



New Education Policy-2020:

Vision for Country's Future Education

Prof (Dr) Chitra Prabhat

Professor in Political Science

Govt Tilak P G College Katni

Abstract:

An NEP is a comprehensive framework to guide the development of education in the country. Education is a continuous process which aims to prepare a person to play his role as an enlightened member of the society. It is quite essential for the all-round development of personality of a person. Since our independence, India is trying to restructure its education policy to suit the needs of technological, industrial, medical, research, social science and vocational developments. Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. Education can equip learners with agency and a sense of purpose, and the competencies they need, to shape their own lives and contribute to the lives of others. Societies are changing rapidly and profoundly. The motto of education is to build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time they are eligible for employment and invite for a healthy social society. The present education will bring forth the highest quality, equity and integrity in to system. The reforms that have been taken will fulfil the gap between old and the current status outcomes.

Key Words: *Education, Vision, Knowledge, NEP, Principles*

Introduction:

In the changing global scenario, adjustments in education policy were required to assure global access to the Indian education system, to foster innovation and research, and to improve education quality to fulfil the needs of the knowledge-based economy. The world is undergoing rapid changes in the knowledge landscape. With various dramatic, scientific and technological advances, may be taken over by machines, while the need for a skilled workforce, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's natural source energy. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management. Nowadays, there is a great need of multidisciplinary learning system and education. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more discovery-oriented, discussion-based, experiential, enjoyable, flexible, holistic, integrated, inquiry-driven, knowledge centered, learner-centered, and, of course, intelligible. The NEP 2020 is the first education policy of the 21st century. It aims to address the many growing developmental and indispensable aspects of education of our country. It proposes the adaptation and recondition of all aspects of the education structure, including its regulation and governance. This is to create a new system that is aligned with the inspirational goals and achievements of 21st century education. In the current scenario, that purpose has been increasingly defined in terms of well-being. But it involves more than access to material resources, such as income and wealth, jobs and earnings, and housing. It is also related to the quality of life, including health, civic engagement, social connections, education, security, life satisfaction and the environment. Equitable access to all of these underpins the concept of inclusive educational growth which is the vision of our future education.

Learning needs to be encouraged early and continuously, both within and outside of the educational system. The purpose of learning ensures that all the people need to be literate. To achieve this, we need a reforming education system. This hypothesis is in my mind and I hope to exhibit. This education occupies a distinctive place in the arena of the twenty-first century and emerges as a form of hope that builds a world where the sound of education and enlightenment is louder than the sound of guns. This is the major influence in the global scenario.

Right from the ancient times, India, had a rich tradition of education. It was mostly molded by the religious values of truth, non-violence, peace, co-operation and self-fulfillment. Some of the distinguishing features of education in the ancient times were: holistic learning, well-established eco-system of support education, importance of arguments and debates of a means of arriving at truth and advancing knowledge and above all it was not confined to the book level. Equal importance was attached to acquiring skills and practical knowledge required for discharging social obligations. For this purpose, the learners were also trained in agriculture, animal husbandry, dairy farming and martial art etc. Between 1813-1835, the Orientalists who favored the promotion of Indian education through existing media of instruction i.e.; Sanskrit, Arabic and Persia; and the Occident lists /Anglicists who were in favor of promoting western education in India through the medium of English. Before independence, especially education in 20th century brought a great change. Special attention was given to primary education as mass education and there was the introduction of diversified courses.

Several commissions under the chairmanship of well-known educationists have been set up in the past. In 1964, under the chairmanship of Dr. D. S. Kothari the commission of education was set up. On the basis of its recommendation, National Policy on Education was declared in 1968. In January 1985, immediately after the new government of Rajiv Gandhi came to power, it was announced that the Government would publish a document on education which would form the base for new education policy for the country. Accordingly, “*Challenge of Education – a policy perspective*” was published by the Ministry of Education in August, 1985. After studying the views and suggestions received from various places, a new education policy was formulated in 1986 and it is known as ‘*National Policy on Education*’. Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the ‘foundational capacities’ of literacy and numeracy and ‘higher-order’ cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

The National Education Policy - 2020 points to take this learning outside of the four walls of a physical classroom and motivate learners to imbibe from the real-world. A well-defined, well-planned and progressive education policy is a must for every country because education is the cornerstone of economic and social progress. Education can eradicate poverty, unemployment, social-evils and invite a true sense of civilize world. Our country took a giant leap forward by announcing its new education policy to establish a healthy and prosperous society. NEP - 2020 which was approved by the central government of India on 29 July 2020 outlines the vision of India’s new education system. It is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India’s education system by 2021. The decision is taken that nobody will be forced to study any particular language. This policy envisions an India-centric education system that contributes directly to transform our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all. The policy raises the importance of mother tongue and regional languages. The policy also states that no language will be imposed on the students.

