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## LOGICAL AND CRITICAL FORM OF NEP-2020

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### Abstract:

Education is a dynamic, social, psychological, philosophical, rational, continuous and lifelong process. So, several changes in the socioeconomic-political environment should be adjusted in the education system. Knowledge explosion, increased use of Information and Communication Technology, LPG i.e. Liberalisation-Privatisation Globalisation in education etc have changed the role of teachers completely. Teacher students' relationship has been changed. Students have access to universal source of knowledge at a single click, on Internet. Needs and requirements of education have been completely changed. New discoveries, inventions and researches have changed the product and processes of education. All these factors compelled to frame the New Education Policy. This article is an attempt to scan, organise and present A to laudable points of NEP 2020.

**Introduction:** In this series of educational development and ameliorations, the University Education Commission (1948-1949), the Secondary Education Commission (1952-1955) and the Kothari Commission (1964-66) were set up for socking various suggestions, recommendations and proposals to modernize, develop and ameliorate the education system of India. Various educational thinkers and philosophers also contributed in this regard. The union government formed the



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National Council of Educational Research and Training (NCERT) in 1961 as an autonomous body in Delhi to advise both the Union and State governments on formulating and implementing education policies.

The National Policy on Education (NPE) 1986 was the second educational policy prepared by the Government of India to develop and ameliorate education system in India. In the light of the report and recommendations of Kothari Commission (1964-66), first National Policy on Education was framed in 1968 and launched by then Prime Minister of India Indira Gandhi, which called for a radical restructuring and equalization of educational opportunities. This first educational policy was targeted at better teachers' training, learning of regional languages, three language formula, national integration and cultural and economic development of the country. The second National Policy on Education was introduced by the then Prime Minister Rajiv Gandhi in May, 1986. This National Policy on Education 1986 was ameliorated in 1992 by the PV Narasimha Rao government, which is known as Programme of Action or PoA, 1992.

### Expectations from NEP 2020

Education is a dynamic, social psychological, philosophical, rational, continuous and lifelong process; so, several changes in the socioeconomic political environment should be adjusted in the education system. Knowledge explosion, increased use of Information and Communication Technology, Liberalisation-Privatisation-Globalisation in education etc have changed the role of teachers completely. Teacher students relationship has been changed, Students access to the universal source of knowledge at a single click, on Internet. Needs and Single requirements of education have been completely changed. New discoveries, inventions and researches have changed the product and processes of



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education; so, a new policy on education was greatly needed to ameliorate the present day education system. Some expectations from the new education policy were given the below:

It was expected that the NEF 2020 would be able.

- to modernize education system
- to adjust our education system with various changes in socio-political scenario of the country
- to manage knowledge explosion properly
- to check degradation in education system
- to ameliorate processes and products of education
- to re-make arrangements education system related with Liberalisation, Privatisation and Globalisation
- to ensure quality education
- to promote innovations in the education system
- to adjust changing needs and requirements
- to increase employability to sweeten the teacher-taught relationship
- to ameliorate aims and objectives of education according to the demand of present time
- v-vocational Education with Internship from class 6/Value of peace and democratic way of life, equality and justice/ Vocational stream education/Visit Value to Students the curriculum and high methods
- to provide efficient, experienced, competent, trained and devoted.
- to eliminate corruption in all levels of education
- to make the country knowledge superpower
- to equip the students with required talents, skills and efficiency
- to make education system child-friendly





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- to eliminate all kinds of fear, anxiety and troubles in education
- to eliminate shortage of manpower in science, academics, technology and industry
- to make education affordable to all to develop world class skilled workforce
- to ameliorate and strengthen higher education-industry partnership
- to bring flexibility in education systems serve students' needs
- to introduce holistic education, which ensures literacy, life skills and employability
- to ensure lifelong learning to equalize educational opportunities
- to enhance quality and standards of education by ameliorating processes and products of education
- to reduce talent gap
- to improve employable skill, attitude and aptitude
- to provide practical training coupled with theoretical descriptions
- to manage pooling of resources to increase private-public partnership in education
- to ensure participation of women and weaker section of society
- to make arrangements for activity based teaching learning
- to set skill development centres to ensure effective inspection, monitoring and feedback system in education
- to make rational arrangement of fixation of responsibility and accountability
- to take strict action against the defaulters for their negligence of duty
- to improve students' basic communication, managerial and leadership skills
- to provide due place to the provisions and recommendation of the National Curriculum Framework (NCF) 2005, the National Knowledge Commission 2005, the Right to Education Act, the National Curriculum Framework and framework for Teacher Education (NCFTE) 2009 and various other



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educational commissions, committees, and viewpoints of various prominent educational thinkers.

### **Constitution of the Committee for the Draft National Education Policy**

The Government has commenced ng a New the process cess of preparing Education Policy for which comprehensive democratic exercise was carried out. It has been decided to constitute a preparation of the draft National committee for Education Policy on 24 June 2017. The members of the Committee are scientist Padma Vibhushan, Dr. K. Kasturirangan, eminent (Chairman)

- Dr. VasadhaKamat, former Vice Chancoilor of SNDT University, Mumbai
- Shri K.J. Alphonse, former LAS. Dr. Manjul Bhargava, Professor of
- Mathematics, University USA, Fields Medalist Mathematics. Princeton in Mathersadakar Kureel, Vice Chancellor of Baba Saheb Ambedkar University of Social Sciences, Madhya Pradesh.
- Prof. T.V. Kattimani, Vice Chancellor Indira Gandhi National Tribal University, Amarkantak. trusts that Shri Krishna Mohan Tripathy, former Chairperson of ittar Pradesh High School and Intermediate Examination Beani
- Dr. Mazhar Asif, Professor Department of Persian, Geohati University, Guwahati.
- Dr.M.K.Sridhar, former Member Secretary Kamataka Innovation Council and Kamataka Knowledge Commission, CABE member
- Dr. Shakila T. Shami, OSD (New Education Policy) acted as the Secretary

