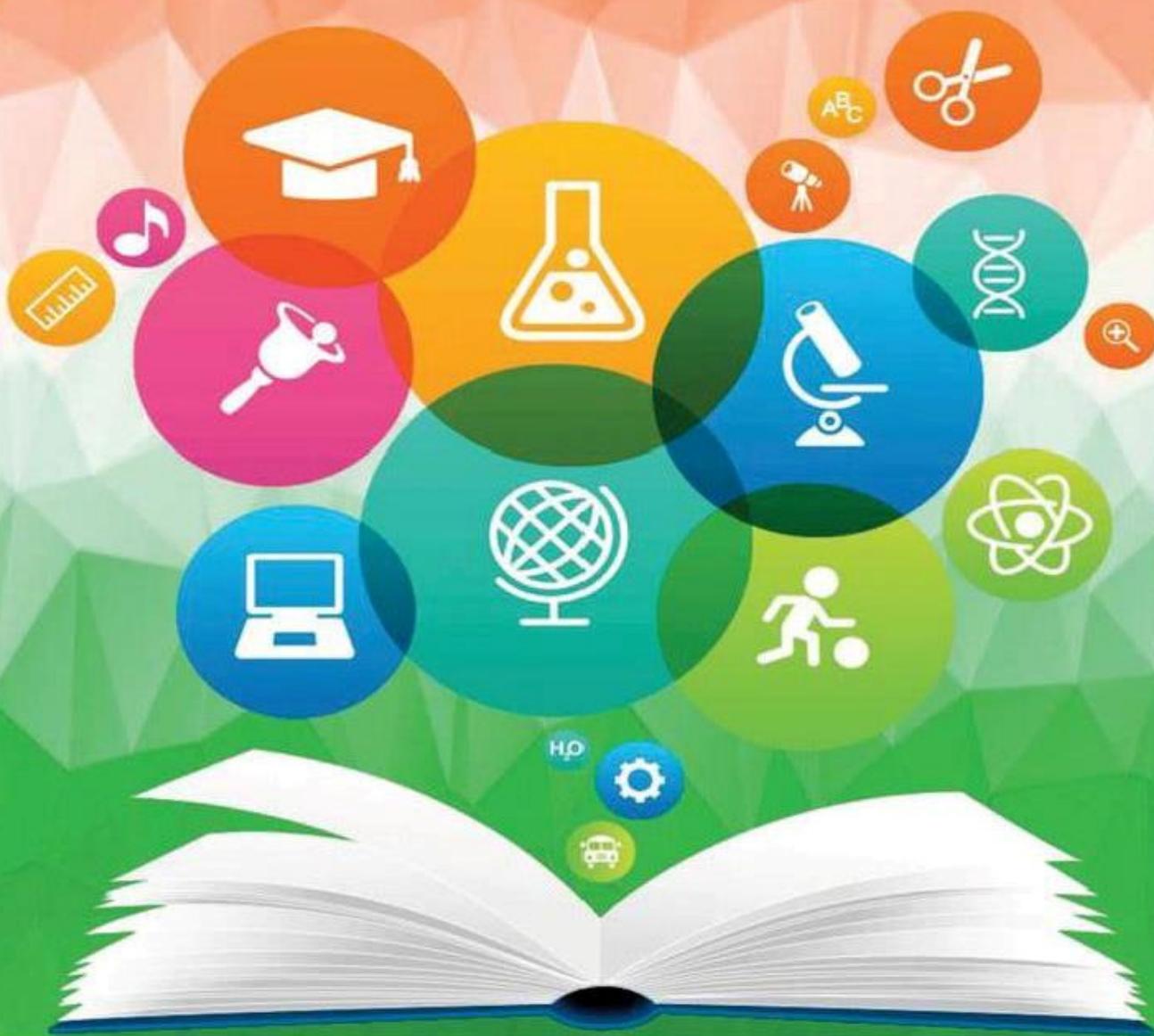


NEW EDUCATION POLICY

- AN OVERVIEW

**Dr. C. SUBATHRA
Dr. S.KRISHNAKUMARI**



Published by

OF BY AND FOR YOU PUBLICATION



Kanyakumari | Tamil Nadu | India
Email : ofbyandforyou@gmail.com
www.ofbyandforyou.com

NEW EDUCATION POLICY - AN OVERVIEW

CHIEF EDITOR

Dr.C.SUBATHRA

M.Com., M.Phil., PGDHRM, M.A (Soc.), M.Sc (Psy.),UGC-NET, Ph.D.
Assistant Professor of Commerce & Research Supervisor
Pioneer Kumaraswamy College, Nagercoil-3.
Affiliated to Manonmaniam Sundaranar University, Abishegapatti,
Tirunelveli, Tamilnadu, India.
Email: drcsubathra@gmail.com
Mob: 95852 12775

CO EDITOR

Dr.S.KRISHNAKUMARI

MBA, Ph.D.,
Associate Professor in the Department of Management Studies,
Anand Institute of Higher Technology, Chennai

Published by

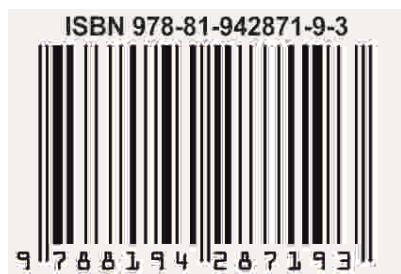


OF BY AND FOR YOU PUBLICATION

Kanyakumari | Tamil Nadu | India
Email: ofbyandforyou@gmail.com
www.ofbyandforyou.com

Book Name : NEW EDUCATION POLICY – AN OVERVIEW
Published by : OF BY AND FOR YOU PUBLICATION® 2020
Editors : Dr. C. SUBATHRA & Dr. S. KRISHNAKUMARI
Copy Right : OF BY AND FOR YOU PUBLICATION
Edition : First - Volume-I
Month & Year : August 2020
Pages : 1-155

All rights reserved. No part of this publication can be reproduced in any form by any means without the prior written permission from the publisher. All the contents, data, information, views opinions, charts tables, figures, graphs etc. that are published in this book are the sole responsibility of the authors. Neither the publishers nor the editor in anyway are responsible for the same.



Printed By:

M/s. Vinayaga Traders, 330-A, PKSA Arumugam Road, Sivakasi- 626 189.

Cell : 9486357318

ABOUT Dr. SUBATHRA CHELLADURAI



Dr.SUBATHRA CHELLADURAI is an Authorised Resource Person of Value Idea Investment Services, Xcelerating Minds, BSE , Mumbai, She is the Founder president of CAPE FORUM - YOU TRUST, Kanyakumari District, Tamilnadu. Currently working as an Assistant Professor of Commerce in Pioneer Kumaraswamy College, Nagercoil, Since 2013. She has 18 years of Teaching and Administrative experience in Schools, Colleges and NGO's. She has been awarded with M.Philand Ph.D in Commerce from ManonmaniamSundaranar University, Tirunelveli , now acting as a Research Supervisor and Guiding M.Phil and Ph.D Scholars. She has also completed M.A.Sociology, PGDHRM and M.Sc.Psychology. She has participated in more than 200 National and International Seminars, Webinars, and Training Programs and published more than 60 Research articles and 12 Books. She is a NLP, Soft Skill Trainer and Counselor. She Served as Resource person and delivered her Expertise in Various Institutions.

She had received 4 BEST PAPER AND BEST PAPER PRESENTER AWARD in National & International Conferences, BEST NSS PROGRAM OFFICER AWARD from ManonmaniamSundaranar University, Tirunelveli , Dr. RADHAKRISHNA SHIKSHANA RATNA NATIONAL AWARD for remarkable achievements in the field of Teaching, Research & Publications from ‘International Institute for Social and Economic Reforms’ Bangalore, AGIMSAI GANDHI AWARD from GandhiyaMakkallyakkam, KAVIYARASAR KALAIMANI AWARD from KAVIYARASAR KALAI TAMIL SANGAM, Karur, YOUNG EDUCATOR & SCHOLAR AWARD from the National Foundation for Entrepreneurship Development (NFED), Coimbatore, Tamil Nadu, WOMEN ACHIEVER AWARD - 2020 from ManonmaniamSundaranar University, Tirunelveli, and Recently received THE REAL SUPER WOMEN 2020 – from Forever Start India Award Program

She founded a Trust in 2017, Registered under Indian Trust Act , named “**OF BY AND FOR – YOU**”. The desirous establishment of the Trust isfor fivefold objectives viz., Research and Development, Skill Development, Female Health & Awareness, Education & Child Development and Women Empowerment. She organizes several Programs under the **CAPE FORUM**, for the Academic and Research Community.

ABOUT Dr.S.KRISHNAKUMARI



Dr.S.Krishnakumari, employed as an Associate Professor in the Department of Management Studies, Anand Institute of Higher Technology, Chennai. She has completed MBA from MepcoSchlenk Engineering College specialized with HR and Systems during 2005 and M.H.R.M during 2007. Awarded Ph.D in Management from the Mother Teresa Women's University, Kodaikanal in 2017. She started her career in the field of HR and then switched towards teaching since 2006. She is passionate in teaching with 13 years of experience, administering education and classroom procedures by fostering academic development. Currently she is pursuing M.Sc. Psychology and professionally trained in the areas of Mentoring and Leadership. She effectively organizes several training programmes on Personality & Self Development for the students and faculty. She had won the "Outstanding Mentor Award" for the year 2020 from Cape Research Forum. She had published more than 15 research papers in both National and International Journals with high impact factors and also edited few ISBN publications. She had authored and published two books on Marketing Management and Customer Relationship Management. She is also associated with several professional institutions for supporting in academic activities.

NEW EDUCATION POLICY – AN OVERVIEW

1000	National Education Policy 2020 – A Ray of Hope for Future Generation <i>Dr. D. KUMARESAN</i>	
1001	A change to unchange-NEP 2020 <i>ABHILASH N</i>	0001
1002	New Education Policy 2020 - An Overview <i>C.AISWARYA</i>	0006
1003	NEP 2020 - Review of the Policy Updates <i>ANITHA.U</i>	0009
1004	NEP – 2020: Teaching and Teachers <i>Dr.S.BHARATHIVASU</i>	0012
1005	A Critical Analysis of New Structure of School Education in New Education Policy 2020 <i>Dr. BHARTI DOGRA</i>	0015
1006	Highlights of NEP 2020 <i>CHANDANA. N</i>	0018
1007	National Educational Policy 2020 in India <i>Dr.G.CHELLADURAI</i>	0020
1008	The Perspectives of New Education Policy 2019 <i>M. CHITRA</i>	0023
1009	Optimistic and Pessimistic views on New Education Policy - 2020 of India <i>Y.EBENEZER</i>	0025
1010	New Education Policy 2020 – An Overview <i>Dr. A.P.S GANDHIMATHY</i>	0028
1011	New Education Policy Key Takeaways for Indian Economy <i>GAYATHRI.S</i>	0031
1012	National Education Policy – A Teacher’s Perspective <i>GEETHA PRABHU K</i>	0034
1013	New Education Policy 2020 – A major landmark in India’s history of education <i>JAYADATTA S</i>	0037
1014	New Education Policy in Higher Education <i>R.JAYANTHI</i>	0040

NEW EDUCATION POLICY – AN OVERVIEW

1015	National Education Policy 2020- A critical Overview <i>JEWILLA RODRIGUES</i>	0044
1016	New Education Policy 2020 - An Overview <i>Dr.B.KARTHIKEYAN</i>	0047
1017	New Education Policy - A Road Map <i>KOWSALYA.R</i>	0053
1018	NEP 2020 and Tamilnadu's Aspiring Educational System <i>Dr.S.KRISHNAKUMARI</i>	0056
1019	New Education Policy 2020 – An Overview <i>LEENET VARGHESE</i>	0058
1020	New Education Policy 2020 – Concepts & Reviews <i>LEKHASHREE PASUPATHY</i>	0062
1021	PROS and CONS of New Education Policy 2020 <i>LEYA GILBERT and Dr. A. MOHAMED SIDDIQUE</i>	0064
1022	New Education Policy and Economic Growth in India <i>Dr. M. MAHALAKSHMI</i>	0067
1023	PROS and CONS of the National Educational Policy- 2020 <i>J MAHIL KAMALAM</i>	0073
1024	Promotion of Indian Languages, Arts and Culture in NEP 2020 <i>M.R.MEENA</i>	0076
1025	An Overview of New Education Policy 2020 <i>S. MERCY</i>	0078
1026	Prominent Features of Curriculum and Pedagogical Structure in New Education Policy 2020 <i>MEYYAPPAN PL and MUTHAYEE M</i>	0081
1027	New Ray of Hope – New Education Policy 2020 With special reference to Primary Education in mother tongue <i>Dr. MONIKA AGARWAL</i>	0084
1028	New National Education Policy 2020 of India <i>Dr.R.NAGESWARI</i>	0086
1029	An Outlook on Indian Education Policy-2020 <i>R.NITHYA</i>	0090

NEW EDUCATION POLICY – AN OVERVIEW

1030	Expostulation in Execution of National Educational Policy –2020 in Government Educational Institution <i>PARIMALA S and SUSHMA M</i>	0092
1031	Outward bound experiential learning as a teaching tool in NEP - 2020. <i>PRATHEESHA P</i>	0095
1032	National Educational Policy – An Overview <i>Dr.D.RADHA and S.R.VERONICA VALLI</i>	0098
1033	NEP 2020: An Educational Reform in Empowering India <i>Dr. D.RAVINDRAN</i>	0101
1034	National Education Policy 2020: A Transformational Reform in Education System <i>RENJITHA T and Dr. DAISY SAMUEL</i>	0105
1035	National Education Policy 2020 – An Overall Glimpse <i>RESHMA ROY and ABIN P JOSE</i>	0110
1036	Quick tour of New Education policy 2020 <i>ROOPESH</i>	0113
1037	New Education Policy – Hopeful Phantom for Better India <i>Dr. SACHIN H P</i>	0117
1038	National Education Policy (NEP) 2020: A Foundation of Indian Education System <i>SAJNA V</i>	0120
1039	New Education Policy – An Overview <i>Dr.S.SELVARANI</i>	0123
1040	New Education Policy – An Overview <i>SHAJEELA RANIA</i> ,	0126
1041	A Long road to cut the shortcuts: National Education Policy and Higher education <i>SHIJIN S,</i>	0129
1042	New Education Policy – An Overview <i>R.SUBASHINI</i> ,	0132
1043	NEP 2020 : A New Standard for Development <i>Dr.C.SUBATHRA</i>	0134
1044	New Education Policy – An Overview <i>SYED ALI RIZWANA.M,</i>	0137

NEW EDUCATION POLICY – AN OVERVIEW

1045	Impact of New Education Policy towards Holistic Learning <i>VARUN KUMAR T,</i>	0139
1046	A Birdview on New Education Policy of India – 2020 <i>VARUN.V,</i>	0141
1047	A Comparative Study of Teacher Education in NEP 1986 and NEP 2020 <i>G. VIDHYA,</i>	0143
1048	NEP- 2020 : An Industrial Outlook <i>Dr. D.YUVARAJ,</i>	0146
1049	Issues and opportunities of New Education Policy in India- 2020 <i>S. SOBITHA,</i>	0149
1050	New Education Policy Comparison between 1986 and 2020 <i>S.SELVANATHAN,</i>	0152

NATIONAL EDUCATION POLICY 2020 – A RAY OF HOPE FOR FUTURE GENERATION

Dr. D. KUMARESAN
Principal
Laxminarayana Arts and Science College for Women,
Dharmapuri – 636 705

INTRODUCTION

The National Education Policy 2020 (NEP 2020) has been submitted by the Expert Committee led by the ISRO Scientist Kasthuri rangan. In the Independent India, the first ever education policy was introduced during the year 1968 and the next policy was introduced in the year 1986. After 34 years, the NEP 2020 has been introduced with a lot of structural reforms in the existing education system. These reforms have been proposed keeping in view the future of the next generation children. The main features of the NEP 2020 have been summarized below:

MAIN FEATURES OF NEP 2020

The school education has been restructured from 10+2 pattern to 5+3+3+4 pattern. The children from the age of 3 to 6 have been brought into the main stream of education. The first layer of education starts with Anganwadi and ends with Class 2. In this stage, the children are taught with activity based and inquiry based learning.

The medium of teaching would be mother tongue or local/regional language until class 5 which could be extended up to class 8. It will facilitate the learners to enhance their ability to understand the concepts easily.

Vocational education is introduced from class 6 based on the local business. It would enable the children to develop their entrepreneurship skills.

In order to enhance the proficiency in different languages other than mother tongue and English, multi-lingualism has been introduced in the NEP 2-2-/

Higher education is also proposed to be restructured. Accordingly, the duration of the Bachelor's degree would be 3 or 4 years. In the case of 4 years' programme, 1 year is meant for research.

Multiple exit points are also introduced. Those who complete the 1st year of Bachelor's degree would be getting a Diploma while the students who have completed the 2nd of the study will be awarded with an Advanced Diploma while the Bachelor's degree is awarded to those who have successfully completed the third year of the course. A multi-disciplinary Bachelor's degree with research will be issued to the students who complete the fourth year of the study.

In the case of Master's degree, the duration may be 1 year or 2 years. Those who come out with 4 years' Bachelor's degree need to undergo 1 year Master's degree whereas the 2 years' Master degree has to be pursued by the graduates with 3 years' Bachelor's degree. Apart from these, 5 year integrated Bachelor/Master's degree is also introduced.

Academic bank of credit (ABC) is introduced and the credits earned by the students at the end of every term/semester have been credited into his/her account. If any student discontinues his/her course for any reason, the same may be completed after taking holiday period and with the existing credit earned by him/her provided he/she has to earn the remaining credits specified for the degree.

CONCLUSION

The NEP 2020 provides for several prospective features keeping in mind to control the drop outs at the school level as well as the college level. It is also aimed at reducing the unemployment by providing vocational education. The higher education can be completed with research abilities. M.Phil. degree will no longer be offered. These features would enhance the quality of learning as well as the competencies of the students.

REFERENCE:

- [1]. Draft National Education Policy 2020.

NEP 1001

A change to unchange-NEP 2020

ABHILASH N

Ph.D Research Scholar of Commerce, NMC College, Marthandam, Abishaekapatti,
Tirunelveli-627012, Tamil Nadu-India

INTRODUCTION

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems.

An NEP is a comprehensive framework to guide the development of education in the country. The need for a policy was first felt in 1964 when Congress MP Siddheshwar Prasad criticised the then government for lacking a vision and philosophy for education. The same year, a 17-member Education Commission, headed by then UGC Chairperson D S Kothari, was constituted to draft a national and coordinated policy on education. Based on the suggestions of this Commission, Parliament passed the first education policy in 1968.

A new NEP usually comes along every few decades. India has had three to date. The first came in 1968 and the second in 1986, under Indira Gandhi and Rajiv Gandhi respectively; the NEP of 1986 was revised in 1992 when P V Narasimha Rao was Prime Minister. The third is the NEP released Wednesday under the Prime Ministership of Narendra Modi.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, 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. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

NEP 2020

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool

for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are

- Recognizing, identifying, and fostering the unique capabilities of each student
- Flexibility
- No hard separations between arts and sciences, 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
- Multidisciplinarity and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world 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 & 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 planning 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 environments 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

For higher education, a new umbrella regulator has been proposed with separate verticals for regulation, standard setting, accreditation and funding. It will absorb arts and science, technical and teacher education into its fold, replacing several existing regulatory bodies, and also ensure a level playing field for public and private players. Top foreign universities will be allowed to set up campuses in India. For students, the biggest change may be the

introduction of four-year undergraduate degrees, with options for entry and exit at various stages, a credit transfer system, and the abolition of the M Phil programme.

The National Foundational Literacy and Numeracy Mission which is to be implemented by 2025 will be launched by the end of this year, said Mr. Khare. The National Council of Educational Research and Training (NCERT) will introduce the curricular framework for the new school structure, including early childhood care, by the next academic year.

DIFFICULTIES

Some of the proposals require legal changes. The draft Higher Education Commission of India Bill has been languishing in the Ministry for over a year, but is likely to be published for feedback by September. The proposal for a Board of Governors for universities may also require amendments of the Central and State Universities Acts. A Cabinet note has already been moved to set up the National Research Foundation as a trust under the government, but in order to make it a fully autonomous body, an Act may be required.

Others require funding. Free breakfasts can only be considered in the next academic year if a budget allocation is made to cover it. The process of converting affiliated colleges into degree granting autonomous institutions and then further into fully fledged universities is estimated to take at least 15 years, as the Centre will have to provide financial assistance for this purpose.

The Ministry feels that an increase in government funding of education to 6% of GDP will be sufficient to cover the financial implications of the NEP. However, such an increase in funding has been proposed but not achieved for the last half-century, point out experts. The proposal to make the mother tongue the medium of instruction till Class 5, which has stirred up the fiercest debates, is dependent on State governments, according to the Education Minister, who would not even confirm that the policy will be implemented by centrally-run schools.

KEY TAKEAWAYS OF NEP-2020

The NEP proposes sweeping changes including opening up of Indian higher education to foreign universities, dismantling of the UGC and the All India Council for Technical Education (AICTE), introduction of a four-year multidisciplinary undergraduate programme with multiple exit options, and discontinuation of the M Phil programme.

In school education, the policy focuses on overhauling the curriculum, “easier” Board exams, a reduction in the syllabus to retain “core essentials” and thrust on “experiential learning and critical thinking”.

In a significant shift from the 1986 policy, which pushed for a 10+2 structure of school education, the new NEP pitches for a “5+3+3+4” design corresponding to the age groups 3-8 years (foundational stage), 8-11 (preparatory), 11-14 (middle), and 14-18 (secondary). This brings early childhood education (also known as pre-school education for children of ages 3 to 5) under the ambit of formal schooling. The mid-day meal programme will be extended to

pre-school children. The NEP says students until Class 5 should be taught in their mother tongue or regional language.

The policy also proposes phasing out of all institutions offering single streams and that all universities and colleges must aim to become multidisciplinary by 2040.

IMPLEMENTATION OF NEP

The NEP only provides a broad direction and is not mandatory to follow. Since education is a concurrent subject (both the Centre and the state governments can make laws on it), the reforms proposed can only be implemented collaboratively by the Centre and the states. This will not happen immediately. The incumbent government has set a target of 2040 to implement the entire policy. Sufficient funding is also crucial; the 1968 NEP was hamstrung by a shortage of funds.

The government plans to set up subject-wise committees with members from relevant ministries at both the central and state levels to develop implementation plans for each aspect of the NEP. The plans will list out actions to be taken by multiple bodies, including the HRD Ministry, state Education Departments, school Boards, NCERT, Central Advisory Board of Education and National Testing Agency, among others. Planning will be followed by a yearly joint review of progress against targets set.

Emphasis on mother tongue/regional language mean for English-medium schools

Such emphasis is not new: Most government schools in the country are doing this already. As for private schools, it's unlikely that they will be asked to change their medium of instruction. A senior ministry official clarified to The Indian Express that the provision on mother tongue as medium of instruction was not compulsory for states. "Education is a concurrent subject. Which is why the policy clearly states that kids will be taught in their mother tongue or regional language 'wherever possible,'" the officer said.

People in transferable jobs, or children of multilingual parents

The NEP doesn't say anything specifically on children of parents with transferable jobs, but acknowledges children living in multilingual families: "Teachers will be encouraged to use a bilingual approach, including bilingual teaching-learning materials, with those students whose home language may be different from the medium of instruction."

The government plan to open up higher education to foreign players

The document states universities from among the top 100 in the world will be able to set up campuses in India. While it doesn't elaborate the parameters to define the top 100, the incumbent government may use the 'QS World University Rankings' as it has relied on these in the past while selecting universities for the 'Institute of Eminence' status. However, none of this can start unless the HRD Ministry brings in a new law that includes details of how foreign universities will operate in India.

It is not clear if a new law would entice the best universities abroad to set up campuses in India. In 2013, at the time the UPA-II was trying to push a similar Bill, The Indian Express had reported that the top 20 global universities, including Yale, Cambridge, MIT and Stanford, University of Edinburgh and Bristol, had shown no interest in entering the Indian market. Participation of foreign universities in India is currently limited to them entering into

collaborative twinning programmes, sharing faculty with partnering institutions and offering distance education. Over 650 foreign education providers have such arrangements in India.

Four-year multidisciplinary bachelor's programme

This pitch, interestingly, comes six years after Delhi University was forced to scrap such a four-year undergraduate programme at the incumbent government's behest. Under the four-year programme proposed in the new NEP, students can exit after one year with a certificate, after two years with a diploma, and after three years with a bachelor's degree.

"Four-year bachelor's programmes generally include a certain amount of research work and the student will get deeper knowledge in the subject he or she decides to major in. After four years, a BA student should be able to enter a research degree programme directly depending on how well he or she has performed. However, master's degree programmes will continue to function as they do, following which student may choose to carry on for a PhD programme," said scientist and former UGC chairman V S Chauhan.

CONCLUSION

In the present education system should have so many drawbacks and there is need to change the system into a new way. I hope NEP 2020 will help the students to learn more, innovate their ideas, develop their own skills and so on. The major fault of our present education system was to inculcate theoretical knowledge only to the minds of the students and the result is too bad, but in NEP 2020 should give more importance and focuses on application level or practical learning rather than theoretical. Hope it will change the destiny of our upcoming generations.

REFERENCE:

Websites:

- [1]. <https://indianexpress.com/article/explained/reading-new-education-policy-india-schools-colleges-6531603/>
- [2]. https://static.pib.gov.in/WriteReadData/userfiles/NEP_Final_English_0.pdf
- [3]. <https://www.mhrd.gov.in/nep-new>
- [4]. <https://www.thehindu.com/education/the-hindu-explains-what-has-the-national-education-policy-2020-proposed/article32249788.ece>
- [5]. <https://www.moneylife.in/article/a-deep-view-of-the-national-education-policy-2020/61170.html>

NEP 1002

New Education Policy 2020 - An Overview

C.AISWARYA

Research Scholar

INTRODUCTION

New education policy was launched on Wednesday, July 29. Earlier, in the afternoon the union cabinet approved the policy that aims to overhaul the country's education system. Union ministers for information and Broadcasting (I&B) Prakash Javadekar and Human resource development and Ramesh Pokhriyal Nishank, made the announcement on the new education policy- 2020. Earlier on May 1, Prime Minister Narendra Modi had reviewed the new education policy-2020, for which draft was prepared by a panel of experts led by former Indian space research organization (ISRO) chief K. Kasturirangan. The New education policy 2020 aims at making "India a global knowledge superpower".

CONTENT:-

1. School and higher education to see major changes:-

New education policy 2020 union cabinet on Wednesday approved the new education policy 2020, paving way for transformational reforms in school and higher education sector in the country.

2. More focus on vocational studies in school level:-

Every child to learn at least one vocation and exposed to several more sampling of important vocational crafts such as carpentry, electric work, metal work, gardening, pottery making etc., as decided by states and local communities during grades 6-8.

By 2024, at least 50% of learners through the school and higher education system shall have exposure to vocational education.

A ten 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.

3. Pre-school section in kendriya vidyalayas:-

Pre-school section no covering at least one year of early childhood care and education will be added to kendriya vidyalayas and other primary schools around the nation, particularly in disadvantaged areas.

4. NCC wings in secondary and higher secondary schools under ministry of defence:-

Under the aegis of the ministry of defence, state governments may encourage opening NCC wings in their secondary and higher secondary schools, including those located in tribal dominated areas.

5. Free boarding facilities in Jawahar Navodaya Vidyalayas:-

Free boarding facilities Will be built matching the standard of Jawahar Navodaya Vidyalayas particularly for students who from socio-economically disadvantaged background.

6. Dedicated unit for digital and online learning:-

A dedicated unit for the purpose of orchestraing the building of digital infrastructure, digital content and capacity building will be created in the ministry of human resources development to look after the e-education needs of both school and higher education. A comprehensive set of recommendation for promoting online education consequent to 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.

7. National scholarship portal for SC,ST,OBC,SEDGs students to be expanded:-

Efforts will be made to incentive the merit of students belonging to SC, ST OBC, and other SEDGs . The national scholarship portal will be expanded to support, faster and track the progress of students receiving scholarship. Private he is will be encouraged to offer large number of freeships and scholarships to their students.

CONCLUSION:-

The new education policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This policy proposes the revision and revamping of all aspects of the education structured, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including sdg4, while building upon India's traditions and value systems. The new education policy lays particular emphasis on the development of the creative potential of each individual. Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development.

REFERENCE:-

- [1]. <https://www.mhrd.gov.in>
- [2]. www.hindustantimes.com
- [3]. <https://static.pib.gov.in>
- [4]. <https://www.noticebard.com>
- [5]. <https://www.wbedu.in>
- [6]. www.indianexpress.com

NEP 1003

NEP 2020 - Review of the Policy Updates

ANITHA.U

MBA II Year, Anand Institute of Higher Technology, Chennai.

INTRODUCTION

New Education policy was launched on Wednesday, July 29. Earlier, in the afternoon the Union cabinet approved the policy that aims to overhaul the country's education system. Union Ministers for Information and Broadcasting (I&B) Prakash Javadekar and Human Resource Development (HRD) and Ramesh Pokhriyal Nishank, made the announcement on the NEP- 2020. Earlier on May 1, Prime Minister Narendra Modi had reviewed the NEP- 2020, for which draft was prepared by a panel of experts led by former Indian Space Research Organisation (ISRO) chief K. Kasturirangan. The NEP 2020 aims at marketing "India a global knowledge superpower". The new academic session will begin in September - October – the delay is due to the unprecedented coronavirus disease (covid-19) outbreak.

SCHOOL EDUCATION

- New pedagogical and curricular structure of school education (5+3+3+4): 3 years in Anganwadi/pre school and 12 years in school.
- For children of 3 to 6 years: Access to free, safe high quality ECCE at Anganwadi / Pre school / Balvatika.

Foundational Learning Curriculum for age group of 3-8 divided in two parts:

1. From age 3-6 in ECCE
2. Prior to the age of 5 every child will move to a "Preparatory Class" or "Balvatika" (that is, before Class 1)
- Age 6 to 8, Grade 1-2: Foundational Stage.
- Age 8-11, Grades 3-5: Preparatory Stage, Play, discovery, and activity based and interactive classroom learning.
- Age 11-14, Grade 6-8: Middle Stage, experiential learning in the science, mathematics, arts social sciences, and humanities.
- Age 14-18, Grade 9-12: Secondary Stage, multidisciplinary study, greater critical thinking, flexibility and student choice of subjects.
- Medium of instruction upto grade 5, and preferably till Grade 8 and beyond, will be home language/mother tongue/ local language.
- Beginning with Mathematics, all subjects to be offered at 2 levels.
- The three languages learned by children will be the choices of states, region, and of

the students, so long as at least two of the three languages are native to India.

- School students will have 10 bag-less days during which they are taught a vocation of their choice (informal internship)

HIGHER EDUCATION AND COLLEGE ENTRANCE EXAMS

- National Testing Agency will conduct a common college entrance exam twice a year. This will be implemented from the 2022 session.
- Bachelor's degree will be of 4 years with exit options as follows.
 1. Exit after 1 year: Certificate
 2. Exit after 2 years: Diploma
 - Mid term drop outs will be given the option to complete the degree after a break.
 - Bachelor's programmes will be multidisciplinary in nature and there will be no rigid separation between arts and sciences.
 - Indian arts, languages and culture will be promoted at all levels.
 - M.Phil degree will be discontinued.
 - By 2040, all higher education institutions like IITs will become multidisciplinary. There will be greater inclusion of arts and humanities subjects for science students and vice-versa.
 - Selected universities from among the top 100 universities in the world will be facilitated to operate in India.
 - The system of affiliated colleges will be given greater autonomy and power to grant degrees. The deemed university status will end.
 - National Research Foundation would be set up with a goal to enable a culture of research'. NRF would be governed independently by a rotating board of governors. Primary task of NRF would be to fund competitive.
 - Peer reviewed grant proposals of all types and across all disciplines and also act as a liaison between researchers and relevant branches of government so as to allow breakthroughs.
 - The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications.
 - E.g., 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, however, shall be the preferred option.

CONCLUSION

The new National Education Policy (NEP) 2020, is a good policy as it aims at making the education system holistic, flexible, multidisciplinary, aligned to the needs of the 21st century and the 2030 Sustainable Development Goals. The intent of the policy seems to be ideal in many ways but its implementation where lies the key to success. The Indian education system. It is expected to help India in reaping its demographic dividend. However, the Draft National Education Policy has certain sore points that need to be relooked at for the benefit of

teachers and students alike. The features of NEP 2020 are laudable and welcome as they demonstrate resilience and future-readiness. It brings choice & vision but needs champions and implements to realize the targets. This gap between vision and tasking will need more than action plans and implementation strategy.

REFERENCES:

- [1]. The Times of India
- [2]. The Hindu
- [3]. Hindustan Times
- [4]. The Economic Times
- [5]. The Indian Express

NEP 1004

NEP – 2020: Teaching and Teachers

Dr.S.BHARATHIVASU

Professor, Anand Institute of Higher Technology, Chennai

INTRODUCTION

The New National Education Policy was approved by the Union Cabinet on Wednesday, 29 July 2020. Vice President M Venkaiah Naidu called it a major step forward to enhance access to quality education for children and youth and recognition of the importance of India's classical languages which provides holistic world view. The focus of NEP 2020 on ethics and human and Constitutional values would go a long way in the creation of enlightened citizenship essential for deepening our democratic roots, calling its vision as "truly global and essentially Indian", and also added that it exemplifies welcoming noble thoughts from all over the world. The article aims in highlighting few important points for the teaching & teachers of 2020 educational environment

Key Highlights on Teachers & Education

The key highlights of the New Education Policy is the use of technology in teaching, learning and assessment, a single regulator for higher education, graded autonomy for colleges, and phasing out of the affiliation system in 15 years.

It also includes formation of the National Research Foundation, internationalisation of education and multiple entry and exit points for students and an academic bank of credits. The major reforms in school education includes universalisation of early childhood care education, setting up of a national mission on foundational literacy and numeracy, '5+3+3+4' circular and pedagogical structure and no rigid separation between arts and sciences.

The policy also mandates the medium of instruction till at least class 5 and preferably till class 8 and beyond in-home or regional language, and a 360-degree holistic report card – based on the assessment by students, classmates and teachers, paving way for transformational reforms with the world-class standards in school and higher education sector in the country.

NCTE to introduce New Framework for Teacher Education

A key focus is the restructuring of the National Council of Technical Education (NCTE) as a professional standard setting body under the General Education Council. The NCTE has also been tasked with developing a National Professional Standard for Teachers (NPST), aimed to be introduced by 2022.

- The new standards will establish a new minimum degree qualification for teaching, a four-year integrated BEd degree, and gradually move teacher education into multidisciplinary colleges and universities by 2030.
- For individuals who already hold a bachelor's degree in any specialised subject, a two-year BEd degree option will be offered. For individuals who hold a Master's degree or a degree equivalent to a 4-year bachelor's degree, an adapted one-year BEd degree option will be offered
- Shorter post-BEd certification courses will also be offered at colleges and universities to teachers who wish to move into more specialised areas of teaching.

