CONCEPTUAL OVERVIEW OF NEP 2020 AND THE ROAD AHEAD FOR ITS EFFECTIVE IMPLICATIONS

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Abstract-

India got independence in 1947 but it couldn't be freed from the education system which was forcely imposed on Indians by invaders. Many attempts have been made in the form of Radhakrishnan commission, Kothari Commission, NEP 1968, NPE 1986 ,Reforms1992 etc. but still the country has not achieved the goal of equitable society and burden free learning. NEP 2020 is a visionary document which aims to make Incredible India by providing access to all, equity to all and holistic development of learners. This paper discusses the need for new policy, highlights of NEP and challenges in its implementation. It also suggests some ways for better implementation of NEP2020.

Introduction

'If you want to control any country,destroy it's cultural and educational system.'

Following these lines, Britishers spoiled   ancient Indian education system which was rich in knowledge,skills,tradition.Gurukulas were destroyed , New school were opened , to generate indians who look like Indian but whose soul is slave of britishers.Britishers decided the education policies in a manner that it produced educated Indians suitable for

clerical jobs. Ofcourse, India got independence in 1947 ,but the education system was still in the slavery of Britishers. But for a long time, Indians were forced to live with the education system made by Britishers.After independence, educationists ,politicians and other stakeholders have tried to bring back the glory of the Indian education system, for these different policies have been made from time to time. Many modifications have been done but the goal was still far behind. We have a large workforce of young people,who have degrees in their hands but not having competencies and skills. To get rid of such a situation it is necessary to overhaul the whole education system .National Education Policy 2020 is certainly a positive step towards development of an inclusive education system having skilled ,calculative, productive youth .It focuses on preparing future-ready youth for Transforming India meeting the demands of a 21st century India.

National Education Policy NEP 2020

To fulfill the goal of universalisation of education, and providing quality education to all, as per sustainable development goal (SDG-4), a new education policy (NEP) is framed in 2020.After independence National Education Policies in India were launched in the year 1968, 1986, 1992 and the latest in 2020. NPE 1968 was based on the recommendations of the kothari commission;in 1986 the government led by ex Prime minister Rajiv Gandhi introduced National Policy on Education while in the year 1992 ,P.V.Narsimha rao government modified national policy on education (1986) But the goal of quality education was far ahead. After 34 years of a long wait period ,on 29 July,2020 the cabinet approved a new National Education Policy based on MHRD's draft 2019 which is known as NEP 2020.The NEP Drafting Committee was led by K. Kasturirangan,former ISRO chairman,with an aim to make India a global knowledge superpower and prepare skilled youth, to fulfill the goal of forming an inclusive,holistic, equitable society.

Banabhatta in Kadam-bari (7 th century) defined knowledge of '64 kalas' as good education which not only includes music, painting, but also includes science, mathematics etc. In 21 [st] century this vision is again coming into picture through the concept of encouragement of multidisciplinary learning. It is a milestone in the history of the education system in India.[1]

It is a comprehensive, and far-sighted policy which aims to bring change at grassroots levels and to make India a knowledge hub by the end of this decade. It focuses on bridging social gaps in participation, access, and learning outcomes in school education with a target of 100 percent Gross Enrolment Ratio (GER) or zero school dropouts by 2030.As per the 12 th five year plan,less than 5% of total strength (19-24 age group)

receives vocational education in the country. By keeping this in mind, National skill qualifications framework 2013 NSQF emphasizes the need of vertical mobility for students from vocational education streams. These aspects are considered while framing the NEP 2020,so that the problem of unemployment reduces and skilled youth will be able to lead the country.

Highlights of NEP 2020 :

● **Renamed MHRD -**
Ram Bahadur Rai who was the chairman of the Indira Gandhi National Centre for the Arts proposed the idea to change the name of MHRD in 2018.After the approval of President Ram Nath Kovind MHRD is officially renamed as Ministry of education part of the recommendations of NEP 2020. [2]

● **Regulatory Plan for Higher Education**
Higher education is regulated and funded by UGC and 14 professional councils such as MCI,AICTE, NCTE etc.UGC for Universities, AICTE for technical institutions NCTE for teaching courses and curriculum for structural reform.NEP 2020 recommend higher education regulator and merging of UGC, AICTE, NCTE to form Higher Education Commission of India HECI. [3]

● **Light but firm approach-**
It proposes higher education or Higher Education Commission of India (HECI) as a single regulator with four separate verticals NHERC for Regulation ,NAC for Accreditation , HEGC for Funding , and GEC for Academic Standard Setting. It supports institutions for self governance structure and focus on quality of education.[4]

● **Teacher education-**
NEP2020 recommends a four-year integrated teacher education programme (ITEP) in which a bachelor's degree would be integrated with the BEd course like BA B Ed, BSc B Ed, B Com B Ed.

● **Multidisciplinary educational institutions-**
NEP 2020 recommends colleges and universities having education departments for BEd, M Ed, and PhD degrees in education**.**

● **Restructuring NCTE-**
NCTE will be restructured and known as professional standard setting body (PSSB) 4-year integrated B.Ed. degree.[5]

● **Qualification for teaching-**
Qualification to become teacher is also redefined in NEP 2020.Such as 4-year integrated B.Ed. degree or Bachelor's Degrees in other specialized subjects+2-year B.Ed. programmes or 4-year multidisciplinary Bachelor's Degrees+1-year B.Ed. programmes Or Master's degree in a specialty+1-year B.Ed. programmes.To comply with mandate of NEP 2020,4 year ITEP is launched by NCTE. It also put emphasis on Shorter post-B.Ed. certification courses for getting further specialization in areas of teaching.[6]

