

AN OVERVIEW OF NATIONAL EDUCATION POLICY 2020**Manisha Y. Sonalkar* and Dr. Sachin A. Nitave**

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Shirol, Dist: Kolhapur,
Maharashtra, India.**ABSTRACT**

This National Education Policy is the first education policy of the 21st century, and its aims to address the many growing developmental imperatives of this country. The aim must be for India to have an education system that ensures equitable access to the highest-quality education for all learners regardless of social and economic background. 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 economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation; and for India's continued ascent, progress, and leadership on the global stage. India will have the highest youth population in the world over the next

decade, and our ability to provide high-quality educational opportunities to them will shape the future of our country.

KEYWORDS: Indian Education Service (IES), Early Childhood Care (ECC), Socio-Economically Disadvantaged Group (SEDGs).

INTRODUCTION

National Education Policy 2020 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 Vision of this Policy is to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being.

The foundational principles of National Education Policy 2020 are Access, Equity, Quality, Affordability, and Accountability. The Policy believes that the education system should develop good human beings with rational thinking, compassion, empathy, courage, creative imagination, and ethical values.

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The Vision of this Policy

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 instill 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.^[2]

Outcome of NEP 2022:- Generalization from **Early Childhood Care and Education (ECCE) to Secondary Education**, aligning with Sustainable Development Goal (SDG)- 4. Attain 100% Gross Enrollment Ratio in Pre-school to Secondary Level. Prepare all teachers for assessment reforms. Impartial and Inclusive education system. Board Exams to examine key concepts and application of knowledge. Students will achieve **at least one skill** before coming out of school. **Same standards of learning** for students in both public & private schools. School students will have 10 bag-less days in which they will be taught a vocational course of their choice (informal internship).^[3]

1. Early Childhood Care and Education: The Foundation of Learning

Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECE; and those with lower educational qualifications shall be given a one-year diploma programme. On completion of education up to the age of 5 in Anganwadi, every child shall move to a “Preparatory Class” (that is, before Class 1) in the primary school which has an ECE qualified teacher, deployed by rationalising existing human resources, or specially appointed for this purpose. The learning in the Preparatory Class shall again be based primarily on play-based learning with a focus on developing cognitive, affective, and psychomotor abilities and early literacy and numeracy. The mid-day meal programme shall be extended to the Preparatory Class along with other primary school children. The health check-ups and growth monitoring that are available in the Anganwadi system shall also be made available to Preparatory Class students.

2. Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning

The ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future school and lifelong learning.

Children are unable to learn optimally when they are undernourished or unwell. Hence, the nutrition and health (including mental health) of children will be addressed, through healthy meals and the introduction of well-trained social workers, counsellors and community involvement into the schooling system, as well as through various continuing measures for addressing poverty that may lie beyond the education system. All school children shall undergo regular health check-ups organised by the schools and for this health cards will be issued to them. Research shows that the hours of the morning after a nutritious breakfast can be particularly productive for the study of subjects that are cognitively more demanding; these hours may be leveraged by providing a simple but energising breakfast in addition to midday meals. Expenditure on meals will be linked to food costs and inflation in order to ensure the quality of food served and its nutritional content.

3. Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels

One of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school. Through initiatives such as the Sarva Shiksha Abhiyan (now the Samagra Shiksha) and the Right to Education Act, India has made remarkable strides in recent years in attaining near-universal enrolment in elementary education.

The second is to achieve universal participation in school by carefully tracking students, as well as their learning levels, in order to ensure that they (a) are enrolled in and attending school, and (b) have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out.

4. Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging

The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18).

The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Ultimately, knowledge is a deep-seated treasure and education helps in its manifestation as the perfection which is already within an individual.

Curriculum frameworks and transaction mechanisms will be developed for ensuring that these skills and values are imbibed through engaging processes of teaching and learning.

5. Teachers

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. Teachers act as a Authoritative/ Controller, Delegator, Prompter, Participant, Demonstrator, Lecturer/ tutor, Resource.

