



EMPOWERING EMERGING INDIA THROUGH EXCELLENCE IN EDUCATION-REFLECTIONS ON NEP 2020.

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"If we want to reach real peace in this world, we should start educating children"

M.K Gandhi.

INTRODUCTION

Education is a fundamental aspect of human being to develop and achieve full human potential and cognitive abilities and it contribute more to the development of society and promotion of national development. Albert Einstein rightly remarked that "Education is not the learning of facts, but the training of the mind to think". Indian Education System is the one of the finest and oldest education system in the world. It has produced so many talented minds that are making India proud all over the world. However, while compared to other system It is not so much developed. Indian education system faces so many problems and it needs to be resorted to reach its fullest potential. How can we improve the Indian Education system?? The answer is by implementing proper plans and polices at the right time and right place in a right manner. Indian Education system is more focuses on theory-oriented study rather than Practical oriented. This practice pull it backward while entering in to the real world. This system evaluating the students' performance or ability on the basis of the grade or marks as they have obtained in the examinations. So Indian Education system should be changed by implementing right plans and policies. The ancient education system of India has produced greatest scholars such as Chanakya, Panini, Patanjali, Nagarjuna, Gautama, Tiruvalluvar and various others and teachers form the center of an education system as their quality determines the quality of education. The key for development of any nation is education.

RIGHT TO EDUCATION

Right to education is an established fundamental right under Indian Constitution.86th amendment of the Indian Constitution implemented Article 21A which provides free and compulsory education of all children of the age of 6 to 14 years. In addition to that there was another provision Article 45(substituted by constitution 86th amendment Act) which directing the state to provide early childhood care and education of children below six years. Constitution of India give special duty to the parents or guardians to provide opportunities for education to his child between the age of 6 to 14 years under Article 51-A(k). In International aspects Right to Education is an established right under Article 26 of Universal declaration of Human Rights(UDHR).The Right of Children to Free and Compulsory Education Act -2009 is special legislation enacted by the parliament for promoting elementary education in India.

NPE (NATIONAL POLICY ON EDUCATION)

National Policy on Education is a policy or plan formulated by the Indian Government to promote and regulate education in India. This Policy aims at providing elementary education to higher education in both rural and urban India. The First NPE was promulgated by the Government of India by then Prime Minister Indira Gandhi in 1968, the second by the Prime Minister Rajiv Gandhi in 1986 and the Third by Prime minister Narendra Modi in 2020.

NATIONAL EDUCATION POLICY-2020

The National Education Policy 2020,(NEP hereafter) was announced by the Ministry of Human Resources Development. NEP 2020 aims to provide infrastructure support, innovative education centers to bring back dropouts into the mainstream besides tracking of students and their learning levels, facilitating multiple pathways to learning involving both formal and non- formal education modes and association of counsellors. Here after,this research article delve into specific areas where cardinal changes has been brought by NEP.

Objective of Early Child care and Education(ECCE)

Children at their early childhood stage are influenced by their surroundings like the environment in which they grow and the people who surround them like family, friends, relatives, teachers etc... The objective of ECCE is to develop the child's social, emotional, cognitive and physical needs to lay a

foundation for lifelong learning and wellbeing. Some of the broad objectives of ECCE Programme are Healthy and hygienic practices, Stimulation of intellectual growth, Promoting Communication skills, Personality Development, To Ensure Parental commitment etc...

Development and Learning:

Development and learning of children begins in the first year of birth itself. In the early stage itself children learn through sign languages, expressions and behavioural or sensory responses. Children are very curious and they learn from their surroundings that is child's family, environment, school, the community and at broader concept the society. There are six main domains of children's development.

Sensory and Perpetual development is the development of a child by experiencing the five senses that is through vision, auditory, smell, touch and taste.

Physical Development is the growth and, knowledge, of one's own body that is the sense of balance, strength, personal hygiene skills etc...