● **Local Teacher Education Programmes**
Eminent local persons (for teaching) having mastery in local professions having knowledge, and skills, will work as ' master instructors' in music, local art, carpentry etc. Local teacher education programmes at BITEs, DIETs will be offered.[7]

● **National Mission for Mentoring**
Para 15.11 of NEP 2020 talks about the National Mission for Mentoring (NMM) which support the short / long term learning for teachers through different modes like online, hybrid, synchronous, asynchronous.[8]

● **Curricula Structure**
A conventional 10+2 school curricula structure is to be replaced by a 5+3+3+4 structure corresponding to ages 3-8 (Foundational stage),8-11 (Preparatory stage) ,11-14(Middle stage) and 14-18 (Secondary stage) years respectively. This implies that a student must have 12 years of schooling preceded by 3 years of Anganwadi or pre-schooling experience.[9]

● **Use of Mother Tongue**
As analytical skills and critical thinking can easily be developed in mother tongue so NEP 2020 focuses on the **use** of mother tongue as the instruction medium as mother tongue lets students grasp complex concepts

easily.It emphasizes learning through experiential and practical approaches that will instill 21 digitally-century skills in children.[10]

- **Multidisciplinary learning**
Over the past seven decades after independence , single-disciplinary undergraduate education was in trend, NEP 2020 breaks the rigid boundary of different subjects and offers a barrier free education to unlock the inherent capacities of the students ,advocates multidisciplinary education to unchoke the career options for students.Now the students are provided with opportunity to select subjects from multiple streams or switch the discipline asper their interest. Para 10.11 advocates to phase out all Single-stream HEIs while as per Para 10.7 of NEP 2020 it emphasizes that all HEIs should be multidisciplinary by 2030.It also proposed the setting up of Multidisciplinary Education and Research Universities (MERUs). [11]

- **Flexibility of subjects**
NEP 2020,allows students to choose major, minor, elective, vocational subjects as per their interest at UG level.For example , Now a student of science background can choose subjects from the humanities . UGC decided categories like core course, elective course(discipline specific, generic, project),ability enhancement course from which students can choose subjects of their interest. They are provided with flexibility to choose subjects from art craft,physical education,Vocational skills.[12]

- **Project internship apprenticeship**
To provide students real world experience, NEP 2020 put emphasis on project, internship and apprenticeship so that learning will take place in the real world to make students future ready and it will not be confined to theory classes only.[13]

- **No rigid Separations**
NEP 2020 is against rigid Separations among different streams, different modes of education as it prohibits the natural development of critical thinking,problem solving ability of students and also restricts their vision.It proposes flexible learning environments   which accommodate vocational ,extracurricular and academic streams simultaneously.

- **Inclusion of Vocational education**
NEP 2020 recommends to integrate Vocational education for developing skills in students. It should start from class 6 with an internship. Vocational courses to all bachelor degree programs are also introduced.For proper integration of vocational education it put emphasis on collaboration of educational institutions with IITs, Polytechnics and local industry. To overcome the scarcity of resources . Hub and spoke model for the skill lab in school is proposed which will be beneficial to other schools lacking in the facilities. It also recommends that HEIs should start Short term courses in various skills Setup Incubation centers to make youth future ready. Skill gap analysis and mapping of local opportunity is also emphasized in it. Considering the dropouts as a major problem it puts emphasis on integrating dropouts in mainstream and also give attention on mobility between academic and vocational education as students from vocational streams do not find proper vertical mobility earlier and are forced to settle for less than what they could attain. Experimentation of different models of vocational education.Credit based framework (CBCS) is initiated through it.[14]
Other features of NEP 2020 are
Common university entrance test (CUET) ,Academic bank of credit(ABC), Multiple entry and exit options(MEES), National Educational Alliance for Technology(NEAT) are other key features of NEP 2020.It proposed the advantages of touring for students.
Project 'ek Bharat Shreshtha Bharat', connecting 100 tourist spots in India. It also talks about NRF (National Research Foundation) for developing a positive and integrated culture for research. It promotes 3 language formulas for learning.Classical languages like Sanskrir and others can be chosen as optional language.Besides promoting learning in Indian language it also advocates choosing foreign language as elective if student wants.
Obstacles in the implementation of NE,is a step in this directionP 2020-
- Diversified education system differing state by state,
- Non cooperation among state and central government,
- Lack of skilled teachers,
- Lack of cooperation among school and colleges,

- Lack of industry oriented courses,
- Lack of proper tie up or MoUs between educational institutes and industries, working in isolation, lack of social cooperation,
- Differences in access of educational facilities due to region, caste, creed, income etc.
- Digital gaps among teachers and students belonging to various parts of the country.

Ways to implement NEP 2020

- Sense of cooperation and coordination among state and central government,
- Removing the barrier between college and schools through different activities,
- Using the potential of members of society and collaboration with industries,
- Well defined workout plan at all levels for teachers,
- Students and other stakeholders from the foundational stage to higher educational stage , pooling of resources
- Digital training of teachers to become acquainted with the new digital learning processes **,**
- Increased digital access to sources of knowledge and skills,
- Supervision rather than inspection of implementing efforts etc.

Conclusion

NEP 2020 is a vision document of the 21st century which will open the path of self reliant India ,and will prepare future ready youth. It will overhaul the whole education system . In higher -education, it aims for internationalization and massification. Its success depends on the mind makeup of its different stakeholders. They should not be judgemental while implementing NEP2020 rather they should think critically about different problems encountered by them and should involve a problem solving approach for its success. None of the policy is perfect but stakeholders have to take its implementation as shared responsibility and should try to adapt NEP 2020 as per the need of the local circumstances.

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