Trilingual approach in education

The former ISRO chief K Kasturirangan said that a flexible approach has been proposed with a three-language formula based on the state's decision as children have a great ability to pick up multiple languages in early age. Adopting local languages as the medium of instruction till Class 5 is important in the early phase of education because the child's strengths in understanding the principles and in displaying creativity manifests better in the mother tongue as well in the local language.

Vishnu Karthik, Director, Heritage Schools states that we first have to distinguish between language and literacy for overcoming the difficulty of learning in English medium after class 5, and added that children's brains are designed to learn multiple languages and the more they are exposed to many languages, the more they can absorb them at an early age. Thus, teaching in a healthy mix of 2-3 languages is good for children in primary school is the best use of the critical learning windows nature has given.

Alka Kapur, Principal of Modern School in New Delhi's Shalimar Bagh, says that English is a universal language and in the guidelines, it is written that it can be used wherever possible. Regional language along with English language would be a good idea as the English language is a window to the world and every child from the foundation should be focused to learn English," she also highlighted the other salient features of the new policy.

CONCLUSION:

Thus, the NEP plays a major role in transforming the education system to a world-class standard, which is welcomed by all the educationalists, many in the government, including teachers, and others. The significant changes in teachers' qualification will pave way for better India tomorrow with ample critical and noble thinkers. The emphasis on the importance of learning in the mother tongue, and implementing the trilingual approach at the foundation stage of children helps them in all aspects of excellence.

REFERENCES:

- [1]. NEP 2020: NCTE to Introduce New Framework for Teacher Education, The Quint, July 29th 2020
- [2]. Nandhini, New Educational Policy 2020 Highlights: School and Higher education to see major changes, www.hindustantimes.com, July 30th 2020
- [3]. NEP 2020: Vice President Naidu hails new policy, teachers differ on language, www.hindustantimes.com, July 31st 2020

- [4]. Arihant Pawaraiya, NEP 2020: Finally A Policy That Recognises Importance of Private Schools And Doesn't Treat Them With Contempt, <https://swarajyamag.com/>, August 2nd 2020.

NEP 1005

A Critical Analysis of New Structure of School Education in New Education Policy 2020

Dr. BHARTI DOGRA

Associate Professor, Department of Teacher Education, Bareilly College, Bareilly.

INTRODUCTION

The Union Cabinet on Wednesday 29 July introduced the National Education Policy 2020. This is the first education policy of the 21st century and switches the thirty-four-year-old National Policy on Education (NPE), 1986. The first new education policy came in 1968, the second in 1986 and now after a long period of 34 years, the third New Education Policy came up with new dynamic changes that have become necessary to cater the need of present times.

The New Structure of School Education:

One of the important announcements of the new National Education Policy, NEP 2020 has been the squashing of the existing 10+2 structure and introduction of the 5+3+3+4 structure of School Education. *The policy has break down the 10+2 system and changed it in to new pedagogical and curricular structure of school education (5+3+3+4) covering ages from 3-18. A brief critical analysis of this structure with its strengths and challenges have been discussed as under.*

Foundational stage (5 years):

This stage will cover 3 to 8 years of children. *This age span from 3 to 8 is total of 5 years. The note worthy point here is that previously in the former policy of education, there was no provision of education for children of 3 to 5years as the education was used to be started from class 1 at the age of 6 but in the new education policy there is provision for foundational learning which is divided into two parts. From age 3-6 in ECCE, early childhood care Prior to the age of 5 every child will move to a “Preparatory Class” or “Balvatika” (that is, before Class 1)and further from Age 6 to 8 will study in Grade 1-2 . So this age from 3-8years will be considered as foundational stage. This will be very beneficial for children as they will not only be school ready but their most important initial years of cognitive and intellectual growth could also be utilized and enriched well by many physical and motor activities in play school i.e. Aanganwadi or Balwatika. This change will surely going to be more inclusive foundational to secondary stage transition. One more important thing to be noted is that previously “Right to education” was only applicable for 6 to 14years of children but now in this policy it has been extended from 3years to 18 years of age thereby ensuring every child of India get school education.*

Preparatory Stage (3 years):

This stage will cover all children from 8 to 11 or classes 3 to 5. The total span of years during this stage is of 3 years. The focus in this stage will be on development of language and numeracy skills, in accordance with the cognitive development of a child. Here important point is that the Medium of instruction till Grade 5 would be home language or mother tongue or local language. Although it is good because education in mother tongue would be best understood by students but in different states, but there are many number of mother tongues belong to different group of students so it would be impractical for different school boards to prepare and impart lessons in so many languages. Moreover, it might create a clear divide. Those who can speak English will have a more superior world view over those who do not learn it in their schools, and thus cannot speak it fluently. Secondly where, psychologists believe that during first 8 years of children's age are more crucial from learning languages point of view as the child's mind is ready to grasp as many languages as he can. Hence, It would not be a wise decision to delimit children's learning only to their own mother tongue as it might have a negative impact on their learning skill of other languages.

Middle age (3 years):

The Age 11-14, Grade 6-8 will be treated as Middle Stage where the mode of imparting education will be more focused on experiential learning in the sciences, mathematics, arts, social sciences, and humanities. Here, Focus would be on critical learning objectives and not on rote learning. It is indeed a very nice idea. It is also appreciable that during Grades 6-8, students will have hands-on experience of significant vocational crafts, which include carpentry, electric powered work, metal work, gardening, pottery making, etc. of their choice as determined by States and local communities and as planned by local skilling needs. Beside this, students will also start learning coding classes from class 6th which could enrich their creative knowledge for developing software in future. This way they could be more oriented to vocational education and could develop employability skills in them.

One more striking feature in this policy is the introduction of Remedial Instructional Aides Programme (RIAP) and National Tutor Program (NTP) for the purpose of capacity building, especially for those drop out students who wish to re-enroll in the classes. Peer students, local instructors and volunteers such as retired teachers, army officers, amongst others will be welcomed to provide their services voluntarily for this purpose.

It is highly appreciable that for the first time, this policy also made a provision for education of transgender children too. The policy has talked about making inclusive spaces for transgender children such as specific restrooms, curriculum accommodating their identities and needs and concerning civil groups.

Secondary Stage (4):

This stage will be from classes 9 to 12 covering four years of the adolescence i.e. 14 to 18 years. During this stage, critical thinking will be emphasized allowing the child to choose subjects as per their interests – even technical and arts. This new system has also removed the inflexible divisions between the streams that one has to choose his stream in XI standard. In a new multi-disciplinary course method, one can opt physics with psychology and arts if they wish so. This provision is really good and flexible in nature. The removal of rigid streams such as arts, science, and commerce in secondary education will ensure that students are not delimited to choose particular career option due to their subject specialization.

CONCLUSION

Conclusively it can be said that it is an enlightened move towards a more scientific and progressive approach to education. The 5+3+3+4 structure paces with the ability of the child – stages of cognitive development as well as social and physical awareness. If the vision of policy truly executed, the new structure would bring India at par with the leading countries of the world. The restructured 5+3+3+4 is a appreciable step and multifaceted skilling of each child during schooling will enhance their level of knowledge and employability of the youth.

REFERENCES:

- [1]. National Education Policy 2020: Know 5+3+3+4 system and new exams pattern available at <https://zeenews.india.com/india/national-education-policy-2020-know-5334-system-and-new-exams-pattern-2299374.html>
- [2]. K.Sharmita : National Education Policy 2020: Will it Really Reform India's School System?available at <https://www.india.com/education/national-education-policy-2020-will-it-really-reform-indias-school-system-heres-a-breakdown-4097877/>
- [3]. https://static.pib.gov.in/WriteReadData/userfiles/NEP_Final_English_0.pdf

NEP 1006

Highlights of NEP 2020

CHANDANA. N

MBA- 2 Year, Anand Institute of Higher Technology, Chennai.

INTRODUCTION

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education among Indian people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was implemented by the Government of India by Prime Minister Indra Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986 and the third by Prime Minister Narendra Modi in 2020.

The Union Cabinet Chaired by Honorable Prime Minister Narendra Modi has approved the New Education Policy (NEP). In one of the major decisions, the cabinet has renamed the Ministry of Human Resources and Development (MHRD) as the Ministry of Education.

The policy is aimed at transforming the Indian education system to meet the ends of the 21st Century. The new policy rectifies poor literacy and numeracy outcomes associated with primary schools, reduction of dropout levels in Middle and Secondary schools and adoption of the multidisciplinary approach in the higher education system.

The policy also focuses on early childhood care, restructuring curriculum and pedagogy, reforming assessments and exams, investing in teacher training and broad-basing their appraisal.

There have been many major reforms implemented in the New Education Policy 2020 for School education and Higher education which are described in detail below.

Major Reforms for School Education

- 10+2 board structure is dropped.
- New school structure will be 5+3+3+4.
- Up to grade 5 Pre School, grade 6 to 8 Mid School, grade 8 to 11 High School, grade 12 onwards Graduation.
- Flexibility to choose subjects across the streams.
- Board exams to test only core competencies.
- All school exams will be semester wise twice a year.
- Mother tongue to be a medium of instruction till grade 5.
- Gender Inclusion Fund.

- Vocational Integration from class 6 onwards.
- 3 language policy to be continued with preference for the local language medium of instruction till class 8.

Major Reforms for Higher Education

- UG Programme -3 or 4 years.
- PG Programme -1 or 2 years.
- M Phil to be discontinued.
- UGC and AICTE will be merged.
- College affiliation system to be phased out in 15 years.
- Multiple entry and exit from any course.
- Credit system for graduation: For each year, a student will get some credits which he can utilize if he takes a break in the course and comes back again to complete the course.
- For any type of graduation course, if a student completes only one year he will get a basic certificate, if he completes two years then he will get diploma certificate and if he completes full course then he will be provided with a degree certificate. So no year of any student gets wasted, if he breaks a course in between.

These are the major reforms which are going to be implemented in future academic years, for betterment of the students education system.

CONCLUSION

The New National Policy (NEP) 2020, is a good policy as it aims at making the education system holistic, flexible, multidisciplinary, aligned to the needs of the 21st Century and the 2030 sustainable development goals. The intent of the policy seems to be ideal in many ways but it is the implementation where lies the key to success.

Let us hope that our Indian education system will be at par with the Modern/Developed countries and the future of our children will be bright.

REFERENCES:

- [1]. National Policy on Education – Wikipedia
- [2]. “National Education Policy 2020: All You Need to Know - Times of India”
- [3]. The Hindu Explains | What has the National Educational Policy 2020 Proposed?
- [4]. National Education Policy (NEP) 2020 – drishtiias.com

NEP 1007

National Educational Policy 2020 in India

Dr.G.CHELLADURAI

Lecturer, Institute of Industrial and Marine Safety, Affiliated to Alagappa University,
Thoothukudi, TamilNadu, India

AIM

The purpose of this policy is to develop producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

VISION OF THIS POLICY

The vision of the Policy is to instill among the learners 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.

INTRODUCTION

Education Policy lays particular importance on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities : both the ‘foundational capacities ’of literacy and numeracy and ‘higher-order’ cognitive capacities, such as critical thinking and problem solving – but also social, ethical and emotional capacities and dispositions.

National Education Policy 2020

- The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens.
- It must do everything to empower teachers and help them to do their job as effectively as possible.
- It must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups.
- It 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

School Education system

- School education system, exam will be held only for 3 levels like Classes 3, 5 and 8 and assessment will shift to a formative style which encourages higher-order thinking skills, critical thinking and conceptual clarity.
- The board exams to continue but these will be designed for holistic development. A new national assessment centre PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development) will be established.
- All students will be allowed to take Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired.

Higher Education System:

- Bachelor's degree will be 4 years with exit options.
- Midterm drop outs will be given the option to complete the degree after a break.
- Bachelor's programmes will be multidisciplinary in nature and there will be no firm separation between arts and sciences.
- Indian arts, languages and culture will be promoted at all levels.
- M.Phil degree will be discontinued.
- By 2040, all higher education institutions like IITs will become multidisciplinary. There will be greater inclusion of arts and humanities subjects for science students and vice-versa.
- Selected universities from among the top 100 universities in the world will be facilitated to operate in India.
- The system of affiliated colleges will be phased out in 15 years and colleges will be given greater autonomy and power to grant degrees. The deemed university status will end.

Main Benefits of New Education system in India

- Moderate opportunity costs and fees for pursuing higher education
- Provide more financial assistance and scholarships to below poverty line students socio-economically disadvantaged students
- Conduct outreach on higher education opportunities and scholarships
- Make admissions processes more comprehensive
- Make curriculum more broad
- Increase employability potential of higher education programmes
- Develop more degree courses taught in Indian languages and bilingually
- Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly
- Develop bridge courses for students that come from disadvantaged educational backgrounds
- Provide socio-emotional and academic support and mentoring for all such students through suitable counselling and mentoring programmes
- Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula
- Strictly enforce all no-discrimination and anti-harassment rules
- Develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs, including but not limited to the above items.

CONCLUSION

These essentials must be included taking into account the local and global needs of the country and with a respect for and high esteem to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration.

REFERENCES:

- [1]. Manual guide of National Education Policy 2020, Ministry of Human Resources Development, Government of India,pp:1-66.
- [2]. Main features of the New Education Policy 2020, web sources.

NEP 1008

The Perspectives of New Education Policy 2019

M. CHITRA

Asst. Prof. of English, Syed Ammal Arts and Science College, Ramnad – 623 513.

INTRODUCTION

Education is a basic ingredient for achieving full Humanpotential. Change is an ongoing, almost unconscious process that involves reworking familiar elements into new relationships. Innovation is a willed intervention, which results in the development of ideas, practices, or beliefs that are fundamentally new. In order for change and innovation to succeed, the strategies for implementing the NEW EDUCATIONAL POLICY 2019 must be considered carefully. A strategy of innovation refers to the planned procedures and techniques employed in the quest for change. Our New Educational Policy should harness student's positive attitudes, ideas and imaginative capacities to support them to be Co-Creators of their own learning and to ensure it is personally meaningful and relevant.

CONTENT

New Education Policy 2019 is intended as a long term vision for what the education system in India should look like and move towards inorder to align with the aforementioned principles of this policy. It envisions an Indian-Centred education system that contributes directly to transforming our National sustainably into an equitable and vibrant knowledgeable society, by providing high quality education for all.

New Education Policy 2019 Contains

1. 10+2 board structure is dropped
2. New school structure will be 5+3+3+4
3. Upto 5 pre school, 6 to 8 Mid School, 8 to 11 High School , 12 onwards Graduation
4. Any Degree will be 4 years
5. 6th std onwards vocational courses available
6. From 8th to 11 students can choose subjects
7. All graduation course will have major and minor
Example - science student can have Physics as Major and Music as minor also. Any combination he can choose
8. All higher education will be governed by only one authority.
9. UGC AICTE will be merged.
10. All University government, private, Open, Deemed, Vocational etc will have same grading and other rules.
11. New Teacher Training board will be setup for all kinds of teachers in country, no state

- can change
- 12. Same level of Accreditation to any college , based on its rating college will get autonomous rights and funds.
 - 13. New Basic learning program will be created by government for parents to teach children upto 3 years in home and for preschool 3 to 6
 - 14. Multiple entry and exit from any course
 - 15. Credit system for graduation for each year student will get some credits which he can utilize if he takes break in course and come back again to complete course
 - 16. All schools exams will be semester wise twice a year
 - 17. The syllabus will be reduced to core knowledge of any subject only
 - 18. More focus on student practical and application knowledge
 - 19. For any graduation course if a student completes only one year he will get a basic certificate, if he completes two years then he will get a Diploma certificate and if he completes the full course then he will get a degree certificate. So no year of any student will be vested if he breaks the course in between.
 - 20. All the graduation course feed of all Universities will be governed by single authority with capping on each course.

CONCLUSION

Innovation is a time bound phenomenon, and change is always constrained by socio cultural factors, Individuals' psychological profile, and the attributes that potential adopters perceive a given innovation to possess. Change must occur if schools are to achieve their contract with society to prepare children and youth for a future world. New information and skills in the New Educational Policy is relevant and meaningful to the concerns and desires of the students. Students do not wish to learn what they will never use. Now we can hope our Education system will be at par with modern countries and the future of our children will be bright.

REFERENCES

- [1]. Dewey,John. (1996). The Child and the Curriculum. Chicago: The University of Chicago Press.
- [2]. Arora,G.L.(1984) Reflections of curriculum. New Delhi: NCERT.
- [3]. T.Valiga and C,Magel (2001) Curriculum Definitions and Influencing Factors, Faculty Development Institute, NLN
- [4]. www.Rajegyan.in New Educational policy 2019
- [5]. www.edtrust.org

NEP 1009

Optimistic and Pessimistic views on New Education Policy - 2020 of India

Y.EBENEZER

Assistant Professor of Economics, School Of Law, Vel Tech University, Chennai.

INTRODUCTION

Dr .B.R.Ambedkar believes that education is the right weapon to cut the social slavery and it will enlighten the downtrodden masses to come up and gain social status, economic betterment and political freedom. Sociologists believe that without education a country can't build an ideal and transformed society. According to Aristotle, the purpose of schooling is to develop dispositions and habits that exercise reason and forming a human's ethos. In addition, Plato regards education as a means to achieve justice, both individual justice and social justice. Economist believes that education is one of the fundamental factors of development. It raises the people's productivity and creativity thereby promotes entrepreneurship and technological advances. Moreover, it is playing the vital role to bring the economic and social progress to improve the income distribution in the society. In India's Part IV constitution, article 45 and article 39(f) have given provision for state –funded as well as equitable and accessible education. Therefore, the education and education system must create means to achieve individual justice, and social justice to obtain the economic and social progress. In the above sense, this paper is going to examine the new education policy -2020 in India.

OVERVIEW OF THE NEW EDUCATION POLICY - 2020

Following are the important Optimistic changes of new education policy-2020 in India.

- 10+2 board structure is dropped and it has restructured. Now, it will be 5+3+3+4
- Upto 5 pre- school, 6 to 8 Mid School, 8 to 11 High School , 12 onwards Graduation.
- Any Degree will be 4 years.
- Multiple entry and exit from any course are applicable.
- From 8th to 11 students can choose subjects.
- All graduation courses will have major and minor. Example - science student can have Physics as Major and Music as minor also. Any combination he can choose
- All higher education will be governed by only one authority. In addition, UGC AICTE will be merged and all University government, private, Open, Deemed, Vocational etc will have same grading and other rules.
- New Teacher Training board will be setup for all kinds of teachers in country, no state can change and same level of Accreditation to any collage, based on its rating collage will get autonomous rights and funds.

- New Basic learning program will be created by government for parents to teach children upto 3 years in home and for pre-school 3 to 6.
- Credit system for graduation for each year student will get some credits which he can utilize if he takes break in course and come back again to complete course
- All schools exams will be semester wise twice a year and the syllabus will be reduced to core knowledge of any subject only. Moreover, it more focus on student practical and application knowledge.
- For any graduation course if student complete only one year he will get a basic certificate, if he complete two years then he will get Diploma certificate and if he complete full course then he will get degree certificate. So, no year of any student will have vested if he breaks the course in between.
- All the graduation course feed of all Universities will be governed by single authority with capping on each course.

Pessimistic Views

1. The proposed educational policy 2020 suggested starting the education for the children at the age of 3. It has categorized the primary education starts from three years to seven years whereas when we witness the developed countries education starts at the age of five. Sending young children to school at their early age may create physiological stress.
2. This new education policy-2020 likes to promote the Kurugulam, Matharassha and Paadashalai methods of learning and the same will be renovated in the education system. Some social scientist cautions that the learning will become cast and religious orientation education. So, new education policy will create the old backward and darkness community instead of creating an ideal society.
3. After 8th standard, from 9th to 12th standard students can select subjects which are useful for their future career. It is questionable among the educationalist on how do 13 years old student know to choose a proper subject which will help them in their future career. Definitely, the student's maturity level won't be good enough to decide about their career. Particularly, it will be a big challenge to the students considered as the first graduate in a family.
4. There is a public assessment exam to 3rd, 5th and 8th standard students. And, it is proposing that even if any students fail they will be promoted to the next standard. But, there is no assurance on it in the future. It may be asked to school not to promote next standard if someone fail as like what happened for the candidates appearing for the NEET exam. In such situations, there is a chance of more dropouts even at the primary school level particularly students from the weaker section family.
5. There are three types higher education university going to setup such as 1. More research and less learning universities 2. More learning and less research universities and 3. Only learning universities. Here, a question is that, when the state government has a power to create and alter any rules and regulation of a university, how can the central government take decisions and modifications. There is no clarity on this. This clearly indicates that the powers of state government is been exploited by central body.
6. New education policy proposed that there should be an eligibility entrance exam to all higher education approaching students which National Test Agency (NTG) is going to conduct like NEET and JEA. Several educationalists believes that this may reduce the value on school education and it will increase more number of coaching centres with

high cost which will not be affordable to village and poor people. So, higher education will be a big dream to the poor and vulnerable section students of the society.

7. Next contradiction is about the RSA (Rashtriya Shiksha Aayog), it is apex body for education to be chaired by PM. It will be created at the national level and will be regulated to all higher education in India. How can a country like India ensure equity and equality in the education when it has lot of differences in term of social, economical and political?
8. Three language formula like one regional language and other two languages start at the primary standard levels. A number of educationalist think that why student should learn three languages at their primary class as this can create stress to the children and it will be a big challenge to the rural background school students and to the first generation students.
9. Next opposition is that EXIT common exam is conducted to the all medical students for working and PG study all over India. Definitely, it will demolish the power of state government.
10. The conflict towards the 6th STD vocational study. Some sociologist and educationalists caution about this, considering the India society, that at 13 years old if a student trained well in the particular occupation he/she will not have interest on higher education. As a result, there will be more number of dropouts from the weaker section students.
11. As per the Indian environment, the constitutions propose education to all and it is a fundamental right to everyone but this new education policy 2020 will put full stop to the rights. Because, it is indirectly creating big education stress to the weaker section students. There is doubt that it will not bring equity and equality in term of social, economical and political by this education system.

CONCLUSION

Even in the modern scenario country like in India, it is consisting with large extent of disparities in the form of social, economical and political. So, there is a need for education and education system to cut social slavery and enlighten the downtrodden masses to come up and gain social status, economic betterment and political freedom in India. So, an equitable and accessible education is necessary in all the category people of the India. In this sense, the new education policy-2020 may be bringing economic progress. But, there is a pessimist view about new education policy -2020 towards the social equality and equity. Hence, the government should consider this pessimist views and works on welfare for the millions of vulnerable people in India. Only then, our constitution core vision and mission will be realised in the future.

REFERENCES

- [1]. <https://www.wbedu.in/download-new-education-policy-2020/>
- [2]. <https://www.drishtiias.com/daily-updates/daily-news-analysis/national-education-policy-2020>
- [3]. <https://www.mhrd.gov.in/nep-new>
- [4]. Dr. Navjot “Education and Vulnerable Communities- Reading B.R. Ambedkar’s” **Smart Moves Journal IJELH** Volume III Issue I March 2015- ISSN 2321-7065.

NEP 1010

New Education Policy 2020 – An Overview

Dr. A.P.S GANDHIMATHY

Faculty of Commerce, MKUCC, Aruppukottai, TamilNadu, India.

INTRODUCTION

The National Education Policy (NEP) 2020, from a birds-eye view, looks promising: The schooling years are divided into several sections with programme outcomes specified for each level. It focus on discovery, preparation, abstract thinking and multidisciplinary learning and that with technology redefining probably everything around us, the concept of education must also be revamped to meet the needs of the learners today. Recently, the Union Cabinet has approved the new National Education Policy (NEP), 2020 with an aim to introduce several changes in the Indian education system - from the school to college level. The NEP 2020 aims at making “**India a global knowledge superpower**”. The Cabinet has also approved the renaming of the Ministry of Human Resource Development to the **Ministry of Education**.

CONTENT

An NEP is a comprehensive framework to guide the development of education in the country. The need for a policy was first felt in 1964 when Congress MP Siddheshwar Prasad criticized the then government for lacking a vision and philosophy for education. NEP 2020 hopes to give learners opportunities to build their repertoire of skills through industry-integrated, innovative vocational courses and entrepreneurial skills. The pedagogy of vocational courses requires replicating authentic work-place scenarios for experiential learning. However, before one jumps to applauding the NEP, one requires a deep dive into the current challenges that India’s education system faces at the grassroots level—the issue of bringing kids to school, retaining students (especially girls) in school, enabling teachers to deliver the NEP-imagined curriculums, creating and enabling sufficient technological infrastructure, delivering the committed education budgets and ensuring that every educated Indian is employable. The NEP cleared by the Cabinet is only the third major revamp of the framework of education in India since independence. The two earlier education policies were brought in 1968 and 1986. The Modi government announced the New Education Policy 2020 which brings about several major reforms in education in India.

School Education

1. Universalization of education from preschool to secondary level with 100% Gross Enrolment Ratio (GER) in school education by 2030.
2. To bring 2 crore out of school children back into the mainstream through an open

- schooling system.
3. The current 10+2 system to be replaced by a new 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively.
 4. It will bring the uncovered age group of 3-6 years under school curriculum, which has been recognized globally as the crucial stage for development of mental faculties of a child.
 5. It will also have 12 years of schooling with three years of Anganwadi/ pre schooling.
 6. Class 10 and 12 board examinations to be made easier, to test core competencies rather than memorised facts, with all students allowed to take the exam twice.
 7. School governance is set to change, with a new accreditation framework and an independent authority to regulate both public and private schools.
 8. Emphasis on Foundational Literacy and Numeracy, no rigid separation between academic streams, extracurricular, vocational streams in schools.
 9. Vocational Education to start from Class 6 with Internships.
 10. Teaching up to at least Grade 5 to be in mother tongue/regional language. No language will be imposed on any student.
 11. Assessment reforms with 360 degree Holistic Progress Card, tracking Student Progress for achieving Learning Outcomes
 12. A new and comprehensive National Curriculum Framework for Teacher Education (NCFTE) 2021 will be formulated by the National Council for Teacher Education (NCTE) in consultation with National Council of Educational Research and Training (NCERT).
 13. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.

Higher Education

1. Gross Enrolment Ratio in higher education to be raised to 50% by 2035 and also, 3.5 crore seats to be added in higher education. The current Gross Enrolment Ratio (GER) in higher education is 26.3%.
2. Holistic Undergraduate education with a flexible curriculum can be of 3 or 4 years with multiple exit options and appropriate certification within this period.
3. M.Phil courses will be discontinued and all the courses at undergraduate, postgraduate and PhD level will now be interdisciplinary.
4. Academic Bank of Credits to be established to facilitate Transfer of Credits.
5. Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.
6. The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.
7. Higher Education Commission of India (HECI) will be set up as a single umbrella body for the entire higher education, excluding medical and legal education. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards. Also, HECI will be having four independent verticals namely,
 - National Higher Education Regulatory Council (NHERC) for regulation,
 - General Education Council (GEC) for standard setting,
 - Higher Education Grants Council (HEGC) for funding,
 - National Accreditation Council (NAC) for accreditation.

8. Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism to be established for granting graded autonomy to colleges. Over a period of time, every college is expected to develop into either an autonomous degree-granting College, or a constituent college of a university.

Other Changes

1. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.
2. National Assessment Centre- 'PARAKH' has been created to assess the students.
3. It also paves the way for foreign universities to set up campuses in India.
4. It emphasizes setting up of Gender Inclusion Fund, Special Education Zones for disadvantaged regions and groups.
5. National Institute for Pali, Persian and Prakrit, Indian Institute of Translation and Interpretation to be set up.
6. It also aims to increase the public investment in the Education sector to reach 6% of GDP at the earliest.
7. Currently, India spends around 4.6 % of its total GDP on education.

CONCLUSION

A New Education Policy aims to facilitate an inclusive, participatory and holistic approach, which takes into consideration field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices. It is a progressive shift towards a more scientific approach to education. The prescribed structure will help to cater the ability of the child – stages of cognitive development as well as social and physical awareness and if it is implemented in its true vision, the new structure can bring India at par with the leading countries of the world and it leads to “**EDUCATE, ENCOURAGE, ENLIGHTEN**” our future leaders of our nation.

REFERENCES

- [1]. www.nep2020.com
- [2]. <https://www.google.com/search?q=nep+2020+full+form&oq=nep2020&aqs=chrome.7.69i57j0l7.5586j0j7&sourceid=chrome&ie=UTF-8>
- [3]. <https://www.mhrd.gov.in/nep-new>

NEP 1011

New Education Policy Key Takeaways for Indian Economy

GAYATHRI.S

I - MBA, Anand Institute of Higher Technology, Chennai.

INTRODUCTION

The New Education Policy (NEP) 2020 is a structured and comprehensive framework serving the purpose of development of education in a country, in line with global standards. The NEP is a holistic approach centred on skill-based learning, with an intention of making India an innovation HUB, acquiring the status of the developed nation with a maximum number of talented, skilled youth (manpower) who thinks nobly and critically, aiming to be the top player in the field of literacy to make great leaders in future to rule the world by technology and to emerge as global leaders with an emphasis on EdTech based learning that fills the gap between curriculum and demand in today's business world and society. The MHRD is renamed as Ministry of Education Development and makes NEP operational by 2030 and will be revised every decade.

EVOLUTION OF NEP:

The need for 1st Education Policy is felt in the year 1964 and the same year a 17- members Education Commission, headed by the UGC Chairperson D S Kothari was constituted to draft a new policy on education and passed in the parliament in 1968, 2nd new education policy came into existence in 1986 and revised in 1992 under Indra Gandhi, Rajiv Gandhi and P V Narasimha Rao prime ministership. India's third and 21st century's first New Education Policy 2020 is released after 34 years by the Union Cabinet on Wednesday, July 29, with 60 pages policy drafted, after validation by S Prakash Javadekar (I&B) and Ramesh Pokhriyal Nishank (HRD), under the Prime Ministership of Narendra Modi to make India the knowledge superpower.

MOTTO OF NEP 2020:

Educate, Encourage, Enlighten.

OBJECTIVE AND KEY TAKEAWAYS OF NEP 2020:

In the **School Education**, the NEP restructures school curriculum from (10+2) form to (5+3+3+4) form (ie.students from 3yrs, 8yrs, 11yrs and 14-18yrs will pursue foundational stage, preparatory stage, middle education, secondary education respectively). The NEP focuses on Early Childhood Care and Education and aligns pre-school children within the

formal education system to enhance their learning capacity at an early stage, for the 1st time in India. The Pre-school, LKG, UKG existence in government school, ensures proper nutrition of children and provides health cards. Emphasis on **Vocational Education** as a minor course along with **Internship** from Class 6 along with **EdTech**, smart and digital classes based learning and proposed a board examinations for Classes 3, 5 and 8 for student SWOT analysis, redesign of the board examinations for Classes 9, 10, 11 and 12. The policy focuses on overhauling the curriculum, easier the Board Exams, reduction in the syllabus to retain the core essentials by following National Curriculum Framework 2005, thrust on experimental learning, enhance critical thinking, Curricular integration of course subject and skills. A mission for Foundation Literacy and Numeracy and providing digital library and increase literacy rate, infrastructure development, ensuring Pupil-Teacher Ratio to be 30:1, Reintegrating Dropouts and Ensuring Universal Access to Education and to restructure evaluation system. National Achievement Survey and School Achievement survey will be taken. The ISSSA will provide a license to start the school. STG will be setting goals. Cluster Formation of small and large schools. For the **Teachers**, the NEP provides Continuous Profession Development Course for 50 Hrs to improve the quality of teaching. The minimum qualification is 4 years of B.ED programme, After recruiting and deploying skilled teachers, will be trained and assessed by TET and NTA. Must know the local language in the area of the school and highly skilled. In **Higher Education**, in the target of achieving **high-quality higher education and research** of various disciplines with 50% **GER**, the NEP permits foreign universities to set up campuses in India to retain high talents here and phaseout universities, look into Accreditation of affiliated college, funding and standard settings under a new umbrella regulation with various verticals like the introduction of 4 years multidisciplinary UG programmes with multiple entry multiple exit options (ie exit after 1st, 2 nd, 3rd and 4th year will get foundation certificate, diploma, degree, qualifies to be research scholar respectively) with the credit transfer system. It abolishes M.Phil programme. The **Challenges** faced are enforcing trilingual in school, student cooperation, rural access to online education, overcomming political intrusion and public opposition due to unawareness. The **Advantages** of NEP are Learning in Mother Tongue/regional language until class 5, empowering student's choice based subject and language learning. Implementing Integrated Curriculum, inclusive and remote access to education for adults and transgender, open school system, prevents commercialization of education. Teachers won't be transferred and will only be involved in the teaching process. Government scholarship and investment of 6% GDP from public spending in education. Promote public and private partnership. NEP replaces several existing bodies like UGC and AICTE with NSF, NHERA, New GEC and ensure level playing field for public and private players. The **CONS** in NEP is the reduction of class 12 in the curriculum which is an international standard. It is input-oriented.

CONCLUSION:

The Foundation of Learning is to be achieved before 2030. The positive moves of MED through NEP is welcomed by all the industrial experts and educationists as it rises the education standard according to international norms bridges the gap between the curriculum and technology players and meets the expectation of business and society, increasing return on education with quality employment. It is believed that students with global standard, noble thinking and all skills imbibed will emerge making India an innovation hub and helps compete with global technology with a scope of a lot of future technologies ruling the world in upcoming decades, helps in economic and status growth of India achieving the PM Modi's vision of \$5 technology. As a whole, it will be beneficial to all the students, empowering

Indian Education despite challenges. Indian education system is expected to lead a way forward by 2030 transforming a billion lives.

REFERENCE:

- [1]. The Indian Express, dated August 8, 2020.
<https://indianexpress.com/article/explained/reading-new-education-policy-india-schools-colleges-6531603/>
- [2]. MHRD on New Educational Policy. <https://www.mhrd.gov.in/nep-new>
- [3]. The Hindu, dated August 2, 2020. <https://www.thehindu.com/education/the-hindu-explains-what-has-the-national-education-policy-2020-proposed/article32249788.ec>
- [4]. The video report on New Education policy by Rajmohan in a Tamil YOUTUBE CHANNEL named Rajmohan report dated July 31, 2020.
https://www.youtube.com/watch?v=PxDL1z6foag&feature=emb_rel_end
- [5]. The New Indian Express on New Educational Policy dated 10th June 2019.
<https://www.edexlive.com/news/2019/jun/10/rashtriya-shiksha-ayog-to-be-custodian-of-new-education-policy-prof-mk-sridhar-6535.html>

NEP 1012

National Education Policy – A Teacher's Perspective

GEETHA PRABHU K

Lecturer, Dept of Commerce, Bhandarkars' Arts and Science College, Kundapura 576201,
Udupi Dist, Karnataka

INTRODUCTION

India has finally got its due in remodeling the vocational education setup to lay emphasis on skilling pedagogy. This is the third time India is changing the Education Policy since the independence, and needless to say, the change has arrayed a glimmer of hope in the vocational education sector. It's a revolutionary adoption in the Indian education system. The policy proposes several structural changes in the early as well as the higher education system. NEP 2020 has the ability to create more satisfied professionals and happier individuals in the long run, by enabling students to pursue their profession in their passion areas. Leading education leaders including Dr Pradeep K Sinha, Director and Vice-Chancellor, IIIT Naya Raipur; Dr Narendra Shyamsukha, Founder and Chairman, ICA Edu Skills, Dr P.R. Sodani, Pro-President, IIHMR University, Jaipur and Dr RL Raina, Vice-Chancellor, JK Lakshmi Pat University and Prime Minister Shri Narendra Modi recently presented National Education Policy 2020, calling it a "revolution in the Indian education system". The Union Cabinet on July 31st gave a nod to India's new National Education Policy 2020, which provides for major reforms in higher education, increased focus on non-academic skills and increased inclusion through language diversity and course fluidity.