Language Development is the development of verbal and non-verbal communication skills, vocabulary, use of pre-writing skills i.e. scribbling, drawing etc...

Cognitive Development relates to the skill of observing, reasoning and problem solving.

Creative and Aesthetic Development is the capacity to develop expression, enjoyment and disposition of art forms like drawing, music etc...

Personal, Social and Emotional Development is the awareness of their abilities like self-control, self-help skills, independence and autonomy. The provisions in NEP is akin to constitutional provisions, legislative measures, policy frameworks which we dreamt for years.

Teacher Education

The quality of teacher education has not reached an expected standard and so the quality of teachers also doesn't reach the desired level or standard. The high status of the teaching career should be reinstated as teachers shape the future of children and consequently the nation.

Strengthening of Teacher education test and recruitment of adequate number of teachers and sharing teachers across schools and hiring of master instructors etc, are necessary to develop teacher education. A technology-based test to assess vacancies over next two decades, ensuring to maximize the ability of teachers, decent and pleasant service conditions to all including disable students are some of the goals of National Education Policy 2020.

For building vibrant teacher communities and for effective governance state/UT governments may adopt innovative formats and parents and teachers will also be part of school governance. Ensure concentration of teachers in works related to teaching, develop positive culture in schools, more autonomy to teachers in choosing pedagogy etc are other steps provided in NEP 2020. As opportunity to self-improvement fifty hours of Continuous Professional Development (herein after CPD) opportunities every year will be provided to teachers. School principals and complex leaders will have leadership workshops and will be expected to attend fifty or more hours CPD modules per year.

Assessment of performance by state/UT to recognize and promote outstanding works and ensure career growth and salary raises, a common guiding set of national professional standards for teachers be developed by 2022, certificate courses for enabling additional special educators, approaches to teacher's education as to provide four-, two- and one-year B.Ed. courses with most recent techniques in pedagogy by 2030 etc, are further steps for development of teacher education. Also, shorter post B.Ed. certification courses, special shorter local teacher education programmes at BITEs, DIETs, school complexes etc, will be available and new comprehensive national curriculum for teacher education by 2021 will be formulated and finally for restoration of integrity of teacher education strict action will be taken against substandard institutions.

Inclusive Education

A new approach towards educating the children is the Inclusive education. This principle was adopted at the World conference on special needs education. According to the definition under Indian law inclusive education means "a system of education wherein students with or without disability learn together and system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities".

One of the important goal of this policy is bridging the social category gaps in school education. Though Indian policies and education system has made progress in connecting gender and social category gaps in school education but disparities exist especially for Socio Economic Disadvantaged Groups (herein after SEDGs). Considering scheduled castes, minorities, children with special needs, other tribals there is a decline in the enrolment in higher education. Various policies as cash transfers, incentives, providing bicycles for transport, etc must be and has been strengthened for the participation of SEDGs. Gender inclusion fund for women and transgenders, free boarding facilities for weaker sectors, inclusion of equal participation of children with disabilities, declaring special education zones based on larger sedgs population, provision for resources of integration of disable students ,recruitment of special educators,

providing high quality home schooling, providing awareness for teaching students with disabilities, single window system and various other steps given under chapter 14 are given under NEP2020.

A quality teacher education system is important for progress of education especially inclusive education system. Analysing the development, it is seen that international endeavours regarding inclusive education started with the adoption of 'The United Nations Convention on Rights of The Child 1989' and it continued with various other conventions as 'Convention on The Rights Of Person With Disabilities 2006', 'The Salamanca Statement' etc,. In India special education system for disabled children evolved in 1880, but until 1990s ninety percent of children with disabilities were excluded from mainstream education. After independence inclusive education was included in constitution. Thereafter Kothari commission, national policy on education 1986 and various others were created for the development of Inclusive Education. For the purpose of teachers education also several commissions were formed as 'university education commission', 'secondary education commission' etc, from time to time. Now the scenario has reached at the national education policy2020 as analysed above and effective implementation of the measured mentioned will give our education system and ultimately our nation a great future.

