

National Educational Policy 2020

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Abstract:

*Education policies show pathway for better society it is time, place and context specific so needs revision on regular intervals. In India before independence education system was under the realm of British rulers and it was intended to make generation which will help them to rule. After independence The Union government established the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953), University Grants Commission and the Kothari Commission (1964–66) were the major commissions to make **education** policies after Kothari commission there were education policies in 1968, 1986, and 2000 where changes as per requirement of the time and place were made to have better education system. And now in 2020 New Education Policy was drafted under chairman ship of Dr. Kasturirangan after lot of study, discussions and deliberations with a great vision this unique policy has given directions to enhance education system. Here in this paper there is an attempt to discuss the characteristics of New National Education Policy 2020 to attain the goals like to ensure inclusive and even handed quality education and promote long learning opportunities for all” by 2030.*

Introduction:

According to Pankaj Thakur and Dr. Rakesh Kumar “Education reform is a major concern for governments all over the world. There is pressure on education policies to represent their results in terms of economic and social development on a global scale. India's education system is the world's third largest education system. An education policy is a set of government guidelines and principles that control the educational system by rules and regulations. Education policy is a comprehensive framework that directs the progression of education and a country's educational system. Size of school and class, structure of curriculum, ratio of students and teachers, teaching techniques, and higher education challenges and requirements are all covered by education plan. Education policies are designed to help the country meet its academic objectives.” National Education Policy 2020 is a recent education policy suggesting major changes to have better education system to attain goal for sustainable development through education and make India largest in economic progress. Here there is discussion

on characteristics of the New National Education Policy 2020.

Characteristics of NPE 2020:

➤ A Vision

The vision of India's new education system has consequently been crafted to make sure that it touches the lifetime of every and each subject, in keeping with their ability to contribute to several growing biological process imperatives of this country on the one hand, and towards making a simply and even handed society on the other.

➤ Representation From India's Heritage

India has had an extended and illustrious history of holistic education. The aim of education in ancient India wasn't simply the acquisition of information, as preparation forever during this world or forever on the far side schooling, except for complete realization and liberation of the self.

The Indian education system made students like Charaka and Susruta, Aryabhata, Bhaskaracharya, Chanakya, Patanjali and syntactician, and diverse others. They created pivotal contributions to world data in numerous fields like

arithmetic, astronomy, metallurgy, life science and surgery, applied science and design, building and navigation, yoga, fine arts, chess, and more Buddhism and its sturdy influence on the planet, notably in South-east Asia and particularly so in China, prompted Hu Shih the previous Ambassador of China to America to mention “India conquered and dominated China culturally for twenty centuries while not ever having to send one soldier across her border”. Education in India was solely enriched through the blending of cultures that arose from the terribly 1st invasions, until the arrival of country. The country has absorbed several of those influences and emulsified them into a singular culture of its own. Culturally, India has been, and continues to be, a cradle of nice diversity all told walks of life, with its myriad languages and dialects, with as several as seven classical dance forms and 2 musical style forms, several well-developed traditions of people arts and music, pottery, sculptures and bronzes, exquisite design, unbelievable cuisines, fabulous textiles of all types, and more. These made legacies to world heritage should not solely be nurtured and preserved for posterity, however conjointly increased and place to new uses through our education system. For example, they will be integrated into arts education to assist develop the ability and originality of scholars, and to encourage them to initiate. As Einstein addressed to children, *“Bear in mind that the wonderful things you learn in your schools is the work of many generations. All this is put into your hands as your heritage in order that you may receive it, honour it, add to it, and one day faithfully hand it on to your children. Thus do we humans achieve immortality in the everlasting things that we create in common”*.

➤ **In Alignment With Previous Education Policies**

The unfinished agenda of the National Policy on Education 1986, changed in 1992 (NPE 1986/92) is fittingly controlled during this Policy. A significant development since the formulation of the NPE 1986/92 has been the institution of Constitutional and legal underpinnings for achieving universal or general instruction. The Constitution (Eighty-sixth Amendment) Act, 2002 that inserted Article 21-A within the Constitution of Asian country envisages free and obligatory elementary education for all kids

within the people of six to 14 years. Right of youngsters to Free and obligatory

Education Act, 2009 (RTE Act) that came into force in Apr 2010, enables each child of the age of six to 14 years to free and compulsory education in a very neighbourhood school until the education completes . The NPE 1986/92 was developed simply before the net revolution since then we've got been virtually fatally slow within the adoption of technology to boost the education standard, similarly as in victimization it to boost governance and coming up with and management of education. Young learners these days belong to a generation that's born and raised in technology-rich environments. They'll use technologies that haven't been unreal to this point and enter jobs that don't exist nowadays. Globalization and also the demands of information economy and information society incorporate stress on the necessity for acquisition of latest skills by learners on a daily basis, for them to 'learn the way to learn' and become long learners. The slight intermission between the generation of latest information and its application, particularly within the fields of science and technology, necessitate the periodic renewal of college and better education curricula to take care of their connectedness to the dynamic social group and private needs of learners, and also the rising national development goals. The demographic dividend that Asian country is fortunate to possess is anticipated to last for under a touch over twenty years. Therefore, it's essential that kids and youth within the country are equipped with the information, skills, attitudes and values similarly as employable skills that may alter them to contribute to India's social, economic, and political transformation.