CONTENT

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens". At present, teachers are one of the most vulnerable sections of the society as volatility in the job market has increased. As per National Education Policy 2020, the use of technology to impart education to students will be encouraged. This will be done with the aim to improve classroom processes, enable disadvantaged groups to have easy access to education and enable professional development of teachers. It is 'a push' for teachers to become lifelong learners and to adjust to the new requirements. Right from ECCE to secondary school, changes have been proposed in curriculum, content and pedagogy. This majorly means that teachers might have to develop a completely new skill-set to thrive in the new world. Curriculum changes like an inclination towards promoting AI and tech-based subjects for science and art-based subjects for humanities, and pedagogy changes like imbibing interdisciplinary approach in teaching into the new curricular structure, will require teachers

to build a new perception towards teaching and learning and would require a thought as well as a skill level transformation.

While planning about blending of ICT tools in teaching pedagogy, somewhere experts drafting the policy forgot that teachers are the foundation of any academic institution. There is no mention of their training to adapt themselves to new technological and disciplinary demands of various streams. Faculty Development Programmes and orientation courses to promote blended learning and online education are required for all levels of teachers. The idea to diminish the compartments of science and humanities is really progressive but educational institutes require that kind of physical infrastructure and liberal attitude towards all the streams. We will have to change the way teachers are being trained. There's also so much emphasis on digital and tech, because we are going to get into this hybrid mode. Even as I speak today, there's an app that could be created tomorrow morning. A teacher's must be constantly trained as how to make learning more human, more interesting, worldwide, and creative. And tech is a fantastic tool for that. Thus the world of technology has enhanced not only the student but also the teacher to probe into many techniques of presenting their skill through 'flip learning', imaginative experiments, role plays, debates, and discussions which brings out the thought process of both the child and the teacher. The teacher must start to widen her perspective, moving away from the conventional approach. Now the role of the teacher is as more of a guide or mentor. The carefully deliberated scheme inducted will pave the way to kick start a more advanced and applied mode of learning and fully utilize the capabilities of every student. New technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development, and other forms of educational software

In addition to this there are also plenty of opportunities as faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved frame work, including textbook and reading material selections, assignments, and assessments. Empowering the faculty to conduct innovative teaching, research, and service as they see best will be a key motivator and enabler for them to do truly outstanding, creative work with high academic and service credentials as well as demonstrated leadership and management skills will be identified early. The policy is expected to train teachers through a ladder of leadership positions. Leadership positions shall not remain vacant, but rather an overlapping time period during. Transitions in leadership shall be the norm to ensure the smooth running of institutions. Institutional leaders will aim to create a culture of excellence that will motivate and incentivize outstanding and innovative teaching research, institutional service, and community outreach from faculty.

For a country with around 1.3 billion people, it is a really important milestone. It will not be an exaggeration to say that the correct education policies can change the future of the entire country. But, NEP 2020 worthwhile to bring a positive impact on the country's future. The policy not only aims to transform education but also to improve the skills of those facilitating that education – teachers. In order to ensure that, the policy seeks to institute a large number of merit-based scholarships across the country for studying quality four-year integrated BEd programmes. It also states that teacher eligibility tests (TETs) will be strengthened to inculcate better test material and the scores of the same will be taken into account for recruitment purposes.

CONCLUSION

The policy is based on the pillars of “access, equity, quality, affordability, accountability” and will transform India into a “vibrant knowledge hub”, tweeted Prime Minister Narendra Modi soon after it was unveiled. The education policy intends to raise the Higher education gross enrolment ratio including vocational education from 26.3 % in 2018 to 50 percent by 2035 and objects to include 3.5% crore new seats to higher education institutions. The **New Education Policy 2020** is a commendable step by the government to achieve the goal of providing quality education and having a skillful, talented, and professional youth population. There is also a very subtle mention of preparing current teachers for the new assessment system by 2022. That means we can expect a new assessment system within next couple of years. The details are still missing but let's hope it doesn't end up like CCE. The new system will not be implemented overnight like the last time and there are tentative timelines and resources allocated for new systems.

REFERENCES

- [1]. Asmita Bakshi Updated: 31 Jul 2020, 12:30 PM IST National Education Policy 2020: An expert's view on classrooms of the future TNN Posted on Thursday, July 30, 2020 National Education Policy 2020: Boon or bane for teachers Shikha Anan Jul 31, 2020 Impact of National Education Policy 2020 on teacher recruitment and TET & CTET qualified candidates
- [2]. Vikash Aiyappa Published: Friday, July 31, 2020, 12:13 New Education Policy 2020: Advantages and disadvantages of NEP
- [3]. http://timesofindia.indiatimes.com/articleshow/77239854.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst

NEP 1013

New Education Policy 2020 – A major landmark in India's history of education

JAYADATTA S

Assistant Professor, KLE's IMSR, BVB Campus, Vidyanagar, Hubli -580031

INTRODUCTION

The New Education Policy 2020, that will certainly be a landmark in the history of education in India, has been approved by the government after wide ranging consultations. The policy is comprehensive, holistic, far sighted and will certainly play a great role in the nation's future growth of the nation. I must commend the TSR Subramanian Committee in 2016 and the K Kasturirangan Committee for having done a stellar job. The policy places a welcome emphasis on a holistic, learner centered, flexible system that seeks to transform India into a vibrant knowledge society. It rightfully balances the rootedness and pride in India as well as acceptance of the best ideas and practices in the world of learning from across the globe. Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities- both the ‘foundational capacities’ of literacy and numeracy and ‘higher-order’ cognitive capacities, such as critical thinking and problem solving—but also social, ethical, and emotional capacities and dispositions. Another welcome step is an attempt to improve governance by bringing in a single regulator to look after all institutions barring medical and law colleges. The policy gives a fillip to holistic education by envisioning the convergence of science and arts streams. The focus on ethics and human and Constitutional values will go a long way in the creation of an enlightened citizenship essential for deepening our democratic roots. The policy also expands the scope of foundational education, increasing the school-going years from 3 to 18 instead of the prevalent 6 to 14. This will enable a more holistic development of children in the formative age group of 3-6 years. Setting up a National Mission on Foundational Literacy and Numeracy is a much needed, timely step to improve the quality of education at the primary education level. NEP recognizes the importance of nutrition to the all-round development of children and has therefore included a provision for an energy-filled breakfast, in addition to the nutritious mid-day meal, to help children achieve better learning outcomes.

India is a large and diverse country with a cornucopia of languages, dialects and mother tongues. A number of developed countries in the world educate their children in mother tongues. When world leaders call on me, they prefer to speak in their mother tongues even though they are proficient in English. Great scholars prefer to write and speak in their mother tongues. There is a certain pride associated with speaking one's mother tongue and we must inculcate this sense of pride in our children.

CONTENT

Like health, education is a heavily decentralized domain, and a top- down approach of legislating policies is unlikely to gain traction in India, with its varied eco-systems for education. Moreover, education is on the concurrent list and, as such, prescriptions for overarching and highly centralized national level regulatory bodies would need due diligence in respect of the involvement of states in the spirit of federalism. Similarly, the availability of the DNEP document in Hindi and English only has already disadvantaged stakeholders in many States. In its present form, DNEP despite being a policy document, is a strongly prescriptive document sweeping aside many key elements of the education system that have evolved by natural selection over a long period of time. With democratization of knowledge and availability of technology for easy access to information, DNEP should have focused more on *how to teach* and not only on *what to teach*. In the spirit of any good educational program, the State should only address the issues of maintaining quality and encouraging teachers and students towards achieving academic excellence; thereby helping realize India's demographic dividend. While an adequate exposure of ancient Indian educational traditions and institutions is desirable, this may be limited to the need to teach students about significant ancient Indian contributions to early developments in sciences, mathematics, medicine, engineering, agriculture and the fine arts. In addition, it would also be advisable to include instructions on geo-heritage, archaeology, paleontology and biodiversity of India (in both marine and terrestrial realms) to provide a wholesome view of India and its natural heritage. The landscape of education and technology is rapidly evolving and the focus in the future should be on developing robust systems that keep pace with these developments.

This comment on the DNEP has been prepared by the three National Academies of Sciences and draws from extensive discussions with a wide range of educationists (teachers and researchers), students (school children, undergraduate and post-graduate and Ph.D. students) and other professionals. It focuses on some of the most pressing issues of concern, rather than attempting to be comprehensive and detailed. In the following, specific itemized comments that need careful revisiting have been flagged. It will require substantial deliberation to work out the detailed modalities for implementing some of these, and the three National Science Academies would be willing to assist in that task. Bringing all funding streams under a single monolithic umbrella is fraught with problems. For example, normally no funding agency supports more than one project to any individual researcher. Most of the active experimentalists, therefore, approach and get supported by different funding agencies to work on multiple questions at any given time. A single funding agency will severely restrict such options, assuming that this funding agency will not fund more than one project at any point of time. Multiple funding opportunities need to be provided to good researchers in the country, who are likely to generate testable hypotheses during the conduct of a project and must be financially supported to carry out work to test these hypotheses.

CONCLUSION

Education is a concurrent subject. Meaning, both center and states have equal rights to bring about changes in legislation and implementation. However, the center has an upper hand. The main challenge faced by the policy is that the states have to be brought on board for implementation as education is a concurrent subject. The National 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.

REFERENCES

- [1]. <https://timesofindia.indiatimes.com/blogs/toi-edit-page/the-new-education-policy-2020-is-set-to-be-a-landmark-in-indias-history-of-education/>
- [2]. <http://www.dialogue.ias.ac.in/article/20944/observations-on-the-draft-national-education-policy>
- [3]. file:///C:/Users/COMPUT~1/AppData/Local/Temp/NEP_Final_English_0.pdf
- [4]. <https://www.mhrd.gov.in/nep-new>
- [5]. file:///C:/Users/COMPUT~1/AppData/Local/Temp/3563340_PPT-Draft-NEP-2019.pdf
- [6]. https://www.researchgate.net/publication/248534754_Conclusion_National_educational_policies_and_theFormation_of_a_minority_status

NEP 1014

New Education Policy in Higher Education

R.JAYANTHI

Assistant Professor, Department Of Commerce, Idhaya College For Women- Sarugani.

ABSTRACT

Education plays a vital role for the development of individuals, dispelling ignorance and enhancing the moral value in the society. It forms the basis for lifelong learning and instils confidence in an individual to face challenges and also very essential for eradicating poverty as it makes people more productive and earn a better living. Through education the person acquires skills to become more self-reliant, aware of opportunities and rights and become more responsible and informed citizens, and have a role in politics and society. Higher Education is also plays an important role for the development of the society. This paper reviews the new Education Policy 2020 in Higher Education.

Key Words: National Education Policy, NEP 2020,

INTRODUCTION

Education is fundamental for achieving full human potential, developing and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice. Higher education, which is also called tertiary, third stage, or post secondary education, follows the completion of a secondary education in a high school or a secondary school. It includes undergraduate and postgraduate education, also covering vocational education and training. Tertiary institutions such as colleges and universities are the main institutions that provide tertiary (higher) education. The completion of Tertiary education generally equips the students with certificates, diplomas, or academic degrees. In this context the education sector needs to gear itself towards the needs of the people and the country. There are three pillars that is quality, innovation and research will be the pillars on which India will become a knowledge super power.

For that purpose the Government of India, Ministry of Education replaced old National Policy on Education, framed in 1986, with the New Education Policy of 2020. The NEP makes sweeping reforms in school and higher education including teaching. The policy is based on the pillars of “access, equity, quality, affordability, accountability” and will transform India into a “vibrant knowledge hub”.

OBJECTIVES

- To know the New Education Policy 2020 in Higher Education
- To review challenges in New Education Policy 2020.

The biggest highlights of the NEP 2020 are,

- A single regulator for higher education institutions
 - Multiple entry and exit options in degree courses
 - Discontinuation of MPhil programmes
 - Low stakes board exams
 - Common entrance exams for universities.
- The New Education Policy naturally brings about the changes in the system of higher education as well, aiming to improve it with the goal of “creation of greater opportunities for individual employment.”
- A goal of the New Education Policy is also to increase the Gross Enrolment Ratio in higher education, including vocational education from 26.3 percent as of 2018 to 50 percent by 2035.
- One of the main aims of NEP is to overcome the challenges in existing higher education system and instead bring together higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/knowledge hubs. The policy states that overtime, single- stream HEI will be phased out over time.
- One change that the NEP brings about is that the undergraduate degree will be of either a three or four – year duration, with multiple exit options within this period, with appropriate certifications for those dropping out at a certain point in the course. HEIs will also be able to offer masters courses of different designs, based on the undergraduate degree of the student.
- Additionally, the M.Phil programme has been discontinued by the NEP 2020.
- Interestingly, in keeping with the multidisciplinary approach to education, a new system that the NEP is seeking to implement is an “Academic Bank of Credit(ABC)”, which will be able to digitally store academic credits earned from various recognised HEIs. This will allow degrees from an HEI to be awarded taking into account credits earned.
- For now, while the NEP states that a system of granting graded autonomy based on accreditation will be adopted for colleges, eventually, the aim is to transform them into an autonomous college, or a constituent college of a university.
- The change has also been to the regulatory system, with the National Higher Education Regulatory Council (NHERC) set to function as one single regulator for the higher education sector, including teacher education, but excluding medical and legal education.

Higher Education: Facts

- In higher education, Gross Enrolment Ration to be raised to 50% by 2035 and 3.5 crores seats to be added in higher education.
- Higher Education curriculum to possess Flexibility of Subjects.
- Various Entry/ Exit to be allowed with relevant certification.
- To facilitate Transfer of Credits, the Academic Bank of Credits will be established.

- For fostering a strong research culture and building research capacity across higher education, National Research Foundation will be created as an apex body.
 - Higher Education Commission of India (HECI) will be set up for the entire higher education, excluding medical and legal education. It will be a single overarching umbrella body.
 - In 15 years, Affiliation System to be phased out with graded autonomy to colleges.
- The policy not only aims to transform education but also to improve the skills of those facilitating that education- teacher.
- In order to ensure that, the policy seeks to institute a large number of merits – based scholarships across the country for studying quality four-year integrated Bed programmes. It also states that teacher eligibility tests (TETs) will be strengthened to inculcate better test material and the scores of the same will be taken into account for recruitment purposes.
- Teachers will also be offered local, regional, state, national, and international workshops as well as online teacher development modules so that they are able to improve their skills and knowledge and will be expected to participate in at least 50 hours of such continuous professional development opportunities in a year.
- The policy states that by 2030, teacher education will be moved into multidisciplinary universities, and by the same year, the minimum degree qualification for teaching will be a four- year integrated Bed. This rule will, however, not include those who have already obtained a bachelors degree or a master's degree, for whom there will be different requirements.
- Additionally, teachers will be expected to avoid participating in activities such as electioneering, so that they are able to better devote their time to teaching.

Challenges in Higher Education

- Access to higher education
- Ensuring excellence
- Increasing global interaction and
- The growing use of technologies.

CONCLUSION

Higher education plays an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. A quality higher education must enable the people accomplishment, constructive public engagement, and productive contribution to the society. We can say as India moves towards becoming a knowledge economy and society, more and younger Indians are likely to aspire for higher education. Definitely Higher education significantly contributes towards sustainable livelihoods and economic development of the nation..

REFERENCES

- [1]. http://timesofindia.indiatimes.com/articleshow/77239854.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst
- [2]. <https://www.livemint.com/education/news/new-education-policy-five-big-changes-in-school->

- higher-education-explained-11596098141333.html
- [3]. <https://thewire.in/education/new-education-policy-university>
- [4]. <https://www.jagranjosh.com/general-knowledge/national-education-policy-1596096791-1>

NEP 1015

National Education Policy 2020- A critical Overview

JEWILLA RODRIGUES

Lecturer, Department of English, Bhandarkars' Arts and Science College, Kundapur

INTRODUCTION

National Education Policy 2020 is a big revolutionary reform that will replace the 34 year old policy idea and bring about the much needed change in the Indian Education System. This policy lays a far-reaching vision to create learning environments that are multidisciplinary, that cater to a well-rounded education for all individuals, and has the immense potential to transform India's human capital development.

The new education policy was introduced on July 29 by PrakashJavadekar, Union Minister for Information and Broadcasting (I&B) and Ramesh PokhriyalNishank, Minister of Human Resource Development (HRD). The draft was prepared by an expert panel led by former Indian Space Research Organization (ISRO) Chief K Kasturirangan. The National Education Policy 2020 aims to make India a global knowledge superpower.

NEP 2020 IN BRIEF

The government unveiled the new National Education Policy bringing a number of reforms almost after 34 years. The central theme that drives NEP is Flexibility. Be it in terms of eradication of compartmentalized and stream-based education at school level or multidisciplinary approach at higher education; flexibility will be the biggest takeaway from NEP 2020. To be competitive at global level, NEP has all the right tools that are needed by an Indian student. The changes in the larger policy aim to bring about positive change in the way education is seen by students, parents and more importantly academics.

NEP 2020 will also bring about a lot of innovation and choices for the students. The integration of vocational education with the mandatory subjects and activity-based learning at the base level reduces the course burden on school students. The change in the very structure of the school curriculum by breaking down the school learning to the 5+3+3+4 format from 10+2 structure ensures universal access to education at all levels and curtails dropout rates. NEP 2020 makes education more democratic. The students will be given ‘voice and choice’ to choose from far bigger number of options and express them freely before their parents and teachers, as it will be available as part of their school’s pedagogical structure. It will also reduce the stress and ease the burden that most of the students in today’s time go through. NEP 2020 will help students and they will be able to tact their best potential and study in accordance with their abilities by making an informed choice. Moreover, it will also reduce

the competitiveness and the feeling of ostracization of studying Arts or Science.

CRITICAL OVERVIEW

The document talks about flexibility, choice, experimentation. It speaks about the exit options in higher education institutions. But it is unclear if the document is recommending that the diploma or early exit options all be made available within a single institution, or different institutions that offer different kinds of degrees. If it is a mandated option within single institutions, this will be a disaster, since structuring a curriculum for a classroom that has both one-year diploma students and four-year degree students' takes away from the identity of the institution. There is also a risk that without adequate financial support, the exercising of exit options will be determined by the financial circumstances of the student.

The policy commits to increasing public expenditure on education to 6 percent of the GDP from the current 4.43 percent. However, it is unclear how this increased expenditure will be shared between the central and state governments. We should also not be uncritical in our reception of the NEP, particularly because not many of the promises of the NEP are time bound.

Increased emphasis on the mother tongue as a medium of instruction has disadvantages for the marginalized. Even though the major reason for advocating learning in the mother tongue is for ease of learning, it could in fact, impede the progress of the marginalized sections, in terms of accessibility to employment and educational opportunities. English education should be available to those who cannot afford private schools. There are also chances that with mother tongue as a medium of instruction could lead to class-based inequality in India, as those who are able to afford English-medium education in the cities pull further ahead of talent from the hinterland.

The gendered implications of the NEP policies are also significant, in the sense that women will not have an equal opportunity to learn English, given that parents often spend less on a girl's education and research has shown that parents prefer to send boys to private schools and girls to government schools. Further, there is also an absolute lack of clarity about education in the mother tongue for a large number of students whose parents have transferable jobs.

It also does not resonate why the NEP 2020 has laid so much importance to making Sanskrit – which is not the most practical language to learn – widely available in school and higher education.

The sharpest criticism against the NEP has been that it would lead to the privatisation of higher education which is a denial of social justice. The NEP aims to gradually phase out the system of affiliation to a university in 15 years and grant autonomy to colleges which will open the doors to privatization. This will charge high tuition which makes higher education unaffordable.

The vision of NEP is laid pretty elaborately. But the fact is that we are not starting from the scratch, but with existing imperfect institutions, both higher education institutions as well as regulatory structures. Hence the policy does not state us clearly how we are going to get

there in two decades, how we are going to accomplish the promise of re-energizing the higher education system.

It is a bit disappointing that to engineer the structural transformation of the entire ecosystem of higher education, policy employs structures and mechanisms that are built out of the same DNA of our larger system. The same policy has rightly identified that this genetic material is based on the culture of mistrust and control.

There is a mismatch in the skill imparted in educational institutions and jobs available. This important issue has been largely ignored in the policy. Especially, there is insufficient discussion on new-age technologies like Artificial Intelligence, cyber security, etc when these fields are set to dominate world knowledge and job space.

The majority of experts feel that though policy speaks of encouraging reason and critical thinking, campus activities, the real actions on the ground differ as can be seen from attacks on campuses and critical thinkers in the last few years.

CONCLUSION

The right to education is a fundamental human right. Every individual, irrespective of race, gender, nationality, ethnic or social origin, religion or political preference, age or disability, is entitled to a free elementary education. National Education Policy 2020 brings to the fore exigent reforms in the education system of the country to comply with the needed 21st century standards and socio-economic changes. It is praiseworthy that the New Education Policy-2020 represents aspirations to become a knowledge powerhouse of the world inculcating the best of the global educational experiments. But still it has certain loopholes. It might lead to the privatization of higher education. This visionary policy might end up serving the interest of the rich. So the policy makers should scrutinize, verify and try to rectify the shortcomings appropriately. Only then NEP 2020 can achieve its aims of making “India a global knowledge superpower”.

REFERENCES

- [1]. Agarwal, K. (2020, August 6). Why we must be Critical of the New Education Policy of 2020. *Intersectional Feminism- Desi Style*.
- [2]. Chavan, A. (2020, August 5). National Education Policy NEP 2020. *Campus Jugaad*.
- [3]. Mehta, P. B. (2020, August 1). Text about Education Policy Artfully Navigates Several Thickets. *Indian Express*.
- [4]. Menon, S. (2020, August 8). NEP 2020: What is needed is a New kind of Thinking. *Indian Express*.
- [5]. *National Education Policy 2020*. (n.d.). Retrieved August 12, 2020, from Ministry of Human Development Resource, Government of India:
https://www.mhrd.gov.in/sites/upload_files/mhrd/files/nep/NEP_Final_English.pdf

NEP 1016

New Education Policy 2020 - An Overview

Dr.B.KARTHIKEYAN

Assistant Professor, PG & Research Department of Economics, A.V.C College
(Autonomous) Mannampandal Mayiladuthurai

INTRODUCTION

The National Education Policy was framed in 1986 and modified in 1992. More than three decades have passed since previous Policy. During this period significant changes have taken place in our country, society economy, and the world at large. It is in this context that the education sector needs to gear itself towards the demands of the 21st Century and the needs of the people and the country. Quality, innovation and research will be the pillars on which India will become a knowledge super power. Clearly, a new Education Policy is needed.

The Government had initiated the process of formulating a New Education Policy through the consultation process for an inclusive, participatory and holistic approach, which takes into consideration expert opinions, field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices.

The Committee for preparation of the draft National Education Policy submitted its report to the Ministry on 31.05.2019. The Draft National Education Policy 2019 (DNEP 2019) was uploaded on MHRD's website and also at MyGov Innovate portal eliciting views/suggestions/comments of stakeholders, including public. The draft NEP is based on the foundational pillars access, affordability, equity, quality and accountability.

Post submission of Draft Report States/UTs Governments and Government of India Ministries were invited to give their views and comments on Draft National Education Policy 2019. A brief summary of the Draft National Education Policy 2019 was circulated among various stakeholders, which was also translated in 22 languages and uploaded on the Ministry's website. Meetings with State Education Secretaries of School Education and with State Secretaries of Higher & Technical Education were held. An Education Dialogue with Hon'ble MPs of Andhra Pradesh, Telangana, Tamil Nadu, Puducherry, Kerala, Karnataka & Odisha.

A special meeting of CABE on National Education Policy was held. In the meeting, 26 Education Ministers of various States and UTs, representatives of States and Union Territories, Members of CABE, Heads of Autonomous Organisations, Vice Chancellors of Universities, attended the meeting along with senior officials of the Central and State Governments. Around 2 lakh suggestions on the Draft National Education Policy received

from various stakeholders. A meeting on Draft NEP 2019 of Parliamentary Standing Committee on Human Resource Development was held on 07.11.2019.

EDUCATION IN INDIA

Education is the most important national activity, the backbone of a country's progress. It helps to strengthen the very fabric of nation "to produce men of education enlightenment and character". The New Education Policy is likely to lead to 100 per cent literacy in the 15-35 age-groups in the wake of the century. The teachers and the taught as well as the various Government agencies are going to be equal partners in this new exercise. The salient features of the New Education Policy 1986 are introduction of a national core curriculum at the school level; special emphasis on the education of women and of the Scheduled Castes/Tribes; introduction of semester system at the secondary stage; examination reforms; establishment of an all-India education service; establishment of pace-setting institutions called 'Navodaya Vidyalayas', in all parts of the country as a part of the effort to provide equal opportunities, especially in rural areas; to raise the quality of higher education; de-linking of jobs from degrees; strengthening of University Grants Commission, the All-India Council of Technical Education, the Indian Council of Agricultural Research and the Indian Medical Council; continuation of the 10 plus 2 plus 3 system of education; splitting of 10 school year; into elementary system comprising five years, followed by three years of middle school and two years of high school; and provision of vocationalisation after the secondary stage.

A significant feature of the new policy is the setting up of model schools, called 'Navodaya Vidyalayas', for introducing a uniform curriculum in school education. About 5 lakh teachers have been trained by the National Council of Educational Research and Training (NCERT) during the summer vacations in order to familiarize them with the new concepts involved. Education, which has been made a scapegoat for all social and moral evils in the country, has been put on a sound footing with this new policy. The setting up of Navodaya Vidyalayas' in almost all the districts of country is a right step in the direction of introducing a uniform educational curriculum. Intended to be pace-setting schools to provide quality education, these schools have been affiliated to the Central Boards of Secondary Education, have a uniform curriculum and implement the three-language formula (Hindi, English and the regional language), thus setting at rest the southern fears that Hindi was being imposed through backdoor on the non-Hindi-speaking areas, at rest. Another objection to these model schools—that these will perpetuate elitism of the public school brand—is baseless as these schools have been located in the rural areas. Each school has a sprawling buildings, hostels for boys and girls, laboratories, workshops, library, games-room, gymnasium hall, and so on.

Our system of education has often been called outdated and unrealistic. Due emphasis has been laid in the new education policy on the vocationalisation of education in order to equip the students to take up the vocation of their choice at the end of their school education. That would definitely curtail the rush to institutions of higher learning by the hordes of students who find themselves at a dead end when they leave school. If this can be achieved, we shall have given practical shape of Mahatma Gandhi's concept of basic education or 'Nai Talim'. The question of de-linking jobs from degrees will only be the next logical step.

Another area of education crying out for immediate reforms is our system of examinations that gives sleepless nights to many a student and induces mass copying, cheating and intimidation in the care of several others. The new Central Advisory Board of Education

(CABE) must take up this area on a top priority basis in order to remove the fear, and accompanying horrors, of a three-hour, closed-door examination that saps our students energies and compels them to employ underhand means for achieving success by means, fair or foul. Due emphasis had also been given in the new policy to increase the level of higher education and bring about necessary changes in the medical and agricultural education.

Education in the country now stands on the threshold of the 21st century. As an important instrument of change and development, it must be depoliticized and modernized if the new education policy is to be an unqualified success.

Government of India has constituted few more important Commissions and Committees for the overall development of education in India.

These may be mentioned in the following ways-

- University Grants Commission’s Report of the Curriculum Development Centre in Education (1990),
- NCTE Committee for Teacher Education Programme through Distance Education Mode (1990),
- Central Advisory Board of Education Committee on Distance Education (1992),
- CABE Committee on Policy, 1992,
- National Policy on Education 1986: Programme of Action 1992,
- National Advisory Committee: Learning Without Burden (1992),
- The National Council for Teacher Education Act, 1993,
- Group to Examine the Feasibility of Implementation of the Recommendations of the National Advisory Committee (1993) -- Prof. Yashpal Committee,
- Committee on B.Ed. Correspondence (1993) -- Prof. Ramlal Parikh Committee,
- University Grants Commission’s Committee on B.Ed. Correspondence, Distance Education Programme (1994),
- Special Orientation Programme for School Teachers (SOPT) (1994-97),
- Committee of National Council for Teacher Education on Different Modes of Education Used for Teacher Preparation in India (1995),
- University Grants Commission’s Committee on B.Ed. Through Correspondence for In-service Teachers (1995) -- Prof. Takwale Committee,
- Planning Commission’s Report on Teacher Education in Five Year Plans (1951-97),
- NCTE Curriculum Framework for Quality Teacher Education (1998),
- National Curriculum Framework for School Education (2000),
- National Curriculum Framework (2005),
- Curriculum Framework for Teacher Education (2006),
- National Curriculum Framework for Teacher Education (2009),
- Panel to Review the functioning of the University Grants Commission (UGC) and the All-India Council for Technical Education (AICTE) (2008), later rechristened as The Committee to Advise on Renovation and Rejuvenation of Higher Education (2009) -- Prof. Yashpal Committee,
- The Right of Children to Free and Compulsory Education Act, 2009, The latest commission is the National Knowledge Commission (NKC) 2006-09, which is popularly called Sir Sam Pitroda Commission. The National Knowledge Commission is a high-level advisory body to the Prime Minister of India, was set up with the objective

of transforming India into a knowledge society. In its endeavor to transform the knowledge landscape of the country, the NKC had reportedly submitted around 300 recommendations on 27 focus areas during its three and a half year term. While the term of the NKC had come to an end, the implementation of NKC's recommendations is currently underway at the Central and State levels. The report with so many recommendations itself speaks volumes about the need for revamping the entire education system in India. The Report of NKC read with the latest Yashpal Committee Report is likely to renovate, revamp and rejuvenate the 13 existing system. A National Commission for Higher Education and Research is expected to subsume as many as 13 existing professional councils and regulatory agencies including the University Grants Commission (UGC) and the All India Council for Technical Education (AICTE).

CONSTITUTIONAL PROVISIONS:

- Part IV of Indian Constitution, Article 45 and Article 39 (f) of Directive Principles of State Policy (DPSP), has a provision for state-funded as well as equitable and accessible education.
- The 42nd Amendment to the Constitution in 1976 moved education from the State to the Concurrent List.
- The education policies by the Central government provides a broad direction and state governments are expected to follow it. But it is not mandatory, for instance Tamil Nadu does not follow the three-language formula prescribed by the first education policy in 1968.
- The 86th Amendment in 2002 made education an enforceable right under Article 21-A.

RELATED LAWS:

- Right To Education (RTE) Act, 2009 aims to provide primary education to all children aged 6 to 14 years and enforces education as a Fundamental Right.
- It also mandates 25% reservation for disadvantaged sections of the society where disadvantaged groups

GOVERNMENT INITIATIVES:

Sarva Shiksha Abhiyan, Mid Day Meal Scheme, Navodaya Vidyalayas (NVS schools), Kendriya Vidyalayas (KV schools) and use of IT in education are a result of the NEP of 1986.

Advantages of NEP

- NEP 2020 will bring two crore out of school children back into the main stream.
- The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. It will include 12 years of schooling and three years of Anganwadi and pre-schooling.
- NCERT will develop a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCCE) for children up to the age of eight.
- NEP 2020 calls for setting up of a National Mission on Foundational Literacy and Numeracy by the Education Ministry. States will prepare an implementation plan for

attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025.

- A National Book Promotion Policy is to be formulated.
- All students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. Board exams for Grades 10 and 12 will be continued, but redesigned with holistic development as the aim.
- A new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a standard-setting body.
- NEP emphasises on setting up of Gender Inclusion Fund and also Special Education Zones for disadvantaged regions and groups.
- Every state/district will be encouraged to establish "Bal Bhavans" as a special daytime boarding school, to participate in art-related, career-related, and play-related activities. Free school infrastructure can be used as Samajik Chetna Kendras.
- A common National Professional Standards for Teachers (NPST) will be developed by the National Council for Teacher Education by 2022, in consultation with NCERT, SCERTs, teachers and expert organizations from across levels and regions.
- States/UTs will set up independent State School Standards Authority (SSSA). The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through consultations with all stakeholders.
- NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3 per cent in 2018 to 50 per cent by 2035 and aims to add 3.5 crore new seats to higher education institutions.
- The policy envisages broad-based, multi-disciplinary, holistic Under Graduate education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification.
- An Academic Bank of Credit is to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned.
- Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.
- The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.
- Higher Education Commission of India(HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education.
- Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.
- Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges.
- A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT.
- By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.
- Stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs).
- A National Mission for Mentoring will be established, with a large pool of

outstanding senior/retired faculty who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

- The National Scholarship Portal will be expanded to track the progress of students receiving scholarships.
- Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.
- Measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc., will be taken to ensure distance learning is at par with the highest quality in-class programmes.
- A comprehensive set of recommendations for promoting online education consequent to the recent rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional 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 HRD ministry to look after the e-education needs of both school and higher education.
- An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.
- NEP recommends setting an Indian Institute of Translation and Interpretation (IITI), National Institute (or Institutes) for Pali, Persian and Prakrit, strengthening of Sanskrit and all language departments in HEIs, and use mother tongue/local language as a medium of instruction in more HEI programmes.
- Internationalisation of education will be facilitated through both institutional collaborations, and student and faculty mobility and allowing entry of top world ranked universities to open campuses in India.
- Stand-alone technical universities, health science universities, legal and agricultural universities etc will aim to become multi-disciplinary institutions.
- Policy aims to achieve 100% youth and adult literacy.
- The Centre and the States will work together to increase the public investment in Education sector to reach 6 per cent of GDP at the earliest.

CONCLUSION

The new National Education Policy (NEP) 2020, is a good policy as it aims at making the education system holistic, flexible, multidisciplinary, aligned to the needs of the 21st century and the 2030 Sustainable Development Goals. The intent of policy seems to be ideal in many ways but it is the implementation where lies the key to success.