Dr. APJ Abdul pillar of a developed and a powerful Kalem trusts that education in a country. Education is the most education is the most important area pro required knowledge and skill to do any work. Former President of



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India. sch Paril thinks of service sector and it provides Smt. Pratibha Devi Singh Patil that education is a tool through which a person gets self-respect and confidence. She believes this important element for the primary focus areas el education should be one of of this country-man or girl must he given enrolment and retention up to the age of 14 V-Vocational Education with internship from class 6/Value of peace and democratic way of life, equality and justice Vocational stream education/Visit/Value to Kito Art kills which could contribute Lowards making India a modern country and whenever they go to any country in the world, their skills must be appreciated. He also wants to create a pool of young people whe are able to create jobs and the ones who are not copable of creating jobs and do not have the opportunities, they must be in a position to face their counterparts in any corner of the world while keeping their heads high by virtue of their hard work and their dexterity of hands and win the hearts of people are around the world through their skills.

**A to Z welcoming points of NEP 2020 are as follows:**

A-Additional 3 years of pre schooling Anganwadi Access-Affordability Accountability Quality Equity (foundational pillars/Activity-based teaching-learning Active participation of students/All-round development of the students/Ameliorating social relationship int

B-Bridging the spoken and written language pay Balvatika/Bagless learning perinds/Balance/Building up child's knowledge, potentiality and talents/ Basie skills of communication, management and leadership of students should be developed

C-Communication Skill Critical Thinking Conceptual Clarity/Creativity Development/ Child friendly Caring/ Coding Learning/Collaboration/





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Continuous, Cumulative and Comprehensive Evaluation/ Community Knowledge/ Constructive learning/ Changing typology of the question paper

D-Digital Literacy/Discovery and research based education/Discourage rote learning/Development of curiosity/Desire to know/ Dignity of the individual

E-Emphasis of Ethics/Experiential Learning/E-learning/Examining the curriculum and textbook by teachers Equality and Equality/Eclectic and integrative approach/ Elimination of corruption in education/Employability

F-Flexibility in Selection of Subject a Foundational Stage of Education 3 to 8 years /Freedom to student a Fraternity/ Free of Fear, trauma and anxiety/Flexibility in Examination and education

G-Gender perspective/Ground realities and practical aspects of education

H-Health & Fitness/Humane and professional tenebers/Health and physical education/ Human sensitivity/Humanistic approach/Holistic development of students Hygiene and safe environment

I- Inclusive and Equitable Education Opportunity/Integrated 4 Years B Ed Programme / Integrate academic learning with social and personal realities/ Interest of students/Inclusivo education/ICT/Innovate new models of education/Integration of examination into classroom learning

J-Joyful learning environment/justify affordability of eduction for

K-Knowledge promoter and motivating teachers

L-Learning Outcomes for Studenta/Local geographical learning/learning theories, models and methods Learner centred education/Linking the education with the life of learner Learning without burden/ Language proficiency/Learner



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autonomy M-Middle Stage of Education 11 to 14 years of age/Multiple Languages/Mentoring of Teachers/Meaningful activities/ Mother. tongue as medium of instruction/Making learning a pleasant process/Multidisciplinary curriculum/ Man-power in all areas

N-NISHTHA (National Initiative for School Heads and Teachers' Holistic Advancement)/ Notice to individual difference and need of students/Non-violence and unity/Notice to effective inspection, monitoring and feedback

O-Open and Distanc Learning Observation children by teacher! Overhauling

P-PARAKIL (Performance Assessment, Review and Analysi of Knowledge for Hollatie Developmenty Problem Solving Skills/ Preparatory Stage of Education 8 to 11 yea Professional preparation of teacher educators/ participatory learning/ Pedagogienl skill Practical experience in the field/Play way and Project method/Physical exercises/ Peace education/ Partnership with social groups Pooling of resources Q-Quest/Questions of students should be welcome

R-Responding to diversities in the classroom/ Reflective enquiry/Repertoire of pedagogic rapacities/Reducing examination phobia/Read life Experiences.

S-Structure of 5+3+3+4/ Social Understanding/ Shift from rote learning to holistic, integrated and engaging learning/Sharing Teachers Across Campates/Social Responsibility/Scientific Temper/Sustainable Development/Social sensitivity to needs needs and problém of students/ Secularism/ Social reconstruction/ Standard curriculum for all Softening of subject borders/ Strengthen higher odu-industry partnership Teachers' Capacity Building T-Teacher Eligibility Tosta/Initiatives/Teacher as facilitator/Teaching tacties, strategies and skills/ Three language formula/Teacher-taught ratio U-Understanding/ Use of Teaching Learning Material/ Up grading of initial





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secondary education/ Universal enrolment and retention up to the age of 14 V- Vocational Education with Internship from class 6/Value to Students.

W-Welcome studenta suggestions in teaching learning procons/Weightage to theory and practice/ World-class skilled workforce

X-Xtra emphasis on child centred oducation

Y-Yielding reflective, responsible citizen/Yoga and sporta

Z-Zeni and zest in teachers and studunta

From the above description, it can bo concluded that the NEP 2020 has touched almost each and every aspect of education to ameliorate and better Indian education system. Different provisions of NEP 2020 are weleaming, worthy to be studied deeply analysed well and implemented effectively.

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