

# A STUDY OF THE NEP 2020

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## Abstract

With the roll-out of the National Education Policy (NEP) 2020, vocational education has garnered the required spotlight. The NEP 2020 is a comprehensive policy document that extensively discusses the revamping of vocational education. The policy focuses on bringing vocational education into mainstream education, as recommended by successive commissions on education over the years. The Kothari Commission report of 1966 was one of the earliest to emphasize diversifying the curriculum at higher secondary levels through vocational courses.

Later, the National Education Policy, 1986, focused on improving the organizational and management structure of vocational education. It recommended vocational education, both at secondary and higher education levels, by introducing Socially Useful Productive Work (SUPW) as a separate subject in secondary classes and vocational degree courses at higher education level.

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. A good education system is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exist, where a wide range of learning experiences are offered and where good physical infrastructure and appropriate resources conducive to learning are available to all students.

**Keywords :** Kothari Commission, SUPW, resilience, scientific temper, curriculum.

## Introduction

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for skilled workforce, particularly involving mathematics, computer science and data science in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities 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 energy, water, food, and sanitation needs, again resulting in the need for new skilled labor, particularly in biology, chemistry, physics, agriculture, climate science and social science.

The National Education Policy 2020 is the first education policy of the 21<sup>st</sup> century and aims to address the many growing developmental imperatives of our country. This policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21<sup>st</sup> century education, including SDG4, while building upon India's traditions and value systems. The National 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.

## Principles of NEP 2020

- Recognizing, identifying and fostering the unique capabilities of each student, by sanitizing teachers as well as parents to promote each student’s holistic development in both academic and non-academic spheres.
- According the highest priority to achieving foundational literacy and numeracy by all students by Grade 3.
- Flexibility, so that learners have the ability to choose their learning trajectories and programs, and thereby choose their own paths in life according to their talents and interests.
- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning.
- Multi disciplinarily and a holistic education across the science, social sciences, arts, humanities and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge,
- Emphasis on conceptual understanding rather than rote learning for exam.
- Creativity and critical thinking to encourage logical decision making and innovation.
- Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality and justice.
- Promoting multilingualism and the power of language in teaching and learning.
- Life skills such as communication, cooperation, teamwork and resilience.
- Extensive use of technology teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.
- Respect for diversity and respect for the local context in all curriculum, pedagogy and policy always keeping in mind that educational decisions to ensure that all students are able to thrive in the education system.
- Teachers and faculty as the heart of the learning process, their recruitment, continues professional development, positive working environment and service conditions.
- Continuous review of progress based on sustained research and regular assessment by educational experts.

## Vision of the NEP 2022

- ✓ Early Childhood Care and Education.
- ✓ Foundational Literacy and Numeracy.
- ✓ Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels.
- ✓ Curriculum and Pedagogy in Schools.
- ✓ Concentration on Teachers.
- ✓ Equitable and Inclusive Education.
- ✓ Efficient Resources and Effective Governance through School Clusters.
- ✓ Standard setting and Accreditation for School Education.
- ✓ Quality Universities and Colleges.
- ✓ Institutional Restructuring Consolidation.

- ✓ Towards a More Holistic and Multidisciplinary Education.
- ✓ Optimal Learning Environment and Support for Students.
- ✓ Motivated, Energized and Capable Faculty.
- ✓ Equity and Inclusive in Higher Education.
- ✓ Teacher Education.
- ✓ Reimagining Vocational Education.
- ✓ Catalyzing Quality Academic Research in All Fields through a new National Research Foundation.
- ✓ Transforming the Regulatory System of Higher Education.
- ✓ Effective Governance and Leadership for Higher Education Institutions.
- ✓ Professional Education.
- ✓ Adult Education and Lifelong Learning.
- ✓ Promotion of Indian Languages, Arts and Culture.
- ✓ Technology Use and Integration.
- ✓ Online and Digital Education.
- ✓ Strengthening the Central Advisory Board of Education.
- ✓ Financing.
- ✓ Implementation.

### Conclusion

Any policy's effectiveness depends on its implementation. Such implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner. Therefore the implementation of this policy will be led by various bodies including MHRD, CIBE, Union and State Government, education related Ministries, State Departments of Education, Boards, NTA, The regulatory bodies of school and higher education, NCERT, SCERTs, schools and HEIs along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education. Subject wise implementation committees of experts in cooperation and consultation with other relevant Ministries will be set up at both the Central and State levels to develop detailed implementation plans for each aspect of this Policy in accordance with the above principles to achieve the goals of the Policy in a clear and phased manner. Yearly joint reviews of the progress of implementation of the policy in accordance with the targets set for each action, will be conducted by designed teams constituted by MHRD and the States and reviews will be shared with CIBE. In the decade of 2030-40, the entire Policy will be in an operational mode, following which another comprehensive review will be undertaken.

### References

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