REFERENCE

- [1]. https://static.pib.gov.in/WriteReadData/userfiles/NEP_Final_English_0.pdf
- [2]. https://www.ugc.ac.in/pdfnews/3563340_PPT-Draft-NEP-2019.pdf
- [3]. http://niepid.nic.in/nep_2020.pdf
- [4]. <https://www.noticebard.com/new-educational-policy-2020/>

NEP 1017

New Education Policy - A Road Map

KOWSALYA.R

MBA II year, Anand Institute of Higher Technology, Chennai

INTRODUCTION

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

SCHOOL EDUCATION

In this section we are going to know about school education key highlights, Existing 10+2 Structure to be modified to 5+3+3+4 structure where the first three years would be formative play school years of nursery and Kinder-garden. The structure would cover ages of 3 to 18 years of age. Explained the new structure.

Foundational Stage of 3 and 2 years would include play school and Grades 1 and 2, Preparatory Stages of Grade 3 to 5, Middle School of Grades 6 to 8 and Secondary Stage of Grades 9 to 12.

Emphasis on Early Childhood Care and Education or ECCE for ages 3 to 6 where provisions would be made to ensure universal access to high quality ECCE across the country in phased manner.

4 years for higher secondary gets lift up - Arts, Commerce, Science removed - Students to choose what they want to choose. Coding to begin from Class 6. Music, Arts, Sports, would

be at the same level. Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills

Early childhood care and education to get a complete National mission on Foundational Literacy and Numeracy to be set up to focus on foundational literacy.

Indian Knowledge Systems, Languages, Culture and Values to be given focus. Furthermore, Technology would be used extensively. E-Content in Regional Languages would be developed and not only in Hindi and English. Schools to be digitally equipped. National Educational Technology Forum, NETF would be formed.

All State/UT governments will prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 to be achieved by 2025.

NIOS and State Open Schools will also offer A, B and C levels that are equivalent to Grades 3, 5, and 8 of the formal school system; secondary education programs that are equivalent to Grades 10 and 12; vocational education courses/programs; and adult literacy and life-enrichment programs.

Curriculum content will be reduced in each subject to its core essentials - key concepts, ideas, applications and problem solving. Emphasis on critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning

The three-language learned by children will be the choices of States, regions, and of the students, so long as at least two of the three languages are native to India.

HIGHER EDUCATION

In this section we are going to know about Higher education key highlights, Regulatory System of Higher Education to be distinct for regulation, accreditation, funding and academic standard setting - all under the umbrella of Higher Education Commission of India or HECD.

4 Verticals of HECD to be National Higher Education Regulatory Council or NHERC, National Accreditation Council (NAC), Higher Education Grants Council (HEGC) and General Education Council (GEC) which would further form a National Higher Education Qualification Framework.

UGC, AICTE to be replaced by a single Higher Education Regulator - HECD.

The professional councils, such as the 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., will act as Professional Standard Setting Bodies (PSSBs).

Universities to be named not on the basis of ownership but on quality of education.

Impetus to multidisciplinary education. Even IITs to move towards a more holistic curriculum with arts and himanoties.

The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., 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, however, shall be the preferred option.

Students pursuing 4 year degree programme would have an option of getting a degree with Research if the research process is completed in the are of study as specified.

National Research Foundation would be set up with a goal to enavle'a culture of research'. NRF would be governed independently by rotating board of governors. Primary task or NRF would be to fund competitive, peer reviewed grant proposals of all types and across all disciplines and also act as a liasion between researchers and relevant branches of government so as to allow breakthroughs.

CONCLUSION

The new National Education Policy (NEP) 2020, is a good policy as it aims at making the education system holistic, flexible, multidisciplinary, aligned to the needs of the 21st century and the **2030 Sustainable Development Goals**. The intent of policy seems to be ideal in many ways but it is the implementation where lies the key to success. the Indian education system. It is expected to help India in reaping its demographic dividend. However, the Draft National Education Policy has certain sore points that need to be relooked at for the benefit of teachers and students alike.The features of NEP **2020** are laudable and welcome as they demonstrate resilience and future-readiness. It brings choice & vision but needs champions and implementers to realize the targets. ... This gap between vision and tasking will need more than action plans and implementation **strategy**.

REFERENCES

- [1]. Times now news
- [2]. Ministry of Human Resource Development
- [3]. The times of India
- [4]. The Hindu

NEP 1018

NEP 2020 and Tamilnadu's Aspiring Educational System

Dr.S.KRISHNAKUMARI

Associate Professor, MBA Dept, Anand Institute of Higher Technology, Chennai

INTRODUCTION

The state of Tamilnadu is considered to be the most successful state in the educational system by reaching its targets and the entire country can take its sign for success. Everyone needs to look at Tamil Nadu's leadership status in higher education among the entire nation. The Union Education Ministry had many ideas and set its goals for making the NEP 2020 a successful one. This will an overview of the target for NEP which had been has set for the country from Tamilnadu's view.

THE TARGET OF NEP & POSITION OF TN EDUCATION

Reaching a gross enrolment ratio (GER) of 50% by the year 2035 in higher education. (GER here refers to the number of youths in 17–24 years' age group studying in higher education institutions in India, as a proportion of the overall population in that age group). Tamil Nadu reached 49.2% GER in the year 2018. It is clear that Tamilnadu is 17 years ahead of the rest in the country as a result of several factors. Tamil Nadu's proactive policies in terms of nutritious meals scheme for all school children has led to 99% enrolment in school education. The State gives the highest priority to school education in budgetary allocations and this has helped it near 100% enrolment in school education. There are lot of Deemed-to-be universities and private institutions that offer a range of programmes in all disciplines.

AN ASPIRING EDUCATION SYSTEM

The state of Tamilnadu is known for its rich culture and regional legacy has an inspiring history towards the educational system. The reservation system highlights 69% reservation for OBC and other backward sections, special and inclusive reservation agenda in the form of sub-reservation for OBC Muslim and the Arundhatiar sects, a distinct grouping among Scheduled Castes, made every school-going child aspire for higher education. Tamil Nadu has been a leader in the implementation of the Sarva Shiksha Abhiyan, which also ensured that more students complete education up to Class X. There are huge number of government-aided and private schools provides a large platform for a majority of Class X passing crowd to enter higher secondary education. There are 31 government-funded or aided medical colleges with 280 A0 seats (2nd highest in India), 550 engineering colleges that offer BE/B.Tech/Architecture programmes (highest in India), as per AICTE statistics, 450 polytechnics (diploma level engineering programmes) as per AICTE, 1543

arts/science/humanities colleges, 21 Universities.

Recently, the Union Ministry of Education released the results of the National Institutional Ranking Framework (NIRF) for 2020 and Tamil Nadu has the highest number of Institutions in the Top 100 in India. The State is also in the top 3, among institutions with high grading (3.0 plus upon 4) under the quality parameters of the National Assessment and Accreditation Council (NAAC). More than 700 institutions (colleges and Universities) have undergone NAAC's tough accreditation process and come out successful.

OUTCOME OF TAMILNADU'S EDUCATIONAL POLICY

These outcomes were only possible because of the most prominent leaders of the Dravidian region who supported these revolutionary educational policies since the post independence era started. Their efforts on various policies of free education, free meals, free books, uniforms etc had really been the backbone of the improvement in the school education and social justice among the state of Tamilnadu. They helped in the sustaining and politically backed development agenda of Tamil Nadu. The percentage of student success and their contribution to economic growth is the major outcome of Tamilnadu's educational policy. The state is also a fine example of investment in education, which proved have had a big impact on job growth. Statistics shows that Tamil Nadu is among the top 3 states contributing to the entire job market in India (along with Maharashtra, NCR and Karnataka). In engineering college placements across India, Tamil Nadu is still the leader.

CONCLUSION

Tamil Nadu is India's second-biggest economy – only behind Maharashtra and ahead of Gujarat, Karnataka or other states. The NEP 2020, has a many prospects of development, but the state like tamilnadu is already with all these policies equipped with the necessities. Tamilnadu's experiments in social justice and equity, its welfare orientation, high-quality investments into creating educational infrastructure, and an enabling ecosystem that encourages private sector participation in school, higher and tertiary education have all done in a highly satisfied manner. Tamilnadu could be always a support for the Union Government as it travels into the ambitious targets of NEP 2020.

REFERENCE:

- [1]. **A long road: On National Education Policy 2020**, The Hindu, July 31st 2020
- [2]. Why India needs to learn from Tamilnadu, thenewsminute.com, August 4th 2020
- [3]. NEP 2020 and research, the times of India, August 5th ,2020

NEP 1019

New Education Policy 2020 – An Overview

LEENET VARGHESE

Research Scholar, MS University, Thirunelveli.

INTRODUCTION

The Indian government replaced 1986 framed 34-years-old National Policy on Education, with the New Education Policy of 2020. The Union Cabinet has approved the new National Education Policy (NEP), 2020 with an aim to introduce several changes in the Indian education system - from the school to college level. The NEP 2020 aims at making “India a global knowledge superpower .The main highlights of the NEP 2020 are a single regulator for higher education institutions, multiple entry and exit options in degree courses, discontinuation of MPhil programmes, low stakes board exams, common entrance exams for universities.

The NEP- 2020, for which draft was prepared by a panel of experts led by former Indian Space Research Organisation (ISRO) chief K Kasturirangan. The New Education Policy 2020 aims at making “India a global knowledge superpower. The idea put forward by the NEP is “ONE NATION ONE CARRICULAM”.

THE HIGHLIGHTED POINTS IN NEP-2020

1. All higher education institutions, except legal and medical colleges, to be governed by a single regulator.
2. Common norms to be in place for private and public higher education institutions.
3. MPhil courses to be discontinued.
4. Board exams to be based on knowledge application.
5. Home language, mother tongue or regional language to be medium of instruction up to class 5.
6. Common entrance exams to be held for admission to universities and higher education institutions.
7. School curriculum to be reduced to core concepts; integration of vocational education from class 6.

THE KEY POINTS OF NEW EDUCATION POLICY-2020

School Education

- Universalization of education from preschool to secondary level with 100% Gross Enrolment Ratio (GER) in school education by 2030.

- To bring 2 crore out of school children back into the mainstream through an open schooling system.
- The current 10+2 system to be replaced by a new 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively.
- 3-8 age(5)-Foundational Stage:-Multilevel/Play activity based learning
- 8-11(3)-Preparatory Stage:-Play ,discovery and activity based and interactive classroom based learning.
- 11-14(3) Middle stage:-Experiential learning in Science, Mathematics, Arts, Social science and Humanities.
- 14-18(4)Secondary Stage:-Multidisciplinary study greater critical thinking ,flexibility, and students choice of subject.

It will bring the uncovered age group of 3-6 years under school curriculum, which has been recognized globally as the crucial stage for development of mental faculties of a child. It will also have 12 years of schooling with three years of Anganwadi/ pre schooling.

- Class 10 and 12 board examinations to be made easier, to test core competencies rather than memorised facts, with all students allowed to take the exam twice.
- School governance is set to change, with a new accreditation framework and an independent authority to regulate both public and private schools.
- Emphasis on Foundational Literacy and Numeracy, no rigid separation between academic streams, extracurricular, vocational streams in schools.
- Vocational Education to start from Class 6 with Internships.
- Teaching up to at least Grade 5 to be in mother tongue/regional language. No language will be imposed on any student.
- Assessment reforms with 360 degree Holistic Progress Card, tracking Student Progress for achieving Learning Outcomes
- A new and comprehensive National Curriculum Framework for Teacher Education (NCFTE) 2021, will be formulated by the National Council for Teacher Education (NCTE) in consultation with National Council of Educational Research and Training (NCERT).
- By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.

Higher Education:

- Increase GER to 50 % by 2035: NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. 3.5 Crore new seats will be added to Higher education institutions.
- Holistic Multidisciplinary Education
 - The policy envisages broad based, multi-disciplinary, holistic Under Graduate education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification. UG education can be of 3 or 4 years with multiple exit options and appropriate certification within this period. For example, Certificate after 1 year, Advanced Diploma after 2 years, Bachelor's Degree after 3 years and Bachelor's with Research after 4 years.
 - M.Phil courses will be discontinued and all the courses at undergraduate,

- postgraduate and PhD level will now be interdisciplinary.
- Academic Bank of Credits to be established to facilitate Transfer of Credits.
 - Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.
 - The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.

Regulation

- Higher Education Commission of India (HECI) will be set up as a single umbrella body for the entire higher education, excluding medical and legal education. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards. Also, HECI will be having four independent verticals namely,
 - National Higher Education Regulatory Council (NHERC) for regulation,
 - General Education Council (GEC) for standard setting,
 - Higher Education Grants Council (HEGC) for funding,
 - National Accreditation Council (NAC) for accreditation.

Rationalised Institutional Architecture

Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism to be established for granting graded autonomy to colleges. Over a period of time, every college is expected to develop into either an autonomous degree-granting College, or a constituent college of a university.

Motivated, Energized, and Capable Faculty

NEP makes recommendations for motivating, energizing, and building capacity of faculty through clearly defined, independent, transparent recruitment, freedom to design curricula/pedagogy, incentivising excellence, movement into institutional leadership. Faculty not delivering on basic norms will be held accountable.

Teacher Education

A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree. Stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs).

Financial support for students

Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

Online Education and Digital Education

A comprehensive set of recommendations for promoting online education consequent to 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.

Technology in education

An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.

Promotion of Indian languages:

National Institute for Pali, Persian and Prakrit, Indian Institute of Translation and Interpretation to be set up .

Mentoring Mission:

A National Mission for Mentoring will 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.

Promotion of Indian languages

To ensure the preservation, growth, and vibrancy of all Indian languages, NEP recommends setting an Indian Institute of Translation and Interpretation (IITI), National Institute (or Institutes) for Pali, Persian and Prakrit, strengthening of Sanskrit and all language departments in HEIs, and use mother tongue/local language as a medium of instruction in more HEI programmes .

Promotion of Indian languages

To ensure the preservation, growth, and vibrancy of all Indian languages, NEP recommends setting an Indian Institute of Translation and Interpretation (IITI), National Institute (or Institutes) for Pali, Persian and Prakrit, strengthening of Sanskrit and all language departments in HEIs, and use mother tongue/local language as a medium of instruction in more HEI programmes .

Adult Education

The policy aims to achieve 100% youth and adult literacy.

Financing Education

The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.

REFERENCES

- [1]. www.indiatvnews.com
- [2]. www.drishtiias.com
- [3]. www.mhrd.gov.in
- [4]. www.livemint.com

NEP 1020

New Education Policy 2020 – Concepts & Reviews

LEKHASHREE PASUPATHY

MBA Student

INTRODUCTION

New Education Policy 2020, a look at the proposals on curriculum, courses and medium of instruction, and the takeaways for students, schools and universities. On Wednesday, the Union Cabinet cleared a new National Education Policy (NEP) proposing sweeping changes in school and higher education. A new NEP usually comes along every few decades. India has had three to date. The first came in 1968 and the second in 1986, under Indira Gandhi and Rajiv Gandhi respectively; the NEP of 1986 was revised in 1992 when P V Narasimha Rao was Prime Minister. The third is the NEP released Wednesday under the Prime Ministership of Narendra Modi.

CONTENT

The NEP proposes sweeping changes including opening up of Indian higher education to foreign universities, dismantling of the University Grants Commission (UGC) and the All India Council for Technical Education (AICTE), introduction of a four-year multidisciplinary under graduate programme with multiple exit options, and discontinuation of the M Phil programme.

The policy places a welcome emphasis on a holistic, learner centred, flexible system that seeks to transform India into a vibrant knowledge society. It rightfully balances the rootedness and pride in India as well as acceptance of the best ideas and practices in the world of learning from across the globe.

In the significant shift from the 1986 policy, which had “10+2” structure of school education, the new NEP pitches for a “5+3+3+4” structure corresponding to the age groups 3-8 years (foundational stage), 8-11 (preparatory), 11-14 (middle), and 14-18 (secondary). This brings early childhood education (also known as pre-school education for children of ages 3 to 5) under the ambit of formal schooling. The mid-day meal programme will be extended to pre-school children.

The NEP says students until 5th grade should be taught in their mother tongue or regional language. This is a welcome step, as mother tongue plays a highly critical role in the overall development of the child. Mother tongue, which a child hears right from the moment he or she is born, provides personal identity, connects with culture and is crucial for cognitive

development.

Under the four-year programme proposed in the NEP, students can exit after one year with a certificate, after two years with a diploma, and after three years with a bachelor's degree. Four-year bachelor's programme generally includes a certain amount of research work and the student will get deeper knowledge in the subject he or she decides to major in. However, master's degree programme will continue to function as they do, following which student may choose to carry on for a PhD programme.

This means there will be no rigid separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams. Students can select subjects of their liking across the streams. Vocational education will start in schools from the 6th grade, and will include internships.

The document also states universities from among the top 100 in the world will be able to set up campuses in India. However, none of this can start unless the HRD Ministry brings in a new law that includes details of how foreign universities will operate in India. In 2013, at the time the United Progressive Alliance (UPA) - II was trying to push a similar Bill, the top 20 global universities, including Yale, Cambridge, MIT and Stanford, University of Edinburgh and Bristol, had shown no interest in entering the Indian market.

Participation of foreign universities in India is currently limited to them entering into collaborative twinning programmes, sharing faculty with partnering institutions and offering distance education. Over 650 foreign education providers have such arrangements in India.

The NEP only provides a broad direction and is not mandatory to follow. Since education is a concurrent subject (both the Centre and the State governments can make laws on it), the reforms proposed can only be implemented collaboratively by the Centre and the States.

CONCLUSION

This education policy was long overdue. Now the focus needs to shift to its efficient and effective implementation. The changeover will not happen immediately. The incumbent government has set a target of 2040 to implement the entire policy. Sufficient funding is also crucial as the 1968 NEP was hamstrung by shortage of funds. The government plans to set up subject-wise committees with members from relevant ministries at both the central and state levels to develop implementation plans for each aspect of the NEP.

Also they aim to increase public investment in education from the current 4.3% to 6% of GDP. If NEP 2020 is implemented well, this policy is the way forward to make India a thriving knowledge hub.

REFERENCES

- [1]. The Indian Express
- [2]. The Times of India Blogs
- [3]. Live Mint
- [4]. Hindustan Times

NEP 1021

PROS and CONS of New Education Policy 2020

LEYA GILBERT¹ and Dr. A. MOHAMED SIDDIQUE²

¹Research Scholar, PG and Research Department of Commerce, Muslim Arts College, Thiruvithancode. Manomaniam Sundarnar University

²Associate Professor and Ph.D Research Advisor, PG and Research Department of Commerce, Muslim Arts College, Thiruvithancode. Manomaniam Sundarnar University

ABSTRACT

The New Education Policy 2020, that will certainly be a landmark in the history of education in India, has been approved by the government after wide ranging consultations. Different countries use different education systems with different stages during its life cycle of school and College education levels. Systematic education policy is essential for offering school and college education in a country due to the reason that education leads to progress in society. Though significant progress has been made in universalizing elementary education through improvements in enrolment rates, retention and other physical infrastructure across the country but much remains to be done in qualitative terms and learning outcomes as against quantitative terms. This paper reviews the related literature during last few years on Indian Higher Education Policies and their consequences, Salient features and their focuses on the present draft of National Education policy 2019 through content analysis

Keywords: *Higher education, National education policy*

INTRODUCTION

Education means knowledge, this knowledge is not only helpful in making all of us a complete human being, but is also fully capable of building a civilized society and telling its true meaning to humans. Education is a tool that builds the future from the children of the country to the youth. This is the reason that from the beginning of human civilization, work was done to assimilate education into more and more people. The National Education Policy 2019 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. It draws inputs and disciplines from vast amount of India's heritage. The new policy aims for universalisation of education from pre-school to secondary level with 100 per cent Gross Enrolment Ratio (GER) in school education by 2030 and aims to raise GER in higher education to 50 per cent by 2025.

MAIN FEATURES OF NEW EDUCATION POLICY

1. The policy aims to universalize the pre-primary education by 2025 and provide foundational literacy/numeracy for all by 2025
2. It proposes new Curricular and Pedagogical Structure, with 5+3+3+4 design covering the children in the age group 3-18 years. Under this, Pre-Primary & Grades 1-2 is considered as foundational Stage; Grades 3-5 as Preparatory Stage; Grades 6-8 as Middle Stage and Grades 9-12 as Secondary Stage. This is an academic restructuring only; there will be no physical restructuring of schools
3. Children learn languages, most quickly between 2-8 years, and multilingualism has great cognitive benefits for students. Therefore a three-language formula has been proposed
4. It proposes the teaching of other classical languages and literature, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit in schools
5. A new independent State School Regulatory Authority (SSRA) to be created
6. It aims to consolidate 800 universities & 40,000 colleges into around 15,000 large, multidisciplinary institutions
7. The policy proposes three types of Higher Educational Institutions (HEIs): Research Universities, Teaching Universities and Autonomous degree-granting colleges
8. It aims to provide autonomy to all higher education institutions. Higher education institutions to be governed by Independent Boards with complete academic and administrative autonomy
9. An autonomous body called the National Research Foundation (NRF) to be set up through an Act of Parliament
10. Rashtriya Shiksha Ayog or the National Education Commission - apex body - to be constituted. It will be chaired by the Prime Minister and will comprise eminent educationists, researchers, Union Ministers, representation of Chief Ministers of States, eminent professionals from various fields

PROS AND CONS OF NEW EDUCATIONAL POLICY

1. The education system of education policy 2019 has been prepared in such a way that it can connect with the life of every citizen of the country.
2. It has been recommended to include Indian knowledge systems in the curriculum, formation of ‘National Education Commission’ and to prevent private schools from arbitrarily increasing fees.
3. The Commission has recommended teacher training and the inclusion of all education programs at the level of universities or colleges for comprehensive improvement in the training of teachers.
4. The National Education Policy 2019 is designed based on the needs of a rapidly changing society keeping in mind the diversity of Indian people, their traditions, cultures and languages.

In spite of some merits of the various educational policies, some demerits of the same may also be pointed out as below:

1. The education policies are silent on condition of those schools which are run throughout the country on commercial lines by certain persons or bodies. No education policies, so far, has suggested measures for reducing the differences in

- educational standards of poor children and more privileged ones.
2. The education policy of 1986 has recommended for starting an All India Educational Service. If this suggestion is implemented, the existing gulf between teachers and bureaucracy will be further widened. The All India Educational Service was stopped during the British days. The propriety of starting it again does not understand.

CONCLUSION

The new education policy 2019 indicates a wide change in the education system by the government but it also faces many challenges. It is noteworthy that the task of dealing with these challenges has been done in the past but the achievements have not been commendable India, being a fast developing country with 130 crores human capital can prosper and overtake other developing countries by planning and adopting an appropriate education model. In this aspect, the present National Education Policy proposal 2019 is an inclusive model with many innovations to provide liberal but specialized and customized both school and college education by incorporating research components both at school and college levels.

REFERENCES

- [1]. Pegu, U. K. (2014). Information and communication technology in higher education in india: Challenges and opportunities. International Journal of Information and Computation Technology, 4(5), 513-518.
- [2]. Summary of NEP 2019:<http://iiit.ac.in/documents/NEP-2019.pdf>
- [3]. *Ministry of Human Resource Development*. "Rashtriya Madhyamik Shiksha Abhiyan". *National Informatics Centre*. Retrieved 2 February 2014.
- [4]. "Rashtriya Madhyamik Shiksha Abhiyan". *EdCIL (India) Limited*. Archived from the original on 3 February 2014. Retrieved 2 February 2014.

NEP 1022

New Education Policy and Economic Growth in India

Dr. M. MAHALAKSHMI

Assistant Professor, PG and Research Department of Economics, A.V.C College
(Autonomous), Mannampandal, Mayiladuthurai, TamilNadu- 609 305

ABSTRACT

India's new education system has accordingly been crafted to ensure that it touches the life of each and every citizen, consistent with their ability to contribute to large growing developmental imperatives of the country. Social welfare and growth will depend on knowledge-intensive and services. More jobs will require a higher education qualification. It is important to determine the relations between education policy, other policies such as research and technological development, social and economic development of the country. The article analyses the human capital as a factor of production, accumulated by individuals through education and its impact in to higher production. Other important issue is high education impact on research, technological development and total factor productivity growth. The development of knowledge society requires new attitude to European education policy. Education not only provides scientific and technical skills, it also provides the motivation, justification, and social support for pursuing and applying them. Education plays a key role in moulding, shaping, reforming and reconstructing the society from time to time. In the present context of education, pupils' academic achievement is the main concern of teachers, students and parents. Students' academic achievement is one of the significant determinants of their success in future.

Keywords: Education, New Policy, Significance, Human potential, Sustainable development

INTRODUCTION

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background.

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems.

OBJECTIVES OF THE STUDY

The Present study tries to know the importance of New Education policy India; to study the New Education system and Sustainable development; to find out the challenges of New Education Policy in India and to list out the Measures of the Government of India.

METHODOLOGY

This paper is review paper, based on information gathered from secondary sources. The data has been collected from Internet, Books, Journals, Web-sites, Newspapers, and Articles.

IMPORTANCE OF NEW EDUCATION POLICY

Students will be given increased flexibility and choice of subjects to study, particularly in secondary school, including subjects in physical education, the arts and crafts, and vocational skills and that they can design their own paths of study and life plans. Each of the four stages of school education, in accordance with what may be possible in different regions, may consider moving towards a semester or any other system that allows the inclusion of shorter modules, or courses that are taught on alternate days, in order to allow an exposure to more subjects and enable greater flexibility. States may look into innovative methods to achieve these aims of greater flexibility and exposure to and enjoyment of a wider range of subjects, including across the arts, sciences, humanities, languages, sports, and vocational subjects. Teachers truly shape the future of our children and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.

EQUITABLE AND INCLUSIVE EDUCATION SYSTEM

Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. The education system must aim to benefit India's children so that no child loses any opportunity to learn and excel because of circumstances of birth or background. This Policy reaffirms that bridging the social category gaps in access, participation, and learning outcomes in school education will continue to be one of the major

goals of all education sector development programmes.

NEW EDUCATION SYSTEM AND SUSTAINABLE DEVELOPMENT

Sustainable Development, adopted by India in 2015-seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved. Quality higher education can open a vast array of possibilities that can lift both individuals as well as communities out of the cycles of disadvantage. For this reason, making quality higher education opportunities available to all individuals must be among the highest priorities. This Policy envisions ensuring equitable access to quality education to all students, with a special emphasis on SEDGs. The dynamics and also many of the reasons for exclusion of SEDGs from the education system are common across school and higher education sectors. Therefore, the approach to equity and inclusion must be common across school and higher education. Furthermore, there must be continuity across the stages to ensure sustainable reform. Thus, the policy initiatives required meeting the goals of equity and inclusion in higher education must be read in conjunction with those for school education. These must be addressed specifically, and include lack of knowledge of higher education opportunities, economic opportunity cost of pursuing higher education, financial constraints, admission processes, geographical and language barriers, poor employability potential of many higher education programmes, and lack of appropriate student support mechanisms.

NEW CIRCUMSTANCES AND REALITIES REQUIRE NEW INITIATIVES

The National Education Policy 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. It calls for carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides. In the meantime, the existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all. However, the benefits of online/digital education cannot be leveraged unless the digital divide is eliminated through concerted efforts, such as the Digital India campaign and the availability of affordable computing devices. It is important that the use of technology for online and digital education adequately addresses concerns of equity.

CHALLENGES OF NEW EDUCATION POLICY 2020

There are numerous challenges to conducting online examinations at scale, including limitations on the types of questions that can be asked in an online environment, handling network and power disruptions, and preventing unethical practices. Certain types of courses/subjects, such as performing arts and science practical have limitations in the online/digital education space, which can be overcome to a partial extent with innovative measures. Further, unless online education is blended with experiential and activity-based learning, it will tend to become a screen-based education with limited focus on the social, affective and psychomotor dimensions of learning. Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at

all levels from school to higher education, this Policy recommends the following key initiatives:

- Pilot studies for online education: Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified to conduct a series of pilot studies, in parallel, to evaluate the benefits of integrating education with online education while mitigating the downsides and also to study related areas, such as, student device addiction, most preferred formats of e-content, etc. The results of these pilot studies will be publicly communicated and used for continuous improvement.
- Digital infrastructure: There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India's scale, diversity, complexity and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in technology.
- Online teaching platform and tools: Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners. Tools, such as, two-way video and two way-audio interfaces for holding online classes are a real necessity as the present pandemic has shown.
- Content creation, digital repository, and dissemination: A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed, with a clear public system for ratings by users on effectiveness and quality. A reliable backup mechanism for disseminating e-content to students will be provided.
- Addressing the digital divide is the fact that there still persists a substantial section of the population whose digital access is highly limited, the existing mass media, such as television, radio, and community radio will be extensively used for telecast and broadcasts. Such educational programmes will be made available 24/7 in different languages to cater to the varying needs of the student population. A special focus on content in all Indian languages will be emphasized and required; digital content will need to reach the teachers and students in their medium of instruction as far as possible.
- Virtual Labs: Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPRAHABHA will also be leveraged for creating virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences. The possibility of providing adequate access to SEDG students and teachers through suitable digital devices, such as tablets with pre-loaded content, will be considered and developed.
- Training and incentives for teachers: Teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other. National Education Policy 2020.
- Online assessment and examinations: Appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, NTA, and other identified bodies will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics, standardized assessments, and assessment analytics. Studies will be undertaken to pilot new ways of assessment using education technologies focusing on 21st century skills.

- Blended models of learning: While promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects.
- Laying down standards: As research on online/digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital teaching-learning. These standards will help to formulate guidelines for e-learning by States, Boards, schools and school complexes, HEIs, etc.

STEPS TO BE TAKEN BY GOVERNMENTS

- Earmark suitable Government funds for the education of SEDGs.
- Set clear targets for higher GER for SEDGs.
- Enhance gender balance in admissions to HEIs.
- Enhance access by establishing more high-quality HEIs in aspirational districts and Special Education Zones containing larger numbers of SEDGs.
- Develop and support high-quality HEIs that teach in local/Indian languages or bilingually.
- Provide more financial assistance and scholarships to SEDGs in both public and private HEIs.
- Conduct outreach programmes on higher education opportunities and scholarships among SEDGs.
- Develop and support technology tools for better participation and learning outcomes.
- Provide more financial assistance and scholarships to socio-economically disadvantaged students.
- Conduct outreach on higher education opportunities and scholarships.
- Make admissions processes and curriculum more inclusive.
- Increase employability potential of higher education programmes.
- Develop more degree courses taught in Indian languages and bilingually.
- Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly.
- Develop bridge courses for students that come from disadvantaged educational backgrounds.
- Provide socio-emotional and academic support and mentoring for all such students through suitable counselling and mentoring programmes.
- Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula.
- Strictly enforce all no-discrimination and anti-harassment rules.
- Develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs, including but not limited to the above items.

CONCLUSION

The new education policy has a commendable vision, but its potency will depend on whether it is able to effectively integrate with the government's other policy initiatives-Digital India, Skill India and the New Industrial Policy to name a few-in order to effect a coherent structural transfiguration. For instance, policy linkages can ensure that education policy speaks to and learns from Skill India's experience in engaging more dynamically with the

private sector to shape vocational education curricula in order to make it a success. There is also a need for more evidence-based decision-making, to adapt to rapidly evolving shifts and disruption. New Education Policy has encouragingly provisioned for real-time evaluation systems and a consultative monitoring framework. This shall enable the education system to constantly reform itself, instead of waiting for a new education policy every decade for a shift in curriculum. This, in itself, will be a remarkable achievement.

REFERENCES

- [1]. Garwal, J. C. 2008. Educational Reforms in India (for the 21st century). 3rd Revised Edition. New Delhi: Shipra Publications.
- [2]. Azariadis, C. and DRAZEN, A. 1990. Threshold Externalities in Economic Development. *Quarterly Journal of Economics*, 105(2): 501–26.
- [3]. Behrman, J. R. 1987. Schooling in Developing Countries: Which Countries Are the Over- and Underachievers and What Is the Schooling Impact? *Economics of Education Review*, 6(1): 111–127.
- [4]. Clark, J. S., Smutka, L., Cechura, L. et al. 2015. The Law of One Price and the Czech Cereal Market Integration into the EU Common Agricultural Market. *Ekonomický časopis/Journal of Economics*, 63(8): 817–836.
- [5]. Duraisamy, P. 2002. Changes in returns to education in India, 1983-94: by gender, age-cohort and location. *Economics of Education Review*, 21(6): 609–622.
- [6]. Hanushek, E. And Welch, F. (Eds.). *Handbook of the Economics of Education*. Vol. 2. 1st Edition, 945–1017.
- [7]. Barro, R. J. and J.-W. Lee. (2010) "A New Dataset of Educational Attainment in the World, 1950– 2010." NBER Working Paper No. 15902. Cambridge, MA: National Bureau of Economic Research. 10.
- [8]. Bloom, D., Canning, D. & Chan, K. (2006) Higher Education and Economic Development in Africa. (The World Bank, 2006).

NEP 1023

PROS and CONS of the National Educational Policy- 2020

J MAHIL KAMALAM

Dept of Commerce, Women's Christian College, Nagercoil

INTRODUCTION

The National Education Policy 2019 envisions an India centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.

The National Educational Policy was first introduced in 1986 and since 1992 after three decades; This New Educational Policy has been brought into effect. With the recommendations of various experts Modiji, the present Prime Minister is responsible for bringing into effect this new policy of education. The Government of India has brought about a sea of changes in the school as well as the higher education of the country. The Government had initiated the process of formulating a New Education Policy through the consultation process for an inclusive, participatory and holistic approach, which takes into consideration expert opinions, field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices.

PROS

NCERT will develop a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECC) for children up to the age of eight. NEP 2020 will bring two crore out of school children back into the main stream. NEP 2020 calls for setting up of a National Mission on Foundational Literacy and Numeracy by the Education Ministry. States will prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025. States/UTs will set up independent State School Standards Authority (SSSA). The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through consultations with all stakeholders. A common National Professional Standards for Teachers (NPST) will be developed by the National Council for Teacher Education by 2022, in consultation with NCERT, SCERTs, teachers and expert organizations from across levels and regions. An Academic Bank of Credit is to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned. The Centre and the States will work together to increase the public investment in Education sector to reach 6 per cent of GDP at the earliest.

Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country. A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the HRD ministry to look after the e-education needs of both school and higher education. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Focus on high quality research The Masters and Doctoral levels are being strengthened with provision of at least three routes into the Masters' degree - a one-year degree, a two-year degree, and the integrated five-year degree. We have addressed this critical lacuna in this Policy by introducing, for the very first time a new National Research Foundation (NRF) that will focus on funding research within the education system, primarily at colleges and universities. The Foundation will encompass the four broad areas of Sciences, Technology, Social Sciences, and Arts & Humanities. Besides strengthening the presently weak support that subjects such as the Social Sciences and the Humanities receive, NRF will also bring in cohesion among the various research endeavours of multidisciplinary character.

