

## National Education Policy And Its Role In Building Modern India In The 21<sup>st</sup> Century

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### Abstract

*It is essential for a nation to have a clearly defined and forward-thinking education policy at both the elementary school and college level. This is because education is the path to both economic and social advancement, and because education is the path, it is essential that a nation have an education policy. For the education systems of many nations to be successful, they must first take into account their history and traditions, and then implement a variety of changes at the primary, secondary, and tertiary levels of schooling throughout their life cycles. Only then will the education systems of those nations be successful. The Indian government has launched a new education policy based on the recommendations of a panel of experts headed by Dr. Kasturirangan, the former chief of the Indian Space Research Organization. Our committee's recommendations served as the basis for this policy. India's government has just recently released this policy, which was drafted in response to the committee's recommendations (ISRO). Recent reforms in higher education are the topic of this essay, which draws comparisons to the old system. There is a debate on the many new ideas that have been put into practice, as well as the implications that NEP 2020 is anticipated to have on the higher education system in India. In conclusion, a number of suggestions are provided for enhancing the effectiveness of its implementation in order to go closer to realising its objectives.*

**Keywords :** *NEP-2020, NEP-2020, NEP-2020, Higher Education, National Education Policy, Analyses and overviews, Tactics for carrying them out, Potential repercussions, Potential challenges and benefits.*

### Introduction

The fact that there are currently approximately 845 universities and approximately 40,000 higher education institutions (HIEs) in India is indicative of the overall high fragmentation that exists in the country as well as the numerous small sized HEIs that exist in India and are affiliated to these universities. The rapid expansion of higher education options in India, especially in the form of universities, reflects the country's shifting perspective on the need for educational reform. According to the statistics, close to forty percent of these less substantial schools and universities provide just a single field of study. This goes opposed to the nation's attempts to adapt its higher education system to the demands of the 21st century, which include a move toward a more multidisciplinary emphasis. Those efforts are now being made by the United States. Furthermore, more than twenty percent of schools have yearly enrollments of one hundred students or less, which makes it difficult for these institutions to increase the quality of education they provide. Keep in mind that only 4% of schools have an annual enrollment of more than 3,000 students because of the

geographic imbalance that exists between them and the quality of education that they provide. It is necessary to give some consideration to this matter. It has been determined that a great number of factors are responsible for the collapse of India's higher education system.

The following items are considered to be a part of them:

- Early categorization of students into their chosen fields of study.
- Limited opportunities to pursue higher education, especially in economically depressed areas, contribute to the current low GER of 25%.
- A general lack of faith in higher education institutions' staff and management to make the required improvements to attract more students.
- Neither teachers nor administration have access to adequate leadership training.

The weak administration and leadership in the academic sector. A corrupted system of control that favours the expansion of fake educational institutions at the cost of real ones that are also industry leaders in R&D. It is projected that India would have a gross domestic product of 10 trillion dollars somewhere between the years 2030 and 2032, which will place it in the position of having the third largest economy in the world at that time. When the economy hits 10 trillion dollars, it is abundantly obvious that cognitive resources, not the natural wealth of the country, will be the key drivers of economic growth. This prediction may be supported by the following statement: The current government in India has arrived at the conclusion that the educational system in the country needs to be reorganised, and in order to facilitate the growth of the educational sector across the nation, they will do so by developing a comprehensive National Education Policy for 2020. This will be done in order to facilitate the growth of the educational sector across the nation. This will be done in order to make it easier for educational institutions all around the country to expand their operations. If India were to take advantage of these opportunities, there is a chance that it may achieve heights that were previously unfathomable. A vision of an education system that is centred on India and that directly contributes to changing our nation into an equal and thriving knowledge society was recently implemented as part of the recently implemented National Education Policy 2020. This was done as part of the recently implemented National Education Policy 2020. His vision was designed with the objective of accomplishing the goals that are listed below: This method consists of a framework that is suggested to be used for the educational system. To be successful in reaching this objective, we will need to ensure that everyone has access to education of a level of quality that is consistent with the standards that we have established for it. After the country attained its independence in 1968, the first national education policy was enacted in the years that followed, and in the years that followed, the second national education policy was enacted, which was essentially an improved version of the first national education policy. Both of these policies were enacted in the years that followed. 1968 saw the adoption of the first comprehensive national education policy. The following years saw the implementation of the second iteration of the national education policy. Both of these programmes started up almost immediately after the nation's independence was recognised as a done deal and declared a fait accompli.

## Objectives of The Study

It is the goal of India's National Education Policy 2020 to improve educational opportunities and outcomes throughout the nation. The following are the objectives of this study of the National Education Policy 2020: Goals: (1) To summarise the newly proposed policy framework for higher education (NEP 2020) The second objective is to compare and contrast the new National Education Policy 2020 with the current policy in India.