SCHOOL COMPLEXES/CLUSTERS

School complexes clusters were first suggested by the education commission in (1964-1966). National education policy recommends grouping of schools by 2025 by state /U. T governments into school complexes. It ensures sufficient number of counselors, trained social workers and teachers for all subjects and adequate resources (lab) and physical activities like arts, sports etc. The aim of the school complex is to provide better resource efficiency and more effective functioning in co-ordination, leadership, governance and management of schools in the clusters and develop school quality and the idea being that instead of having many tiny schools which cannot provide all of the things within that school.

Effective governance of school and development in school complexes:

Through school complex each student has equal chance of education and the school associated in school complexes can utilize each other's playground, library, laboratory equipments this is the best concept of national education policy however Unutilized capacity of schools to be used as samajik chetna Kendra to promote social intellectual and voluntary activities enable, sharing of human and infrastructural resources, efficient expedition and resourcing for schools through building school complexes development of short term and long term plan.

It plays a very important role in pairing of school twinning of one government school with one private school will be adopted across the country, so that such paired schools may meet/interact with each other, learn from each other, and also share resources, if possible. Best practices of private schools will be documented, shared, institutionalized in public schools, and vice versa, where possible. The governance of schools will also improve and become far more efficient with school complexes. First, the DSE will devolve authority to the school complex which will act as a semi-autonomous unit. The district education officer (DEO) and the block educational officers (BEO) will interrelate primarily with each school complex as a single unit and facilitate its work. The main motive is sharing of resources and efficiency by building School complexes and also focuses more on short term and long term planning for education academic programs teachers training etc. Effective governance of the school can be done through school complexes, one cluster on one complex it was first suggested in 1968 by the first education commission and 1986 policy also talks about the complexes. Better integration of educational across all levels through connected schools and shared teachers and resources will take place through school complexes that will enable other school come together and function. The other two aspects in the policies are every state should encourage in strengthening and setting up "Bal Bhavans" for school children, to partake in art related, career related, and play- related activities in school complexes, Bal bhavans may be incorporated as a part of school complexes.

HIGHER EDUCATION

The aim of Higher Education is to develop good, thoughtful, and creative individuals. The Education policy provides four-year multi-disciplinary bachelor's degree in an undergraduate programme with multiple exit options. It will include professional and vocational areas and provide a certificate after completing one year of study, a diploma after completing two years of study, a bachelor's degree after completion of a 3-year programme, a four-year multidisciplinary Bachelor's degree in preferred option.

The existing system is highly fragmented and compelling the students to study those subjects in which they are not interested and not providing opportunity of skill development. There is deficiency of faculty, lesser facility for research and need of development regarding the standard of the institutions, effective regulatory system and widening the area of study.

Pros of the Higher Education according to new Policy

The policy helps to reduce mental stress and tensions of students by giving opportunities to the study more than one subject which is different from main subject. The policy gives more importance to the

interest in study and not compelling anyone to study a subject which is not interested by him. The growth of multidisciplinary universities and colleges in every district will help socio-economically disadvantaged students with financial assistance. More students will be provided with admission and curriculum and according to those opportunities of job also increase. The Indian language, culture, arts, music etc will get more recognition. There are different mechanisms to control commercialisation of the higher education. The assessment also consider creativity, project preparing, teamwork, in depth learning, critical analysis etc. The project study on environment and community also encouraged. It will provide more Higher Education Institutions across India which offers medium of instruction or programmes in local/ Indian languages. There will be a National Research Foundation in order to fund the excellent researches and develop the research, innovation in universities and colleges. The light but tight single regulator exists for higher education. The online education and Open Distance Learning were encouraged in new policy.