Teachers increase productivity and creativity of students. When students are pushed to be creative and productive, they are more likely to be entrepreneurial and make technological advances; ultimately leading to economic development of a country. A teacher's role in curriculum evaluation affects the institution choice of textbooks, as well as the adoption of special programs to augment educational standards. Encouraging student participation, Researching, and developing new teaching materials.

A teacher functions as a learner, counselor, manager, assessor, and innovator. A teacher imparts knowledge, good values, tradition, modern-day challenges and ways to resolve them within students.

6. Equitable and Inclusive Education: Learning for All

Free boarding facilities in the form of hostels will be built – matching the standard of Jawahar Navodaya Vidyalayas – in school locations where students may have to come from particularly far, and/or for students who come from disadvantaged economic backgrounds, with suitable arrangements for the safety of all children, especially girls (e.g., girls' hostels would be separate and secure and have female wardens, security guards, and boundary walls). Kasturba Gandhi Balika Vidyalayas will be strengthened and expanded to increase the participation in quality schools (up to Grade 12) of girls from socio-economically disadvantaged backgrounds. Additional Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas will be built around the country, especially in aspirational districts, Special Education Zones and disadvantaged areas, to increase high -quality educational opportunities in every area of India. Pre-school sections will be added to Kendriya Vidyalayas and other primary schools around the nation, particularly in disadvantaged areas.

There have been various successful policies and schemes implemented over the past several years (such as targeted scholarships, conditional cash transfers to incentivise parents to send their children to school, providing bicycles for transport, etc.) that have significantly increased participation of SEDGs in the schooling system in certain areas.

Government of India will constitute a 'Gender-Inclusion Fund' to build the nation's capacity to provide a quality and equitable education for all girls as well as transgender students. The fund will be available to States to implement priorities determined by the central government critical for assisting women and girls and transgender students in gaining access to education.

7. Efficient Resourcing and Effective Governance through School Complexes/Clusters

Every school has adequate number of counsellors and teachers (shared or otherwise) for teaching all subjects including art, music science, sports, languages, vocational subjects, etc; ensuring that every school has adequate resources (shared or otherwise), such as a library, science labs, computer labs, skill labs, playgrounds, sports equipment and facilities, etc.; building a sense of community is built to overcome the isolation of teachers and schools, through joint professional development programmes, sharing of teaching-learning content

and joint content development, holding joint activities, such as art and science exhibitions, sports meets, quizzes and debates, fairs; and there is cooperation and support across schools for the education of children with disabilities, etc.

8. Standard-setting and Accreditation for School Education

The goal of the school education regulatory system must be to continually improve educational outcomes; it must not overly restrict schools, prevent innovation, or demoralize teachers, principals, and students. All in all, regulation must aim to empower schools and teachers with trust, enabling them to strive for excellence and perform at their very best, while ensuring the integrity of the system through the enforcement of complete transparency and full public disclosure of all finances, procedures, and educational outcomes.

Educational outcomes and the transparent disclosure of all financial, academic, and operational matters will be given due importance and will be incorporated suitably in the assessment of schools. This will further improve India's progress towards achieving Sustainable Development Goal 4 (SDG4) of ensuring free, equitable, and quality primary and secondary education for all children.

Part II. Higher Education

9. Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System

This policy envisions a complete overhaul and re-energising of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. The policy's vision includes the following key changes to the current system:

- (a) moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages;
- (b) Moving towards a more multidisciplinary undergraduate education;
- (c) moving towards faculty and institutional autonomy;
- (d) revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;
- (e) increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open

Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

10. Institutional Restructuring and Consolidation

This vision of higher education will require, in particular, a new conceptual perception/understanding for what constitutes a higher education institution (HEI), i.e., a university or a college. A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement. The definition of university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research i.e., Research-intensive Universities, those that place greater emphasis on teaching but still conduct significant research i.e. Teaching-intensive Universities. Meanwhile, an Autonomous degree-granting College (AC) will refer to a large multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that and it need not be restricted to that and it would generally be smaller than a typical university.

11. Towards a More Holistic and Multidisciplinary Education

The structure and lengths of degree programmes shall be adjusted accordingly. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student. An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.

