

# National Education Policy 2020: Transforming Vision into Action

*Proceedings of National Seminar*

**Editors**

**Dr. Runjun Devi**

**Dr. Jayanta Kumar Boruah**

**Dr. Barnali Deka**

**Dr. Debashree Kakati**



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(Proceedings of National Seminar on “National Education Policy 2020: Transforming Vision into Action” sponsored by Assam College Teachers’ Association, Assam)

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## **National Education Policy 2020: Transforming Vision into Action**

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## ***Editorial***

The tenacity of National Education Policy 2020 has grown in such a way that scholars, researchers, thinkers have shed light on its diverse aspects from multiple perspectives. This newly introduced education policy of India is different from the earlier ones as it has embraced the culture and heritage of India in its core by insisting on the holistic development of a nation. From the perspective of even a layman, NEP 2020 brings in a sea of changes which are deviations from colonial education that was Euro-centric in nature. But the new education system will be East-Centric/ India-Centric that emphasizes on the competency based curriculum with flexibility promoting experiential/ experimental learning aiming at the development of critical thinking. Thus, this policy infuses the development of the concept of ‘problem-solving’ skills which would nurture a paradigm of shifting of memorization to holistic grip over the pedagogy. Therefore, it can be maintained that this policy is not only about the students’ education but also about the role of the teachers at the core of the education system. With all these new ideas NEP 2020 has many issues and challenges, and to address the diversity of it, and its implementation from the academic year 2023-2024 with the initiation of the Four Year Under Graduate Programme (FYUGP), Mangaldai College Teachers’ Unit (MCTU), Mangaldai College organized a National Seminar on the topic, “National Education Policy 2020: Transforming Vision into Action”, from 23<sup>rd</sup> June to 24<sup>rd</sup> June, 2023 in the college premises. Looking at the relevance of the subject, Assam College Teachers’ Association and Darrang-Udalguri Zone, ACTA supported MCTU to conduct the seminar successfully. The selected

papers are taken for publication as an anthology of research articles which have tried to make a balance in the critical sense of evaluation by chiefly focusing on the unknown boundaries of NEP 2020 which too have serious considerations. Altogether twenty research articles are selected for this book with an ISBN number and it is the outcome of the dedication of the research scholars and teachers to learn and find the pros and cons of NEP 2020 which is supported by MCTU.

Himakshi Baishya and co-authors in the article “*Exploring the Significance of Vocational Education in the National Education Policy 2020: Bridging the Gap between Education and Employment*”, have examined the role of vocational education in India’s NEP 2020 and its potential employment scenario for future that speaks of the significance of it seen in NSQF (National Skills Qualification Framework). Dr. Barnali Deka and co-author in their paper, “*Contextualizing the Sustainable Development Goals (SDGs) for Quality Education in National Education Policy 2020*”, have contextualized the Sustainable Development Goals (SDGs) for quality education in future through NEP 2020. They have provided enough data of quantitative and qualitative merits to justify their points. Dr. Runjun Devi has addressed in her article, “*Incorporation of Indian Knowledge System in National Education Policy 2020: Mission and Vision*”, the idea of holistic education through the incorporation of Indian Knowledge System (IKS) in NEP 2020 by observing the need of the hour in present day mechanical world to keep the mind, body and spirit calm and quiet. Dreamly Sarmah and co-author in their paper, “*NEP 2020: A Catalyst for Skill-Based Education and Employability Skills*”, have analyzed the introduction and importance of skill based education to generate employment which will be a drifting away from traditional education. Manas Pratim Baruah and

co-author in the paper *“Issues and Challenges in Teaching Plant Science in HEIs using Local Languages in Assam”*, have shown the idea and challenges of teaching plant science in mother tongue and how it is difficult to use exact vocabulary for plant species. Miss Neha Mahanta and co-author in their article, *“National Education Policy 2020: Window to Inclusive Education in India”*, have examined NEP 2020 as a window to inclusive education in India aiming to address empowerment of a nation. Dr. Ranjita Goswami in her article, *“National Education Policy-2020; Different Provisions and Challenges”*, has narrated the transformative changes in the Indian Education system aligning it with the global academic framework. Dr. Sangita Bharati and her co-author in their article, *“Understanding the New Education Policy 2020”*, have narrated the various aspects of NEP 2020 and how this policy would achieve its targets. Miss Ananya Baruah and her co-author in their article, *“Effects of the National Education Policy 2020 on Physical Education of the Youth”*, have identified the effects of NEP 2020 on Physical Education of the youth that bridge the gap between education policies and learners’ all round development. Dr. Kangkan Sarmah and his co-authors in their paper, *“Some NEP 2020 Avenues Regarding UG Physics Education in the Degree Colleges of Assam: An Overview”*, have illuminated how the NEP 2020 would help the students of Physics to study the subject not only as a core one but also as an add on subject also. Dr. Manju Kalita and her co-author in their paper, *“Skill-Based Learning in NEP 2020 and its Scope in Employment”*, have pointed out that skill-based education is more effective and purpose driven to make a vibrant knowledge society. They believe that NEP 2020 will take interest in skill-based education for holistic development of students. Dr. Pallabi Saikia in her article, *“Chemistry Education and*