Cons of the Higher Education in new policy

The implementation of the policy is a big challenge because of insufficient and incompetent faculties, monitoring mechanisms, infrastructures etc. The policy keeps silent about the reservation of students. The opening of so many universities in this covid-19 era is a herculean task and funding also difficult. The policy demands more cultural shifts in higher education and it needs to create a large pool of trained faculties. The importance of English language may decrease which affects the students because it will not help them at International level. The education is coming under concurrent list but the policy shows more centralised nature. It is essential to remove the ambiguity regarding the implementation of the policy.

HOLISTIC LEARNING

Education system has now become a matter of business and nothing more. Students are judged only on the basis of academic performances and their overall performance is not considered. More emphasis is given to theoretical aspect rather than practical knowledge. In order to overcome these lacunas in present education system, the government of India, in its new National Education Policy 2020 has introduced the concept of 'Holistic Learning'.

Education is about teaching the "whole child". Holistic education fosters this thought and focuses on a fullest possible development of students. It focuses not only on theories and subjects but also to his surroundings and to 'himself'. It notes that children need to not only develop academically, but develop the ability to survive in the modern world. It inspires children to observe truths, natural beauty, and the meaning of life and helps them to lead a happy, peaceful life in future/ for the rest of their lives.

India has a long tradition of holistic and multidisciplinary learning from universities such as Takshashila and Nalanda. It instils curiosity and develop better communication and social skills. When one understands him as a whole, there will be acceptance, love, compassion, sharing, caring etc. He will be then facing all his phase of life with a smile of positivity. Yes, now he is ready to face any challenges that comes his way. He is not jealous, he has no enmity, no revenge, but only love and compassion for all.

If, according to the NEP, we could be able to mould a new generation like the way holistic learning guarantees, then it can make a marginal hit in various sectors of development in our country like economically, scientifically, politically, socially etc. Looking into its legal advantage, if at all this approach works, its sure that a remarkable decrease in crime rates by children will decrease, the responses/ reporting rate will increase, the participation of youth in uplifting the marginalized and vulnerable sectors will be up and each one will stand for the other i.e, One for Whole , Whole are One.

SANSKRIT EDUCATION

Main changes and objectives

❖ Language

The language policy in NEP is advisory nature. It proposes the setting up of an Indian Institute of Translation and which also lays significance to Sanskrit and other Indian languages. The main feature of this policy is that Sanskrit will be "main-streamed". And it must be included in the one language option is the "three-language formula". And Sanskrit universities too will changed to multidisciplinary institution of higher learning. The policy reveals the importance and significance of Sanskrit language as "Sanskrit will thus be offered at all levels of the school and higher education as an important, enriching option for students, Including as an option in the three language formula.

❖ Three Language Formula

The NEP 2020 gives priority to the use of mother tongue or local language as medium of instruction till 5th class and its continuance till 8th class or beyond. The Three language formula is recommended by Dr Kasturirangan. Its structure is as follows:

- First language:- Mother tongue or regional language.
- Second language:-In Hindi speaking states, it will be the Indian language like English. Whereas in non Hindi speaking state it will be Hindi.
- Third language:-In Hindi speaking states, it will be English or a modern Indian language. In Nin-Hindi speaking state, it will be English or a midern Indian language.

So the Sanskrit will be made mandatory subject at all school level and in higher education too.

❖ **Multilinguism**

The NEP proposes another concept of “multilingualism”. It emphasised that, the local language or mother tongue as the medium of instruction at least till grade V, preferably up to grade 8 and beyond. Other classical languages also to be available as options. And it also says that no language will be imposed on any student.

Pros and Cons

Though the policy gives emphasize on Sanskrit language it adds the burden of teachers and students to train the three-language formula. The use of Sanskrit may also contribute the matter of politics. Because, the BJP followers or state ruling by BJP encourages Sanskrit. So it may also lead to political riot. And the policy also insist states to assign resources to study Sanskrit and Hindi. it is also a risky factor.