12. Optimal Learning Environments and Support for Students

Institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that

ensures consistency across institutions and equivalence across programmes, in the ODL, online and the traditional 'in-class' modes. Each institution will integrate its academic plans - ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP). Each institution will be committed to the holistic development of students, and create strong internal systems for supporting diverse student cohorts in academic and social domains - both inside and outside formal academic interactions in the classroom.

13. Motivated, Energised, and Capable Faculty

Faculty will be trusted and empowered to maximise their motivation; they will be given the freedom to creatively design their own curricular and pedagogical approaches within the approved framework, which includes textbook selections, assignments, and assessments. Empowering the faculty to conduct innovative teaching, research, and service as they see best will be a key motivator and enabler for faculty to do truly outstanding, creative work.

In keeping with the vision of autonomous institutions empowered to drive excellence, HEIs will have clearly defined, independent, and transparent processes and criteria for faculty recruitment. Whereas the current recruitment process will be continued, a suitable probation period shall be put in place for better productivity among the teachers. There shall be a fast track promotion system for recognising very high impact research and contribution. A system of multiple parameters for proper assessment of performance will be developed for the same, including peer reviews, student reviews, innovations in teaching and pedagogy, quality and impact of research, professional development activities, and other forms of service to the institution and the community.

14. Equity and Inclusion in Higher Education

- For this purpose, the additional actions that are specific to higher education shall be adopted by all Governments and HEIs: Steps to be taken by Governments
- Steps to be taken by Governments
- Earmark half of the Government budgets for the education of SEDGs
- Set clear targets for higher GER for SEDGs;
- Ensure gender balance in admissions to HEIs
- Enhance access by building more high-quality HEIs in aspirational districts and Special Education Zones containing larger numbers of SEDGs;

- Provide more financial assistance and scholarships to SEDGs;
- Conduct outreach on higher education opportunities and scholarships among SEDGs;
- Develop technology tools for better participation and learning outcomes

Steps to be taken by all HEIs

- Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs, including:
- Mitigate opportunity costs and fees for pursuing higher education;
- Make admissions processes more inclusive;
- Make curriculum more inclusive;
- Increase employability potential of higher education programmes;
- Develop more degree courses in Indian languages and bilingually;
- Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly;
- Develop bridge courses for those students that may come from disadvantaged educational backgrounds;
- Provide socio-emotional and academic support for all such students through suitable counselling and mentoring programmes.

15. Teacher Education

In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives and these will be strengthened and substantially expanded to meet the needs to enriched teaching-learning processes for quality education. Using technology platforms such as SWAYAM /DIKSHA for online training of the teachers shall be encouraged so that standardised training programmes can be administered to large number of teachers within a short span of time.

A National Mission for Mentoring shall be funded and established, with a large pool of outstanding senior/retired faculty – particularly those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

16. Reimagining Vocational Education

This policy aims to overcome the social status hierarchy associated with vocational education through requiring that ALL educational institutions - schools, colleges and universities - integrate vocational education programmes into mainstream education in a phased manner,

beginning with vocational exposure at early ages, quality vocational education through middle and secondary school and smoothly into higher education. Integrating vocational education in this way will ensure that every child learns at least one vocation and is exposed to several more, emphasising the dignity and importance of labour and exciting students about various vocations including those involving local arts and artisanship.

17. Catalysing Quality Academic Research in All Fields through a new National Research Foundation

Knowledge creation and research are critical in growing and sustaining a large and vibrant economy, uplifting society, and continuously inspiring a nation to achieve even greater heights. Indeed, some of the most prosperous civilizations (such as India, Mesopotamia, Egypt, and Greece) to the modern era (such as the United States, Germany, Israel, South Korea, and Japan), were/are strong knowledge societies that attained intellectual and material wealth in large part through celebrated and fundamental contributions to new knowledge in the realm of science as well as art, language, and culture that enhanced and uplifted not only their own civilizations but others around the globe.

18. Transforming the Regulatory System of Higher Education

The third vertical of HECI will be the Higher Education Grants Council (HEGC), which will carry out funding and financing of higher education based on transparent criteria, including the IDPs prepared by the institutions and the progress made on their implementation. HEGC will be entrusted with the disbursement of scholarships and developmental funds for launching new focus areas and expanding quality programme offerings at HEIs across disciplines and fields.

