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NATIONAL EDUCATION POLICY AND FUTURE OF HIGHER EDUCATION IN INDIA.

AUTHORED BY - SHABARESHA. A

❖ INTRODUCTION

While quantitatively India is inching closer to universal education, the type of education the students in India receive has been questioned. With the boost in population, constructing schools nearer to students living habitats became common; this was done intending to increase enrolment. Thus creating an escalation in the number of schools, with nearly 900 universities, 40,000 colleges, and 15 lakh schools, India lacked in providing qualitative education to students (4, 5). Also, many of these institutions are small-sized and are running single-program and not the multidisciplinary style of higher education which is a must in the country for the 21st century (3). In 2019, about 27% of the Indian population was observed to be youngsters of the age 0-14 year category, 67% were of the 15-64 age group, hence by 2030 it is expected that India will have more than 69% of youth.

Improving the form of given to the youth workforce of current and future times is a burden in itself. This burden was placed on the committee formed headed by K Kasturirangan; Chairman of the Draft Committee of National Education Policy, and the others the new policy was drafted and presented at the Assembly in 2019(3), after approval, on 29th July 2020, the new National Education Policy was launched (8).

The reforms, detailed in the policy, provide an upgrade to the Indian Education model. It replaces the current 10+2 education model with the 5+3+3+4 model and mandates education from 3 years of age, unlike its predecessor which mandates education from 6 years of age (3) It is expected that a transformation will be seen in the Education System by 2021.

❖ OBJECTIVES

The Objectives is to give equal emphasis on all subjects- Science, Social Science art, and languages, Sports, Mathematics –with integration of vocational and academic streams in school.

A New and Comprehensive National Curricular Framework for School Education, NCERT.

Keeping in mind the Positiveness and merits of NEP 2020, this study aims at:

- a) To highlight, study and identify the innovative ideas the policies of NEP 2020.
- b) To compare the National policy of Education 1986 and its reforms with National Education policy 2020.
- c) To highlight the merits of NEP 2020.
- d) Predicting required improvements to NEP 2020.

❖ ADVANTAGES & DISADVANTAGES OF NEP

Recently many changes have been introduced in the academic system of India starting from the school to college level. New National Education Policy has been approved by the union cabinet reflecting all the changes. This newly approved plan talks about major transformational reforms in the Indian academic sector which are appreciated by many along with appreciation; there is also criticism which focuses on the drawbacks of this new education policy.

Following Advantages and disadvantages of new education policy 2020

1. The Government aims to make schooling available to everyone with the help of NEP 2020.
2. Approximately two crore school students will be able to come back to educational institutes through this new approach.
3. According to the national education policy 2020, the 5+3+3+4 structure will replace the existing 10+2 structure; this structure is focused on student's formative years of learning. This 5+3+3+4 structure corresponds to age's from 3 to 8, 8 to 11, 11 to 14 and 14 to 18. 12 years of schooling, 3 years if Anganwadi and pre-schooling are included in this structure.
4. For children up to the age of 8, a National Curricular and pedagogical Framework for Early Childhood Care and Education will be designed and developed by NCERT.
5. According to the national education policy 2020, the education ministry is to set up a national mission on foundational literacy and numeracy; the responsibility for successful implementation for achieving the foundation of numeracy and literacy for all students till class three falls upon the states of India. This implementation is scheduled to be done by 2025.