Then why NEP concentrates more on Sanskrit is that, primarily, the policy undermines India’s oral learning tradition. It gives implication to Sanskrit language. In olden days Sanskrit language was orated by preachers. So that it is still considered to be a good teaching method. The students get proficiency in three languages by the end of second school level. This point is to be considered positively. And as well as know, many of the traditional manuscripts are still untouched by anyone. So the policy provides such an opportunity to it. As the policy suggests “Sanskrit Textbooks at the foundational and middle school level maybe rewritten in Simple Standard Sanskrit (SSS) in order to teach Sanskrit through Sanskrit (STS) and make it’s study truly enjoyable. “

REVITALISING THE VOCATIONAL EDUCATION

The National Education Policy gives greater emphasis on vocational training to students along with academic studies, it also wants to lessen the gap between curricular activities and extra-curricular activities. The vocational training in school curriculum was considered as downtrodden for years so that the students who were able to do specific vocation after their schooling was marginal. According to 12th five year plan data, a very less number of people in the age group of 19-24 get formal vocational training in India and it is very less as compared to developed nations. So that government wants to take urgent steps to increase the number of people who are able to work properly and vocational training incorporated in the curriculum under National Educational Policy. It aims to ensure that at least 50 percentage of learners should have exposure to vocational training by 2025. For a growing country like India sustainable development can be achieved by effective utilization of its human resources, hence, the vocational training in educational institutions will go hand in hand with academic and other things. The NEP aims that In all educational institutions without any distinction, vocational training will be imparted and necessary amenities shall be provided within a decade. The vocational training in secondary school level shall be brought in a phased manner and secondary schools shall cooperate with local vocational training institutions such as polytechnics, industrial training institutions, local industries etc to the effective exposure and learning. The NEP aims to establish skill labs in secondary schools as a hub and other schools can utilize its facilities. The higher educational institutions will provide vocational training by their own or by cooperation by industries and NGOs.

NEP 2020- Promotion of Indian Languages, Arts and Culture

India is enriched by its vast variety of languages and culture. In all way language is interconnected with culture and tradition. All the outputs of the civilisation can be considered as a compound of its culture and tradition, for example Arts such as drama, folk songs and films and many other forms. To create a better cultural identity and to improve our self-esteem about our cultural heritage, one must have to gather more knowledge of our cultural history, arts, languages and traditions. For promoting the culture, one must preserve its language; if culture is pictured as a house language will be the door. In the words of Noam Chomsky, famous linguist, ‘a language is not just words. It’s a culture, a tradition, a unification of a community, a whole history that creates what a community is. It’s all embodied in a language.’

Through the execution of NEP all the languages as determined in the eighth schedule of the Constitution of India will be having academical implementation. This will be done by teachers with high level of language proficiency. Students will be getting scholarships based on the language proficiency. The native languages will be digitally stored as a reference using different web-based applications and wiki to preserve the native language and their knowledge. These web-based applications will consist of dictionaries, videos, recordings, people (especially elders) speaking the language, reciting poetry, telling stories, and performing folk songs, plays, dance, and much more. The platforms like wiki have the capability to make general public who has high level knowledge about the language to contribute their knowledge and publish. These platforms will be managed by the Universities and their research team and it will be funded by the NRF.

The native language will be used as the medium of instruction and bilingual programs in higher education. For making the teachers proficient in native languages the four year B.Ed program will promote teachers to provide education in Science and Mathematics bilingually. Sanskrit has given more importance

in the NEP and there will be professionally qualified institutions for higher learning. Through the 4 year integrated multidisciplinary B.Ed dual degrees in education and Sanskrit teachers will be professionalized in large numbers across the country. The Proficiency in Indian languages will be included as part of qualification parameters for employment opportunities. Efforts will be made to protect and preserve all Indian languages including classical, tribal and endangered languages. As mentioned earlier the knowledge of the languages and their corresponding Arts and culture will be stored in web-based applications. These contents can be considered as reference to whomsoever wishing to study languages and culture.