19. Effective Governance and Leadership for Higher Education Institutions

Each institution will make a strategic Institutional Development Plan on the basis of which institutions will develop initiatives, assess their own progress, and reach the goals set therein, which could then become the basis for further public funding. The IDP shall be prepared with the joint participation of Board members, institutional leaders, faculty, students, and staff.

Part III. Other Key Areas of Focus

20. Professional Education

Preparation of professionals must involve an education in the ethic and importance of public purpose, an education in the discipline, and an education for practice. It must centrally

involve critical and interdisciplinary thinking, discussion, debate, research, and innovation. For this to be achieved, professional education should not take place in the isolation of one's specialty.

Professional education thus becomes an integral part of the overall higher education system. Stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone institutions in other fields, shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education.

Agricultural education with allied disciplines will be revived. Although Agricultural Universities comprise approximately 9% of all universities in the country, enrolment in agriculture and allied sciences is less than 1% of all enrolment in higher education. Both capacity and quality of agriculture and allied disciplines must be improved in order to increase agricultural productivity through better skilled graduates and technicians, innovative research, and market-based extension linked to technologies and practices. The preparation of professionals in agriculture and veterinary sciences through programmes integrated with general education will be increased sharply. The design of agricultural education will shift towards developing professionals with the ability to understand and use local knowledge, traditional knowledge, and emerging technologies while being cognizant of critical issues such as declining land productivity, climate change, food sufficiency for our growing population, etc. Institutions offering agricultural education must benefit the local community directly; one approach could be to set up Agricultural Technology Parks to promote technology incubation and dissemination and promote sustainable methodologies.

Technical education includes degree and diploma programmes in, engineering, technology, management, architecture, town planning, pharmacy, hotel management, catering technology etc., which are critical to India's overall development. There will not only be a greater demand for well-qualified manpower in these sectors, it will also require closer collaborations between industry and higher education institutions to drive innovation and research in these fields. Furthermore, influence of technology on human endeavours is expected to erode the silos between technical education and other disciplines too. Technical education will, thus, also aim to be offered within multidisciplinary education institutions and programmes and have a renewed focus on opportunities to engage deeply with other disciplines. India must also take the lead in preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data

analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

21. Adult Education and Lifelong Learning

First, an outstanding adult education curriculum framework will be developed by a new and well-supported constituent body of the NCERT that is dedicated to adult education, so as to develop synergy with and build upon NCERT's existing expertise in establishing outstanding curricula for literacy, numeracy, basic education, vocational skills, and beyond. The curriculum framework for adult education will include at least five types of programmes, each with clearly defined outcomes: (a) foundational literacy and numeracy; (b) critical life skills (including financial literacy, digital literacy, commercial skills, health care and awareness, child care and education, and family welfare).

Second, suitable infrastructure will be ensured so that all interested adults will have access to adult education and lifelong learning. A key initiative in this direction will be to use schools/school complexes after school hours and on weekends and public library spaces for adult education courses which will be ICT-equipped when possible and for other community engagement and enrichment activities.

Third, the instructors/educators will be required to deliver the curriculum framework to mature learners for all five types of adult education as described in the Adult Education Curriculum Framework. These instructors will be trained by the National, State, and district level resource support institutions to organize and lead learning activities at Adult Education Centres, as well as coordinate with volunteer instructors.

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Fifth, improving the availability and accessibility of books is essential to inculcating the habit of reading within our communities and educational institutions. This Policy recommends that

all communities and educational institutions - schools, colleges, universities and public libraries - will be strengthened and modernized to ensure an adequate supply of books that cater to the needs and interests of all students, including persons with disabilities and other differently-abled persons. The Central and State governments will take steps to ensure that books are made accessible and affordable to all across the country including socio-economically disadvantaged areas as well as those living in rural and remote areas.

Finally, technology will be leveraged to strengthen and even undertake the above initiatives. Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed, through government and philanthropic initiatives as well as through crowd sourcing and competitions. In many cases, quality adult education could thereby be conducted in an online or blended mode.