➤ **Provision To Help In Attaining Sustainable Development Goals**

The direction of the world education development agenda is mirrored within the Sustainable Development Goal four (SDG4) of the 2030 Agenda for Sustainable Development. SDG4 seeks to “guarantee inclusive and even handed quality education and promote long learning opportunities for all” by 2030. Educational chance is formed once students and lecturers have interaction in purposeful learning experiences that facilitate students develop in varied ways in which. This needs

clear goals, the abilities to translate these goals into sound program and pedagogy, and also the leadership of lecturers, and faculty and academic directors to target supporting the creation of pregnant learning opportunities. In a very shell, academic chance needs a good system to support learning, as well as certificatory organizations, resources, and sound policies. To attain such goals one requires the complete education system to be constructed to support learning. Else none of the goals of the SDGs will be achieved. Education innovations alone won't succeed.

➤ **Versatile And Integrated Approach Towards Education**

The present Policy begins with viewing time of life care and education (ECCE) as a section of the Foundational stage of college education (three years of pre-primary education and Grades one and 2), one information and education section of play- and discovery-based learning for terribly young kids, between 3-8 years age. The Eighty-sixth Constitutional change in 2002 extended the availability of ECCE to kids from age three forwards and this commitment has been honoured. The Policy takes cognizance of the variations within the development of psychological feature talents in kids. The flexibleness within the initial 5 years can alter equalizing of the multiple psychological feature talents of youngsters. This is often followed by a preparative section consisting of 3 years (Grades three, four and 5) of basic education incorporating some textbooks similarly as aspects of a lot of formal learning. Ensuing 3 years of secondary school education (Grades six, seven and 8) would involve developing a lot of abstract thinking and subject teaching leading up to educational activity section of 4 years (Grades nine, 10, 11 and 12). This last section of 4 years of lychee education can facilitate multidisciplinary studies with acceptable exit choices besides making ready for ensuing section of collegian program of study, as well as early introduction to discipline.

➤ **Liberal Approach**

Since the days of Nalanda and Takshashila or maybe earlier, the history of upper education in Asian country recognized the holistic side of allhuman information and enquiry as basically connected. The holistic nature of data as imparted through a broad

and interlacing education is a very important issue for the preparation of scholars always, work and to be a good member of society. during this context, many establishments of upper studies across the planet have enforced what we tend to these days characterize as Liberal Education through AN array of various disciplines that embody the humanities, Humanities, arithmetic and Sciences appropriately integrated with a deeper study of a special space of interest.

This approach to the structure of collegian education envisaged within the policy is each acceptable within the gift context and at identical time artistic movement in recognizing the various uncertainties within the evolving nature of the multiplicity of human endeavors similarly as linked ecosystem environments.

➤ **Emphasis On High Quality Research**

Lack of a coherent direction for planning and implementation of research at the university is the biggest gap in the present education system. To overcome this lacuna and to strengthen the appropriate professional competence in the domain area, and to prepare students for a research degree, the Masters' degree will also have a robust research component. The Master's and Doctoral degree levels are being strengthened with establishment of at least three ways into the Masters' degree - a one-year degree, a two-year degree, and the integrated degree of five-years. NPE 2019 has addressed this critical lacuna by introducing, for the very first time a new National Research Foundation (NRF) which will focus on funding research within the education system, mainly at universities and colleges. NRF will include the four wide-ranging areas of Sciences, Technology, Social Sciences, and Arts & Humanities. Besides this strengthening NRF will also support the presently weak subjects such as the Social Sciences and the Humanities, NRF will also bring in cohesion among the various research activities of multidisciplinary approach. Along with providing funding, NRF will also take care of the need to root and build research capacity in universities and colleges through a formal mentoring mechanism.

➤ **Enabling Transformation Of The Education System**

These determined aims would be impossible without passionate and committed school teachers and faculty in higher education institutions who will

take up responsibility of transmuting the education system as envisioned in this Policy. For this, they also need to be well equipped. Teacher preparation, orientation and training will, therefore, be provided in higher education sector, into multidisciplinary environments available at universities. The assistances of teachers for improving the education system, through teaching, research, institution building, student empowerment and such other aspects will be guaranteed.

➤ **Smoothing National Development**

India aims to take its place beside the United States and China as the third largest economy by 2030-2032, the identical period during which NEP 2020 will bring about the largest transformation. To do this, we will need a knowledge society based on a strong education system, with all the necessary attributes and features in the context of changes in knowledge demands, technologies, and the way in which society lives and works. NPE 2019 has not looked ahead into the effects of being the world's third largest economy. Ecosystems force us to think differently and achieving this milestone will have consequences all across the country. India is the sixth largest economy now and in five-seven years taking us to fourth or fifth position. We aspire to be the third largest economy at over ten trillion by 2030-2032. But our ten trillion economies will not be driven by natural resources, but by knowledge resources.

➤ **Ensuring Execution in Spirit And Intent**

A lot of thought has gone into this Policy, but this is not the logical end to realize dream of a worthy knowledge society. There are many more phases that one has to pass at National and State levels before the Policy can make its impact. This will be subject to careful planning and implementation strategy, consistent with pragmatism and ground realities. Influence of attitude of different segments of the society will be there on all phases, which in India's

context is inherently complex. It also depend on how well we are willing to take up the most rigorous professional, intellectual, moral and ethical principles into its implementation, keeping national interest at the centre of all planning and implementation activities.

The National Education Policy 2020 provides a framework for the transformation of the education system in order to cope up with the requirements of fast-changing societies while considering the diversity of the Indian people, their languages, traditions, and cultures. It seeks to ensure that human capital, the most vibrant form of capital that would energize the necessary transformation, is protected and strengthened.

Thus the characteristics of New National Education Policy 2020 depicts the uniqueness of the policy envisioning a standard goals which ensure better social and economic life through systematic educational design.

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