Facilitating national development India aspires to take its place beside the United States and China as the third largest economy by 2030-2032, the same period during which this Policy will bring about the biggest transformation. India is the sixth largest economy now and we will reach five trillion in five-seven years taking us to fourth or fifth position. By 2030-2032 we will be the third largest economy at over ten trillion. Our ten trillion economy will not be driven by natural resources, but by knowledge resources. We have not looked ahead into the implications of being the world's third largest economy. It will be a totally different environment. Ecosystems force us to think differently and achieving this milestone will have ramifications all across the country. Are we ready to take our place besides the USA and China as the top three largest economies of the world and be confident of sustaining it in the following years? To do this, we will need a knowledge society based on a robust education system, with all the requisite attributes and characteristics in the context of changes in knowledge demands, technologies, and the way in which society lives and works. In this context, the Prime Minister's recent call to leverage the Fourth Industrial Revolution to take India to new heights is particularly apt.

CONS

The policy envisages broad-based, multi-disciplinary, holistic Under Graduate education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification. The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education. A special meeting of CABE on National Education Policy was held. In the meeting, 26 Education Ministers of various States and UTs, representatives of States and Union Territories, Members of CABE, Heads of Autonomous Organisations, Vice Chancellors of Universities, attended the meeting along with senior officials of the Central and State Governments. Around 2 lakh suggestions on the Draft National Education Policy received from various stakeholders. A meeting on Draft NEP 2019 of Parliamentary Standing Committee on Human Resource Development was held on 07.11.2019. The three language policy seems to thrust over burden on the students with more languages.

CONCLUSION

Currently exercise of formulation of National Education Policy is ongoing and it will be finalized shortly. Alignment with the global sustainable development goals The direction of the global education development agenda is reflected in the sustainable development goal 4 (SDG4) of the 2030 Agenda for Sustainable Development. SDG4 seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Five of the seven targets of SDG4 focus on quality education and learning outcomes. SDG4 is, therefore, an all-encompassing goal, this requires clear goals, the skills to translate these goals into sound curriculum and pedagogy, and the leadership of teachers, and school and educational administrators to focus on supporting the creation of meaningful learning opportunities. In a nutshell, educational opportunity requires an effective system to support learning, including supportive organisations, resources, and sound policies. Such a lofty goal will require the entire education system to be reconfigured to support learning. Else none of the goals of the SDGs can be achieved. Pedagogical innovations alone will not succeed.

REFERENCES

- [1]. <https://www.oneindia.com/india/new-education-policy-2020-advantages-and-disadvantages-of-nep-3127811.html>
- [2]. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/Draft_NEPA_2019_EN_Revised.pdf
- [3]. <https://www.google.com/search?q=Merits+of+NEP&oq=Merits+of+NEP&aqs=chrome..69i57j0l7.8328j0j7&sourceid=chrome&ie=UTF-8>
- [4]. <https://www.google.com/search?q=NEP&oq=NEP&aqs=chrome.0.69i59j46j0l3j69i60l3.3584j0j7&sourceid=chrome&ie=UTF-8>
- [5]. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/Draft_NEPA_2019_EN_Revised.pdf

NEP 1024

Promotion of Indian Languages, Arts and Culture in NEP 2020

M.R.MEENA

MBA, II – Year, Anand institute of Higher Technology, Chennai.

INTRODUCTION

After a gap of 34 years, on 29th July 2020, the union Cabinet approved the National Education Policy 2020. The new policy aims to pave way for transformational reforms in school and higher education systems in the country. Additionally, the Cabinet has also approved the remaining of the ministry of Human Resource Development (HRD) to the Ministry of education.

As per the NEP 2020, India is a country with a treasure of cultural heritage in the form of Arts, Custom, Literature, Tradition and much more. This makes India the most visited countries for tourists who came to the country to visit the rich culture and heritage. It consists of some major changes in context to promotion of Indian languages, arts and culture which will be discussed in the article below.

PROMOTION OF INDIAN LANGUAGES

The country has witnessed the loss of many languages while many others have become critically endangered in the last 50 years. UNESCO has declared 197 Indian languages as endangered. Moreover, even those languages of India that are not officially on such endangered lists but they are facing serious difficulties on many fronts.

The promotion of Indian languages is possible, if they are used regularly and if they are used for teaching-learning. More over the language must have a consistent update to their vocabulary in the dictionary. So that the students can be provided with education in terms of the latest topics and issues of the country

INITIATIVE TO PROMOTE ART AND CULTURE

Various initiatives will be taken to faster the promotion of Arts and Culture in schools and higher education. To promote art and culture there will also be hiring of local artist, craft persons, and experts who will be employed as master instructors in various subject of local expertise.

The promotion of Indian, arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity belonging, as well as an appreciation of other cultures and identities. It is through the development of strong sense and knowledge of their own cultural history arts, languages and traditions that children can build a positive cultural identity and self-esteem.

The art forms a major medium for imparting culture. The arts-besides strengthening cultural identity and awareness, and uplifting societies – are well known to enhance cognitive and creative abilities in individual. The well-being, cognitive development, and cultural identity of individual are important reasons for promoting Indian arts and offered to students at all levels of education.

MOTHER TONGUE AS A MEDIUM OF LANGUAGE

It is well understood that young children learn and grasp non trivial concepts more quickly in their mother tongue. According to this policy wherever possible, “the medium of instruction until at least grade 5, but preferably till grade 8 and beyond will be the mother tongue. Thereafter, the home shall continue to be taught as language whenever possible. This will be followed by both public and private schools.

The policy will also implement the three language formula but with some flexibility and without imposing language on a state. Essentially, it means that students will learn three languages, based on the states, regions, and the choices of the students themselves, as long as least two of three languages are native of India.

CONCLUSION

As an impact of the changes introduced NEP 2020 in terms of promotion of Indian Languages, Arts and Culture, there will be more emphasis on the culture and heritage of the country. These changes will also increase the employment opportunities for the teachers and subject matter experts of these languages. NEP only recommends the mother tongue as medium of instruction, and not to make it compulsory. All languages in India and their associated arts and culture will be documented through web based platform to preserve endangered all Indian languages their associated rich arts and culture

REFERENCES

- [1]. <https://www.hindustantimes.com>
- [2]. <https://www.collegedekho.com>
- [3]. *national-education-policy-nep-2020*
- [4]. <https://www.edexlive.com>

NEP 1025

An Overview of New Education Policy 2020

S. MERCY

Assistant professor in commerce Department, Idhaya College for Women, Sarugani

INTRODUCTION

The national Education policy was formulated by the Central Government to promote education in India. It includes School education, Higher education, Vocational education, and Adult education. Education policy should be designed for each period. India's first national policy was introduced in 1968 under Prime Minister Indira Gandhi. The second National Education Policy was introduced in 1986 under Prime Minister Rajiv Gandhi. This is currently in effect across the country. In 1992 during Narasimha Rao's rule, some amendments were made. Now the central Government headed by Prime Minister Modi took charge, it decided to raise the standard of education in line with the changing circumstances. In that sense, the central Government set up a committee headed by Kasthuri Rangan in 2017 for this purpose. It submitted its draft report in the National Education Policy on June 1st 2019. It was announced that a referendum draft plan would run until June 30. Then it was extended until the end of July. There was strong opposition from Tamil Nadu to various aspects of this. Accordingly the Central Government brought one or two amendments. The revised draft of the new education policy was subsequently published to the federal government's website. In this context the Union Cabinet has approved a new education policy.

OBJECTIVES

1. To know Major changes in School level and Higher study
2. To study the challenges faced from the new education policy

The education Policy, which has been in place for 34 years since 1986, has been changed and is now newly introduced. The aim of the new education policy is to globalize education by raising the gross enrollment rate from Anganwadi to higher education to 100 percent by 2030. The school curriculum has been changed from 10+2 to 5+3+3+4 (ie)

Foundation stage: This covers the age 3 to age 8. From this stage it will be concentrate in an active based learning and curriculum and pedagogical of ECCE (Early childhood care and education).

Preparatory stage: This stage covers the grade 3-5 at the age of 8-11. On this stage is the introduction of experiential learning in Mathematics, Science, Arts, Social Science and Humanities. After completing this stage the children's can developed in a foundation of literacy and numeracy. The first language can choose the mother tongue, or any regional language, second is the common language of English and one more is necessary to choose any other interested language. Therefore in a foundation stage the students must study 3 languages.

Middle Stage: This stage covers grade 6-8 at the age of 11-14. Here the policy concentrates the subject oriented pedagogical. Particularly on this stage concentrate the coding and experiential learning in vocational training in Electrical, Electronic, Carpentry, Gardening and Plumbing. Students should attend the internship class in 6th standard onwards at least 10 days with local experts. This will create new entrepreneur, and it leads to change our country in service based to production based economy

Secondary Stage: This stage covers grade 9-12 at the age of 14-18. The new education concentrates in this period to enrich the student's depth knowledge, grater thinking, greater attention to life aspirations and choice of major subjects.

Higher education stage:

It targeted the holistic and multidisciplinary education and flexibility of subjects can choose. It encourages multiple entry and exit of the students. That means students can interchange in any kind of interested subjects. At any time of drop out of students can collect the respective course certificates. It introduced integrated 5 year bachelor's programme, and M.Phil programme to be discontinued.

CHALLENGES FACED FROM THE NEW EDUCATION

- At the foundation stage the early childhood age of 3 is difficult to adapt in the school
- Concentrating 3 languages creates stress in the childhood stage. It leads to collapsed, and it does not build an expertise in any one of the language.
- At the middle stage they are getting experiential learning in vocational training. This will make the drop out of students after getting knowledge in vocational training
- At the age of 14 is not the right stage to choose their own interested combination of subjects.
- From 6th class onwards it introducing coding system. It is very necessary one of this technical oriented development. Coding is a basic skill. It is used to create product based economy. But it need heavy infrastructure. If the management provides the necessary requirements only, it will possible and benefited one.

CONCLUSION

The new education policy is essential one. It eradicate the rote learning (i.e. memorized system) of education to active and productive purpose of study. Even the urban area students will feel too difficult to learn 3 language means, how the rural area students can bare. Every state is separated by the culture wise language, and separate history, so adopting this policy uniformly in all state is getting very big challenge. To educate the new improved method of study the teachers must have quality of training. Then only teachers can easy to understand

the syllabus to teach. Board exam for 3rd and 5th standard is creating stress to the students as well as teachers and parents. Entrance exam for all UG and PG course is leads to drop out students in higher education. This system will create the multiple of coaching centers to clear the entrance exam.

REFERENCES:

- [1]. Let's make Education
- [2]. News from "The Hindu" on 30.07.2020
- [3]. www.jagranjosh.com/news/new-national-education.
- [4]. www.thequint.com/news/education/national...

NEP 1026

Prominent Features of Curriculum and Pedagogical Structure in New Education Policy 2020

MEYYAPPAN PL* and MUTHAYEE M**

*Associate Professor,Civil Engineering, Kalasalingam Academy of Research and Education, Krishnankoil – 626126, Tamil Nadu, INDIA

** Assistant Professor, Physics, Arulmigu Kalasalingam College of Arts and Science, Krishnankoil – 626126, Tamil Nadu, INDIA

INTRODUCTION

The national educational policy (NEP) aspires to bring some structural changes from school education to higher education in urban and rural India to achieve equal educational opportunities in the country. The earlier versions of NEP's were framed in 1968 and 1986 in the leadership of late Prime ministers Smt.Indira Gandhi and Shri Rajiv Gandhi. Based on the inputs/suggestions from various stakeholders on MHRD's draft policy, the new education policy came into existence after 34 years interval under the Prime Minister, Shri. Narendra Modi cabinet. The new NEP discusses the reduction in curriculum content to encourage the essential learning, critical thinking, more holistic experimental, discussion based and analysis based learning. The main salient features introduces the revision of curriculum and pedagogical structure from a 10+2 system to a 5+3+3+4 system design in an effort to optimize the learning for students based on their cognitive skills development.

FEATURES OF NEW CURRICULUM AND PEDAGOGICAL STRUCTURE

The NEP is a comprehensive exhaust framework to the guide the development of uniform education system to achieve national integration, greater cultural and economic development in the country. The existing academic structure has 10+2 system in which 10 years of matriculation schooling system from class 1 to 10 and 2 years of higher secondary system from class 11 to 12. In the NEP 2020, the new pedagogical and curricular structure of school education has 5+3+3+4 system, corresponding to ages groups 3-8, 8-11, 11-14, and 14-18 years respectively. This new system has four stages of schooling level such as foundation stage, preparatory stage, middle stage and secondary stage. The foundation stage has 5 years which consists of 3 years from anganwadi or preschool or balvatika; 2 years from class 1 to 2. This stage will focus only on the play/activity based learning approach. The preparatory stage has 3 years from class 3 to 5 which focus towards play, discovery, and activity based learning approach. It also includes interactive classroom learning approach. The next middle stage has 3 years from class 6 to 8 which focus towards experiential learning in the basic important subjects of science, mathematics, arts, social sciences and humanities. The last secondary

stage has 4 years from class 9 to 12 which mainly focus towards multidisciplinary study, enhanced critical thinking and flexible student choice of streams. The new curriculum system will initiate the livelihood learning ability to enhance skills in the areas of colour, shapes, alphabets, numbers, relationship with nature, arts, crafts, music, logical thinking, problem solving ability, developing curiosity, collaborative team work, play based learning, discovery based learning, ethics, self identity, etiquette, behaviourism and emotional development.

The new NEP mainly emphasizing the reduction in curriculum by promoting core essentials, critical thinking, interactive class sessions and experiential learning skills. In detail, the pedagogic techniques covering the core essence of all subjects, concentrating critical thinking ability by inquiry, discovery, discussion and analysis based teaching and learning methods. In interactive teaching styles, text book learning dependency can be much reduced. Moreover this will provoke the questioning ability such as what, why and how etc. Additionally to create interest and curiosity on the new learning things through fun, creative collaborative and exploratory activities in classroom activities and experiential learning through models, videos and field visits etc. In order to transforming effective teaching learning process, innovative and integrated pedagogies includes arts, sports, storytelling, peer tutoring, equal weightage among curricular, co-curricular and extracurricular, computational thinking, mathematical thinking and usage of ICT tools are introduced based on the stages of schooling.

The new NEP has specifically highlights the medium of instruction only be in mother tongue/ local language/regional language at least till class 5 and preferably at class 8 and further. Sanskrit to be proposed at all levels of schools as option for students, including in the three language formula. It is explicitly briefed that no language will be imposed on any student across the entire country. In overall the new NEP aims to renovate India into a effervescent knowledge society by making school education be more holistic, flexible, multidisciplinary approach most suited to fit with the requirements of this 21st century to meet out the universalisation of access for any student right from ECCE to secondary levels.

CONCLUSION

The main highlights of this new NEP are having change in school curriculum with 12 years of schooling and 3 years of Anganwadi/ Pre-schooling. Also to emphasis on foundational literacy and numeracy, no rigid separation between the academic, extracurricular and vocational streams in school levels, reliable mode of teaching up to atleast class 5 in mother tongue / regional language, Adopting common standards of learning based on integrated pedagogical approach for both public and private schools. This development of school curriculum and pedagogy is mainly to intend for the holistic development of learners by equipping them with the mandatory requirements of 21st century skills and thereby reducing the curriculum content to promote the essential learning and experiential learning through new approaches.

REFERENCES

- [1]. New Education Policy 2020 HIGHLIGHTS: HRD Ministry New National Education Policy Latest News, MHRD NEP Today News Update. Retrieved 29 July 2020.
- [2]. National Education Policy 2020: All You Need to Know - Times of India, The Times of India, TOI – Online, Updated: 30 July 2020.

- [3]. State Education Boards to be regulated by National Body: Draft NEP - Times of India, The Times of India. Retrieved 21 November 2019.
- [4]. Bamzai, Kaveree (24 December 2009), 1977-10+2+3 system of education: The new class structure. India Today. Retrieved 10 December 2012.
- [5]. National Education Policy 1986, National Informatics Centre, pp. 38–45, Archived from the original on 19 June 2009. Retrieved 12 July 2009.

NEP 1027

New Ray of Hope – New Education Policy 2020

With special reference to Primary Education in mother tongue

Dr. MONIKA AGARWAL

Associate professor, B.Ed department, Bareilly College, Bareilly

INTRODUCTION

The Ministry of Human Resource Development of the Government of India has announced a new education policy on 29th July 2020. After 1982, a new education policy has come after 34 years. Three things in the new education policy are important that **it is flexible, trans-disciplinary, and practical**. In this education policy lots of new provisions related to all three levels of education, primary, secondary and higher education have been made. If we look at the provisions of this new education policy as the **vision of the government**, then of course the new education policy should be welcomed by everyone.

UNESCO submitted a report in Geneva titled "THE TREASURE WITHIN". While reading this report, the chairman said that "Education in the world can neither leave localism nor international. All the education system in the world will give priority to the needs of the nation and for this, the education system of every country is deeply rooted in its culture. Should be known but commitment should also be visible to new knowledge and progress".

IT'S A MATTER OF BEING HAPPY THAT NPE MAKE PROVISION TO TEACH PRIMARY STUDENTS IN THEIR MOTHER TONGUE

In the new education policy 2020, it has been accepted that every child of India should be familiar with the culture of India, should know the history and heritage of the country and should use new technology for the attainment of knowledge. The new education policy announced by the Government of India is reiterating the same commitment. Many new and good provisions have been made in education policy should be welcomed. ***In this paper ,an attempt has been made to throw light on the provision in the new education policy 2020 to teach students upto fifth standard in their mother tongue, home language, local language or regional language.***

Gandhiji presented the Wardha Education Scheme in 1937 and prominently stated that primary education should be imparted to the students in their mother tongue or vernacular. He knew that teaching in the mother tongue reduces psychological pressure on children and children finding themselves capable of learning things easily. Taking this forward, the new

education policy 2020 talks about education up to fifth class in mother tongue or vernacular which is really very commendable and welcome. It has a clear objective to reduce the psychological pressure of foreign language on students, as well as to move away from the old practice of rote education system towards real understanding and knowledge. We all know that children in their mother tongue learning and understanding become fast. It helps children to know and understand the cultural heritage of their country in a easy manner. India is a diverse country in which it is not possible for everyone to have the same opinion, so different views of the people should not be criticized.

WHAT HISTORY SAID -

It is also believed around the world that children's education should be in their mother tongue, it has been clearly stated in the new education policy that no one will be pressurized to read by any particular language, in non-Hindi speaking areas in the name of the trilingual formula. Goverment will not impose Hindi but there are many challenges in this too.

If we look at the history of education in the mother tongue, we will find that most of the **commissions** have advocated the introduction of elementary education in the mother tongue or vernacular or home language. Had suggested that the native language should be the medium of Indian education. In the **1954 manifesto**, along with English, Indian languages were also accepted as the medium of European knowledge, along with the **British government in 1944**, which brought the report of the Sargent Commission In that too. The **Sadler Commission** was said to make Indian languages as the medium of instruction up to high school. The **Mudaliar Commission** also talked about making the mother tongue the medium for primary education. Despite such recommendations, it is not difficult to know how English has become prestigious as a medium of education at the primary level.

CONCLUSION

Education policy 2020 has brought **a new ray of hope**. It is to be seen how these suggestions of the new education policy will be accepted by the public schools of English medium spread from the metros to the village-side roads. It is to be seen to what extent do **parents will be convinced** to teach their children in their mother tongue. It has to be seen to what extent the government will be able to **assure the society** that by getting education in the mother tongue, the children will not be left behind in the global world because the voices of protest are already heard. They all have their own arguments, they also have their own ideas, which also seem logical, as if globalization is to be adopted, English is necessary, so studying in the mother tongue will not leave the children behind? **The question are innumerable but the expectations are more than that, yet seeing how the government will resolve all issues.**

REFERENCES

- [1]. https://m.facebook.com/story.php?story_fbid=330191551353870&id=1568711516744359
- [2]. <https://t.co/O7ajMJU6ND>
- [3]. <https://www.mhrd.gov.in>

NEP 1028

New National Education Policy 2020 of India

Dr.R.NAGESWARI

Head, Associate Professor of Economics, Seethalakshmi Achi College for Women, Pallathur-630 107, Sivaganga District

INTRODUCTION

This is the first education policy of the 21st century and replaces the thirty-four-year-old National Policy on Education (NPE), 1986. The Cabinet has additionally affirmed the renaming of the Ministry of Human Resource Development to the Ministry of Education. The National Education Policy (NEP) 2020 is based on two committee reports and extensive nationwide consultations.

Recommendations made by the **Committee for Evolution of the New Education Policy (NEP) Chaired by T S R Subramanian (2016)** and a **panel headed by K. Kasturirangan (2018)** have been incorporated in the NEP. It seeks to address the entire gamut of education from preschool to doctoral studies, and from professional degrees to vocational training. The primary focal point of the National Education Policy 2020 is to make changes in school and advanced education frameworks in India. First Educational Policy of the century in Quite a while and adjusts the customary and obsolete thirty-four years of age National Education Policy since the year 1986. After the hole of 34 years, The Union Cabinet of India affirmed the New National Education Policy 2020 of India on 29 July 2020.

KEY FEATURES

In the new structure, early childhood care and education (ECCE) from age 3 years is also included, and attaining foundational literacy and numeracy by Class 3 has been prioritised with universal foundational literacy and numeracy in primary school by 2025 taken up on a mission mode. Human Resource Development (destined to be known as the Ministry of Education). The approach is planned for changing the Indian instruction framework to address the issues of the 21st Century.

The new arrangement looks for amendment of helpless proficiency and numeracy results related with elementary schools, decrease in dropout levels in center and optional schools and selection of the multi-disciplinary methodology in the advanced education framework. Aside from this, the approach additionally centers on youth care, rebuilding educational plan and instructional method; improving evaluations and tests, and putting resources into instructor preparing and expansive basing their examination. Despite the fact that the NEP 2020 tries to get an all encompassing change the training arrangement of India, its prosperity relies upon

the will and manner by which it will be executed.

EXIGENCIES OF NATIONAL EDUCATION POLICY 2020

Recognising Importance of Formative years

In receiving a **5+3+3+4** model for school training beginning at age 3, the strategy perceives the supremacy of the early stages from ages 3 to 8 in molding the kid's future.

Exodus from Silos Mentality

Another key part of school training in the new approach is the breaking of the exacting division of expressions, business and science streams in secondary school. This can establish the framework for a multi-disciplinary methodology in high training.

The convergence of Education and Skills

Another commendable part of the plan is the presentation of professional courses with a temporary job. This may bump the weak areas of society to send their kids to class. Also, it would help in acknowledgment of the objective of Skill India Mission.

Making Education More broad

The New Educational Policy proposes the augmentation of the Right to Education (RTE) to all kids up to the age of 18. Further, the approach tries to use the colossal capability of online teaching method and learning procedures for expanding gross enrolment in advanced education.

Light but Tight Oversight

According to the approach, disregarding occasional examination, straightforwardness, keeping up quality norms and a great open recognition will turn into a 24X7 interest for the organizations, prompting all-round progress in their norm. The strategy likewise tries to set up a super-controller for training which will be answerable for norms setting, financing, accreditation and guideline of advanced education India.

Allowing Foreign Universities

The record states colleges from among the main 100 on the planet will have the option to set up grounds in India. This will prompt a mixture of universal point of view and development, which will make the Indian training framework more proficient and serious.

Ending Hindi versus English Debate

Most significantly, NEP, for the last time, covers the obnoxious Hindi versus English language banter; rather, it underscores on making primary language, nearby language or the provincial language the mode of guidance in any event till Grade 5, which is viewed as the best mode of educating.

CHALLENGES IN IMPLEMENTATION:

Knowledge-Jobs Mismatch

There is an industrious jumble between the information and aptitudes granted and the occupations accessible. This has been one of the fundamental difficulties that have influenced the Indian training framework since Independence. NEP 2020 neglected to check this, as it is

quiet on instruction identified with developing mechanical fields like man-made reasoning, the internet, nanotech, and so forth.

The Requirement of Enormous Resources

An aspiring objective of open spending at 6% of GDP has been set. Preparing money related assets will be a major test, given the low assessment to-GDP proportion and contending claims on the national exchequer of medicinal services, national security and other key divisions.

- The lack of popularity of vocational training and the ‘blue-collarisation’ of vocations in the society act as obstacles in the introduction of vocational training in school.
- The shift to a four-year undergraduate college degree system may lead to a situation where overzealous parents may stream their children into professions at the earliest thus burdening the students further.

WAY FORWARD:

We cannot deny the fact that the Indian government and institutions have been working to reform the existing education model. However, there are still many issues which are required to be taken care of.

Need for Cooperative Federalism

Since training is a simultaneous subject (both the Center and the state governments can make laws on it), the changes proposed must be actualized cooperatively by the Center and the states. Thus, the Center has the goliath assignment of building an accord on the numerous goal-oriented plans. Strive Towards Universalisation of Education: There is a requirement for the making of 'consideration assets' to help socially and instructively impeded kids seek after training. Also, there is a need to set up an administrative procedure that can check profiteering from instruction as unaccounted gifts.

Bridging Digital Divide

If innovation is a power multiplier, with inconsistent access it can likewise extend the hole between those who are well off and the poor. Thus, the state needs to address the striking abberations in access to advanced apparatuses for universalization of training.

Inter ministerial Coordination

There is an accentuation on professional preparing, yet to make it compelling, there must be close coordination between the instruction, abilities and work service.

The new National Education Policy (NEP) 2020 is a decent approach as it targets making the instruction framework all encompassing, adaptable, multidisciplinary, and adjusted to the requirements of the 21st century and the 2030 Sustainable Development Goals. The goal of strategy is by all accounts perfect from numerous points of view however it is where the way to progress lies. The New National Education Policy 2020 is a commendable step by the government to achieve the goal of providing quality education and having a skillful, talented, and professional youth population. The policy also helps to aims at “light but tight” regulation by a single regulator for higher education as well as o increased access, equity, and inclusion. The policy aims at making “India a global knowledge superpower”. he proposition resembles a demonetization of the training framework. That could function admirably or that could end severely. That is the reason the preventative voices exhort stage-wise

recommendations - in on the off chance that else circles with leave provisions, rather, reestablish provisos worked in.

Better we can say that it is a division from HRD to Department of Education. The arrangement is genuinely radical and infers change in everything the manner in which we know it. The training framework in the nation has advanced after some time to transform into this mammoth repetition learning, test arranged, marks driven structure with an essential concentration in the English language. That is instruction in India basically. A child will think about electrons moving around shells yet will probably not have the option to change a light or realize which end of the sledge to utilize. Hopefully, children won't be slotted into three streams, diversifying into the predicted paths and never shall the twain meet. That there will be fewer exams, more emphasis on learning from masters of diverse fields such as carpentry, which children will intern at places of choice to learn something other than from books, is laudable as a concept.

CONCLUSION

In conclusion, what path the policy adopts in future is not certain. How will the proposal of multidisciplinary education integrate to form a creative, motivated, economically productive and balanced individual? If the approach is truly Indian, then things will ultimately fall in line because of the integral unity but if the multidisciplinary education is a reaction to 'liberal' and 'servile', then not much will change. There are many problems in public schools today, but identifying those issues is half the battle. With a laundry list of challenges to face, now is the time for educators, parents and lawmakers to come together and begin to find solutions – for the benefit of all students in public schools today.

REFERENCES:

1. MHRD - Websites

NEP 1029

An Outlook on Indian Education Policy-2020

R.NITHYA

MBA II Year, Anand Institute of Higher Technology,Chennai

INTRODUCTION

The Union Cabinet approved a new National Education Policy on July 29, after a 34-year gap. The New Education Policy, 2020 is meant to provide an overarching vision and comprehensive framework for both school and higher education across the country. The new NEP, approved by the Cabinet, has not been presented in Parliament. It is the first to be formulated by a Bharatiya Janata Party government and the first in the 21st century. It is only a policy, not a law; implementation of its proposals depends on further regulations by both States and the Centre as education is a concurrent subject.

CONTENT:

The NEP 2020 aims at making “India a global knowledge superpower”

KEY PROPOSALS

The NEP proposes to change the school's academic structure from (10+2 years) of schooling format to (5+3+3+4 years) format curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. The new education policy expands age group 6-14 years of mandatory schooling to 3-18 years of schooling .

Levels of Education

The Indian education system is divided into different levels as following

- **Pre-primary Education**
 - Pre-nursery
 - Nursery
 - LKG
 - UKG
- **Primary Education** (The primary education is categorized into two parts, namely)
 - Lower Primary – Class I to IV
 - Upper Primary – Class V – VIII
- **Secondary Education- Class IX – X**
- **Higher Secondary Education – Grade 11 and 12**

Higher Education:

- Under-Graduate or Bachelor's Level Education
- Post-Graduate or Master's Level Education
- Doctoral Studies or Ph.D. Level Education
- Vocational Education and Training
- Diploma Programs
- 4 years for higher secondary gets lift up - Arts, Commerce, Science removed - Students to choose what they want to choose. Coding to begin from Class 6. Music, Arts, Sports, would be at the same level. Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills

The three-language learned by children will be the choices of States, regions, and of the students, so long as at least two of the three languages are native to India.

- The undergraduate (UG) degree structure will be available for 3&4 years duration, its now has multiple entry and exit options within this period, with appropriate certifications. As per the undergraduate system is the credit base.
- The higher educational institutes now will have option of offering a 1 year master degree under the new NEP 2020
- Government to discontinue MPhil(master in philosophy) program.

Teacher Education

- By 2023, the minimum qualification for teachers will be 4-year integrated B.Ed. degree
- Emphasis on strengthening and transparency of the teacher recruitment process
- NCTE to formulate a new and comprehensive **National Curriculum Framework for Teacher Education (NCFTE) 2021**
- NCTE to frame **National Professional Standards for Teachers (NPST) 2022**

CONCLUSION:

The new national education policy (NEP)2020 is a good policy as it aim at making the education system holistic, flexible, multidisciplinary ,aligned to the needs of the 21st century and the 2030 sustainable development goals. The intent of policy seems to be ideal in many ways but it is the implementation where lies the key to success.

REFERENCES:

- [1]. www.indiatoday.in
- [2]. www.indianera.com
- [3]. www.hinstantimes.com
- [4]. www.mhrd.gov.in

NEP 1030

Expostulation in Execution of National Educational Policy – 2020 in Government Educational Institution.

***PARIMALA S and **SUSHMA M**

Assistant Professor, Department of Management, Acharya Institute of Graduate Studies,

INTRODUCTION

Education is the movement from darkness to light (Allan bloom). We can trace the progress of Education policy from the pre independence era , British period but after Indian independence education policy renamed as University of Commission during (1948) and secondary education commission came over the existence in (1952), after 12 years D.S Kothari as proposed Indian Education commission (1964-66) in the course of 1968 government have intended National Educational Policy and they have amended the same NEP policy during (1979, 1986, 1992) After 30 years a revolutionary change happened in NPE (2020). The main aim of all education policies which as proposed equal opportunity to achieve the economic development.

The foremost aim of National Educational Policy-2020 is Making “**India a global Knowledge Superpower**” In this Policy they have bought more than 50 Educations plans. The implementation of this will begin in September – October.

CONTENT:

This Research paper tries to identify the challenges in implementation of the New Education Policy-2020 in Government Educational Institutions, this research depends on secondary data, and this study covers the Government Educational Institution which is situated in Bengaluru (rural and urban).

As per 2016, Feb we had 513 government universities but the government Universities are divided into Central Universities, deemed to be universities and state universities so as of now we have 342 State universities, 125 deemed to be universities and 46 Central universities. Specifically in our study area (Bengaluru Rural and Urban) we have around 1403 schools and nearly 70 college.

MOST OF THE PLANS IN NEW EDUCATIONAL POLICY-2020 WILL BE MORE CHALLENGING TO GOVERNMENT EDUCATIONAL INSTITUTIONS AS POINTED BELOW:

Dedicated unit for digital and online learning:

In rural and urban we can find most of the Government school who don't have separate Class room for each grade students hence infrastructure issues may be bid challenge for dedicating one unit for digital and for online classes may be much big challenge.

Experiential learning in all stages:

Normally Government schools they use the text books to teach the students which is prescribed by State Government and along with that they will use Chart exhibition related to subjects like (Science. Maths, Social) now as per NEP-2020 the teacher have to be get trained to give hands-on experience, sports integrated education, they have to adopt new pedagogy like story telling they have to bring competency –based learning and education so if they want to do all this means they have to get good training to all teacher if they get trained then they can implement all the necessary things in the class and their content will be more focused and they can discuss about more case studies to solve the problems, but here main challenge is we can find the employees who is working from past more than 20 years for them asking them to engage the class may be bit challenging.

Tech- based option for adult learning through apps, TV channels etc:

Presently we can find too many apps which we can use for education purpose for adult learning and few institutions like Akka Mahadevi Institution which is situated in Bijapurare started with Online Education Resource centre (OERC) to help the students to clear the Entrancetest Like (K.SET ,NET etc...) via their own YouTube channel (AKKA TV)and like the same way in rural places of Bengaluru can also start the satellite based channel along with this they have to set up ICT- Equipped Library especially in adult education so here the biggest question arise is how many government college can really set up all those facility to help students educations.

Coding to be taught from class 6 onwards:

The Currently working teachers have finish the B. Ed and they had cleared the entrance test then they have appointed as teachers, so now they may not have any knowledge on this concepts therefore now they must do mass recruitment of the people who have couple of special knowledge in this along with that all schools should have necessary equipment to run coding classes.

E-content in regional language:

In Bengaluru the regional language kannada so all the subject should be in E-content the main challenge they need to recruit the special teacher and who can convert all the subjects to kannada and on other side all the rural and urban students should provide with the mobile or desktop, main challenge is the school have all the arrange all the technology and the maintenance towards that.

CONCLUSION:

The main motto of the study to identify what are all the challenges will come front of Government Educational institutions. Firstly study tries to say that in rural areas were people are facing the network issues in that if we start ICT for rural students they can't get the full benefits, other side to run all those thing the government schools and college they should have good infrastructural facility where they are lacking in that more over the students should have either mobile or desktop to read the e-content and to attend the online classes basically this students have come from very low economic family back ground in this case they can't afford for electronic gadgets, if students are started to use the mobile or desktop the parents or teacher they have keep an eye on them for what purpose they are using the phone, mainly the employees who are servicing from long back for them giving the training and making them to be technological friendly will be a major task.

After looking in to this we would like to suggest, the government can call for tender form any Indian company who is manufacturing mobile were they can provide mobile to the student with less price, they can even invite any software engineers to teach Coding to the school students were they don't want to spend money on recruitment and also government can arrange the training program in their respective schools and college so they may get regular training, government can even concentrate on recreating good infrastructure and to provide good network bandwidth in rural areas, if government consider all this suggestions means then Government Educational institution can easily encounter all the challenges and they can also give good education to all over the rural and urban areas.

