces the built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, Credibility in this policy. Agenda 2030 for Sustainable Development and aims to transform India into a vibrant knowledge society and for global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs to bringing out the unique creation and development of student. This policy has been formulated after a very detailed consultative process, unprecedented in depth every part of the country. Consultation involved over two lakh suggestions from 676 Districts. The MHRD had initiated a collaborative, inclusive, and highly participatory consultation process from January 2015., 'Committee for

Evolution of the New Education Policy' under the Chairmanship of Late Shri.T.S.R. Subramanian, Former Cabinet Secretary, submitted its report Based on this, the Ministry prepared In May 2016 on 'Some Inputs for the Draft National Education Policy, In June 2017 the 'Committee for the Draft National Education Policy' was constituted under the Chairmanship of eminent scientist Padma Vibhushan, Dr. K. Kasturi Rangan, which submitted the Draft National Education Policy, in 2019 the Hon'ble Human Resource Development Minister. The main features of this policy was as follows:

1- NEW CURRICULAR AND PEDAGOGICAL STRUCTURE OF NEP-2020

A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCFECCE) for children up to the age of 8 will be developed by NCERT in two parts, namely, a sub-framework for 0–3-year-olds, and a sub-framework for 3–8-year-olds, aligned with the above guidelines, the latest research on ECCE, and national and international best practices there will be an increased focus on foundational literacy and numeracy - and generally, on reading, middle school curriculum, with a robust system of continuous formative/adaptive assessment to track and thereby individualize and ensure each student's learning.

Learning plan
A look at the key features of the new education policy: • R.V.S. PRASAD

SCHOOL EDUCATION

- Universalisation from age 3 to Class 10 by 2030
- Mission to ensure literacy and numeracy skills by 2025
- Mother tongue as medium of instruction till Class 5 wherever possible
- New curriculum to include 21st century skills like coding and vocational integration from Class 6
- Board exams to be easier, redesigned

HIGHER EDUCATION

- New umbrella regulator for all higher education except medical, legal courses
- Flexible, holistic, multi-disciplinary UG degrees of 3-4 years' duration
- 1 to 2 year PG programmes, no M.Phil
- College affiliation system to be phased out in 15 years

• Public spending on education by States, Centre to be raised to 6% of GDP

• Ministry of Human Resource Development to be renamed Ministry of Education

• Separate technology unit to develop digital education resources

2- SCHOOLING EDUCATION EARLY CHILDHOOD EDUCATION

All Levels of schooling from pre-primary school to Grade 12 NEP 2020 aims to achieve 100% Gross Enrolment Ratio in school education by 2030. The initiatives that will be undertaken for this include provision of effective and sufficient infrastructure, alternative and innovative education centres to ensure that children who are dropping out of school are brought back into mainstream education, universal participation in school by carefully tracking students and motivation, as well as their learning levels. Counsellors or well-trained social workers connected to schools/college complexes and teachers will continuously work with students and their parents to ensure that all school-age children are attending and learning in school.

NEP 2020 emphasises on the criticality of the early years to ensure quality early childhood care and education for all children between 3-6 years by 2025. The children in the ages of 3-5 will be catered to by the current system of Anganwadi s and pre-schools, and age 5-6 will be included with the schooling system in a seamless integrated manner, with a play-way based curriculum to be prepared by the NCERT. A National Curricular and Pedagogical Framework for Early Childhood Care and Education for children up to the age of 8 will be developed by NCERT. The planning and implementation of early childhood education will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.

Children are unable to learn optimally when they are undernourished or unwell. Hence, the nutrition and health (including mental health) of children will be addressed, through healthy meals and the introduction of well-trained social workers, counsellors, and community involvement into the schooling system. Furthermore, research shows that the morning hours after a nutritious breakfast can be particularly productive for the study of cognitively more demanding subjects, and hence these hours may be leveraged by providing a simple but energizing breakfast in addition to midday meals. In locations where hot meals are not possible, a simple but nutritious meal, or local fruits may be provided and quality of food should be good which provide nutritious. All school children shall undergo regular health check-ups, especially for 100% immunization in schools and health cards will be issued to school monitor the same.

To overall initiatives will be undertaken to bring children who have dropped out back to school and to prevent further children from dropping out. The first is to provide effective and sufficient infrastructure so that all students have access to safe and engaging school education at all levels from pre-primary school to Grade 12. Besides providing regularly trained teachers at each stage, special care shall be taken to ensure that no school remains deficient in infrastructure support. The credibility of Government schools shall be re-established and this will

be attained by upgrading and enlarging the schools that already exist, building additional quality schools in areas where they do not exist, and providing safe and practical conveyances and hostels, especially for the girl children, so that all children have the opportunity to attend a quality school and learn at the appropriate level. Alternative and innovative education canterers will be put in place in cooperation with civil society to ensure that children of migrant laborers and other children who are dropping out of school due to various circumstances are brought back into mainstream education.

