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NATIONAL EDUCATION POLICY(NEP) 2020 AND THE FUTURE OF EDUCATION IN THE COUNTRY: A STUDY

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Abstract : Each country has won policy regarding economic, education, foreign trade, foreign relations etc. After the independence in 1945, 15 August the government of India held some decisions regarding education for the future India. Time to time several changes are made for the enhancement of education. Some commission was made for the policy. In 2020 New Education Policy established by the Central Government for the nation. Any policy has been accepted for betterment of replacement of old. New Education Policy is also more effective for the country , education and the new generation.

Keywords : Country; Education; enhancement; betterment; commission; several; policy

India got her independence on August 15, 1947 after fighting against imperialism, colonialism and socio-religious-cultural assaults. The main principles on which the independence movement was fought were democracy, nationalism and socialism. These ideals left their indelible marks in the constitutional principles adopted after independence. The same was reflected in spheres of education and educational policies that were formulated.

We are completing seventy-five years of our independence. It is imperative, therefore, that we evaluate the changes and developments that have taken place in every aspect of our social, cultural and political lives. It is equally important to review the academic environment and practices along with these. Education is an important aspect of our social life. There is hardly any aspect of our social life that is not directly or indirectly related to education. Underlying all discussions surrounding developments, changes and progress in any sector is education.

It is indeed extremely difficult to understand the intricacies of any policy of a nation completing seventy-five years of its independence. One can review a policy, discuss its merits and demerits only through the lens of contemporary political and economic milieu. For any state or society to prosper it is education that is the pedestal and driving force towards establishing a society based on equality and justice.

Education : Education is both **the act of teaching knowledge to others and the act of receiving knowledge from someone else**. Education also refers to the knowledge received through schooling or instruction and to the institution of teaching as a whole.

Education in Pre Independent India:

Modern India (including Bangladesh and Pakistan) was controlled by European colonial and imperial powers headed by Great Britain for nearly two hundred years. The Britishers divided the country on the lines of religion. India had a Hindu majority population while Pakistan's

population was made up of the Muslims. Since pre-independence days education and education policies that formed the basis of legal and regulatory controls have been used as the tool to control all policies of the ruling class. This has continued to be so even after independence.

To retain control over the market forces, different classes confronted each other and education was tried to be manipulated accordingly even during colonial times. One section always promoted the cause of simple, inexpensive education and its egalitarian character, while the other section wanted that education remained in the hands of a chosen few. This is why we still fondly remember the contributions in matters of education of such great personalities like Ishwarchandra Vidyasagar, Jyotiba and Sabitribai Phule, Mahatma Gandhi, BR Ambedkar, Subhashchandra Bose, Maulana Abul Kalam Azad, Tilak, Gokhale, Shahu Maharaj and so many others. But neither in the latest education policy nor in recent history books do we find any mention of the invaluable suggestions made by these personalities. It seems that after seventy-five years of independence we are once again reverting to the colonial times

The English set up schools, colleges and universities to serve their imperial motives. After the Revolt of 1857 and during the course of their long rule, the British felt pressured to establish three universities in the presidencies of Calcutta, Bombay and Madras to further the interests of the empire. Before 1947 there were only thirty-six institutes of higher learning which included seventeen universities, 636 colleges and there were approximately 238000 students. After independence, the Indian government tried to expand the scope of education both qualitatively and numerically by stressing on its egalitarian character. This education reflected the constitutional ethos of democracy, secularism and socialism.

Outlook and Propositions Regarding Education in Post Independent India:

Soon after independence in 1948 University Education Commission was set up. Under the Chairmanship of S Radhakrishnan, the Commission underlined the ideals of democracy, secularism, social justice while acknowledging the inspiration derived from cultural diversity, developing scientific outlook, autonomy and minimum governmental interference on matters relating to education. The Radhakrishnan Commission thus paved the way for the development of the nation on progressive lines by adopting a broad outlook towards education. In the years to come, the University Grants Commission was formed, which again was on the suggestion of the Radhakrishnan Commission.

The energetic leadership that took over right after independence opted for a simple, affordable education for all that focused on unhurried, steady

progress and spread of education throughout the huge population and in which participation of all was a major hallmark. Again in 1964-66, the Kothari Commission was formed. The suggestions of the Commission came into operation in 1968.. The Kothari Commission too echoed the same principles of the independence struggle. Common school method, primacy of the teachers, decentralization of education,

- lessening the gap between urban and rural education and developing
- scientific temperament and outlook were some of the important suggestions of the Kothari Commission.

Kothari Commission underlined the importance of the role of teachers. Statements like "the future of the nation is created in the classrooms" and "education policy of India cannot be drafted by peeping outside from the windows of a five star hotel" amply bring out the guiding philosophy and outlook of the Kothari Commission.

In between the country witnessed enormous political changes. The Central Government of India tries to understand the danger of privatization. Therefore they took decisions regarding nationalized various sectors as Bank, Bima, Rail, Education and Coal etc.

In 1986, the Central Government brought out the NEP-1986. This policy brought in the agenda of neoliberalism in education. The main objective of the National Policy of Education of 1986 and Programme of Action, 1992 was to establish a national system of education that implies that all students irrespective of caste; creed, sex, and religion have access to education of a comparable quality. It emphasized on education to all. It also advocated the sustainable improvement of quality education. It gave autonomy to the syllabus followed by the states. It developed charts for the minimum levels of learning. Hence after 34 years the Central Government of India took the decision for enhancement of education policy Right to Education in Indian Constitution The Constitution (Eighty-Sixth Amendment) Act, 2002 came up with Article 21-A in the Constitution of India. The main idea of the article is to provide free and mandatory education to all children in the age group of six to fourteen years old and it reflects as a fundamental right. The Indian Constitution is well-known for its commitment to social justice. Education and literacy are the foundation for the reality of equality of opportunity. The Indian Constitution holds many education-based Articles and recognizes education as the center of social reform. In the case of *Mohini Jain v. State of Karnataka*, the Supreme Court stated that the right to education was a fundamental right. The Supreme Court held that the right to education flows directly from the right to life. The right to life and the dignity of an individual cannot be assured unless it is accompanied by the right to education.