REFERENCES

- [1]. Gurukkal, R. (2017). Introduction: A critique of draft NEP, 2016. Higher Education for the Future, 4(2), 101-116.
- [2]. Batra, G. S. (2006). New Economic Policy and Emerging Dimensions of Management Education. Globalisation and Functional Management, 4, 345.
- [3]. Pallavi, V., &Anuradha, P. S. (2017). Tax planning and investment pattern of academicians: A study of educational institutions in Bengaluru. VISION: Journal of Indian Taxation, 4(2), 112-126.
- [4]. Salam, J. (2019). Draft National Education Policy (NEP), 2019 and jingoistic nationalism.

NEP 1031

Outward bound experiential learning as a teaching tool in NEP - 2020.

PRATHEESHA P

Research Scholar, Institute of Management in Kerala University of Kerala,
Thiruvananthapuram, Kerala

"Tell me and I forget; Teach me and I may remember; Involve me and I will Learn" -
Benjamin Franklin, American Polymath

ABSTRACT

Outbound learning (OBL) is a training intervention based on experiential learning methodology. "Learning by doing", "hands on experience" and includes outward bound training activity that engage participants into outdoor learning experience. Each outbound activity had a structured approach to bring out specific learning, invite behavioural change, and connect them back to the real-life work areas. Outbound learning let the individuals and groups discover their latent talents and strengths in a safer, secure and supportive learning atmosphere. Nowadays OBL became the most acceptable teaching tool because students as well as teachers get reinforced through the activities. It is the easiest way of team building.

Keywords: Team Building, OBL, Experiential learning, teaching tool, Learn by doing, Hands on experience, National Education Policy (NEP)

INTRODUCTION

Education, Learning and teaching, same like other industries has evolved in leaps and bounds in recent years. Traditional pedagogical techniques, based on a teacher explaining a topic and students taking notes, may still be useful on many occasions. But education today revolves around encouraging the students to awaken their curiosity and desire to learn. A number of different teaching techniques have emerged due to this change in education. Many of these teaching are not actually new. The use of technology in the classroom has simply given education a new face of life allowing us to approach old ideas in new ways.

FLIPPED CLASS ROOM

A flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. Design Thinking: Design thinking refers to the cognitive, strategic and practical processes for resolving real life cases through group analysis, brain storming, innovation and creative ideas. The method describes a human-

centered, iterative design process consisting of 5 steps - Empathize, Define, Ideate, Prototype and Test.

Self Learning:

Self-learning is a form of learning that has emerged due to the availability of learning resources online. It can be referred to "Autodidacticism". The key is to let students focus on exploring an area which interests them and learn about it by themselves.

Gamification:

It is learning through the use of games. Gamification is the process of taking something that already exists – a website, an enterprise application, an online community and integrating game mechanics into it to motivate participation, engagement, and loyalty.

Social Media:

The use of social media in education provides students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient. Social network tools afford students and institutions with multiple opportunities to improve learning methods.

Online learning tools:

There are lot of free online learning tools available and that which teachers can use to encourage engagement, participation and a sense of fun into the classroom. Here comes the emerging tool that is Outbound learning experience. In which both student as well as teacher gets a real time experience and a wonderful memory through OBL. OBL is a technique used to enhance the efficiency of the participants through experiential learning. In other words, taking the group of participants away from actual work environment into the outdoor and are assigned with some challenging task or activity that needs to be completed by them within a given time frame. In teaching context OBL is challenging and interesting. Students are getting practical experience rather than boring theoretical studies and classroom studies for students. But giving a real life situation to students is somewhat the area in which the trainer or teacher faces the challenge.

Success of Outbound Learning

The success of outbound learning can be attributed to the fact that it uses adult learning principles. It uses approaches to learning that are interactive, problem based and collaborative rather than moralistic. OBL is originated in 1950 s and Malcom Knowles, an American practitioner of adult education, promoted it in the 1970s. OBL is a powerful combination of thought provoking activities that are conducted in a natural setting. The end result is enhanced learning and retention.

APPLICATION OF OBL IN TEACHING

The teaching - learning process has evolved over time. In a agurukul system the teachers were omnipresent and the fountain of knowledge that prevailed and the student was a Vidhyarthi- person seeking knowledge.

As time passed by teachers evolved as a strict disciplinarian with a strong tendency to implement discipline and punish for mistakes. Nothing can be challenged and the students is expected to maintain silence.

The teaching - learning process had turned passive. It is said that the brightness and spark in the student is inversely proportional to the time they spend in the system. More the time spent in formal education, less the brightness and spark. Students may feel bored too. If a teacher is trying to teach some post graduate students, most of them are easily getting bored, tired, desperate and disinterested.

Nowadays students are fully involved in social media and they have the access to various search engines to access wide range of knowledge which is easily and freely available. Here the teacher needs to change and the teacher should be much more creative thinker and innovator.

On such innovative teaching - learning tool is OBL. in OBL the students are taken out of the classroom and into the open. It is a throwback to the Gurukul system. The students have to perform physical, and sometimes challenging task and play games and to do experiments. They learn the fun way and in groups.

An OBL course, the students can expect not only to encounter adventure, beautiful wildness, and great back country meals, and another key ingredient is challenge. But with challenge the program broaden student's confidence, learning and understanding of what a week in the wildness has to offer. Adventure is an exciting and remarkable experience that involves uncertain outcome and can only be reached through the challenge zone.

The students beyond the familiar environment of their homes and schools in to nature to face physical, social and emotional challenges that will prepare them for the future by expanding their comfort zone and reducing their panic zone. OBL students face the greater challenges presented by working closely with a group of strangers. Communicating effectively, resolving conflicts, building a team and making decisions. For many students, the greater challenges at OB is not the difficulty of the activities or expeditions, but instead the challenges of working with groups.

CONCLUSION

Outbound learning is an emerging trend in all the sectors including teaching industry. OBL is getting well acceptance because of its innovative and creative ideas and approaches. So in teaching and learning, students may get a platform to bring out their best through OBL. Even though OBL has many advantages to perform, it faces some unavoidable challenges too. Overcoming the challenges becomes easy through the OBL techniques. Teaching is not merely and simply programmed and teachers are not machines, it is more dignified profession. So a good teachers must be much more creative and innovative rather than others.

REFERENCES

- [1]. Tracey, J Bruce, Hinkin, Timothy R, Tannenbaum, Scott I, Mathieu, John E (1997)
- [2]. Narendra M. Agrawal (2000)
- [3]. S. Raghu Raman PawanBudhwar G. Balasubramanian, (2007)
- [4]. A long road: On National Education Policy 2020, The Hindu, 31 July 2020

NEP 1032

National Educational Policy – An Overview

¹Dr.D.RADHA and ²S.R.VERONICA VALLI

¹Assistant Professor of Mathematics, A.P.C.Mahalaxmi College for Women, Thoothukudi – 628002

²II M.Sc. Mathematics, A.P.C.Mahalaxmi College for Women, Thoothukudi – 628002

INTRODUCTION

The main aim of the National Educational Policy is; 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. Accordingly, the highest priority to achieve Foundational Literacy and Numeracy by all students in the earliest grade. Flexibility - so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests. No hard separations between arts and sciences, 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.

FUNDAMENTAL PRINCIPLES OF THE POLICY

Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world is necessary in order to ensure the unity and integrity of all knowledge. Emphasis on conceptual understanding is to be encouraged rather than rote learning and learning for exams. To emphasize creativity and critical thinking to encourage logical decision making and innovation. Ethics and human & 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 are ought to be inherited in the early learning stage. Promoting multilingualism and the power of language in teaching and learning. Life skills such as communication, cooperation, teamwork and resilience are to be added. A 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 the students, and educational planning 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.

REIMAGINING VOCATIONAL EDUCATION

- Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade.
- By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed.
- Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs.
- The B.Voc. degrees introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's programmes.
- 'Lok Vidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses.
- The credit-based framework will also facilitate mobility across 'general' and vocational education.

A VISION OF THIS POLICY

An education system rooted in Indian ethos that contributes directly to transform India sustainably into an equitable and vibrant knowledge society, by providing high quality education to all, and thereby making India a global knowledge superpower. The curriculum and pedagogy of 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.

QUALITY UNIVERSITIES AND COLLEGES

Major problems currently faced by the higher education system

Lesser emphasis on research at most universities and colleges and lack of competitive peer-reviewed research funding across disciplines is aimed. Suboptimal governance and leadership of HEIs are influenced. An ineffective regulatory system, Large affiliating universities resulting in low standards of undergraduate education, Less emphasis on the development of cognitive skills and learning outcomes, Limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages, Inadequate mechanisms for merit based career management and progression of faculty and institutional leaders are some essentials.

Key changes to the current system

- Moving towards multidisciplinary universities and colleges, with more HEIs across India that 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

CURBING COMMERCIALIZATION OF EDUCATION

All education institutions will be held to similar standards of audit and disclosure as a ‘not for profit’ entity. The accreditation system developed by NAAC will provide a complementary check on this system, and NHERC will consider this as one of the key dimensions of its regulatory objective. All fees and charges set by private HEIs will be transparently and fully disclosed, and there shall be no arbitrary increases in these fees/charges during the period of enrolment of any student. This fee determining mechanism will ensure reasonable recovery of cost while ensuring that HEIs discharge their social obligations. Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence. Upon receiving the appropriate graded accreditations that deem the institution ready for such a move, a Board of Governors (BoG) shall be established. Equity considerations will also be taken care of while selecting the members.

CONCLUSION

Teachers and faculty as the heart of the learning process - their recruitment, continuous professional development, positive working environments and service conditions. Surpluses, if any, will be reinvested in the educational sector. There will be transparent public disclosure of all these financial matters with recourse to grievance-handling mechanisms to the general public. A rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study proves to be a main advantage. 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.

REFERENCES

- [1]. <https://www.mhrd.gov.in/nep-new>
- [2]. <https://www.drishtiias.com/daily-updates/daily-news-analysis/national-education-policy-2020>
- [3]. <https://www.thehindu.com/education/the-hindu-explains-what-has-the-national-education-policy-2020-proposed/article32249788.ece>
- [4]. https://idronline.org/no-detention-why-did-a-popular-policy-get-scrapped/?gclid=CjwKCAjwps75BRAcEiwAEiACMXnA1ZihQJyV7ZEmMw2WKBocwptGbJVL17ZG-wckAU1_sekZ6dFmhhoC3xcQAvD_BwE

NEP 1033

NEP 2020: An Educational Reform in Empowering India

Dr. D.RAVINDRAN

Faculty, School Of Management, Kristu Jayanti College(Autonomous), Bangalore,
Karnataka

INTRODUCTION

Education, the powerful keyword which can explore human hidden potential, enhance a healthy society, and establishing national reform to empower India in the global arena. Though Indian people are known globally for knowledge, logical thinking, decision making, quickly adaptable, in-depth learning innovative heads, etc. But in terms of speaking about the teaching, learning, and research orientations, India is still lagging behind many countries in preparing young minds in productive ways.

In a global context, the need for learning unknown or less noticed knowledge gaps in areas like big data, machine learning, and artificial intelligence is high time. Another side due to lack of employability skills among growing youth community and shortage of skillful resources indicating the gap in the education curriculum integrating multidisciplinary subjects like mathematics, computer science, and data science, sciences, social sciences, and humanities to gain knowledge in multiple areas like saving energy, managing water, processing food, and health and hygienic needs to balance the employment gaps and taking personal steps to maintain global ecosystem to have inclusive healthy and useful growth.

INDIAN EDUCATION REFORMS

Education is a very important system in any country for developing the people and country as a whole from all perspectives. Our initial national education policy was presented by former powerful first female Prime Minister of India, Indira Gandhi in 1968. Then second revised education policy released by the youngest Prime Minister of India in 1986. Following this silent and sound former prime minister PV NarasimhaRao presented the improved education policy in 1992. In the economic liberalization, by 2014 BJP government released NEP manifesto through Smriti Rani(HRD Minister 2015). Then with the TSR Subramanian as Head of the Committee refined and submitted the report on 7th May 2016.

This revised National Education Policy mainly focused on the three objectives:

1. To improve the quality of Education
2. To have the credibility of Education
3. To address gaps in Implementation
4. By October 2016 recommended the policy.

With the Chairmanship of Dr.K. Kasturirangan as a guiding force along with the nine members new committee formed. With these backgrounds after 34 years, New Education Policy of India was released on July 29th Wednesday in the Union cabinet as NATIONAL EDUCATION POLICY(NEP)2020 in restructuring the school and higher education sector in the country.

The NEP 2020 attempting to address three major issues that creating hurdles for the development of our young minds.

1. The gap in achieving the education target by 2035 towards making atleast 50 percent of students go for higher education from the current 25 percent level and reducing the dropouts due to financial, social, and technological challenges.
2. Reduce ROTE learning and improve Associative Learning with meaningful and active learning.
3. Encourage choice-based learning and no hard separation of streams as earlier. Students will be allowed to choose any mix of courses including commerce,IT, Science,etc. and more focus on career and interest-oriented rather than fixed curriculum and subjects.

CURRENT AND NEW SCHOOL EDUCATION POLICY COMPARISON:

Current School Education Method((->Pre School +10 +2):

1. Pre School 3- 8 years
2. Classes I to X Std(8-16 years)-10 Years
3. Classes 11 & 12thStd(16-18 years)-2 Years

New School Education Method (NEP 2020 ->5+3+3+4)

1. ***FIVE YEARS******Pre-School (3 -6 years)+ Classes I and II(6-8 years)***
Formal Education, Global Standard, Faculty development, etc.
2. ***THREE YEARS: Classes 3 to 5(8-11 years)***
Learning in Mother's tongue till 5th standard (EUROPEAN)&Coding ((CHINESE))
3. ***THREE YEARS******Classes 6 to 8(11- 14 years)***
Evaluation -Report card system with 360-degree evaluation including academic, practical and co-curricular activities
4. ***FOUR YEARS******Classes 9 to 12(14 to 18 years)***
Flexible subject choice, Holistic learning, Can choose Sanskrit, other languages, classical languages, literature, etc.

The NEP 2020, attempts to bridge the gap between the Government Pre School(Anganwadis) education and Private Kinder Garden system in terms of learning and activities related to COGNITIVE TASKS(sorting, pattern recognition), BASIC LANGUAGE(picture description, listening comprehension,etc) and BASIC MATHS(counting, adding, tables,etc)

Higher Education

NEP 2020 concerning higher education will drive the education system as a whole to make the young Indians create a knowledgeable society and healthy generation through innovation higher education inputs.

Existing Problems in Indian higher education system

- (a) fragmented higher educational ecosystem
- (b) lack of cognitive skills and learning outcomes
- (c) narrow and rigid disciplines specific specialization
- (d) limited HEIs teaching in local languages medium
- (e) restricted institutional autonomy
- (f) least focus on career management skills
- (g) least research and consultancy drives
- (h) limited regulatory system on universities, affiliating universities and private colleges

Thrust areas of improvement expected after NEP 2020 Implementation

- Efficient Resourcing and Effective Governance through School Complexes/Clusters
- Standard-setting and Accreditation for School Education
- Quality and Forward-looking Universities and Colleges
- Institutional Restructuring and Consolidation
- Holistic and Multidisciplinary Education
- Optimal Learning Environments and Support for Students
- Global education standards
- Student Activity and Participation
- Financial support for students
- Motivated, Energized, and Capable Faculty
- Equity and Inclusion in Higher Education
- Quality Academic Research
- Regulatory System of Higher Education
- Effective Governance and Leadership for Higher Education Institutions
- Professional Education
- Adult Education and Lifelong Learning
- Promotion of Indian Languages, Arts, and Culture
- Technology Use and Integration
- Online and Digital Education: Ensuring Equitable Use of Technology

CONCLUSION

India, a developing country with all types of available resources proving its ability in all areas in all possible countries and started flying beyond earth and exploring the galaxy to make research on enhancing the livelihood of all mankind. The gaps in existing educational standards to match the industry expectation, social demands, and family life satisfaction. Any system will be effective and efficient in providing decided results by the elements, same way the reformed educational new policy with a lot of opportunities to make each individual to entire nation shine in a holistic way of living and leading. The educational policy can be implemented with the joint efforts of all educational institutions, learning communities, parents, teachers, institution committees, IT, and other technical support teams enabling India to become a super powerful and holistic nation.

REFERENCES

- [1]. https://static.pib.gov.in/WriteReadData/userfiles/NEP_Final_English_0.pdf
- [2]. <https://www.businessstoday.in/current/policy/indian-education-sector-upcoming-reforms-in-2020-academics-school-learning-skill-development/story/392837.html>
- [3]. <https://www.mhrd.gov.in/nep-new>
- [4]. <https://www.newindianexpress.com/opinions/2020/aug/07/nep-and-education-for-the-future-2180185.html>
- [5]. <https://www.policerresults.com/new-education-policy-2020/>
- [6]. <https://www.timesnownews.com/education/article/mhrd-nep-2020-new-education-policy-pdf-highlights/629005>

NEP 1034

National Education Policy 2020: A Transformational Reform in Education System

¹RENJITHA T and ²Dr. DAISY SAMUEL

¹Research Scholar, Post Graduation and Research Department of Commerce, Mar Ivanios Collge(Autonomous), Thiruvananthapuram

²Assistant Professor, Post Graduation and Research Department of Commerce, Mar Ivanios Collge(Autonomous), Thiruvananthapuram

ABSTRACT

National Education Policy was approved by the Union Cabinet chaired by the Prime Minister Shri Narendra Modi. This paved the way for a major, revolutionary reform in India's educational system. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development. The National Education Policy 2020(NEP) aims to transform India into a vibrant knowledge centre and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary. The policy is made in such a way to suit 21st century needs and is focused on unwrapping the unique capabilities of each student. This study aims to analyze national education policy 2020 and also aims to identify its pros and cons.

Keywords: Reform, Equity, Affordability, Multidisciplinary

INTRODUCTION

The Government of India announced New Education Policy on July 29 to promote education among people of India. This new policy replaces 34 years old education policy and is aimed at bringing a revolution in India's education system. This is India's 3rd national policy on education. The first policy on education was introduced by then prime minister Indira Gandhi in 1968. Next policy in 1986 by Rajiv Gandhi and which was later modified by the P.V. Narshima Rao government in 1992. The initial draft of New education policy was submitted by a committee chaired by K Kasturirangan in 2018. After that in 2019 the government placed the draft for public opinion. The public feedback was not that pleasing and the draft received huge opposition especially from non-Hindi speaking states as they found it as a policy which impose Hindi on them. But later the draft was approved by the union cabinet and was passed without discussion or debate in parliament. This NEP aims at national integration through education and is both visionary and ambitious. The NEP enables the students to realise their capabilities and appears to be sufficiently open and flexible to embrace the journey of all. The previous system had overly linearized education and did not accommodate the different needs of the students. The present choice-based system opens the playfield for the students and is

not just linear but is also horizontal.

OBJECTIVES

1. To analyze the National Education Policy 2020.
2. To identify the pros and cons of National Education Policy 2020.

METHODOLOGY

The study is descriptive in nature. Secondary data has been used for the study and for that articles, reports of various institutions on WebPages has been used.

Highlights of National Education Policy 2020 (NEP, 2020)

The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This will include 12 years of schooling and three years of Anganwadi and pre-schooling. From the age of 3, children will be part of Early Childhood Care and Education (ECCE). This will be delivered through standalone Anganwadis,Anganwadis with primary schools,pre-primary schools covering at least age 5 to 6 years co-located with existing primary schools and stand-alone pre-schools. A National Book Promotion Policy will be formulated, and extensive initiatives will be undertaken to ensure the availability, accessibility, quality, and readership of books across geographies.

The mother tongue or regional language will be the medium of instruction in all schools up to Class 5 (preferably till Class 8 and beyond). Sanskrit and foreign languages will be offered at all levels. Every state or district will be encouraged to establish 'Bal Bhavans' as a special daytime boarding school, to participate in art-related, career-related, and play-related activities. Academic Bank of Credit is to be established for digitally storing academic credits earned so that these can be transferred and counted towards final degree earned. This will be like a bank credit through which a student will be able to resume education after a break. Multiple entry and exit points in higher education will be implemented .The degree or graduation programme will be of four years with multiple entry exit options and options to change the streams as well. The students have the option to leave the course after each year ie if a student completes one year he will get a certificate, if completes two years he will get a diploma ,if completes three years he will get a degree certificate and after completing four years the student will get a bachelor degree certificate. Affiliation of colleges will be phased out in 15 years and a stage-wise mechanism will be established for granting graded autonomy to colleges.

By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. The board exams for class 10 and 12 will continue. However, the board exams will be made easier as they will primarily test core capacities, competencies rather than months of coaching or memorisation. The progress card of all students for school-based assessment will be redesigned. It will be a holistic, 360-degree, multidimensional report card.NEP has paved the way for foreign universities to set up campuses in India. Internationalisation of education will be facilitated through institutional collaborations as well as student and faculty mobility. NEP has eliminated the rigid separation of streams. Students will now be able to choose subjects like history and physics at the same time in class 11 and 12.An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for

the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.NEP 2020 emphasizes setting up of Gender Inclusion Fund, Special Education Zones for disadvantaged regions and groups New Policy promotes Multilingualism in both schools and higher education. National Institute for Pali, Persian and Prakrit , Indian Institute of Translation and Interpretation to be set up. The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.

Gross Enrolment Ratio in higher education to be raised to 50 % by 2035 ; 3.5 crore seats to be added in higher education .Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education. Higher Education Commission of India (HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education. HECI to have four independent verticals – National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council(NAC) for accreditation. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards(Ministry of Human Resource Development,2020).

PROS OF NATIONAL EDUCATION POLICY 2020

1. One of the biggest changes that is going to face in the school education system is that 10 +2 system has been converted to 5+3+3+4 system. The foundational stage, the preparatory stage, the middle stage and the secondary stage. This is in par with the educational standards of many developed countries. The students will get more options to choose from each one of these stages.
2. The multiple entry exit option is beneficial in two ways: If a student starts the graduation programme and completes one year and wants to work due to financial or some other issue the student can work and student's credit earned in the first year will be in his credit bank and he can resume the education whenever he wants. This also leaves behind the term college drop out. Sometimes the reason for discontinuing the course could be the change in stream, the person has studied arts in first year but then the person wants to study science stream then he can change the stream and his complete credits of first year will be added to the new course.
3. The NEP 2020 focuses on application of knowledge rather than mere learning. The students will be assessed on the basis of many different criteria rather than just the memory power.
4. The NEP 2020 also emphasizes on critical thinking and analytical skills of the students. It also replaces the old report card system which is only made by teachers. Instead of that along with teachers the student themselves and peer of the class can self assess and can contribute to the grading system. This enhances the critical thinking and self analysing ability of the students.
5. The entry of top 100 universities in India will create a positive competition mentality among Indian colleges and this will improve their structures. The Indian students will get an international exposure and India can turn into a global study destination

comparing the cost of education to other developed countries. And in this regard India can become a tough competitor to China.

6. The NEP 2020 proposes mandatory counselling system in all educational institutions for students to help them handle their stress and emotional issues.
7. The 6% of GDP will be spent on educational system. If this is implemented correctly it will be the best policy so far.
8. There is no more rigid separation between science, art or commerce stream. And non science students can also apply in premium colleges like IIT.

CONS OF NATIONAL EDUCATION POLICY 2020

1. English is being sidelined. In the whole document of NEP 2020 there is nothing as sidelining english but there are many things that will lead to english being side lined and which is not really good for students. Teaching in mother tongue or the regional language up to grade 5 can be extended up to grade 8. In practical what is going to happen is most government schools or most students or parents will be opting for mother tongue. Eventhough it is not mandatory but since it is being offered so strongly people will choose more of regional language instead of english as a medium of education which will definitely affect the students english language skills and which in turn will reflect in their growth and in higher education. Even while getting a job it will be affected. For those students whose parents cannot teach them english at home will find it difficult to study in higher classes. Kids who come from families of non english speaking parents or parents who are not so educated will not be able to choose coding but then they will have to choose vocational studies. Then they will only be left with the option of skilled labour. Skilled labour is not a bad thing if we have the systems like European systems and where the weight system is more or less the same. But in India the weight system or societal system itself is not good for skilled labour. English as a medium of communication is very beneficial for a job. When compared to China more people in India can speak and understand English. That is one of the biggest reason that more tech companies are investing in India and more Indians are getting tech jobs. So unless India can create good job opportunities for regional or native language speakers like in japan,Germany or such countries sidelining english is not beneficial to the students.
2. The NEP 2020 has introduced coding. One of the negatives of coding would be access to smart phones, computers or laptops. Access to computers or laptop will be needed. Most of the students can't even afford a smart phone for the online classes these days then how are they going to afford a computer for the coding. The Government should be able to provide computers to needy children or otherwise they will be forced not to choose coding and may choose vocational or other options.
3. There is an option for non science students to study in IITs, but the IITs that have .7percent of acceptance rate will face difficulty to accommodate more children. It will only make the situation tougher for the students unless and until more IITs come into structure to accommodate all these children.
4. More foreign universities are planning to start in India. With more emphasize given to regional language as medium of education how will the kids be able to manage their higher education in these foreign universities. And how many students from economically backward families will be able to afford these foreign universities. The foreign universities in India will be an affordable educational option to global students comparing the fee system of other developed countries but will be a mere dream for

Indian students who can't even afford normal college fees. This will become beneficial only when the government provide support for all the deserving students who wants to study in those foreign universities but cannot afford to do so .

5. Integrating modern medicine with ayurveda, naturopathy, homeopathy, sidha etc without proper study or scientific research is disastrous and may lead to experimentation on patients.
6. The new policy requires more infrastructures in educational institutions to run its choice-based curriculum as well as make space for vocational courses like carpentry, electric work, gardening pottery, etc.Apart from that the teachers training and skills should be upgraded.
7. The NEP is more centralized. The implementation of all the provisions of New Education Policy demands huge budget.

CONCLUSION

The new education policy does have several strengths but being a visionary document it remains vague and has several ambiguities and loose ends that are confusing .The new National Education Policy is really a progressive one if implemented correctly. But it still cannot somehow break free the pressure of the traditional education system. It is still clinging to that. More than a one nation one curriculum concept we require a need based education. If the new policy is implemented properly especially considering the needy children and children's career this policy will be a good step. The implementation of such a huge change in the education system is really a big challenge.

REFERENCES

1. **Ferrao,V.(2020).**National Education Policy: A critical analysis.Matters India. Retrieved from <http://mattersindia.com/2020/08/national-education-policy-a-critical-analysis/>
2. <https://www.mhrd.gov.in/nep-new>
3. [https://www.businesstoday.in/current/economy-politics/new-education-policy-2020-15-big-reforms-in schools-higher-education-explained/story/411735.html](https://www.businesstoday.in/current/economy-politics/new-education-policy-2020-15-big-reforms-in-schools-higher-education-explained/story/411735.html)
4. [https://www.outlookindia.com/news\(scroll/highlights-of-national-education-policy-2020/1905317](https://www.outlookindia.com/news(scroll/highlights-of-national-education-policy-2020/1905317)

NEP 1035

National Education Policy 2020 – An Overall Glimpse

¹RESHMA ROY and ²ABIN P JOSE

¹Assistant Professor, Research & PG Department of Commerce, Marian College,
(Autonomous), Kuttikkanam

²Assistant Professor, PG Department of Commerce, St. Gregorios College, Kottarakkara

ABSTRACT

The real process of education can be traced back to the origin of human life on earth. The informal education starts with the birth of a child. The new born baby feels the warmth of the mother, the taste of a milk, the presence of light and darkness and other beings along with pain and pleasure. The baby receives these feelings through the five senses directed by the brain. Thus, the process of education can be defined as “Knowing” something on the other. So, knowledge is the basis of education- Informal or Formal. As years pass, the civilized human beings start giving their young ones the formal education. From the immemorial part the process of formal education has been undergoing gradual modifications all over the world. For example, In ancient Greece and in ancient India, Home stay education or ‘Gurukula Vidyabhysam’ existed. Later it shifted to very simple institutions attached to centres of worships such as Churches, Temples, Mosque Synagogues...etc. Much later exclusive educational institutions came into existence, even then retaining the old ones attached to the worship centres in a much limited manner. Even today, they nominally exists. (ie, Madrassas, Sunday Schools, Bhagavath Geetha Coaching Centres...etc). In modern life, Education is the most important and inevitable part of public as well as private life. This paper focusses the latest developments in the field of education especially in India in the light of India’s National Education Policy 2020 recommended by DrKasthurirangan Commission.

INTRODUCTION

It can be seen that the precious treasury of Indian knowledge and thought has been the motive force behind the formulation of the latest policy of 2020. In India, the first and foremost goal of human life was considered to be the pursuit of knowledge, wisdom and truth. As for Indian’s education was not merely the accumulation of informations to acquire employment to ensure a comfortable life. On the other hand, it also aimed at the complete realization and liberation of Self ancient India gave birth to World class institutions such as Nalanda, Thakshashila, Vikramashila..etc. They offered the highest standards of multidisciplinary teaching and research and hosted scholars and students from all the corners of the world. India could contribute very much to the world of knowledge in diverse fields such as Mathematics, astronomy, Astrology, Metallurgy, Medical Science & Surgery, Civil

Engineering, Architecture, Ship Building & Navigation, Yoga, Fine Arts & More. Indian culture and philosophy have created a strong influence on the world. This rich legacy must be preserved and nurtured for posterity. According to Indian Culture ‘Guru’, (Master/Teacher) has always occupied an equivalent status with God or even above God. So, the teacher must be at the thecentre of the fundamental reforms in the education system. The new policy must help re establish teachers as the most respected and essential members of our society. Truly, thrymould our next generation of citizens. So, the empowerment of teachers must be given prior importance to enable them to do their job as effectively as possible. It can justly be hoped that the new education will provide to all students, irrespective of their place of residence, a quality education system with particular focus on historically marginalized unprivileged and neglected groups. The new policy seems to aim at satisfying local and global needs of the country.

FORMER POLICIES

Almost all previous policies on education has focused mainly on the issues of access and equity. An imperfect agenda of National Policy On Education 1986 which later got modified in 1992 is the best example. Later the Right Of Children too Free And Compulsory Education Act 2009 laid down legal underpinnings for achieving universal elementary education.

PRINCIPLES OF THE NEW POLICY

The chief purpose of the new policy is to produced engaged productive and contributing citizens for building an equitable, inclusive and plural society as envisaged by our constitution. A proper educational institution must be one in which every student can feel welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered and where good physical infrastructure and appropriate resources conducive to learning are available to all students. This should be the main aim of all educational institutions. Besides, there must be effective integration and coordination across institutions and across all stages of education.

THE VISION OF THE POLICY

The policy visualizes an education system rooted in Indian ethos that contributes directly to transforming India/Bharath, sustainably into an equitable and vibrant knowledge society by offering high quality education to all and thereby making India a global knowledge super power. The policy envisions an ideal curriculum and pedagogy of our institutions that must develop among the students a profound sense of respect towards the fundamental duties and constitutional values, bonding with none’s country and a clear awareness of one’s roles and responsibilities in a changing world. The vision of the policy is to create among the students a deep rooted pride in being Indian in spirit, thought intellect and deeds. Thus, they must develop Knowledge, Skills, Values and dispositions that support responsible commitments to human rights, living, sustainable development and global well-being, thereby reflecting a truly global citizen.

School Education

Instead of the previous 10+2 structure in school education, a new structure 5+3+3+4 is recommended. Thus, a strong base of Early Childhood Care and Education(ECCE) from age

3 is introduced for promoting better overall learning, development and well-being.

Higher Education

Higher Education mainly contributes towards sustainable livelihoods and economic development of the nation. Since, India is moving towards becoming a Knowledge economy and society, a large number of young Indians are aspiring for higher education. In response to 21st century requirements, quality higher education should aim at developing good, thoughtful well rounded and creative individuals. It must make the students capable of studying more specialized area of interest at a profound level and developing character, ethical and constitutional values, intellectual curiosity, scientific temper creativity, spirit of service and 21st century capabilities across a range of disciplines including Sciences, Social Sciences, Arts, Humanities, languages as well as Professional, Technical as well as Vocational Subjects. Moreover, the higher education must prepare students for more meaningful and satisfying lives and work roles and enable economic independence. The new policy envisages a complete overhaul and revitalizing of the higher education system to overcome the existing challenges and thereby deliver high quality higher education with equity and inclusion. In order to accomplish these requirements, the old pattern of 3 year degree course should be restructured. Instead of that a multidisciplinary and integrated 4 year course has been recommended. Teacher Education or B.Ed course should also be restructured.

CONCLUSION

The new regulatory system envisioned by this policy will foster the overall culture of empowerment and autonomy to innovate, including by gradually phasing out the system of affiliated colleges over a period of fifteen years through a system of graded autonomy and to be executed in a challenge mode. The universities concerned will be responsible for mentoring the affiliated colleges so that they can develop their capabilities and accomplish minimum benchmarks in academic and curricular matters; teaching and evaluation, governance reforms, financial robustness and administrative efficiency. All affiliated colleges shall attain the required benchmarks overtime to secure the prescribed accreditation benchmarks and finally become autonomous degree granting colleges. This will be attained by means of a concreted national effort including suitable mentoring and sufficient government support. The new policy visualizes a ‘University’ which means a multidisciplinary institution of higher learning that offers Undergraduate, Graduate and Ph.D programmes and engages in high quality teaching and research. The existing complex nomenclature of HEIs in the country such as ‘deemed to be University’, ‘Affiliating University’, ‘Affiliating Technical University’, ‘Unitary University’ will be replaced by University on fulfilling the criteria as per norms.

BIBLIOGRAPHY

- [1]. <https://www.thehindu.com/education/the-hindu-explains-what-has-the-national-education-policy-2020-proposed/article32249788.ece>
- [2]. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

NEP 1036

Quick tour of New Education policy 2020

ROOPESH

Assistant Professor, Department of Business Administration , St Joseph Engineering College, Mangaluru

INTRODUCTION

The NEP which was recently released by the government has garnered mixed opinions in the public, majority of it being the positive aspect yet there is some backlash happening. NEP-2020 is it a sudden move of government like demonetization and implementation of GST?? Answer is no. There was a long overdue before the entire education system had to be changed since 1968 when the first education policy was introduced. There were certain amendments done to this policy over the years like 1986 and 1992 it was modified after that there were no amendments done. Last ground breaking event that took place in the field of education was the implementation of Right to education section 21A under the constitution where the age gap of 6 to 14 years of kids were provided with free education. So after the long gap of 34 years the NEP has come into picture. The NEP was drafted by the committee headed by Dr. K. Kasturirangan.

The main objectives of NEP 2020 are based on three criteria which are as follows

- To improve the quality of education
- To increase the credibility of education system
- To address the gap that is existing in the current system

To achieve the very purpose of the education policy the HRD ministry of India has changed its name to Ministry of Education. The government is intending on increasing the GDP investment from 1.6% to 6% so that the result in gross enrolment ratio increases up to 50% by the year 2035. There is one question which is loitering in the minds of the general public, whether these changes are possible in the current state? The answer is yes, it is possible only when there is a dynamic change in the system towards the implementation of this policy.

The entire policy concentrates on providing a holistic approach towards the education system rather than focusing on the same traditional approach of education. There is an equal amount of importance given to academics, vocational training and extra-curricular activities under this policy. The main focus of the policy is that interest of kids is kept under the consideration which is very essential to increase the enrolment number.