The NEP finds the necessity of the need for quality programmes and degrees in Translation and Interpretation, Arts and Museum Administration, Archaeology, Artifact Conservation, Graphic Design, and Web Design within the higher education system. An institution will be established named Indian Institute of Translation and Interpretation (IITI) for creating a regular panel of experts in translation and interpretation. The language translation has been a much-neglected area although it builds the bridges of understanding, interaction and knowledge sharing. Through the policy students will get a chance to immerse in to the varsity of the Indian culture by learning activities like touring to different parts of India. Students will get an exposure of the rich cultural diversity. Through acquiring the knowledge, they will inspire many to become part of the heritage. This will not only help the students learn about their diversity, traditions, culture, and knowledge of different parts of India, this will boost Indian tourism.

The promotion of Indian Arts and Culture will give benefit not only for the nation but also for an individual. As students are the future of a country, they must have the knowledge about their culture. It will give them a sense of self belonging and identity.

Through the three-language formula system gives a promotion to Arts and Culture in schools and higher education by teaching and learning in the native language, experiential language learning and promotion of multilingualism. The native languages will include in the curriculum for Science, Arts, humanities and other streams. The students will have the flexibility to choose a balanced course; especially in higher education and secondary schools; and formulate personalized cultural, artistic and academic paths.

The NEP 2020 will give more importance to protect and preserve cultural heritage of the country by considering Promotion of Indian Languages, Multilingual Education, Arts and Culture. Indian languages including classical, tribal and endangered languages will be revived and will encouraged to speaking, writing and learning. The education will give exposure to multiple languages rather than studying in just one or two languages. This will also give better employment opportunities for the teachers and subject matter experts of different languages.

CONCLUSION

The new National Educational Policy-2020 is a remarkable one as it endeavours to make the education system flexible and meeting the needs of educators. The Intent of this policy is ideal in many ways and its effective implementation brings holistic changes in the Indian education system. NEP 2020 is differ in other policies because of its method of implementation and characteristics features. NEP-2020 clearly underlined the concept- "Education is not a charity it is a right". Really NEP-2020 boosted our country's Gross Enrolment Ratio. It mainly aims at Universalisation of education from pre-school to secondary level with 100% GER. The multidisciplinary approach of this policy drastically effects Indian Educational system. National Education policy -2020 really made a ground breaking reforms in the educational system of our country incorporating values of our culture and heritage.

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- An American linguist, philosopher, cognitive scientist, historian, social critic, and political activist. Sometimes called "the father of modern linguistics"
- The Eight Schedule consists of the 22 languages namely (1) Assamese, (2) Bengali, (3) Gujarati, (4) Hindi, (5) Kannada, (6) Kashmiri, (7) Konkani, (8) Malayalam, (9) Manipuri, (10) Marathi, (11) Nepali, (12) Oriya, (13) Punjabi, (14) Sanskrit, (15) Sindhi, (16) Tamil, (17) Telugu, (18) Urdu (19) Bodo, (20) Santhali, (21) Maithili and (22) Dogri...Of these languages, 14 were initially included in the Constitution. Sindhi language was added by the 21st Amendment Act of 1967. Konkani, Manipuri, and Nepali were included by the 71st Amendment Act of 1992. Bodo, Dogri, Maithili, and Santhali were added by the 92nd Amendment Act of 2003. **Article 344(1):** It provides for the establishment of a Commission by the President on the expiration of 5 years and then after 10 years from the commencement of the Constitution. The commission should have members which should represent the various languages specified in the 8th Schedule. They should make recommendations to the President for the dynamic use of Hindi for official purposes of the Government of India among others. **Article 351:** It provides for the spread of the Hindi language to develop so that it may serve as a medium of expression for all the elements of the composite culture of India without interfering with the other languages of India specified in the 8th Schedule
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