The second is to achieve universal participation in school by carefully tracking students, as well as their learning levels, to ensure that they (a) are enrolled in and attending school, and (b) have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out. For providing equitable and quality education from the Foundational Stage through Grade 12 to all children up to the age of 18, suitable facilitating systems shall be put in place. Counsellors or well-trained social workers connected to schools/school complexes and teachers will continuously work with students and their parents and will travel through and engage with communities to ensure that all school-age children are attending and learning in school.

A new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be developed by the NCERT. The High-quality textbook materials will be developed by NCERT and SCERTs. States will prepare their own curriculum and prepare textbooks incorporating state flavour and material. The availability of textbooks in all regional languages will be a top priority. Reducing the weight of school bags and textbooks will also be ensured by suitable changes in curriculum load.

This curriculum will aim for holistic development of learners, equipping them with main key 21st century skills, reduction in curricular content to enhance essential learning and critical thinking and greater focus on experiential learning. Students will have increased flexibility and choice of subjects so that they choose their own paths according to their talents and interests. There will be no rigid separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams. The objective is to give equal emphasis on all subjects-science, social sciences, art, languages, sports, mathematics - with integration of vocational and academic streams in school.

3- MORDEN EQUITABLE AND INCLUSIVE EDUCATION IN NEP 2020

NEP 2020 aims to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background but we have not forget that our is not to prove only degree but we have to focused on giving more knowledge about the relevant subject.. Special emphasis will be given on Socially and Economically Disadvantaged Groups which include: gender identities socio-cultural identities such as

Scheduled Castes, Scheduled Tribes, OBCs, and minorities, geographical identities such as students from villages, small towns, and aspirational districts, disabilities including learning disabilities, and socio-economic conditions such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor.

A separate Gender Inclusion fund will be created as also Special Education Zones for disadvantaged regions and groups. Children with disabilities will be enabled to fully participate in the regular schooling process from the foundational stage to higher education. Recruitment of special educators with cross-disability training, and establishment of resource centres, wherever needed, especially for children with severe or multiple disabilities will be supported. Schools and school complexes will be supported for providing all children with disabilities accommodations and support mechanisms tailored to suit their needs and to ensure their full participation in the classroom. Assistive devices and appropriate technology-based tools, will be made available to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers.

4- TEACHER RECRUITMENT AND CAREER IN EDUCATION FIELD

Teacher should be recruited according his experience assessment grading system should apply for recruitment of the the teachers. As well appointment of the thatcher the government look the research capability of the teachers and also look how much they have capabilities to explain the subject to student as practical aspect. Including tenure, professional development efforts, salary increases, promotions, and other recognitions. The professional standards will be reviewed and revised in 2030, and thereafter every ten years. School Governance: Schools can be organized into school complexes or clusters which will be the basic unit of governance and administration that will ensure availability of all resources including infrastructure, like academic libraries and human resources e.g. art and music teachers along with a strong professional teacher community. Standard of setting and Accreditation for School Education Regulation and operations of schools will be carried out by separate bodies to eliminate conflicts of interest. It is envisaged to have clear, separate systems for policy making, regulation, operations and academic matters. To ensure that all schools follow certain minimal professional and quality standards, States/UTs will set up.

Public and private schools will be assessed and accredited on the same criteria, benchmarks, and processes, emphasizing online and offline public disclosure and transparency, so as to ensure that public-spirited private schools are encouraged. Vocational Education to 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education. Beginning with vocational exposure at early

ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade. Towards this, secondary schools will also collaborate with ITIs, polytechnics, local industry, etc. Every child to learn at least one vocation and exposed to several more. A 10-day bagless period sometime during Grades 6-8 to intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. Similar internship opportunities to learn vocational subjects to students throughout Grades 6-12, including holiday periods. Vocational courses through online mode will also be made available.

5- HIGHER EDUCATION IN HOLISTIC MULTIDISCIPLINARY EDUCATION

Increase GER in higher education to reach at least 50% by 2035. The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035.

The policy envisages a broad-based multi-disciplinary holistic education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics and professional fields having imaginative and flexible curricular structures, creative combinations of study, integration of vocational education and multiple entry/exit points. A holistic and multidisciplinary education will help develop well-rounded individuals who possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.

