

Government's Visions, Goals and Strategies of New Education Policy

Dr. Manju Acharya

Assistant Prof., Department of Political Science

S. S. Jain Subodh Girls P. G. College Sanganer, Jaipur, India

Abstract: Education is a fundamental human right and a key driver of economic and social progress. Recognizing the importance of education, the Indian government introduced the National Education Policy (NEP) 2020, which is a comprehensive framework for the development of education in the country. The NEP 2020 aims to transform the Indian education system by making it more inclusive, holistic, and flexible. The National Education Policy (NEP) 2020 has placed special emphasis on the rich heritage of culture, knowledge and thought as its guiding light are very attractive option and way of life. With pandemic underway, our yoga practice assumed added importance and popularity to deal with multiple socio-psychological and physical issues. NEP 2020 heralds a new era in the Indian education system, focusing on holistic development, multidisciplinary learning, flexibility, technology integration, teacher empowerment, and assessment reforms. It paves the way for a student-centered, inclusive, and future-ready education system. The vision of the NEP once translated in practice can prove to be an unbeatable soft power to facilitate India to achieve its global leadership position in the emerging world order. The NEP 2020 aims to promote a flexible education system that allows students to choose their courses and subjects according to their interests and aptitudes. It also aims to promote multiple entry and exit points in education, making it possible for students to pursue their studies at their own pace. The National Education Policy 2020 is a comprehensive framework for the development of education in India.

Keywords: NEP-2020, Education, Socio-cultural and governance.

I. INTRODUCTION

Government's Visions

The National Education Policy (NEP) 2020 is a comprehensive policy document released by the Government of India in July 2020, which outlines the vision and priorities for the education sector in the country. The NEP replaces the previous National Policy on Education, which was last revised in 1986.

One of the key goals of the NEP 2020 is to provide inclusive and equitable education for all students, regardless of their socio-economic background or geographic location. To achieve this goal, the NEP proposes several major reforms in the education system, including:

Early Childhood Care and Education: The NEP emphasizes the importance of early childhood care and education, and recommends the establishment of a national curriculum framework for pre-primary education. It also proposes the integration of pre-primary education with the primary education system.

School Education: The NEP proposes a major overhaul of the school education system, with a focus on experiential learning and critical thinking skills. It recommends a flexible curriculum that allows students to choose from a range of academic and vocational subjects, and the introduction of a 5+3+3+4 education structure, in which the first five years of schooling focus on foundational learning, followed by three years of middle school, three years of high school, and four years of higher education.

Higher Education: The NEP proposes the establishment of a common higher education system, with a single regulator for both public and private institutions. It also recommends the promotion of research and innovation in higher education, and the establishment of a National Research Foundation to support this effort.

Goals and Strategies of New Education Policy –

The policy aims to create good human beings who are capable of rational thought and action and who own compassion and empathy, courage and resilience, scientific temper, and creative imagination with ethical values.

It also aims at building a sense of responsibility amongst the citizens who will help build up a society that is equal for all, inclusive of all, and accepted by all. It also believes in building a good educational system with equipped technology, a stimulating environment, and good physical infrastructure.

The principles on which NEP 2020 is based are:

- It recognizes, identifies, and fosters the unique abilities of every pupil by the inclusion of teachers as well as parents of the pupils so that overall holistic development is catered to.
- All individuals should achieve foundational literacy and numeracy by 3rd grade.
- There needs to be flexibility in choosing the programs and courses to be launched by the people.
- There is no proper separation between the arts and science stream, curricular and extra-curricular courses, and vocational and academic streams.
- There needs to be a multidisciplinary and holistic approach to the educational system.
- There is a lot of stress on the notional learning of the subject matter.
- Creative thinking and critical thinking are promoted.
- Individuals are enabled to learn about various languages.
- Pupils are to be familiar with life skills such as communication, cooperation, teamwork, and stability.
- There has to be a great development in the field of technology. Also, there has to be great inclusion of the same in the educational field for growth and expansion of the educational sector.
- There must be a sense of variety and respect for local context across streams and courses.
- There needs to be equity among all the pupils.
- There also needs to be the inclusion of one and all without discrimination.
- There needs to be a lot of synergy amongst all the curriculums offered.
- There needs to be a constant review of the progress of the pupils.
- There needs to be constant research work done in education for better growth and development in this sector.
- Education is believed to be a public service that everyone needs access to.
- There needs to be a good amount of assets in the private section of education where technology can be well blended.

II. CONCLUSION

NEP 2020 emphasizes upon inculcating Inclusive educational structure and inclusive educational culture in our school education system through infrastructural support and by making corresponding changes in curriculum incorporating materials on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It calls upon the stakeholders to overcome the barriers and remove biases and stereotypes through sensitization programme. The policy aims to promote inclusion, bringing out equity and developing respect for diversity through developing understanding about various cultures, religions, languages, gender identities, etc. among children, teachers and other school functionaries. Implementing of policy will result in empowerment of stakeholders through efficient manner of resourcing and more robust and improved governance and monitoring mechanism with cooperation and support across schools for the education of children with disabilities and SEDGs. The School Complexes will impact the 11 education by bringing reform and empowering our school education system from the perspective of inclusion and equity among all learners in schools, School Management Committee, School Complex Management Committees, school leaders, teachers, students, supporting staff, parents, and local citizens are called to join hands for providing all possible support to school education.

REFERENCES

- [1]. Hannah Soong (2020) Singapore international education hub and its dilemmas: the challenges and makings for cosmopolitan learning, Asia Pacific Journal of Education, 40:1, 112-125, DOI: 10.1080/02188791.2020.1725433
- [2]. Hiremath, S. S. (2020). Education In India: Impact of Globalisation And ICT. Blue Diamond Publishing.
- [3]. Kalyani Pawan. (2020). An Empirical Study on NEP 2020 [National Education Policy] with Special Reference to the Future of Indian Education System and Its effects on the Stakeholders. Journal of Management Engineering and Information Technology - JMEIT, 7(5), 17.
- [4]. Kjersti Karijord Smørvik & May Kristin Vespestad (2020) Bridging marketing and higher education: resource integration, co-creation and student learning, Journal of Marketing for Higher Education, 30:2, 256-270, DOI: 10.1080/08841241.2020.1728465
- [5]. Kugiel, P. (2017). India's soft power: A new foreign policy strategy. Taylor & Francis. Kumar, K., Prakash,
- [6]. A., & Singh, K. (2020). How National Education Policy 2020 can be a lodestar to transform future generation in India. Journal of Public Affairs, 20(4), e2500. <https://doi.org/10.1002/pa.2500>