6. One of the merits of NEP 2020 is the formation of the National Book promotion policy in India.
7. Appropriate authorities will conduct the school examinations for grades 3, 5 and 8. The board exams for grades 10 and 12 will continue but the NEP 2020 aims to re-design the structure with holistic development.
8. Parakh national education policy is to be set up by the Government.
9. Special daytime boarding school “BAL Bhavans “to be established in every state district in India. This boarding school will be used for participation in activities related to play, career, art.
10. According to the national education policy 2020, an Academic Bank of Credit will be established. The credits earned by the students can be stored and when the final degree gets completed, those can be counted.
11. According to the national education policy 2020, Multidisciplinary Education and Research Universities at par with the IITs and IIMs will be set up in the country; These are scheduled to be set up for introducing multidisciplinary academic.
12. The same list of accreditation and regulation rules will be used for guiding both the public and private academic bodies.
13. Phased out college affiliation and autonomy will be granted to colleges.
14. By the year 2030, it will be mandatory to have at least a four B. ED degree for joining the occupation of teaching.
15. For making the students prepared for future pandemic situations, online academic will be promoted on a larger scale.

❖ **DRAWBACKS :>/DISADVANTAGES:**

1. In the National Education Policy 2020, language is a negative factor as there is a problematic teacher to student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem, Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, which is bringing study material in mother languages.
2. According to the national education policy 2020, students willing to complete their graduation have to study for four years while one can easily complete his/her diploma degree in two years .This might encourage the pupil to leave the course midway.

3. According to the national education policy 2020, students of the private schools will be introduced to English at a much earlier age than the students of the Government schools. This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies.

❖ CASE LAWS

1. SHYLAJA V/S KENDRIYA VIDYALAYA SANGATHAN

The Court has refused to interfere with minimum age criteria of 6 years for admission in class 1 in kendriya vidyalayas for the academic year 2022-2023. The National Education Policy 2020, which prescribed the minimum age of 6 years for admission to class 1 was not under challenge by the petitioner. Mere non-compliance of a direction issued by the Central Government for implementation of NEP 2020 by other school cannot be a reason to restrain kendriya vidyalaya sangathan from doing so.

2. SHAGUN CHAURASIYA V/S UNION OF INDIA.

The petitioners 'plea that the age criteria of 5+ is still continuing in some of the schools like the Army public school, Bangalore and Vikram Sarabhai space.

3. STATE OF TAMIL NADU AND OTHERS V/S K. SHYAM SUNDER AND OTHERS.

2011 Vide order dated 25/05.2011. The decision of the cabinet was challenged before the High Court by filing writ petitions on 1/06/2011 and during the pendency.

Dissemination of learning with search for new knowledge with discipline all round must be maintained at all costs "The case at hand is to be proceeded.

4. DATTAR PARULEKAR OTHERS V/S DEPUTY DIRECTOR OF EDUCATION MUMBAI OTHERS.:

The petitioners are teachers and claim to be experts in the field of Art and craft. They claim a writ of Mandamus directing the Respondents to forthwith make.

5. R. VENKAT REDDY V/S STATE OF TELANGANA

Tackling the backlog all children from class II to class X who are lagging behind in attaining appropriate learning levels as per their class must be Constitute an external

Independent Evaluation Commission on a permanent basis to evaluate learning outcomes at regular intervals and which would also act.

❖ CONCLUSION:

With Introduction of NEP 2020, many changes have been made and one of those is the new policy rules education system also so many changes, In The National Education policy is a comprehensive set of guidelines and recommendations for the Indian Education system .It aims to make education more inclusive, relevant ,and engaging for all students , and to foster-the development of critical thinking and problem-solving skills.

❖ HISTORY OF EDUCATION OF INDIA:

With universities like Takshashila and Nalanda, India has always given prompt importance to education. India's educational history is painted in awe with great Sages and Monks as Gurus. But there seemed to be one fault with the earliest system. With the point "King Son becomes a King" and the classification of society into four classes was the main issue in this education system. Brahmin class guarded the Vedic Knowledge, the Kshatriyas were the ruling class, the Vishay's were the trading class and Shudras were the working class. Children of these classes were education was ever imparted according to their bloodlines and no education was ever imparted to the Shudra class. This system may have been good for ancient times, but with development of education and society in the other parts of the world, India lacked the skilled workforce and intellects required to develop the country, literacy was becoming a great issue. India introduced the first education policy in 1968 during the government of former Prime Minister Mrs. Indira Gandhi. Rajiv Gandhi government formulated the second education policy in 1986. Narasimha Rao government made some amendments to this policy in 1992.