- 1) To identify innovations in the 2020 national higher education policy.
- 2) To predict consequences of NEP 2020 on India's university system.
- 3) To discuss the advantages of NEP 2020's policies for higher education.
- 4) Suggestions for further improvements for realisation of NEP 2020's intended result via efficient application of the plan.

## Methodology

A conceptual discussion that focuses on emphasising the essence of the national educational policy framework, highlighting key aspects of the policy of NEP 2020, and comparing it with the education policy that is currently in place is included in the method. This discussion is included in the technique. To determine the innovations that were generated, we employed the method of discussion in focused groups as our primary research tool. In order to carry out the process of conducting the investigation of the consequences of the policy, the method of predictive analysis is utilised. The findings of the study conducted by the focus group inspired the creation of a number of different suggestions.

## Highlights Of Indian National Education Policy 2020

The goal of India's National Education Policy 2020 is to build an education system that is rooted in India and respectful of the country's history, culture, and values so that it can play a role in making India a knowledge society that is equal, sustainable, and dynamic. The government will then be able to realise its vision of fostering the development of a knowledge society that is inclusive, resilient, and prosperous. This means the policy will have an impact on helping the nation become a more equitable, sustainable, and prosperous knowledge society. In order to accomplish the policy's stated goal of helping to create a more equitable, sustainable, and vibrant knowledge society in the nation, this must be completed.

As such, the policy's ultimate goal is to help move the nation forward in its efforts to become a knowledge-based society. The foundations of India's educational system are the country's rich history and the work of its many scholars in fields as varied as mathematics, astronomy, metallurgy, medicine, surgery, civil engineering, architecture, shipbuilding, navigation, yoga, the arts, chess, and more. India's rich and diverse history has been an integral component of the country's culture for centuries. These are only a handful of the many academic disciplines in which Indian scholars have made significant contributions to the benefit of the rest of the world. These are just a few examples of the numerous fields of study to which academics from India have made significant contributions to the rest of the world in recent years. The newly released National Education Policy 2020 (NEP 2020) has as its principal goal the provision of a liberal education that is both transdisciplinary and

interdisciplinary in its content for every aspirant. The public has just lately had access to this coverage. This measure is intended to help achieve the target of doubling the GER by 2035.

When performing this action, this goal is taken into account. Each of the phases of education outlined in the policy is shown in Table 1 below, along with an examination of the numerous stages of education. The features that distinguish one stage from another in the cycle are discussed here, as are the attributes that distinguish one stage from the others.

Table 1 : To be implemented in accordance with NEP 2020's many levels of education

| S. No. | Educational life-cycle Stage  | Features   |
|--------|-------------------------------|--|
| 1      | Foundation Stage              | The Foundational Stage, which lasts for five years, is designed to give a fundamental education that is adaptable, multidimensional, play-based, activity-based, and discovery-based learning. This stage is continually developed through study and innovation with the purpose of enhancing the intellectual and emotional stimulation of children via the utilisation of time-tested Indian traditions and customs.   |
| 2      | Preparatory Stage             | That is a period of three years! The focus of the preparation stage is on building on previously acquired knowledge via the use of play, exploration, and hands-on activities.<br><br>In addition to that, during this time period, formal education in the form of classroom instruction utilising textbooks is finally implemented. The objective of this lesson is to familiarise the students with a broad range of subjects so that they would be better prepared to do in-depth research on specific themes. |
| 3      | Middle school education Stage | Students in their third, fourth, and fifth years of middle school learn more sophisticated ideas in a range of areas, including the sciences, mathematics, arts, social sciences, and humanities. These studies continue throughout all five years of middle school. The method of gaining knowledge via experience need to be utilised when discussing specialised subjects with instructors who are experts in such fields.  |
| 4      | Secondary education stage     | A well-rounded education, including exposure to the liberal arts, is the goal of the four years spent in secondary school. Coursework at this level is more comprehensive, adaptable, and critical thinking focused, with special attention paid to students' long-term objectives. Students are introduced to the semester system and are expected to take between five and six credits every semester. Board   |