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Features of New Education Policy (NEP) 2020:

The National Education Policy (NEP) was approved by the Union Cabinet of India on July 28th, 2020. After a gap of 34 years, the Indian government consolidated feedback from 2.5 lakh village-level stakeholders to two national parliamentary level committees, over more than 50 months of consultations and workshops.

1. Early Childhood Care and Education (ECCE)

Extends the Right to Education eligibility window from 6-14 years to 3-18 years. With a goal of having 100 percent of children 'school-ready' by 2030, the policy pushes for universalisation of ECCE.

Investment in infrastructure such as play equipment and child-friendly buildings, as well as continuous professional development (CPD) of ECCE teachers and anganwadi workers through a six-month certification programme, including some online components.

2. Foundational Literacy and Numeracy (FLN)

A three month preparatory course for students, access to digital content through energised textbooks (ETB-DIKSHA), student-led peer learning, and community tutoring are recommended as some of the means to achieve 100 percent foundational level (up to Grade 3) learning by 2025.

Teacher vacancies to be filled in a time-bound manner, with a priority to disadvantaged areas and sections of the society.

3. Curriculum and pedagogy in schools

The policy encourages local languages to be the medium of instruction at least up to Grade 5; promotes bi-lingual education and textbooks for learning; as well as multiple languages at middle and secondary levels.

The suggested 5+3+3+4 class system focuses on defining learning levels at each critical juncture, taking a multi-disciplinary approach, and reducing content by targeting core learning competencies.

New age subjects such as coding and computational thinking (among others) introduced at a middle school level.

Students can now choose subject courses in secondary school (primarily in arts, physical, and vocational education).

4. Testing and assessments

Focus on measurable learning outcomes at all levels of the newly proposed schooling system, with testing at 3rd, 5th, and 8th grade levels.

Promoting formative assessments (those that are conducted on an ongoing basis covering smaller portions of the syllabus), peer assessment, and holistic progress reports, to measure the ongoing academic progress of the children.

Student choice to be incorporated in the 10th and 12th grade board exams. The policy suggests doing so by offering freedom of subject choice, allowing best of two attempts, and choice of difficulty (standard and higher level)

5. Teachers and teacher education

The policy proposes the minimum teacher education degree requirement to change from the current two year D.El.Ed/B.Ed degree to a four year B.Ed undergraduate programme, by 2030.

Excessive teacher transfers to be halted, in principle, leading to better continuity with students, as also provision for local residence.

Policy strongly suggests promotion based on merit, rather than on seniority and teaching level (elementary/primary/secondary). There are also options for vertical mobility of teachers, where high-performing teachers can be promoted to work at a district or state level. Promotion of blended learning teacher training programmes (MOOCs) for CPD of teachers and school principals, with at least 50 hours of CPD mandated per year.

6. Universal access to education at all levels

A commitment to achieve 100 percent Gross Enrolment Ratio (GER) across all levels by 2030.

Investment in resources such as infrastructure and teachers for students till Grade 12; as well as ensuring social workers and counselors are made available to students, so they can address factors contributing to dropout rates.

Rigorous tracking of 100 percent of children, through a technology-based platform to ensure no one is left behind.

Encouraging different public-private partnership school models to curtail the number of dropouts and out-of-school children.

7. School complexes

Re-organising smaller schools with very low enrolment into a 'school complex' structure, which connects 10-15 such small schools into one administrative unit, will help reduce school isolation, efficiently use teaching learning resources, and increase governance and accountability, especially in rural/Adivasi parts of India.

Providing autonomy to plan and implement the initiative locally is a good idea in principle. School Complex Management Committee (SCMC) and public representation at a school complex level will encourage decentralized implementation as well as higher engagement of parents.

8. Standard setting and school accreditation

A strong push to bring in transparency and accountability across schools by setting standards through a dedicated agency (State Schools Standards Authority, or SSSA), which incorporates learning related indicators as well as student feedback into school ratings.

Development, performance, and accountability to be three key pillars of supporting officers and teachers in the system, promoting greater alignment and clarity in job roles, periodic performance measurement structures, and timely feedback mechanisms.

9. Equitable and inclusive education

The 'Gender Inclusion Fund' which supports female and transgender students by driving state-level inclusion activities, developing sufficient infrastructure for safety, and targeted boarding.

Special Education Zones (SEZs) and Kasturba Gandhi Balika Vidyalayas (KGBVs)/KVs to be set up in aspirational districts, with targeted focus on improving the quantity and quality of learning

Conclusion: the new education policy aims to bring about complete transformation in all sector of the existing education system.(general, technical,professional,higher and school education , syllabus curriculum,linguistics, commerce,IT, teachers' training, student aid,terms of service condition of teachers and non-teaching staff, evaluation,ranking of financial and other educational instructions).it tries to enforce the Right of Education form pre primary to secondary levels.Early childhood care is now brought under primary education. The policy speaks about construction of school complexes too.there is emphasis on Teacher oriented research as well four years integrated BED course, special education zone, students" support, 9-10-11-12 pattern and review of the system at intervals are some of the important points expressed in the policy.

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