❖ NATIONAL EDUCATION POLICY 2020

- National Education policy, 2020 (NEP) envisions a massive transformation in education through-"an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant Knowledge society, by providing high quality education to all, thereby making India a global knowledge superpower ," The NEP 2020 is founded on the five guiding pillars of Access,

Quality, Affordability and Accountability, It will prepare our youth to meet the diverse national and global challenges of the present and the future.

- In school education, the National Education policy 2020 stresses on the core values and principle that education must develop not only the cognitive skills , that is, -both ‘foundational skills ‘ of literacy and numeracy and “higher-order ‘ skills such as critical thinking and problem solving –but also ,social and emotional skills-also referred to as ‘soft skills ‘ –including cultural awareness and empathy, perseverance and grit, teamwork , leader ship , communication , among others. The policy aims and aspires to universalize the pre-primary education and provides special emphasis the pre-primary education and provides special emphasis on the attainment of foundational literacy in primary school and beyond for all by 2005. It recommends plethora of reforms at all levels of school education which seek to ensure quality to schools, transformation of the curriculum including pedagogy with 5+3+3+4 design covering children in the age group 3-18 years, reform in the current exams and assessment system, strengthening of teacher training, and restructuring the education regulatory framework. It seeks to increase public investment in education, strengthen the use of technology and increase focus on vocational and adult education, among others. It recommends that the curriculum load in each subject should be reduced to its ‘core essential’ loan in each subject should be reduce to its ‘core essential’ content by making space for holistic discussion and analysis-based learning.
- It also proposes the revision and revamping of all aspects of the education structure, including the school regulation and governance, create a new system which is aligned with the aspirational goals of 21st century education along with India’s tradition, culture and value system. Technology will be integrated with education through several existing as well as proposed initiatives, including energized text books, high quality e-content for capacity building of teachers and learners, question banks based on learning outcomes, etc. The policy also notes that establishing primary schools in every habitation across the country has helped in increasing access to education However; it has led to the development of very small schools (having low number of students) which makes it operationally complex to deploy teachers and critical physical resources. Therefore, the policy recommends that multiple public schools can be brought together to form a school complex or any innovative grouping mechanism for efficient governance. The policy has

emphasized upon Quality Education across all stages of School Education Quality education is not only a life-changing, but also a mind-crafting and character-building experience, that positively impacts on citizenship. Empowered learners not only contribute to many growing developmental imperatives of the country but also participate in creating a just and equitable society.

- In higher Education ,NEP,2020 provides valuable insights and recommendations on various aspects of education that include moving towards multidisciplinary and holistic education, Institutional autonomy, promotion of quality research through establishment of National Research Foundation, continuous professional development of teachers, integration of technology, internationalization of higher education, restructuring of governance and regulatory architecture, multidisciplinary curricula, engaging blended, pedagogy, valid reliable and blended assessment and availability of content in India languages. The policy is expected to bring long-lasting positive impact on the education system and making India a global hub of skilled manpower during the ‘Amrit Kaal ‘, the next 25 years leading up to developed India in 2047, Its implementation needs collective efforts of Centre, States, UTs, HEIs, Regulating Agencies / Regulatory Bodies and all other relevant stakeholders.

❖ SALIENT FEATURES OF NEP,2020

National Education Policy 2020 has been announced on 29/07/2020. The Education Policy 2020 proposes various reforms in school education as well as higher education including as well as higher education including technical education. A number of action points /activities for implementation in school education as well higher education are mentioned in the National Education Policy 2020. Details of the salient features of NEP 2020 are as follows:

Ensuring Universal Access at All Levels of schooling form pre-primary school to Grade 12:

- Ensuring quality early childhood care and education for all children between 3-6 years.
- New Curricular and pedagogical structure (5+3+3+4):
- No hard separations between arts and sciences, between curricular and extra-curricular activities between vocational and academic streams:
- Establishing National Mission on Foundational Literacy and Numeracy:
- Emphasis on promoting multilingualism and Indian languages: The medium of instruction

until at least Grade 5, but preferably till Grade 8 and beyond, will the home language/mother tongue/local language /regional language.