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|   |                                  | examinations are given at the end of the tenth grade and the twelfth grade.   |
| 5 | Under Graduation Education Stage | The duration of an undergraduate degree in any field will be three or four years, and students will be able to leave the programme with a variety of credentials after completing the first year, including a certificate, a diploma, or a Bachelor's degree. It is recommended that students commit to a four-year undergraduate degree course that includes a major, a minor, and a research project.   |
|   | Post graduation education stage  | A Master's degree can be earned in one year for those who have already completed a four-year bachelor's programme, in two years for those who have completed a three-year programme, or in a combined five-year programme with an emphasis on rigorous research during the final year. In order to strengthen their professional competence and to prepare for a Doctoral degree in the discipline, Master's degree candidates will be expected to perform extensive research.        |
|   | Research stage                   | Earning a doctorate requires at least three to four years of full-time study in the research phase, and this can be in any combination of core, multidisciplinary, or transdisciplinary topics. They are required to complete 8 credits worth of courses in education, pedagogy, or teaching that are closely related to the area of study they will be focusing on for their dissertation. Alumni of the MPhil programme who wish to re-enroll after a year will be unable to do so. |
|   | Life learning                    | NEP 2020 promotes lifelong education and study to keep people from falling behind in the modern world and losing access to the information and resources they need to enjoy a fulfilling life.<br><br>Learning new things and expanding one's horizons may be beneficial at any age, and may ultimately lead to a more fulfilled life.  |

The fundamental goal of the National Education policy announced in 1986 was to employ IT to modernise the educational system. Priorities for change included teacher preparation, child care, women's rights, and educating adults. It further stated that students would benefit from more university and college-led research and development. NEP 1986 did not lead to an improvement in the quality of education (as judged by the percentage of graduates who are employable) or in the quantity of research output (in the form of patents or scholarly publications).

## **Implementation of New Education Policy In India: An Insight**

India's educational policy has been implemented at many different tiers throughout the course of its history, from the national and international to the state and federal. Over the years, several changes have been made to the country's educational system in an effort to provide all individuals the same high-quality education. Humanity has a right to quality education because it helps people and groups thrive. Having a significant effect on one's personal growth and the growth of one's community. It's important because it helps communities and democracies flourish in today's interdependent world. In ancient India, only the wealthy and powerful could afford a university education. Gurukuls were residential schools established during the Vedic era, when students received a more conventional and all-encompassing education from Gurus. The modern government of India is committed to making higher education available to all citizens. All citizens between the ages of 6 and 14 are required under the Indian Constitution, which was approved in 1950, to attend a publicly sponsored and free school. The government of India has suggested many new policies in recent years in an attempt to significantly enhance the country's existing educational system. The following are only a few of the most notable strategies and efforts. All children in India between the ages of 6 and 14 are required under the Right to Education (RTE) Act, established in 2009, to attend a publicly funded school in their community. In addition, the Act requires that private schools set aside twenty-five percent of their enrollment for kids from low-income families. The Sarva Shiksha Abhiyan (SSA) was launched in 2001 with the intention of providing a high quality education to all children in India, with special attention paid to females and those from economically disadvantaged backgrounds. The goal of this initiative is to expand educational opportunities for all students, increase school enrollment and graduation rates, and promote gender equality and inclusive classrooms. To better India's secondary education, the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was launched in 2009. The primary goal of the programme is to provide financial assistance for students to attend vocational and technical institutions in order to acquire the information and skills necessary to be successful in the labour market. The 2005 National Curriculum Framework revision aimed to make the educational system more student-focused and inclusive (NCF). With the goal of improving students' capacity for inferential reasoning, critical thinking, and creative problem solving, the article advocates for a variety of educational techniques, including the use of community-based resources. The goal of the NEP is to ensure that every kid, regardless of their background (ethnicity, religion, or socioeconomic status), has access to a high-quality public education at no cost to their families. The study of pedagogy and the development of new methods are also encouraged. As a direct consequence of these regulations, India's educational system has made enormous strides forward. Now that more children of both sexes are in school, the achievement gap between them has shrunk. Nonetheless, there are still obstacles to overcome, such as a lack of resources and unqualified educators, regional differences in access and accomplishment, and the need for ongoing reform and new approaches. As a result, India's educational policies have broadened considerably throughout the years. Although there have been positive changes, there is still a ways to go before every kid in India gets access to a computer.



## **Salient Features Of The NEP 2020**

### **1. Modified Pedagogical and Curriculum Framework for Working with Young Children**

Entering the school during what is widely considered to be the most critical years of their brain's development. A new model will incorporate three years of Anganwadi/preschool in addition to the traditional twelve years of education. The National Council for Education Research and Training (NCERT) in India will create a comprehensive early childhood education curriculum and pedagogical framework for the country (NCPFECCE). The current ECCE system might benefit greatly by an expansion in the number of Anganwadis and pre-schools staffed by teachers and Anganwadi workers educated in the ECCE methodology and curriculum. The ECCE programme will be developed and overseen by the offices of Human Resources Development (HRD), Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.