The new education policy must provide to all students, irrespective of their place of residence. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. The pursuit of knowledge, wisdom and truth was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self. Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system.

This paper analyses the roots and needs of education in today’s world. It is not only base on knowledge but also focused on vision, equality, research, cultures, etiquettes, language and need of technical education. Knowledge and skills also contribute to an individual’s ability to have a healthy and educated family and engage in civic life. We are living through a period of extraordinary change. Technological advances are changing job profiles and skills, while offering possibilities for accelerated learning. Persistently high levels of unemployment, especially among youth, have highlighted the failure of education systems to prepare young people with the right skills for the job market and have fueled calls for greater opportunity and accountability. Expanding and improving education are keys to adapting to change and confronting these challenges.

The new policy will lay special emphasis on the removal of disparities and to equalize educational opportunity by attending to the specific needs, of those who have been denied equality so far. In order to neutralize the accumulated distortion of the past there will be a well-conceived edge in favor of co-education which will be used as an agent of basic change in their status.

The Vision of NEP-2020:

This National Education Policy envisions 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, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one’s country, and a conscious awareness of one’s roles and responsibilities in a changing world. The vision of the

Policy is to install among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. The basic propositions that will escort both the education system at large, as well as the individual organizations within it are:

1. The teacher and parents are responsible for the holistic development of the students. Both academic and non-academic growth is required. They should identify and recognize the skills of students.
2. Enquire and foster the unique abilities of the students at foundation level.
3. Give focus on the interest area of the student rather force on a particular area.
4. Multidisciplinary education is encouraging and that brings unity and integrity of knowledge.
5. It should be based on conceptual but not on exam based.
6. The coherence and logical ability is highly essential. It improves student's creativity and critical analysis.
7. To develop human values such as acceptance, appreciation, affection, consideration, courtesy, conduct, character, cleanliness, empathy, ideals, justice, morals, openness, purity, respect, responsibility and sensitivity.
8. Respect for multi-culture, multi-language and multi-national.
9. Soft skills are the skills that enable to fit in at a workplace. They include attitude, flexibility, motivation, manners, and personality. For this good communication skills, team works, leadership skills and co-operation are quite needed.
10. Regular evaluation is appraisable than once.
11. Take advantage of using technology and gadgets.
12. Use of regional concept as well as diversity of national and international concepts.
13. Knowledge is measured on the basis of riding a ladder that means from low level to high level.
14. Work culture, well-educated teachers, positive ideology and also progressive professional growth are essential.
15. Go ahead with 5Ts- Transparency, Technology, Teamwork, Transformation and Time)
16. To emphasize on research and development.
17. Education should be based on culture, tradition, past history, present need of hour, job-based and knowledge-oriented.
18. It should be the fundamental rights of a child. No one should be away from this.
19. Both government and public should take care of it. Doesn't blame to each other rather cooperate to reach at the aim, goal and vast objective points?
20. Remember that this can only reform, regenerate, rearrange, regulate, and rebuild our society progress in a long run.

Education on Indian Perspective:

The term "knowledge Society" cannot be accurately translated into Indian language with its nuance intact and at the same time one cannot conceive of a society without knowledge. The emergence of any society has always been through knowledge. In the context of the term as used now a days, knowledge society (Venkata Subramanian, 2000) means "creating, sharing and using knowledge as the key factor in bringing about prosperity and well-being of people." The Sanskrit word for knowledge is 'Gyan'. In day-to-day language we also use words like 'education' or 'Taaleem' or 'elm'. Though these words differ with one another, there is a lot which is common amongst them. If one looks at the word 'Gyan' one sees it has semantic relationship with 'shiksha' and 'vidya'. 'Shiksha' as defined in Upanishads is basically related to language, its use, articulation, its pronunciation, stress intonation, modulation etc. The acquisition of knowledge is explained on the basis of two theories, one presumes that knowledge exists outside the learner and the teacher has to teach and provide that knowledge. The other explanation is that, knowledge resides within the learner and the teacher has to remove the learner's ignorance so that the learner can see his own knowledge and acquire it by self efforts.