- Assessment reforms - Board Exams on up two occasions during any given school year, one main examination and one for improvement, if desired.
- Setting up of a new National Assessment Centre, PARAKH (performance Assessment, Review, and Analysis of Knowledge for Holistic Development):
- Equitable and inclusive education Special emphasis given on Socially and Economically Disadvantaged Groups |(SEDGs)
- A separate Gender Inclusion fund and special Education Zones for disadvantages regions and groups:
- Robust and transparent processes for recruitment of teachers and merit based performance:
- Ensuring availability of all resources through school complexes and clusters:
- Setting up of State School Standards Authority (SSSA):
- Exposure of vocational education in school and higher education system:
- Increasing CER in higher education to 50%
- Holistic and Multidisciplinary Education with multiple entry/exit options:
- NTA to offer Common Entrance Exam for Admission to HEIs:
- Establishment of Academic Bank of Credit:
- Setting up of multidisciplinary Education and Research Universities (MERUs)
- Setting up of National Research Foundation (NRF)
- Single overarching umbrella body for promotion of higher Education Commission of India (HECI) -with independent bodies for standard setting the General Education Council: funding –Higher Education Grants Council (HEGC): accreditation – National Accreditation Council (NAC) : and regulation – National Higher Education Regulatory Council (NHERC) :
- Expansion of open and distance learning to increase Gross Enrolment Ratio (GER)
- Internationalization of Education
- Professional Education will to be an integral part of the higher education system. Stand – alone technical universities. Health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.
- Teacher Education -4 years integrated stage-specific, subject –specific Bachelor of

Education.

- Establishing a National Mission for Mentoring.
- Creation of an autonomous body. The National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning assessment, planning, administration. Appropriate integration of technology in to all levels of education.
- Achieving 100% youth and adult literacy.
- Multiple mechanisms with checks and balances will combat and stop the commercialization of higher sector to investment to increase the public investment in Education sector to reach 6% of GDP at the earliest.
- Strengthening of the central Advisory Board of Education to ensure coordination to bring overall focus on quality education.

NEP, 2020 aim to increase the GER to 100% in preschool to Secondary level by 2030 whereas GER in Higher Education including vocational education form 26.3% (2018) to 50% by 2035. The Central Sector Scheme pandit madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) was launched in 2014 to address comprehensively all issues related to Teacher Training /Capacity Building and Professional Development of Teachers under the components, the total 95 Centres were established throughout the country through which faculties /Teachers have been trained. Currently, The standing Finance Committee has appraised the Scheme and recommended for continuation till 2025-2026 with the total outlay of RS. 493.68 crore. Under the PMMMNTT scheme centres are established on the basis of the proposals received from education institutions, their screening by screening Committee and approval by project Approval Board.

The information was given by the Minister of State for Education, Dr. subhas sarkar of state for Education, Dr. subhas sarkar in a written reply in the Lok sabha today.

❖ IMPORTANT ASPECTS OF NATIONAL EDUCATION POLICY (NEP)-2020

The NEP 2020 is founded on the five guiding pillars of Access, Equity, Quality Affordability and Accountability; it will prepare our youth to meet the diverse national and global challenges of the present and the future.

- The Fundamental principles of the policy
- The Vision of this policy
- Quality Universities and colleges A new and forward looking
- Institutional Restructuring and consolidation
- Towards A more Holistic and Multidisciplinary Education.
- Optimal learning Environments and support for students.
- Internationalization