HIGHLIGHTS

Change in the pattern

- The previous policy which had the pattern of 10+2 has been removed and there is the introduction of 5+3+3+4 which is in the pattern of 3-8 years, 8-11 years, 11-14 years and 14-18 years.
- The policy emphasizes on formalizing the education from 3 years of age which is based on the Chinese model (Dr .Qian Kan: 2019)¹ of education where the education is formalized right from the early stage. The result of which is evident in the development of Chinese education system over the period.

Holistic report card

- There is a 360 degree holistic approach followed in the report cards of students which will not only showcase the academics but also emphasizes on extra-curricular and vocational aspects of an individual student which is very essential to boost the morale of students who might not be bright in academics but might have some other talent.

Changes in Higher education:

There are three changes which are to be observed according to the NEP which are as follows,

- There is a provision of flexibility in choosing subjects given to the students. The concept of subject division which existed in the old policy has been scraped off. Students are free to choose their combination of subjects
- Interdisciplinary approach has been promoted along with the curriculum
- Vocational subject combination is provided for the students where students are allowed to select a subject for example if a subject opts for Biology as a major subject and the minor subjects can be any vocational subjects like drawing, singing or any other.
- The Centre has decided to establish a Higher Education Commission of India (HECI) in the place of the University Grants Commission (UGC) who will be looking after the higher education system and its working. There is a great amount of variation in the working of HECHI compared to that of UGC, for instance HECHI doesn't have any control over funds it will be managed by the Union HRD ministry unlike UGC where they have freedom on funding related aspects²
- There will be changes in the Board exam pattern which will highlight the factors like core skills, application knowledge and the attainment level of a student will be tested.
- Universalization

The policy emphasizes on making India as a global educational hub by inviting top 100 universities to India in order to provide a quality education. Will the fee increase? Answer is No; the whole point of inviting these institutions is to provide a better choice for the general public as consumers. Why is it done? It is observed that around 7.5 lakhs of students fly to other countries to pursue their education. Because of which there is a high amount of Brain

¹ A brief introduction to the Chinese education system-Dr. Qian Kan
[https://www.open.edu/openlearn/education/brief-introduction-the-chinese-education-system#:~:text=In%20China%2C%20the%20education%20is,secondary%20education%20\(three%20years\).](https://www.open.edu/openlearn/education/brief-introduction-the-chinese-education-system#:~:text=In%20China%2C%20the%20education%20is,secondary%20education%20(three%20years).)

² How different is the proposed HECHI from the present UGC?
<https://www.thehindu.com/education/colleges/how-different-is-the-proposed-heci-from-the-present-ugc/article24287473.ece>

drain happening in our country³.

Implementation of local languages

- There will be the option of choosing Sanskrit in every level of education for the students along with the other subjects. The study conducted by UNESCO⁴ reveals that around 197 languages are endangered and 250 languages have already died. India has a total of 600 languages which are moving towards the extinct phase. To overcome this hurdle this step is taken.
- There is provision to opt for mother tongue as their mode of learning up to 6th standard as it provides better understanding towards the concept and there will not be any kind of language dilemma in the minds of primary school students and it will be a favorable factor for the growing kids. This concept is based on the model which is followed by the Europe⁵. This concept is introduced at this level because of the proven fact that at an early age kids will have a better grasping power which will enable them to be multilingual.

Academic Bank of Credit (ABC system)

A creative way of student retention where there will be provision of credit of 1 year provided to the students, it allows a student to continue even after taking a year break from studies due to various reasons

Multiple entry and exit

There is a provision for the students who are pursuing their PG and UG courses to have multiple entry and exit in order to increase the retention ratio amongst students. There is provision for providing students certificate who pursue only one year of studies and if a student discontinues after 2 years of studies he/she will be provided with the diploma course

Multi-disciplinary Education and Research Universities (MERU)

An institution set up in the level of IIM's and IIT's in order to provide research opportunities to the research scholar and to provide a better research environment. The National Research Foundation will act as an apex body for the same.

Changes for teachers

With all the other drastic change in the system there is a requirement of change in the training of teachers. With the suggestions of NCERT the National Curriculum Framework for Teacher Education, NCFTE-2021

The objective of making 4 year integrated B.Ed. education as the minimum qualification by 2030

³The 2020 Trend for Indian Students Studying Abroad

<https://www.iecabroad.com/in/blog/the-2020-trend-for-indian-students-studying-abroad/>

⁴ Cultural invisibility – India's 600 potentially endangered languages

<https://indiantribalheritage.org/?p=6039>

⁵ Organisation of studies

<https://www.eursc.eu/en/European-Schools/studies/studies-organisation#:~:text=The%20mission%20of%20the%20European,seven%20years%20of%20secondary%20education.>

CONCLUSION:

The whole objective of the NEP 2020 is to provide a world class education and universalization of the education system of our country. When the entire world is competing to provide standard education by giving equal importance to curricular and co-curricular aspects, with the NEP 2020 India will be able to stand at a better position in the same race. There will be provision with every student to highlight their core area and to pursue the same line of education so that when a student graduates they graduate with strong practical knowledge. The whole agenda of the NEP 2020 is to reduce the gap which exists in the government schooling system and private education system; it might be regarding any factors like fee cap, amenities provided or standard of teaching.

NEP 1037

New Education Policy – Hopeful Phantom for Better India

Dr. SACHIN H P,

Assistant Professor, Department of Commerce, NDRK First Grade College, Affiliated to University of Mysore, Udayagiri Extension, Hassan-573201, Karnataka, India.

INTRODUCTION

Education is the way/process of facilitating learning and acquisition of knowledge. Knowledge means getting skills, values, beliefs and habits, either in formal or informal way. The effort is to lay emphasis on inquiry based, discovery based and analysis based ways to help children learn. Plan is nothing. Planning is everything. As legislating the plan of action and it should be execute in proper manner for the fruitful results.

Prime Minister Narendra Modi delivers inaugural address at the “Conclave on transformational reforms in higher education under national education policy” on 07.08.2020. APJ Abdul Kalam views “the purpose of education is to make good human beings with skills and expertise.”

Glimpses of Evolution of New Education Policy in India: **1968** – Indira Gandhi government announces first New Policy on Education in 1968 based on recommendations of the Education Commission of 1964-1968. **1986** – Rajiv Gandhi government launches New Education Policy focusing on adult education and empowerment of minorities. **1992** – Modification of 1986 New Education Policy under PV Narasimha Rao government adding a Common Entrance Examination for professional and technical programmes. **2005** – New Education Policy introduced by Man Mohan Singh based on “Common Minimum Programme.” **2016** – New Education Policy by Narendra Modi government addressing gender discrimination, creation of education tribunals and a common curriculum for science, mathematics and English. **2017** – A New Education Plan with major changes scheduled to be launched by the Narendra Modi government. **2020** – Finally New Education Policy of 2019 was presented and approved by the government for the future era of upgraded education facilities.

New Pedagogical & Curricular Structure is aiming to reach students with 4 stages – Foundational, Preparatory, Middle and Secondary Schooling. At present we are under the system 10+2. Some decades ago the proposed 4 stages were adopted in the system of education.

Public expenditure on education in India has not come close to the recommended level of 6% of GDP, as predicted in the 1968 Policy, restate in the Policy of 1986 and which was further reiterate in the 1992 review of the Policy. The current public expenditure on education in India has been around 4.43% of GDP (Analysis of Budgeted Expenditure 2017-18) and only around 10% of the total Government spending towards education as per Economic Survey of 2017-18.

A policy such as the New Education Policy 2020 would naturally be followed by a detailed program of action and few amendments of the policy.

a. It is stated that it follows from India's vision, as mentioned in the Para 0.14 b. It is recommended that lifting rigid restrictions on the subjects, that a student can study at a given stage/category. c. It follows only way to achieve the goal is purely 100% digital learning and evaluation ecosystem. d. To achieve a GER of 50% by the year 2030 in the Para 10.7 it is imperative that last 4 years at the secondary school stage. e. And the classes from 6, 7 and 8 is to build "Learning Power and reduces in collection of learning skills at the earlier stages." Building learning power will equip these young learners to become autonomous self-directed learners. f. The policy is being formulated when disruptive technologies like Artificial Intelligence are ready to transform education as quoted in the Para 23.8. g. India 2035 brought out by the department of Science and technology.

Old/Earlier Education System – What to think? New Education Policy (NEP-2019) – How to think!

CONCLUSION:

Culture is the backbone of every country. Culture is the back wing of knowledge. Education is the base of knowledge. The famous quote says that „If you want destroy a kingdom/dynasty, just change their education system.“ So it is remembered here to view the steps taken by the Government to introduce new era of education. The new Pedagogy should progress the educational background with experience, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and, of course, enjoyable.

In the present scenario the digital learning is the immediate requirement to meet educational upliftment. The institutes like NTS, NAAC, UGC and some other major agencies working for the better higher education system in India. Technology in education is a journey and not a destination. The capacity will be needed to coordinate the various ecosystem players to implement policy objectives. AI, BCT, Networking, Digital Teaching will lead the future in education sector.

The NEP – 2020 aims at making "India a global knowledge superpower". It is proposed to make the new academic session from September-October because of the delay due to the unprecedeted Corona Virus Disease (Covid-19) – and the government aims to introduce the policy in this pandemic situation and concentrating on common calendar at university level.

REFERENCES:

- [1]. Ministry of Human Resource Development, Government of India, National Education Policy 2020.
- [2]. <https://www.hindustantimes.com/education/new-education-policy-2020-live-updates-important-takeaways/story-yM1QaeNyFW4uTTU3g9bJO.html>
- [3]. <https://www.drishtiias.com/daily-updates/daily-news-analysis/national-education-policy-2020>
- [4]. https://www.ugc.ac.in/pdfnews/3563340_PPT-Draft-NEP-2019.pdf

NEP 1038

National Education Policy (NEP) 2020: A Foundation of Indian Education System

SAJNA V,

Research Scholar, Karpagam Academy Of Higher Education, Coimbatore.

INTRODUCTION

National Education Policy (NEP) is the new education policy of 21st century in India. It is considered as a landmark of education system in India. On July 29,2020 The Union cabinet approved NEP at a meeting presided by prime minister NarendraModi, replaces 34 year old National Policy on Education 1986 (NPE) and renamed the HRD Ministry as Education Ministry. National education policy is aimed at to bring changes for transformational reforms in school and higher education system. It provides a comprehensive framework for the development of education system in India. The NEP aims at making “India a global knowledge superpower”. Discontinuation of MPhil course, changes in board exam and other major reforms announced under National Education Policy 2020.

NATIONAL EDUCATION POLICY 2020

The NEP, approved by the union cabinet, makes several reforms in school and higher education including teaching. The main aim of new education policy is to develop an inclusive, participatory and holistic approach which takes into consideration field experiences, empirical research, and stakeholder feedback as well as learned from best practices. Some of the biggest highlights of the NEP 2020 are, a single regulator for higher education institutions, multiple entry and exit options in degree courses, discontinuation of MPhil programmes, low stakes board exams, common entrance exams for universities.

THE MAJOR HIGHLIGHTS OF NPE 2020 ARE:

The 5+3+3+4 system: The 10+2 structure of school curricular structure is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This will include 12 years of schooling and three years of Anganwadi and pre-schooling.

Schooling from 3 years: According to the New Education Policy, from the age of 3, children will be part of Early Childhood Care and Education (ECCE). This will be delivered through a) standalone Anganwadis; b) Anganwadis co-located with primary schools; c) pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools;

and d) stand-alone pre-schools - all of which would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE.

Promoting libraries: A National Book Promotion Policy will be formulated, and extensive initiatives will be undertaken to ensure the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres.

Teaching up to class fifth in the mother tongue/regional language: The mother tongue or local or regional language will be the medium of instruction in all schools up to Class 5 (preferably till Class 8 and beyond), according to the NEP. Besides, Sanskrit will be offered at all levels and foreign languages from the secondary school level.

Creating Bal Bhavans: Every state or district will be encouraged to establish 'Bal Bhavans' as a special daytime boarding school, to participate in art-related, career-related, and play-related activities. Free school infrastructure can be used by Samajik Chetna Kendras.

Academic Bank of Credit: This to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned. The academic credit stored in a digital locker will be like a bank credit through which a student will be able to resume education after a break as specified by the higher education commission later.

Multiple entry and exit points in higher education: The new policy will have multiple entry and exit points. Under the four-year programme students can exit after one year with a certificate, after two years with a diploma and a Bachelor's degree after three years and Bachelor's with research after 4 years. The multiple entry and exit will be done through the academic bank of credit.

Affiliation of colleges will be phased out in 15 years and a stage-wise mechanism will be established for granting graded autonomy to colleges.

By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree

Easing of board exam: The board exams for class 10 and 12 will continue. However, the board exams will be made 'easier' as they will primarily test core capacities, competencies rather than months of coaching or memorization.

Changes in report card: The progress card of all students for school-based assessment will be redesigned. It will be a holistic, 360-degree, multidimensional report card that will reflect in great detail the progress and uniqueness of each learner in the cognitive, affective, and psychomotor domains. The progress card will include self-assessment, peer assessment, and teacher assessment.

Foreign universities in India: NEP has paved the way for foreign universities to set up campuses in India. Internationalization of education will be facilitated through both institutional collaborations as well as student and faculty mobility. This will allow the entry of top world-ranked universities to open campuses in India

NEP ends science-commerce-arts streams: NEP has eliminated the rigid separation of streams. Students will now be able to choose subjects like history and physics at the same time in class 11 and 12.

National Educational Technology Forum: An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.

Common entrance exam for college admission: The National Testing Agency (NTA) will conduct entrance examinations for admissions to universities across the country. The NTA already conducts the all-India engineering entrance exam --JEE Main, NEET, UGC NET, and others. As per the NEP 2020, the entrance exam to be conducted by the NTA for admission to universities and colleges will be optional.

CONCLUSION

The National Education Policy 2020 will be give a vast change in Indian education system. The policy aims at universalisation of education from pre-school to secondary level with 100 per cent Gross Enrolment Ratio (GER) in school education by 2030. Some of the biggest reforms the NEP includes teaching up to class five in mother tongue or regional language, lowering the stakes of board exams, allowing foreign universities to set up campuses in India, a single regulator for higher education institutions except for law and medical colleges and common entrance tests for universities. If NEP implemented in its true vision, it will be bring a good foundation to Indian education system and increase the ability of child through the stages of cognitive, social and physical development.

REFERENCES

- [1]. National Education Policy 2020(pdf)-Ministry of Human Resource Development Government of India
- [2]. www.businessstoday.in
- [3]. www.thehindu.com
- [4]. www.drishtiias.com

NEP 1039

New Education Policy – An Overview

Dr.S.SELVARANI,

Head & Associate Professor, Department of Commerce, Idhaya College For Women,
Sarugani,

INTRODUCTION

The National Education Policy 2020 is meant to provide an overarching vision and comprehensive framework for both school and higher education including teaching pedagogy across the and transform the education system by 2040.

NEP 2020 is based on the pillars of Access, Equity, Quality, Affordability, Accountability. In this era of knowledge, where learning , research & innovation are important. The NEP will transform India into vibrant knowledge hub. NEP 2020 will bring paradigm shift in learning and teaching environment of the country.

NEP 2020 – TRANSFORMING INDIAN EDUCATION SYSTEM

An education system that contributes to an equitable and vibrant knowledge society, by providing high quality education to all. It develops a deep sense of respect towards the fundamental rights, duties and constitutional values, bonding with one's country, and a conscious awareness of one's role and responsibilities in a changing world. Instils 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.

THREE MOST IMPORTANT CHANGES IN THE NEW NEP 2020

1. HRD Ministry now renamed as Ministry Of Education.
2. GDP investment in education to increased FROM 1.6% TO 6%
3. Focusing on gross enrolment ratio it will be increased to 50% by 2035.

NEP 2020 REFORMS IN INDIAN EDUCATION SECTOR

- Early childhood care and education.
- Ensuring foundational literacy & numeracy.
- Transformed curriculum and pedagogical structure for school education.
- Universal access and retention in schools.
- Teachers at the centre.
- New institutional architecture for higher education.

- High quality liberal education.
- Increase in public investment.

NEP 2020 - AN OVERVIEW

Foundational stage overview.

According to NEP 2020, in the foundational stage of education, the main focus is on the development of language skills and teaching by play based & activity based curriculum. The main motive of this stage is to make the mind of students so much imaginative, so they can learn not cram what is being taught to them.

Preparatory stage overview.

According to NEP 2020, the motto of pre primary stage of education would remain on development of language and numeracy skills in accordance with the cognitive development of a child.

Middle stage overview.

The new structure aims at transforming the pedagogy from the existing system to a more experiential learning in the sciences, mathematics, arts, social sciences and humanities. The Focus would be on critical learning objectives and not on rote learning.

Secondary stage overview.

The changes suggested at this stage include a multidisciplinary study where students would be able to pick & choose any set of subjects from the available structure. The focus would be on greater critical thinking and flexibility allowing the child to pick subjects as per their interest – even technical and arts.

NEP 2020- “A GLOBAL PERSPECTIVE”

- It will nurture a- child's creative and unique abilities rather than only judging them on their exam scores.
- It is the outcome of an extensive, highly participatory and inclusive consultation process. NEP aims at meeting existing changes in education and building the foundation of India's promising future.
- It will promote commercialisation of education and a reduction in expenditure on education coupled with a reduction in scholarships, especially for SC, & ST student.
- It emphasis on aspects such as better infrastructure, innovative education centres to bring back dropouts into the mainstream, facilitating multiple pathways to learning among others.
- NETF: National Educational Technology Forum. It will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration and so on, both for school & higher education.
- It emphasis on the development of the creative potential of each individual. It must develop not only cognitive capacities but also building character and creating holistic and well rounded individuals equipped with the key 21st century skills.
- NEP will be significant for bolstering the most critical phases of learning, building a strong foundation for education.
- NEP 2020 proposes a multi disciplinary higher education framework with portable

credits, and multiple exits with certificates, diplomas & degrees.

- NEP focuses on local and integrates it with global. NEP also allows top foreign institutes to set up campuses in India. This will help in creating India a global hub.
- NEP contributes directly to transforming the country, providing high quality education to all & making India a global knowledge superpower.
- NEP 2020 Proposes a multi disciplinary higher education framework with portable credits, and multiple exits with certificates, diplomas and degrees.
- NEP marks a departure from archaic practices and pedagogy.
- It emphasises on making ‘Job Creators’ instead of ‘Job Seekers’ and asserted that attempts are being made to transform intent and content of education in the country.
- NEP will bring a slew of major changes including allowing top foreign universities to set up campuses in India, a greater proportion of students getting vocational education and a move towards institutes including IITS turning multi disciplinary.

THE WAY AHEAD

Finally I conclude that, the NEP carries tremendous potential to make India a knowledge superpower by equipping its students with the necessary skills through improved school and higher education programmes. This NEP with a focus on holistic development, innovation and technology will invigorate India’s higher education system. This NEP will lead to the development of analytical skills and a self aware Indian consciousness that propels the country and shape the lives of our future generations to a bright and prosperous future.

REFERENCES

- [1]. www.insightsonindia.com
- [2]. <https://indianexpress.com>
- [3]. <http://timesofindia.indiatimes.com>
- [4]. <https://bloncampus.thehindubusinessline.com>
- [5]. <https://www.collegechalo.com>
- [6]. <http://www.thehindu.com>

NEP 1040

New Education Policy – An Overview

SHAJEELA RANI A,

Guest lecturer, P.R.D.S College of Arts and Science,Amara, M.G University,Kottayam,Kerala.

INTRODUCTION

Education plays an important role in the development of a nation. Both formal and informal education has its own roles. Education should aim at mental and social development of an individual .Quality education is very essential for it. In this modern technological world, there are different ways to improve the standard of education. Now the Government is on the edge of implementing a new educational policy. It is a revolutionary change that is going to happen after 34 years. Our current educational system has many drawbacks. An ideal education system should emphasize on the overall development of the individual. New educational policy 2020 is focusing on the same. The paper is intended to present an analysis of current educational system and content of New educational Policy 2020.

AN ANALYSIS OF CURRENT EDUCATIONAL SYSTEM

The first milestone in the development of education in independent India was the enactment of the Indian constitution in 1950 which laid down broad educational policies for the country. Later in the year 1968, one of the most important policy statement introduced which is popularly known as Kothari commission. The main pillar of this policy was free and compulsory education to all children up to the age of 14. In 1986 Prime minister Rajiv Gandhi announced a New Educational Policy laid emphasis on quality education and gave great attention to science and technology and modified in 1992.

Although we are on 21st century, the 20th century education system is following, which is actually unsuitable in the modern era. The structure of the current education system in India is based on various stages of learning and is popularly known as 10+2+3 pattern at school level and a three year graduation at college level .Some of the major problems related with the current education system are ; judging everyone under a single set of parameters. If a fish is judged by its ability to climb a tree, it will live its whole life believing that it is a stupid. The next problem is, there are only limited options to choose. If one wants to choose economics with biology, it is not possible under the current education system. Another problem is, not pursuing what one studied. Majority of people are not working on the field what they had studied. The current system is not future oriented. Most of the syllabus has no relevance on future. The practical or vocational training has not much importance in current educational system. It is the high time to think about a new educational policy which is suitable for the 21st century. These are the reasons behind launching a New Economic Policy.

AN ANALYSIS OF NEW EDUCATIONAL POLICY 2020

India introduced New Education Policy, which has been approved by the cabinet on 29/08/2020. The draft of the NEP was prepared by a panel headed by Dr. Kasturirangan .The New Educational policy is talent oriented. The Government will increase public spending on education to nearly 6 % of GDP from around 4% now. The HRD Ministry will be renamed as Education Ministry. There are around 140 recommendations to school and higher education system. Therefore it will be implemented through different stages .

There is recommendation of compulsory education from 3 years to 18 years, changes the fundamental right of education up 14 years . It emphasis on mother tongue based education and oral language development. The pattern of school level is 5+3+3+4. The foundation level starts from 3 years to 8 years. The first 5 years include Anganvadi, LKG,UKG, standard 1 and standard 2. Pupils have to study only local language and Mathematics. The second stage from 8 years to 11 years. These are preparatory stage and formal subjects will be introduced at this stage. Third, fourth and fifth standards are included under this stage. From standards six to eight ,they are in middle stage. Vocational training will be introduced at this stage. Coding is also included. From Ninth standards to twelfth, it is secondary stage. At this stage students can choose the subject they would like to study. They can choose co curricular subject with academic subject. They can select subjects from different streams.

The NEP also addressed the nutrition and health of children through healthy meals and regular health checkups .Health cards will be issued to monitor the health of children. School students to have 10 bag less days in a year in which they are exposed to a vocation of choice (informal internship). Board exams to test only core competencies could become modular (objective and subjective) and will be offered twice a year. The schools should have a mandatory counseling system. Up to fifth standard student should taught mother tongue. A National Committee for the integration of Vocational Education (NCIVE) will be constituted to set framework. Students will be assessed on many different things rather than just memory power. It emphasis on critical thinking and analytic skills. It replaces old report card system only made by teachers. Along with teachers, other students and student himself can assess the skills.

NEP 2020 provides for creation of national assessment centre PARAKH, as a standard setting body to set the norms ,standards and guidelines for assessment across all recognized schools. To enable teachers, a four year B.ed program will be introduced. E-courses will be developed in regional languages, Virtual labs will be developed and National Educational Technology Forum (NETF) is being created. A common National Professional Standards for Teachers (NPST) will be developed by the National Council for Teacher Education by 2022.

Continuing to higher education, it involves drastic changes. Affiliation system of colleges will stop in stages within 15 years. Later all colleges will get autonomous status on the basis of status of their accreditation. Common Entrance Exams to be held for admission to universities and higher education institutions. The four year degree Program with multiple entry exit option and have option to change streams. If one complete 1 year, he get a certificate and credit , 2 years completion get a diploma and credit, 3 years completion get graduation certificate and credit and 4 year completion get Bachelor Research Degree. So MPhil is completely out of the picture. Credits of completed education will be in Bank of

Credits. There will be no drop outs. There is option for one year or two year PG Program. Another important recommendation is setting up of 100 top foreign universities in India. It will help elevate India globally. Sidelining of English is actually not a good idea.

CONCLUSION

Hope NEP will build the strongest foundation for education. As it focus on continuous tracking of learning, flexible system, use of Artificial Intelligence, multidisciplinary approach, conceptual assessment etc. will lead India , a Global Knowledge Super Power. But its success completely depends up on way in which it will be implemented. Co operation at National, State and Individual level is essential and it demands a long term vision and availability of expertise on a sustainable basis. In order to implement the complete makeover, the road map is not much clear in the policy. More clarification is required in many fields.

REFERENCES

- [1]. Ministry of Human Resource Development, Government of India. National Educational Policy 2020 .<https://www.mhrd.gov.in/nep-new>
- [2]. Priscilla Jebaraj.(2020) ‘The Hindu Explains What has the National Education Policy 2020 proposed’,The Hindu online. 02 August
- [3]. M.Venkaia Naidu.(2020) ‘ The New Education Policy is set to be a landmark in India’s History of Education’, Times of India online .08 august 2020.
- [4]. Nandini.(2020) ‘New Education Policy 2020 Highlights: School and higher education to see major changes’, Hindustan Times online. 30 July 2020

NEP 1041

A Long road to cut the shortcuts: National Education Policy and Higher education

SHIJIN S,

Research Scholar, Loyola College of Social Sciences, IMK Research Centre, University of Kerala, Thiruvananthapuram, Kerala

ABSTRACT

Education is the manifestation of the perfection already in man. Swami Vivekananda told this centuries ago. But the education system as a whole changed from the early stage to a great extend in the current digital world. The new technologies and systems paved the way to official learning and getting just degrees. A professional student having professional degree but without quality of knowledge is the outcome generated with today's current education system. The National Education Policy framed in 1986 is swiped with an upgrade to the new National Education Policy 2020 to address many growing developmental imperatives of our country.

Keywords: National Education Policy, higher education, Education Structure reframing, Policy Changing, Curtail dropout, Multiple entry, multiple exit, Universal access

INTRODUCTION:

The new National Education Policy 2020 is aimed at transforming the Indian education system to meet the needs of the 21st Century. The new policy seeks refinement of poor literacy and expertise outcomes associated with primary schools, reduction in dropout levels in middle and secondary schools and adoption of the multi-disciplinary approach in the higher education systems of the country. The policy also focuses on early childhood care, restructuring of the curriculum and pedagogy, reforming the methods of assessments and conduct of exams, and devoting in teacher training and improving their appraisal. Though the NEP 2020 seeks to bring an all-inclusive change in the education system of India by promoting cultural heritage, imbibing technology solutions, promoting entrepreneurship, start-ups, incubation centres and creating pool of talented and skilled youth. But its success depends on the will and way in which it will be executed.

FILLING THE GAPS FROM 1986 TO 2020:

The NEP 2020 is the first florilegium policy after the one issued in 1986. It has to contend with multiple crises in the system. It is no secret that primary schools record shockingly poor

literacy and proficiency outcomes, dropout levels in middle and secondary schools are significant, and the higher education system has generally failed to meet the aspirations for multi-disciplinary programmes.

In operational terms, the NEP's procedures to introduce early childhood education from age 3, offer school board examinations twice a year to help improve performance, move away from routinelearning, raise mathematical and analytical skills for everyone, shift to a four-year undergraduate college degree system, research opportunities, multiple entry and exit points and create a Higher Education Commission of India represent the major changes.

HIGHER EDUCATION AND CHALLENGES:

In India the Higher Education system is a mix of varieties among the states. The schemes and syllabuses, method of teaching and syllabusupdatations are different in different states. Even for the same courses and programmes, the syllabuses, methodologies and teaching practices differ. It differs from Universities to Universities, Colleges to Colleges and from batches to batches.

The new Education Policy 2020 targets on creating the country as an international hub for foreign students even to promote research collaboration and student exchanges to Institutes globally. This can enact the policy for seamless jobs and education across the globe.

To have uniformity in the education standards inside the country, a single monitory body is a requirement. Setting up the Higher Education Commission of India (HECI) will bring uniformity and will curtail the multiple standardization issues across institutions.

The focus of multi-disciplinary education will renew the traditional form of education system, which relied like Science, Humanities and Arts. Multiple entry and exit options will be available for undergraduate students which will enable them to stop and re-join to courses in between their study durations. Even the new education policy allows the students to switch their discipline of study from one area to another according to their skill and interest. Also the education system is supposed to support research interest in students. Those interested for doing research can be integrated during the period of undergraduate study.

TEACHERS AND QUALITY EDUCATION:

Traditionally in olden days those who had experience and years of service were considered as experts. Even the traditional system of learning “Gurukula” followed the system of sharing knowledge by the practice of staying together with the teacher and learning through experiences.

In the new Education policy 2020, there are several initiatives that are introduced specifically for training of teachers in schools and Higher Education Institutions. It includes training the teachers in digital technology with the help of nationwide agencies and centres in each district. The Policy also mentions higher remuneration for the teachers to attract best talents to the industry. One of the major development is introducing courses in education through B.Ed and a mandatory certified education in teaching pedagogy during Ph.D enrolment for aspiring professors.

A good research scholar may not be a good teacher. They need to be educated on the methodology and tools of knowledge transfer. Hence this is a very promising step.

CONCLUSION:

The new National Education Policy 2020 is a good policy. The NEP 2020 aims at making the education system flexible, multidisciplinary, holistic and is aligned to the needs of the 21st century and also to the Sustainable Development Goals - 2030. The crux of the policy and the ideas are unique. If implemented well and coordinated this new National education Policy 2020 can be a game changer for education in India.

REFERENCES:

- [1]. National Education Policy 2020, Ministry of Human Resource Development, Available at: www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf;
- [2]. Beyond jargon and keywords, what is the NEP 2020 and why do we need it? Meghnad S, News laundry.com, Available at: <https://www.news laundry.com/2020/08/10/beyond-jargon-and-keywords-what-is-the-nep-2020-and-why-do-we-need-it>; Accessed: 12/08/2020
- [3]. ‘Light But Tight’: Whose National Education Policy is it Anyway?, G. Arunima, Available at: <https://www.outlookindia.com/website/story/opinion-light-but-tight-whose-national-education-policy-is-it-anyway/357968>, Accessed: 12/08/2020.

NEP 1042

New Education Policy – An Overview

R.SUBASHINI,

IIIrd BA English, Sri Sarada College For Women, Tirunelveli.

INTRODUCTION

The Modi government announced the new education policy 2020 which brings about several major reforms in education in India. PM Modi said that this reform would transform the lives of millions of Indians. Among the major reforms, the 10 +2 structure in the schooling system has been replaced a structure .This new education policy will improve our skill. We can easily overcome the competitive exams. According to various media agencies, the new education policy of 2020 ,it is likely that new education policy can be started from 2022-23 session or onwards. Education ministry said that all arrangements and training process of teachers and publishing new syllabus book will take time and most probably it will occur in 2022, if done at fast pace. The old education system is basically focused on imparting knowledge through books and numbers . Students might be well versed in theoretical aspects of learning , but lack the skill to implement learning in the practical world .

CONTENT- MODERN EDUCATION:

The modern education system maintains the balance of theoretical and practical learning. New education policy was launched on Wednesday , July 29 . Earlier , in the afternoon the union cabinet approved the policy to overhaul the country's education system. The NEP2020 aims at making "India a global knowledge superpower". The new academic session will begin in September -October – the delay is due to the unprecedented corona virus (covid-19). The objectives for the education system are helping each child and young person to attain educational achievement to the best of their potential. New education policy 2020: look at the proposals on curriculum , courses and medium of instruction , takeaways for students, schools and universities. The union cabinet cleared a new national educational policy proposing changes in school and higher education . A look at the takeaways, and their implications for students and institutions of learning. An NEP is a comprehensive framework to guide the development of education in the country. Now the education all over the world is well developed , our Indian education (old education policy) is not enough to survive all over the world. Government school students were back at the competitive exams like NEET, GATE. We want to improve our skills and gain more knowledge to attain a good position. So that our PM Modi introduces an new educational policy . NATIONAL GOALS for education focus on the individual child's development and his/her

relationship to society .The aim is to bring out the genius inherent in every individual and to provide an environment that facilitates personality development. The real goals of education 1. Be lifelong learners 2.be passionate 3.be ready to take risks 4. Be able to problem –solve and think critically 5. Be able to look at things differently 6. Be creative. The government plans to setup subject-wise committees with members from relevant ministries at both the central and state levels to develop implementation plans for each aspect of the NEP. The policy also proposes phasing out of all institutions offering single streams and that all universities and colleges must aim to became multidisciplinary by 2040. In significant shift from the 1986 policy, which pushed for a 10+2 structure of school education, the new NEP pitches for a “5+3+3+4”design corresponding to the age groups 3-8 years (foundational stage) ,8-11 (preparatory), 11-14(middle), and 14-18(seconday) . This brings early childhood education (also known as pre –school education for children of 3-5) under the ambit of formal schooling. The mid-day meal programme will be extended to pre –schooling children.

CONCLUSION:

The national policy on education is a policy formulated by the government of India to promote education amongst India’s people. The policy covers elementary education to colleges in both rural and urban India. The policy introduces a whole gamut of changes and reads as a very progressive document overall, with a firm grasp on the current socio-economic landscape and the prospect of future uncertainty . Education for a new generation of learners has to necessarily engage with the increasing dematerialization and digitalization of our economics, requiring a completely new set of capabilities in order to be able to keep up.

REFERENCES:

1. https://stabic.pib.gov.in/writeReadData/userfiles/NEP_Final_English_0.pdf
2. <http://m-hindustantimes.com>
3. <http://indianexpress.com>
4. <http://www.mhrd.gov.in>

NEP 1043

NEP 2020 : A New Standard for Development

Dr.C.SUBATHRA,

Assistant Professor, Pioneer Kumaraswamy College, Nagercoil.

INTRODUCTION

“Education is not the amount of information that we put into your brain and runs riot there, undigested, all your life. We must have life-building, man-making, character-making assimilation of ideas” quoted by Swami Vivekananda. The importance on the human development approach in recent times and its recognition by the United Nations Development Programme(UNDP) and also in Millennium Development Goals(MDG) of followed by Sustainable Development Group(SDG) has ensured the development of education under the supervision and regulation of the state. Concurrently, the human capital formation has evolved as one of the important segments for investment as recognized worldwide.

THOUGHTS & EVOLUTION OF EDUCATION POLICY:

India’s ancient system of “Gurukula’ tradition focused on the holistic development of a child through a rigorous process of teaching, learning and training in all vocations of life for the transformation of a skilled manpower at the exit used to produce quality manpower and contributed to nation-building inculcating values and traditions. The British legacy continued after independence though several commissions and policies adopted like University Education Commission (1948-49), Mudaliar Commission (1952-53), Education Commission (1964-66) under DS Kothari, National Policy on Education, 1968, 42nd Constitutional Amendment, 1976-Education in Concurrent List, National Policy on Education (NPE) 1986 and NPE 1986 modified in 1992 (Program of Action, 1992).