Education is Power:

At the dawn of civilisation, human being was a helpless creature. Soon he started being resourceful by coordinating his brain with his limbs. His ability to rationalise, analyse and form logical conclusions enabled him to understand nature, culture, society, civilisation and ethics of life. In their quest for knowledge, they civilised and educated themselves. They applied their foresight and looked into the long-term viability of science and technology, invention and innovation, creative and critical interpretation, and research and development. Knowledge and education have given human beings the power of imagination and emotion to think an idea or establish various points of views.

Human knowledge as it exists today broadly consists of facts and theories. New facts, new concepts, and new ways of doing things increase their quantum with the passage of time. This knowledge enables us to comprehend, control, explain, predict and

cope with a given situation. According to Koul (1997, p.2), the acquisition and expansion of knowledge is not an automatic and self-perpetuating process. On the contrary, it requires constant and planned effort by intelligent and highly trained people. The present level of knowledge is an outcome of the various methods adopted by man over a period of several centuries. The present policy states that the answers of problem can be derived from experience, deductive reasoning, inductive reasoning and scientific methods. The NEP- 2020 has enthralled on the research and development.

This policy has focussed on the good manners and etiquettes. The sole aim and objectives of education is to make an ideal society. Our progress and development depends on our education. The children try to stimulate their parents and elders in their behaviour and slowly learn and acquire certain traits of character that they have learnt at their homes. They learn a lot in company of their friends through the educational institutions. In the temples of education, the teachers play a vital role in cultivation of good manners and etiquettes. Teachers with their ideal behaviour share their knowledge and educate their students and also imbibe good manners. These are the key to success in life. It is not only important to mind your language inside your home with young and elders, but also be very careful about one's behaviour in any social gathering. Smith remarks "*Manners are the shadows of virtues, the momentary display of these qualities which our fellow creatures love and respect. If we strive to become, what we strive to appear, manner may often be rendered useful guide to the performance of our duties.*" One of the key assets of education is discipline. The recent trend of education is not only the source of knowledge but also the land of discipline and civilised life. It is also the backbone of national unity. The value of education should be the maintenance of development, progress, prosperity and also to keep the harmony of unity, brotherhood and co-operation. If everyone follows a personal code of conduct and maintain self-discipline then ultimately we will be able to make a 'Rama Rajya'.

We are facing unprecedented challenges – social, economic and environmental – driven by accelerating globalisation and a faster rate of technological developments. At the same time, those forces are providing us with myriad new opportunities for human advancement. The future is uncertain and we cannot predict it; but we need to be open and ready for it. To navigate through such uncertainty, students will need to develop curiosity, imagination, resilience and self regulation; they will need to respect and appreciate the ideas, perspectives and values of others; and they will need to cope with failure and rejection, and to move forward in the face of adversity. We need for a broad set of knowledge, skills, attitudes and values in action.

Conclusion

Vision building is a challenging exercise as it aims to construct future scenarios and link the present with the future. It is true that without vision, cultures, communities and civilisations perish. This can neither be done by only restructuring the present realities nor by sheer dreaming. Vision, dream and future expectation must merge into contemporary realities. It should be realised and transformed into realities by understanding, initiative, commitment and hard work and dreams must be transformed into realities if full trust is put in self, society and the nature. In the complex pluralistic society like ours, it is very difficult, if not impossible; to choose a single vision of education that satisfies all our needs and aspirations. There are different visions of education coming down from the past and advocated at present. What is important is to be able to reconcile the differences to the extent possible and bring the best elements of these visions unified policy framework. India has undertaken massive structural and systemic changes that have started to yield encouraging results. The country has been touted to have the best-in-class post-secondary education system at present. These factors will contribute to the growth and can help envision the future dream.

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