22. Promotion of Indian Languages, Arts, and Culture

All languages in India, and their associated arts and culture will be documented via a web-based platform/portal/wiki, in order to preserve endangered and all Indian languages and their associated rich local arts and culture. The platform will contain videos, dictionaries, recordings, and more, of people (especially elders) speaking the language, telling stories, reciting poetry, and performing plays, folk songs and dances, and more. People from across the country will be invited to and able to contribute to these efforts by adding relevant material onto these platforms/portals/wikis. Universities and their research teams will work with each other and with communities across the country towards attaining rich such platforms. These preservation efforts, and their associated research projects, e.g., in history, archaeology, linguistics, etc., will be funded by the NRF.

23. Technology Use and Integration

A rich variety of educational software will be developed and made available for students and teachers at all levels. All such software will be available in all major Indian languages and will be accessible to a wide range of users including students in remote areas and with disabilities. Teaching-learning e-content will continue to be developed by all States in all regional languages, as well as by the NCERT (including CIET), CBSE, NIOS, and other bodies/institutions, and will be uploaded onto the National Teacher's Portal. This platform may also be utilised for e-content related to Teacher's Professional Development, etc. Video-

viewing equipment will be made available to teachers at all schools so that teachers can suitably integrate open educational videos into teaching-learning practices.

Particular attention will need to be paid to emerging disruptive technologies that will necessarily transform the education system and what it teaches to students.

24. Online and Digital Education: Ensuring Equitable Use of Technology

There are numerous challenges to conducting online examinations at scale, including limitations on the types of questions that can be asked in an online environment, handling network and power disruptions, and preventing unethical practices. Certain types of courses/subjects, such as performing arts and science practical have limitations in the online/digital education space, which can be overcome to a partial extent with innovative measures. Further, unless online education is blended with experiential and activity-based learning, it will tend to become a screen-based education with limited focus on the social, affective and psychomotor dimensions of learning.

Part IV. Making it Happen

25. Strengthening the Central Advisory Board of Education

Achieving successful implementation of this policy demands a long-term vision, availability of expertise on a sustained basis, and concerted action from all concerned encompassing National, State, institutional, and individual levels. In this context, the Policy recommends strengthening and empowering the Central Advisory Board of Education (CABE) which will have a much greater mandate and not only a forum for widespread consultation and examination of issues relating to educational and cultural development.

26. Financing: Affordable and Quality Education for All

Financial governance and management will focus on the smooth, timely and appropriate flow of funds, and their usage with probity. This will be enabled by the new suggested regulatory regime, with clear separations of roles, empowerment and autonomy to institutions, the appointment of outstanding qualified educationists to leadership positions, and enlightened oversight.

The Policy also calls for the rejuvenation, active promotion, and support for private philanthropic activity in the education sector. In particular, to incentivise such philanthropic participation, any public institution taking initiatives towards raising private philanthropic

funds to enhance educational experiences (such as through Development Offices and Alumni Associations, etc.) will never have any public funds cut as a result.

27. Implementation

First, implementation of the spirit and intent of the Policy will be the most critical matter. While the Policy provides much detail, the intent and the spirit of the Policy must serve as the most important consideration. Second, it is important to implement the policy initiatives in a phased manner, as each policy point has several steps, each of which requires the previous step to be implemented successfully. Third, prioritisation will be important in ensuring optimal sequencing of policy points, and that the most critical and urgent actions are taken up first, thereby enabling a strong base. Fourth, comprehensiveness in implementation will be the key; as this Policy is interconnected and holistic, only a full-fledged implementation, and not a piecemeal one, will ensure that the desired objectives are achieved. Fifth, since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States. Sixth, timely infusion of requisite resources - human, infrastructural, and financial - at the Central and State levels will be key for the satisfactory execution of the Policy. Finally, careful analysis and review of the linkages between multiple parallel implementation steps will be necessary in order to ensure effective dovetailing of all initiatives. This will also include early investment in some of the specific actions (such as the setting up of early childhood education infrastructure) that will be imperative to ensuring a strong base and a smooth progression for all subsequent programmes and actions.^[1]

CONCLUSION

The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education.

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