IDEA OF NEP 2020:

The National Education Policy (NEP) 2020 is the outcome of continuous deliberations, debate, discussions and consultations involving people at large in the country with inputs from best practices worldwide during the last couple of years. With the initiative of Bharatiya Shikshan Mandal (BSM) emphasising on the resurgence of the Bharatiya system of education with a focus on Indian culture, values, languages and traditions, the policy document aspires India to regain its status of world leader in the coming days, it is estimated by UNFPA that the window of demographic dividend opportunity will be available till 2055 in India.

NEP: A NEW MODEL

The new policy envisaged India for transformational change in the sphere of human development through capacity building framework with skill orientation since the early childhood. There is more responsibility for India to support the cause of global economic sustainability through enhanced productivity and greater mobility of young population. Some of the areas of interventions announced in NEP 2020 in the aspect of development include recognition of education as a public good and reaffirms the national commitment of 6% of GDP as public investment in education. Incremental increase in public investment till it reaches 20% of total public expenditure along with private and philanthropic funding provisions.

Pedagogical and curriculum restructuring of 5+3+3+4 pattern covering 3-18 years of children's will lead to a strong foundation for Early Childhood Care and Education (ECCE) with emphasis on Indian languages targeting 100% GER by 2030 to ensure nurturing early and holistic development of children with a visionary outlook and enhancement of capacity and skill formation with a systemic approach vocational and skill up-gradation. It provides liberal education with the flexibility of learning pedagogies.

Restructuring B.Ed education and teacher recruitment in the schools through a process of TET, NTA test and teaching demonstration and regular in-service training will ensure quality, capacity building and National Professional Standards for Teachers will be framed by 2022. In the sphere of higher education decision has been taken to create large multidisciplinary universities, colleges with creation of HEI clusters and knowledge hubs with CBCS in the truest sense of the term.

The importance of open and distance learning with technology-enabled framework focusing on artificial intelligence. The provision of Academic Credit Bank depository will ensure flexible of entry and exit at different layers of degrees, viz, certificate, diploma and degree. The decision to create four independent institutional verticals, viz, NHERC, GEC, HEGC and NAC will ensure regulatory framework with transparency and efficiency. Similarly the institutions like NRF and NET Forum will ensure sustained research funding and technology up-gradation in all spheres. The policy takes collaborative efforts for exchange programmes with the best universities abroad. This will ensure regaining the tradition of Nalanda University of India was a centre of attractions for all countries across the world.

CHALLENGES IN NEP:

For government smooth phasing of this transition stage with efficient implementation and transformation which will depend on the participation of government institutions at different levels – centre, state, local, etc and a large volume of public. The focus on building capacity and skill formation to transform the growing young population of 55% who are less than 27 years old into human capital through effective manpower planning.

CONCLUSION:

A hearty implementation of NEP will holistically transform Indian education creating an equitable and vibrant society, ensuring high-quality education at all level is required to

develop thoughtful, well-rounded and creative personalities and make India a superpower with world-class status. In the upcoming decades India will be regaining the status of economic superpower and human capabilities. The NEP will ensure strengthening the five pillars of self-reliance like economy, infrastructure, governance, democracy and demand by creating a strong base of capable manpower towards inclusive development.

REFERENCES:

1. Niranjan Roy, A Great Leap Forward to Development and Nation Building, www.news18.com, july31st 2020.
2. http://niepid.nic.in/nep_2020.pdf
3. Dr.Chandrasekaran, The NEP 2020 of India, August 2nd 2020.

NEP 1044

New Education Policy-An Overview

SYED ALI RIZWANA.M,

Research scholar, M.S.University, Abishekappatti, Tirunelveli- 627012, Tamilnadu, India.

INTRODUCTION

An New Education Policy (NEP) is a comprehensive framework to guide the development of education in the country. The need for a policy was first felt in 1964 when congress MP Siddheswar Prasad criticised by the government for lacking a vision and philosophy for education. Based on this the parliament passed the first education policy in 1968. The second policy was passed in 1986 under Indra Gandhi and Rajiv Gandhi respectively;the NEP of 1982 was revised in 1992 when PV NarasimhaRao was a PM. The third NEP released on Wednesday,July 29,2020 under the prime minister ship of NarendraModi.

CONTENT

TheNEP approved by the union cabinet, makes sweeping reforms in school and higher education including teaching. Some of the biggest highlights of the NEP 2020 are, 1. A single regulation for the higher education institutions, 2. Multiple entry and exit options in degree course 3. Discontinuation of M.Phil. Programmes 4.Low stakes board exams 5. Common entrance exam for universities. The new system expands age group 6-14 years of mandatory schooling to 3-18 year of schooling. The New Education policy expands age group 6-14 years of mandatory schooling to 3-18 years of schooling. The NEP introduces hitherto uncovered three years of pre-schooling age group of 3-6 years under the school curriculum. The new system will have 12 years of schooling with three years of anganwadi/pre-schooling. The structure of 10+2 school curriculum is to be replaced by a 5+5+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14 and 14-18 years respectively.

Class 10 and 12 board exams are made easier, to test core competencies rather than memorised facts, with all students allowed to take the exam twice.Vocational education to start from class 6 with internships.Teaching up to at least grade 5 to be in mother tongue. No language will be imposed on any students. Assessment reforms with 360 degree holistic progress card, tracking student progress for achieving learning outcomes. Anew and comprehensive National Curriculum Framework for Teacher Education (NCFTE) 2021 will be formulated by the National Council for Teacher Education (NCTE). By 2030 the minimum degree qualification for teaching will be an 4 year integrated B.Ed. degree. Gross enrolment in higher education to be raised to 50% by 2035. The current enrolment in higher education is 26.3%.

Under graduate degree will be of either 3 or 4 year duration with multiple exit option within this period.M.Phil courses will be discontinued and all the undergraduate, postgraduate and PhD level will now be interdisciplinary.Academic Bank of Credits to be established to facilitate transfer of credits. Higher Education Commission of India will be setup as a single umbrella body for the entire higher education excluding medical and legal education, public and private higher education institutions will be covered by the same set of norms for regulation, accreditation and academic standards.Affiliation of collages is to be phased out in 15 years and a stage-wise mechanism to be established for granting graded autonomy to colleges. It emphasis gender inclusion fund, special education zones for disadvantaged regions and groups. Currently India spends around 4.6% of its total GDP on education.

CONCLUSION

There will be a provisions for rescheduling certain state targets after due identification of the reasons leading to known adherence with set timelines remedial measures will be taken immediately to resolve issues. By 2030 it is expected that past decade would have provided ample opportunities for evaluation, fine tuning as well as major changes if called for to be effected. Therefore a comprehensive review of the status of the implementation of the policy in entirety will be undertaken. In the decade of 2030-2040 the entire policy will be in an operational mode following which another comprehensive review will be undertaken. It is of course, expected that annual review will continue.

REFERENCES

- [1]. <https://www.mhrd.gov.in>
- [2]. <https://www.livemint.com>
- [3]. The Indian Express
- [4]. www.orfonline.org

NEP 1045

Impact of New Education Policy towards Holistic Learning

VARUN KUMAR T,

Research Scholar in Commerce, Nanjil Catholic College of Arts And Science,
Kaliyakkavilai, KK Dist.

INTRODUCTION

The National Education Policy 2020 is the first educational policy of the 21st century and aims to address the many growing development imperatives of our country. This policy propose the revision and revamping of all aspects of the education structure and emphasis on the development of creative potential of each individual. The teacher must be at the center of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. The new education policy must provide to all students, irrespective of their place of residence a quality education system, with particular focus on historically marginalized, disadvantaged and underrepresented groups.

CONTENT

The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs of the learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14 and 14-18 years respectively. The curricular and pedagogical structure and the curricular framework for the school education will therefore be guided by a 5+3+3+4 design. The overall thrust of curriculum and pedagogy reforms across all stages will be more the education system towards real understanding and towards learning how to learn and away from the culture of rote learning as it largely present today. The aim of education will not only be cognitive development but also building character and creative holistic and well rounded. Specific sets of skills and values across domains will be identified for integral and incorporation at each stage of learning NCERT will identify these required skill sets and include mechanism for their transaction in the national curriculum framework.

Curriculum content will be reducedin each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis -based learning. The mandated content will focus on key concepts, ideas, applications and problem-solving .Teaching and learning will be conducted in a more interactive manner, questions will be encouraged and classroom sessions will regularly contain more fun, creative collaborative and exploratory activities for students for deeper and

more experiential learning. In all stages, experiential learning will be adopted, including hands-on learning, arts integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift towards competency- based learning and education.

Art integration is a cross –curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in class room transactions not only for creating joyful classroom but also for imbedding the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. Sports integration is another cross-curricular pedagogical approach that utilizes physical activities including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction. Self-discipline, team work, responsibility, citizenship etc. Sports integrated learning will be undertaken in class room transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement. The need to integrate sports in education is well recognized as it serves to faster holistic development. Each of the four stages of school education ,in accordance with what may be possible in different regions, may consider moving towards a semester or any other system that allows the inclusion of shorter modules, or courses that are taught on alternate days, in order to allow an exposure to more subjects and enable greater flexibility.

CONCLUSION

The National Education Policy also calls for the rejuvenation, active promotion, and support for private philanthropic activity in the education sector. In particular, over and above the public budgetary support which would have been otherwise provided to them, any public institution can take initiatives towards raising private philanthropic funds to enhance educational experiences. Any policies effectiveness depends on its implementation. Such implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner. Yearly joint reviews of the progress of the implementation of the policy, in accordance with the target set for each action, will be conducted by designated teams constituted by MHRD and the states and reviews will be shared with CABE. In the decades of 2030-40 the entire policy will be in an operational mode.

REFERENCES

- [1]. Final list of National Educational Policy 2020 by the Ministry of HRD Government of India
- [2]. Website <https://uk.sagepub.com>
- [3]. Text book : National Policy on Education - Towards An Enlightened and Human Society by Digumarti Bhaskara Rao
- [4]. Website <https://www.ugc.ac.in>
- [5]. Text book :History of Education in India by N. Jayapalan

NEP 1046

A Birdview on New Education Policy of India – 2020

VARUN.V,

Assistant Professor, Department of Commerce and Management, NDRK F G College,
University of Mysore, Udayagiri Extension, Hassan- 573201

INTRODUCTION

The National Policy on Education is policy formulated by the government of India to promote education amongst India's people .The policy alters the traditional and outdated old national education policy. The policy guiding the goals of access, equity, quality, affordability and accountability in education system. The education policy aims to establish a National Mission on Foundational Literacy and Numeracy by the Educational Ministry and this policy covers elementary education to colleges in both rural and urban India. It is the time to modify the education policy from the futuristic base.

CONTENT:

The new policy proposes for the globalization of education system and aims to establish a National Mission on Foundational Literacy and Numeracy. The policy is founded on the guiding the goals of access, equity, quality, affordability and accountability in education system. Teaching up to least grade 5 to be in mother tongue/ regional language. The 10+2 structure of the school curriculum shall be changed into 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14 and 14-18 years respectively. It will comprise of 12 years of school education and 3 years of nursery and pre schooling education and encouraged to online courses and digital sources and students will be given increased flexibility and choice of subjects to study across the arts, humanities, sciences, sports and vocational subjects there will be no hard separation between arts and science streams or between academic and vocational streams the globalization of education to be assisted with the help of top ranked universities to open campuses in India that help students develop in various ways. This helps to the leadership of teachers and school and educational administration to focus on supporting the creation of meaningful learning opportunities. A dedicated unit for planning and development of digital technology to look after the e- education and to make India a digitally empowered society and knowledge economy Public and Private higher educational institutions will be governed by the same set of norms for rules and regulations. The central and state government mutually decided to work together to increase the public investment in the education sector to rise the India G.D.P. Universal access to quality education is perhaps the best investment that India can make for our nation's future.

OBSERVATION:

This Policy makes some important observations on education system as:

- (a) universal provisioning of quality early childhood care education;
- (b) ensuring foundational literacy and numeracy;
- (c) providing adequate and appropriate resourcing of school complexes/clusters;
- (d) providing food and nutrition (breakfast and midday meals);
- (e) investing in teacher education and continuing professional development of teachers;
- (f) revamping colleges and universities to foster excellence;
- (g) cultivating research; and
- (h) extensive use of technology and online education.

CONCLUSION:

The New Education Policy 2020 by the government to achieve the goal of providing good and quality of education to promote the skills and knowledge of the youth and globalization of education system. Encouraging for online learning to development of the students both internal and external skills the policy guiding the goals of access, equity, quality, affordability and accountability in education system.

REFERENCES:

- [1]. Shaurya Singh: National education policy 2020 Summarised
- [2]. National education policy 2020 All you need to know : Timed of Indi
- [3]. <Https//www.one india.co>
- [4]. Reading the new national education policy 2020: The Indian EXPRESS

NEP 1047

A Comparative Study of Teacher Education in NEP 1986 and NEP 2020

G. VIDHYA,

MBA II-Year, Anand Institute Of Higher Technology, Chennai, Affiliated to Anna University

INTRODUCTION

New Education Policy 2020 is the first Education policy of the 21st century. New Education Policy is an extensive document that covers all aspects of education from elementary to university level and even adult education in both rural and urban India. It is formulated by the Government of India to promote an Education amongst Indian people. Education is a greater leveller and it's a best tool for achieving full human potential, economic, social mobility and promoting National development. The first National policy on Education was announced in the year of 1968. The second new national education policy was announced in the year of 1986. Now, The Ministry of Human Resource Development (MHRD) released the new Education policy 2020 after 34 years. A New Education System brings the dramatic changes in the Education system.

TEACHER EDUCATION:

Teacher Education plays the important role in education policy. Teacher Education is the development of teacher proficiency and empower the teacher to meet the requirements of the profession and face the challenges. The teacher must be at the centre of the fundamental reforms in the education system. Teacher education means,

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

OBJECTIVIES OF THE STUDY

- To find the present scenario of teacher education in India and comparing with the previous education policy.
- To highlights and design a new model of Teacher Education.

TEACHER EDUCATION IN 1986

Teacher Education was introduced in the year of 1986. Teacher education is a continuous process, and its pre-service and in-services components are complementary to each other. In 1986, Teachers are not forced to study Bachelor OF Education (B.ED) degree in India.

Person who completed their District Institutes of Education and Training (DIET) has a capability to organise pre-service and in-service courses for elementary schools and for adult education. Once the DIETs get published, all the other sub-standard was removed. Here, Teacher Education will provide a necessary resources and accredit Institution of Teacher Education and provide a proper curriculum and methods.

TEACHER EDUCATION IN 2020

National Council of Technical Education (NCTE) has introduced a new frame work for the Teacher Education. This policy also proposes to set the four year integrated B.Ed. as the minimum Educational qualification for teachers by 2030. HEI offering 4-year Integrated B.Ed. Here, they have mentioned three criteria,

- For students who already hold the Bachelor's Degree in any specialised subject, a two-year B.Ed. degree option will be offered.
- For students who hold the Master's degree equivalent to 4 years Bachelor's Degree, they can adapted one year B.Ed. option will be offered.
- Additionally, shorter post bed certification courses will also available at multi-disciplinary colleges and universities.

ABOUT BACHELOR OF EDUCATION(B.Ed.)

B.Ed. stands BACHELOR OF EDUCATION. It is a professional course that helps you to become a teacher. This course is needed to teach in Private and Government school. For teaching in Government school we need to face exams like TET, CTET, etc.

COMPARISION OF TEACHER EDUCATION IN 1986 AND 2020

In 1986, there is no need to study B.Ed. but now the person who is interested in teaching field they should study bed after their completion of under graduate .Before 2020 new education policy, the B.Ed. course is 2-years with any under graduation but now the education policy has changed .Earlier, they don't mention any of the degree in national education policy except DIET. But now the teacher must specialized in any one of the area. The new pedagogical levels are Foundational, Preparatory, Middle, and Secondary. Before we have only two levels.

FUTURE OF TEACHER EDUCATION

The future shape of teacher education in India is going to bring a dramatic changes in teacher life as well as students. There would be unlimited opportunity in teacher education. Now a days, technology has improved lot. Students are improving day by day so the teacher is also want to be updated. He/ She should strong in their education. future of teacher education will be a transmission of consciousness from teacher to student. i am highlighting the some of the points to design and improve of future education:

- In future, the teacher education programme is time consuming and I want to be not more expensive.
- Teacher education institution must design the programmes that would help teachers to know and understand deeply; a wide range of things about teaching.
- Design any eligible criteria for teacher education in private schools .for example,

introducing a new assessments for teacher who want to work in private schools. it will improve the teaching quality of teacher.

- Any additional qualification with B.Ed. degree and have a sound knowledge in your specialized area is necessary.Teacher wants to do innovative practices and true research.

CONCLUSION

Teacher education has to become more sensitive to the emerging demands from the society. The new era teacher educators the system of teacher education has to adapt new challenges faced by the system. At present scenario, teacher education is a difficult assignment where the teacher education programmes are delivered by a large number of private teacher education institutions. Teacher educators should be able to take charge for their own learning pathways too. we have to formulate the system more and more transparent flexible, free from corruption, and active to improve the quality in teacher education.

REFERENCES

- [1]. https://static.pib.gov.in/WriteReadData/userfiles/NEP_Final_English_0.pdf.
- [2]. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf
- [3]. <https://confluence.ias.ac.in/teacher-preparation-and-professional-development-in-draft-nep-india-2019/>
- [4]. <https://www.thequint.com/news/education/nep-2020-ncte-to-introduce-new-framework-for-teacher-education>

NEP 1048

NEP- 2020 : An Industrial Outlook

Dr. D.YUVARAJ,

Professor, Anand Institute of Higher Technology, Chennai

INTRODUCTION

The main objective of NEP 2020 is towards a ***Self reliant INDIA***. This is to device and implements healthy solutions to its own problems that are in harmony with different programs and initiatives of Government of India – make in India, skill India, start-up India etc. These were initiated in phases since 2014 but with common goal to promote entrepreneurship over jobs. The current Covid19 crisis has proved the validity and necessity of such self-reliant society and it also aimed in redirecting an unemployed youth to find employment through a self-sustained skill-based model. This article is a consolidation of the reviews from various Indian Industries for entering into the self reliant India.

EDUCATION AS ECONOMY BOOSTER

The section 17 of NEP stresses upon knowledge economy in terms of promoting cultural heritage, increasing GER in Higher Education, aspiring more and more youth to pursue higher education, creating a pool of talented and skilled youth who aspire to build the nation and boost national economy, imbibing technology solutions and digitally empowered HEIs. 6% of GDP is to be invested for achieving these goals. Since knowledge economy is interrelated to society, this brings multitudes of socio- economic improvements. Stress on vocational studies and support through funding, incubation canters reinforce boosting economy through entrepreneurship.

OUTLOOK OF INDUSTRY ON NEP-2020:

Akshay Chaturvedi, Founder & CEO LeverageEdu states that the RTE now extended to 18 years of age, helps larger population pursuing higher education. Collaborations with institutes of excellence abroad and their best practices helps quality rise multiple notches to achieve Hon'ble Minister's vision of a \$5 Tn economy with very strong human development.

Shaheem Rahiman, CEO, Atria University states that the NEP 2020 seeks to bring some much-needed changes in the Indian education system that will positively impact future Indian students and take big strides towards becoming a global education hub with this move and he praises the significant reforms in it and looking forward to its implementation

Amit Gainda, Chief Executive Officer, Avanse Financial Services states that the NEP is inspiring to witness how the new NEP has rightly focused on the importance of developing a scientific acumen at an early age. These moves will create a symbiotic environment for the educational aspirants to pave a clear path for achieving their educational goals in global standards with strengthened Indian education ecosystem and assures to extend his company's support for the benefits of students.

Mohan Lakhamraju, Founder & CEO, Great Learning states that rationalization of regulatory bodies and multidisciplinary approach is an excellent step suited to today's business and society which are complex and multi-disciplinary in nature. The online education at all level and opening up to the top 100 international universities will bring in high-quality programs to our students and will further raise the quality bar for all our institutions.

Mr Ramananda SG, Vice President, Sales & Marketing, Pearson India states that the National Education policy has certainly made bold and historic reforms towards the quality of education and improving student learning outcomes and highlighted all the key focus of it and added, it is not only designed to directly address the gaps which were prevalent earlier but also recognises the importance of EdTech as a medium.

Dr Akhil Shahani, Managing Director, Shahani Group states that the New Education Policy should have been implemented years ago to enable India's education system to catch up with that of other fast-developing nations in Asia which are following it for years and suggested innovative ideas implemented like recognition of pathway/twinning programs with foreign universities, permission for for-profit firms to set up schools & colleges, allowing corporate CSR funding for primary research in universities and allowing universities to offer online degrees to outside their geographical jurisdiction.

Nitish Jain, President, SP Jain School of Global Management has highlighted all the features of technology-based learning and its application and added allowing Indian universities to set up offshore campuses as well as facilitating foreign universities to operate in India, will not only increase the quality of education, but also strengthen India's position on the map as a global education destination. If there is one thing I didn't like about the policy changes it is the reduction of High School from 12 years (international norm) to 11 years.

Abhishek Patil, Co-Founder Oliveboard states that they welcome the NEP that focuses on the all-round development of students with an emphasis on extra-curricular activities, music, arts & sports. The introduction of vocational learning & coding from 6th STD onwards would help develop students the skill set required to grow in the modern world.

Kounal Gupta, Founder, Henry Harvin Education states that NEP is a historic and a much-needed policy change and absolute data to make a judgement would be out when we complete 1 absolute cycle in at least 12 years which would directly impact more than 2.5 crores lives and wants everyone to be aware of it.

Anindya Mallick, Partner, Deloitte India states the in and outs of NEP's School Education curriculum that ensures critical characteristics like knowledge-seeking, logical thinking, social skills like communication, teamwork, etc. are imbued at the early stage of children and highlighted all the aspects of higher education in meeting youth aspirations and makes them ready for the workplace of the future.

Abhimanyu Saxena, Co-Founder, InterviewBit & Scaler Academy An overhaul of the formal education system has been long-awaited, and the timing couldn't be better with the nation gearing for an Aatma Nirbhar Bharat with the impetus given to holistic learning, "technology-oriented" & employment-focused skill development under the revised policy is critical to the creation of an inclusive education system with a push to the digital education sector overall, transforming millions of lives."

Hersh Shah, CEO, India Affiliate of the Institute of Risk Management (UK) states that the new education policy focuses on holistic and blended learning with diverse career choices. The progressive decision to permit global institutions to set up campuses in India will result in a future-ready, highly-skilled workforce and provides further impetus to Government's Skill India, Startup India and Digital India mission.

CONCLUSION

The NEP is welcomed by all the industrial experts as it rises the education standard according to international norms bridges the gap between the curriculum and technology players and meets the expectation of business and society. It is believed that students with global standard, noble thinking and all skills imbued will emerge leading to many technological innovations making India an innovation hub and helps compete with global technology with a scope of a lot of future technologies ruling the world in upcoming decades. Thus it is expected to transform a billion lives and helps in economy and status growth of India.

REFERENCES

- [1]. Papri Chandana, NEP 2020: Industry experts & academicians welcome the New Education Policy, www.timesnow.com, July 30th 2020.
- [2]. Industry reactions on new National Educational Policy-2020, Business World, August 08th 2020.
- [3]. Dr.Vaneetha Agarwal, NEP-2020: 7 Salient features apart from what is clearly evident ,www.hindustantimes.com, 10th august 2020.

NEP 1049

Issues and opportunities of New Education Policy in India-2020

S. SOBITHA,

Assistant Professor, Department of Commerce, Idhaya College for Women-Sarugani.

INTRODUCTION

A new NEP usually comes along every few decades. India has had three to date. The first came in 1968 and the second in 1986, under Indira Gandhi and Rajiv Gandhi respectively; the NEP of 1986 was revised in 1992 when P V Narasimha Rao was Prime Minister. The third is the NEP released Wednesday under the Prime Ministership of Narendra Modi. Among other things, the NEP has renamed the Ministry of Human Resource Development (MHRD) as the Ministry of Education, a sign of the country's changing focus on education.

The National Education Policy (NEP) is an impressive document. It would help deliver a school curricula that's more flexible and multidisciplinary, and less exam-focused. It is also ambitious: the Indian government plans to have 50% of 18-21 year olds enrolled in university by 2030, an almost doubling of enrolment in ten years. Among many notable features, the report focuses on universities as sites for holistic student development; calls for multidisciplinary approaches that combine physical, emotional, moral, social, intellectual and aesthetic learning; and seeks to break down the distinction between “curricular” and “extra-curricular” activities, for example via internships and community related work.

The National Education Policy (NEP) is being seriously debated among Indian educationists. As a teacher in the higher education sector, I will only focus on some issues related to university education, as mentioned in the policy document.

Principles of New Education Policy

- Holistic development of students in both academic and non academic spheres.
- Achieving foundation literacy and numeracy.
- Multi-disciplinary education.
- Conceptual understanding.
- Creativity and critical thinking
- Ethics and human and constitutional values.

Reforms in Structure & Curriculum of School Education

Among other things, the NEP 2020 suggests a slew of reforms to school education, with a focus on flexibility of subjects and eliminating silos between streams of learning. Another

goal of the NEP is to achieve 100 percent Gross Enrolment Ratio in preschool to secondary level by 2030. First off, the NEP changes the existing 10+2 structure of school education to a 5+3+3+4, covering children between the ages of 3-18.

This structure, when broken up into corresponding grades, is:

- Three years of anganwadi or preschool + two years in primary school in grades 1-2 covering ages 3 to 8 years
- The ‘preparatory stage’ covering ages 8 to 11 years or grades 3-5
- The ‘middle stage’ covering ages 11 to 14 years or grades 6-8
- The ‘secondary stage’ covering ages 14 to 18 years in two phases – grades 9-10 in the first and grades 11-12 in the second.
- The NEP aims to reduce the curriculum content to its core essentials, focussing on key concepts and ideas in order that children are able to practice more critical thinking and among other things, more analysis-based learning.

National Education Policy sets out a series of issues change to university education in the country. These include:

- Establishing a single national regulatory body to oversee all aspects of university functioning
- Setting up a National Research Foundation
- Introducing four-year multidisciplinary degrees with multiple exit options (after one, two, three or four years)
- Encouraging Internationalization, for example through allowing foreign universities to operate in India
- Developing a set of elite multidisciplinary universities geared towards achieving the standing of Ivy League institutions in the US. The National Education Policy sees India as becoming a “world teacher” (*vishwa guru*).

An opportunity to enhance collaboration in specific areas such as

- The co-development of new subjects and programs
- The collaborative design of open and distance learning products and facilities, such as virtual classrooms
- Greater joint PhD supervision between Indian and Australian researchers
- The development of post-doctoral research opportunities that bridge both countries building on the example of the New Generation Network developed by the Australia India Institute
- Greater research collaboration on areas of mutual interest, for example in relation to water, health, education, energy, information technology, and the successful implementation of the Sustainable Development Goals
- Greater reflection between Australian and Indian higher educational institutions on how universities engage with industry, government and the community
- Building on the principle of India as a “*vishwa guru*”, efforts by Australian educator and administrators to examine what can be learnt from India’s history of education.

Such collaboration could improve the quality, diversity and relevance of university education and research in India and Australia. It could widen understanding within both countries of the contributions of the other globally.

It could also help both countries reflect on the role of universities in the 2020s and beyond, a theme woven through the National Education Policy and now deserves much greater global discussion.

CONCLUSION:

Finally, there is a definite recommendation to set up district-based universities. In effect, it will almost look like a situation of imparting mass higher education. Do we actually have such demand for higher education? Do we need mass higher education or mass school education? Are we going to still have the financial distribution of the UGC and the state government? In a regime of GST and fiscal constraints on the state, are we going to have total privatisation of higher education from the back door? These are essential questions to ask.

REFERENCES

- [1]. www.ssrn.com
- [2]. www.mhrd.gov.in
- [3]. www.indianexpress.com
- [4]. www.ruralindiaonline.org
- [5]. www.timesofindia.indiatimes.com

NEP 1050

New Education Policy Comparison between 1986 and 2020

S.SELVANATHAN,

Assistant Professor of Commerce (SF), VHNSN College (Autonomous), Virudhunagar

INTRODUCTION

The Parliament during the Budget Session in 1986 discussed and adopted the "National Policy on Education 1986". A promise was made at that time by the Minister of Human Resource Development that he would present in the Monsoon Session a Programme of Action for the implementation of the policy. Immediately after the Budget Session, the Ministry undertook an intensive exercise to prepare the promised Programme of Action.

In the first place, 23 Task Forces were constituted and each was assigned a specific subject covered by the National Policy on Education (N.P.E.). Eminent educationists, experts and senior representatives of Central and State Governments were associated with these Task Forces.

The subjects assigned to the Task Forces were as follows:

- Making the System Work
- Content and Processes of School Education
- Education for Women's Equality
- Education of the Scheduled Castes, Scheduled Tribes, and other backward sections
- Minorities' Education
- Education of the Handicapped
- Adult & Continuing Education
- Early Childhood Care and Education
- Elementary Education (including NFE and Operation Blackboard)
- Secondary Education and Navodaya Vidyalayas
- Vocationalisation
- Higher Education
- Open University and Distance Learning
- Technical and Management Education
- Research and Development
- Media and Educational Technology (including use of Computers in Education)
- De-linking degrees from jobs and Manpower Planning
- The Cultural Perspective and Implementation of Language Policy
- Sports, Physical Education & Youth
- Evaluation Process and Examination Reform

- Teachers and their Training
- Management of Education
- Rural Universities/Institutes

The Task Forces were requested to examine the present situation in respect of the subjects assigned to them and to elaborate the implications of the specific statements contained in the N.P.E. The Task Forces were also expected to project the actions that would be necessary and indicate the broad targets and the phasing of the programmes. They were requested to indicate the broad financial implications with reference to each phase.

IMPLICATIONS OF THE STATEMENTS CONTAINED IN NPE 1986

The National Policy on Education has given a great deal of importance to ECCE. It views Early Childhood Care Education (ECCE) as an important input in the strategy of human resource development, as a feeder and support programme for primary education and as a support service for working women of the disadvantaged sections of society. It has also taken into account the holistic nature of ECCE and has pointed out the need for organising programmes for the all-round development of the child. The significance of play and activity approach and the need for child- centredness in the programmes of ECCE as well as in primary school education have been spelt out, and it cautions against the dangers of using formal methods of teaching and early introduction of the 3 R's. The importance of community involvement has also been highlighted. The need to establish a linkage between ICDS and ECCE programmes has been pointed out. The desirability of a modular, development so as to upgrade the former into the latter institution on a full-blown basis has been mentioned.

THE STRATEGY OF IMPLEMENTATION

The ECCE involves the total development of child, i.e. physical, motor, cognitive, language, emotional, social and moral. The age span under consideration in ECCE is from conception to about 6 years. Even a modest development process during this period includes care of mother during pregnancy (ante-natal health check-up, nutritional support, control of anemia, immunization for prevention of tetanus following delivery, etc.), hygienic and skilled birth attendance, nutritional care of mother during lactation, correct infant feeding practices, immunization of infant from communicable diseases, mothers' education in child care, early childhood stimulation, and health and nutritional support throughout. Thus, ECCE is a complex integral function. It requires workers with integrated ECCE training, integrated worksites or ECCE centres where the essential services flow to young children through the period of their growth and preparation for formal education, and coordinated functioning of various agencies, governmental and non-governmental, striving to meet different needs of young children.

New Education Policy 2020

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The 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. The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

Previous Policies The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education.

Principles of this Policy

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it 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;
- 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 thereby choose their own paths in life according to their talents and interests;
- No hard separations between arts and sciences, 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;
- Multidisciplinarity and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world 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 & 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 planning 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 environments and service conditions;

Implementation of the policy

Any policy's effectiveness depends on its implementation. Such implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and National Education Policy 2020 62 systematic manner. Therefore, the implementation of this Policy will be led by various bodies including MHRD, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education. 27.2. Implementation will be guided by the following principles. First, implementation of the spirit and intent of the Policy will be the most critical matter. Second, it is important to implement the policy initiatives in a phased manner, as each policy point has several steps, each of which requires the previous step to be implemented successfully. Third, prioritization will be important in ensuring optimal sequencing of policy points, and that the most critical and urgent actions are taken up first, thereby enabling a strong base. Fourth, comprehensiveness in implementation will be key; as this Policy is interconnected and holistic, only a full-fledged implementation, and not a piecemeal one, will ensure that the desired objectives are achieved. Fifth, since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States. Sixth, timely infusion of requisite resources - human, infrastructural, and financial - at the Central and State levels will be crucial for the satisfactory execution of the Policy. Finally, careful analysis and review of the linkages between multiple parallel implementation steps will be necessary in order to ensure effective dovetailing of all initiatives. This will also include early investment in some of the specific actions (such as the setting up of early childhood care and education infrastructure) that will be imperative to ensuring a strong base and a smooth progression for all subsequent programmes and actions. 27.3. Subject-wise implementation committees of experts in cooperation and consultation with other relevant Ministries will be set up at both the Central and State levels to develop detailed implementation plans for each aspect of this Policy in accordance with the above principles to achieve the goals of the Policy in a clear and phased manner. Yearly joint reviews of the progress of implementation of the policy, in accordance with the targets set for each action, will be conducted by designated teams constituted by MHRD and the States, and reviews will be shared with CABE. In the decade of 2030-40, the entire policy will be in an operational mode, following which another comprehensive review will be undertaken.

OTHER RECENT BOOKS

SOCIAL RESPONSIBILITY

ISBN No : 978-93-87756-32-8

June 2018

ENTREPRENEURSHIP AN INTRODUCTION

ISBN No : 978-93-87756-32-0

September 2018

INSTITUTIONAL FINANCE TO ENTREPRENEURS

ISBN No : 978-93-87756-36-6

September 2018

COMMERCE AND MANAGEMENT IN DIGITAL ERA

ISBN No : 978-93-87756-71-7

January 2019

LEADERSHIP BEHAVIOUR OF COLLEGE PRINCIPALS IN KANYAKUMARI DISTRICT

ISBN No : 978-93-87756-85-4

January 2019

DIGITALISATION IN INDIA

ISBN No : 978-93-87756-86-1

July 2019

A PARADIGM SHIFT IN BANKING, MARKETING AND HRM

ISBN No : 978-81-94215-37-0

July 2019

STATUS OF AGRICULTURE IN INDIA

ISBN No : 978-81-942871-0-0

December 2019

TRENDING FRONTIERS AND PROSPECTS IN COMMERCE AND MANAGEMENT

ISBN No : 978-81-942871-2-4

March 2020

Published by

OF BY AND FOR YOU PUBLICATION

Kanyakumari | Tamil Nadu | India

Email : ofbyandforyou@gmail.com

www.ofbyandforyou.com

ISBN 978-81-942871-9-3