#### **1. Attaining Foundational Literacy and Numeracy**

Recognizing the crucial relevance of literacy and numeracy for future learning, the Ministry of Human Resource Development (MHRD) is required under the National Literacy and Numeracy Strategy 2020 (NEP 2020) to develop a National Mission on Foundational Literacy and Numeracy. In order to ensure that all students in the United States have a firm grasp of the basics of reading and mathematics by the end of the third grade, each state will develop a strategy for making this a reality in all elementary schools. A strategy for promoting literature on a national level has been agreed upon.

#### **2. Modifications To Teaching Methods And Course Content**

The educational system will strive toward its aim of developing pupils holistically via increased emphasis on experiential learning, a focus on essential learning and critical thinking, and a reduction in curriculum content. Students will have access to a broader selection of optional courses and other opportunities. There will be little differentiation between, say, the arts and the sciences, or between obligatory and voluntary courses, or between academic and occupational specialisations.

#### **3. The significance of being multilingual**

The approach prioritises continuing to educate in the mother tongue until at least the fifth grade, and preferably through the eighth grade and beyond. Sanskrit should be offered as a language option throughout all grade levels and in higher education as part of the three-language strategy. More of India's rich literary history and heritage, including works written in ancient languages, should be made available to the public. There won't be any compulsion for students to study a certain language. At some point between sixth and eighth grade, students may take part in an engaging activity or project centred on "The Languages of India," perhaps as part of the 'Ek Bharat Shrestha Bharat' programme. High school students will be able to choose from many more foreign language offerings. Indian Sign Language (ISL) will be standardised and educational resources for children with hearing loss will be made available on both a national and state level.

#### **4. A More Just and Inclusive System of Education**

The vision of NEP 2020 is to ensure that no child, no matter their background or circumstances at birth, would be denied access to an education that has the ability to help

them realise their full potential. People with disabilities, members of underrepresented groups, and individuals from low-income backgrounds will get prioritised support. That's why programmes like the Gender Inclusion Fund and Special Education Zones are being launched: to improve the lives of those on the margins of society. We will ensure that children with disabilities are able to participate in the regular schooling process from the early grades all the way up through higher education by providing teachers to cross-disability training, resource centres, accommodations, adaptive equipment, appropriate technology-based tools, and other support mechanisms. This will begin in the elementary school years and continue all the way through higher education. It is proposed that Bal Bhavans, a kind of day boarding school that places a focus on the arts, vocational training, and extracurricular activities, be encouraged in each state and district. Existing, no-cost school buildings may be converted into Samajik Chetna Kendras.

### **5. A Healthy Workforce Due to a Well-Developed Teacher Recruitment and Progression System**

For the sake of transparency and accountability, we shall use strict protocols when recruiting faculty. The system will include multi-source periodic performance reviews, and there will be clear pathways to higher-level administrative or instructional leadership roles. A meritocratic system will be used to determine promotions. By the year 2022, the National Council for Teacher Education (NCTE) will have developed a unified set of National Professional Standards for Teachers (NPST) in consultation with the National Council for Education in the Profession of Teaching (NCERT), state councils on education reform (SCERTs), teachers, and regional and national expert groups.

### **Conclusion**

Instead of waiting until students are six years old, as is customary for first grade, instructors may choose to begin working with their students as early as the age of three in order to better prepare them for future success (ages 3-8). The fundamental goal of the NEP is to extend the time period for which all children are guaranteed the right to a free and adequate public education beyond the current kindergarten through eighth grade, to the ages of 3 through 18. (6-14 years). This is especially important for public schools to address because of the disproportionate number of children from low-income households they serve; kids from these families are less likely to have access to preschool than students from middle-income families. The new NEP intends to create a National Mission on Foundational Literacy and Numeracy to emphasise "the development of communication and early language, literacy, and numeracy" in PK and PreK classes as a response to allegations of stagnation in these areas. To complement its increased focus on mental health and social-emotional learning, the NEP also calls for a much-needed revolution in teacher education, including a redesign of pre-service programmes like the Bachelor of Education. It is understood that achieving these aims is crucial, as is the need of extending optical fibres to the furthest outlying communities. The agreement includes specific protections for those at the bottom of the economic and social ladder (SEDGs). Particularly at risk are women, transgender individuals, children with disabilities, children living in rural areas, Dalits, and victims of human trafficking. It's an admission that teachers don't



always have the knowledge and tools to provide each student the personalised support they need to learn. Consequently, it seeks to provide educators with tools to better support students who need special education. The NEP suggests gender-specific "plans and initiatives" to encourage more female students to become involved in the Sustainable Education Goals (SEDGs). Females in SEDGs had much greater percentages of not enrolling, dropping out, and doing poorly academically.

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