The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications- a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.

An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. Model public universities for holistic and multidisciplinary education, Multidisciplinary Education and Research Universities will be set up and will aim to attain the highest standards for multidisciplinary education across India.

A number of initiatives will be taken to ensure optimal learning environments are created that are engaging and supportive, and enable all students to succeed. All institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and programmes and across the ODL, online, and the traditional 'in-class' modes. He Is shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, and also move away from high-stakes examinations towards more continuous and

A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

All professional education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.

An autonomous body, the National Educational Technology Forum will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education will be done to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management. Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across school and higher education. HEIs will play an active role in conducting research on disruptive technologies and in creating instructional materials and courses including online courses in cutting-edge domains. Online Education and Digital Education is a comprehensive set of recommendations for promoting online education consequent in the recent rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible, has been covered. A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the MHRD to look after the e-education needs of both school and higher education.

Higher education plays an extremely important role in promoting human and societal well-being and developing India as envisioned in its Constitution - a democratic, just, sociallyconscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, the spirit of service,

and 21st-century capabilities across a range of disciplines including sciences. 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;

This policy envisions a complete overhaul and re-energizing of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. The policy's vision includes the following key changes to the current system:

- I. To moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer a medium of instruction or programs
- II. To moving towards a more multidisciplinary undergraduate education
- III. To governance of HEIs by highly qualified independent boards having academic and administrative autonomy
- IV. To "light but tight" regulation by a single regulator for higher education
- V. To revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences
- VI. To reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research, and service;
- VII. To establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges.

The main thrust of this policy regarding higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students. Moving to large multidisciplinary universities and HEI clusters is thus the highest recommendation of this policy regarding the structure of higher education. . A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. Colleges will be encouraged, mentored, supported, and incentivized to gradually attain the minimum benchmarks required for each level of accreditation.

The Accreditation System will develop and use appropriately different and relevant norms across this range of HEIs. However, the expectations of high-quality education, and teaching-learning, across all HEIs will be the same. By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions and shall aim to have larger student enrolments preferably in the thousands, for optimal use of infrastructure and resources,

and the creation of vibrant multidisciplinary communities. The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. Any Institutions will have the option to run Open Distance Learning (ODL) and online programs, provided they are accredited to do so, to enhance their offerings, improve access, increase GER, and provide opportunities for lifelong learning. The most important factor in the success of higher education institutions is the quality and engagement of its faculty. Teaching duties also will not be excessive, and student-teacher ratios not be too high, so that the activity of teaching remains pleasant and there is adequate time for interaction with students, conducting research, and other university activities. In keeping with the vision of autonomous institutions empowered to drive excellence, HEIs will have clearly defined, independent, and transparent processes and criteria for faculty recruitment.

CONCLUSION & SUGGESTION:

Education is a great leveller and is the best tool for achieving economic and social mobility, inclusion, and equality. The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- I. There are recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.
- II. There is flexibility, so that learners can choose their learning trajectories and programs, and thereby choose their paths in life according to their talents and interests
- III. There are multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world to ensure the unity and integrity of all knowledge
- IV. There is emphasis on conceptual understanding rather than rote learning and learning-for-exams
- V. There are ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, and democratic spirit synergy in curriculum across all levels of education from early childhood care and education to school education to higher education.
- VI. Moral educational must be important. from basic education to education higher education. Our

Indian scriptures teach us moral value there for slogans and text of Geeta and Ramayana must include in new education \policy.

This Education Policy lays particular emphasis on the development of the creative potential of each new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability. This new education policy must be provided to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups.

REFERENCES

1. Kumar, K. (2005). Quality of Education at the Beginning of the 21st Century: Lessons from India. Indian Educational Review.
2. Draft National Education Policy 2019.
3. Aithal, P. S. & Aithal, Shubhrajyotsna (2019). Analysis of Higher Education in Indian National Education Policy Proposal 2019 and its Implementation Challenges. International Journal of Applied Engineering and Management.
4. Aithal, P. S. (2016). Student Centric Curriculum Design and Implementation - Challenges & Opportunities in Business Management & IT Education. IRA International Journal of Education and Multidisciplinary Studies.
5. Shubrajyotsna Aithal & Aithal, P. S., (2016). Student Centric Learning Through Planned Hardwork - An Innovative Model. International Journal of Scientific Research and Modern Education (IJSRME).
6. Singh, J. D. (2011). Higher education in India-Issues, challenges and suggestions. Higher education, 93-103, ISBN: 978-3-8465-1753-6.