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*Research in the light of NEP, 2020*”, has viewed the prospects of studying Chemistry and pursuing research in this area under NEP 2020 with multiple job opportunities. Jyotipriya Saikia and her co-author in their article “*Skill-Based Education and National Education Policy in India*”, have narrated that skill-based education stressed by NEP 2020 is a cross-cutting application of knowledge, values, attitude and skills that are important in the process of the development of individual through lifelong learning. Jintu Mani Nath and his co-authors in their paper “*The Importance of Games and Sports in NEP 2020*”, have pinpointed the need of the inclusion of the physical education, sports, yoga and mental health awareness to the curriculum under NEP 2020 to strengthen the nation by the holistic performance of these skills for the future generations. Diksha Saharia in her article, “*Implementation of Multidisciplinary Approach in HEIs: Challenges and Opportunities*”, has identified the challenges and opportunities in the implementation of multidisciplinary approach in HEIs which may be eradicated in future with proper planning and cooperation from the stakeholders. Dr. Kunjalata Baruah in her paper, “*Early Childhood Care and Education (ECCE) in the National Education Policy (NEP) 2020*”, has systematically presented the issues of early childhood care and education under the guidelines of NEP 2020, and she has shown how the policy would shed light on the upbringing and education of an infant or a child. Lakhi Devnath in her article, “*Holistic Teaching-Learning Approach in NEP 2020: An Analysis*”, has analysed the holistic development of learners through a model teaching learning approach in NEP 2020. Kamal Kumar Roy in his article, “*NEP 2020 and Early Childhood Care and School Education*” has analyzed the importance of early childhood care and school education for a learner in NEP 2020 as he has envisaged it as the

most important aspect of a person's education. Prafulla Dev Sarma in his article, "*National Educational Policy 2020 for Higher Education: Its Prospects and Challenges for Rural Colleges*" has analyzed the prospects of NEP and also highlights on the challenges to be faced by the rural colleges of Assam implementing the policy. Jonmoni Das and co author in their paper, "নতুন শিক্ষানীতিঃ শিক্ষাত সামগ্রিকতা, সংলগ্নকৰণ, উপভোগ্যতা আৰু সংযোগকৰণ", have identified that the holistic approach to education for individual growth is necessary as proposed by NEP 2020.

From all these writings, it has become clear that teachers, students, researchers and stakeholders are equally interested in understanding/learning the various issues and challenges of NEP 2020 which has aimed to bring in sea changes to academic scenario of India that will open up a new horizon for the nation. The Kasturi Ranganathan Committee has rightly identified the loopholes of former education policies, and has tried to make a Bharat-centric one where in all the people would be able to reap the benefits of holistic education through equity, accessibility and quality of it. The nature and diversity of the themes of the articles/papers exhibit and prove it.

Editors



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## **Special Write up:**

### **National Education Policy, 2020 – a vision document for India and Indianization**

*Dr. Kamala Kanta Borah  
Principal, Mangaldai College*

Education plays a pivotal role in shaping the society through human resource development by enriching the knowledge for creativity, innovation and holistic 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. Quality Education is considered paramount important for societal development. It aims to fulfill the most awaited agenda of the Sustainable Development Goal (SDG) by 2030. As Swami Vivekananda quoted, **“Education is the manifestation of the perfection already in man”**, so recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres is the main focus of NEP2020. A job creator i.e. entrepreneur may be possible only then, when the unique potential of the learner is nurtured in a proper way. If we look at the four pillars of education given by the Education policy of UNESCO for the 21<sup>st</sup> Century, 1) Learn to Know, 2) Learn to do, 3) Learn to be and 4) Learn to live together, education must fulfill the above four vital points to bring about all-round development of personality.

The fundamental principles that will guide NEP 2020 are:

- 1) Based on Indian ethos and to inculcate Indianism among learners.
- 2) Utmost flexibility to choose the learning trajectories and programmes according to their talent and interests.
- 3) No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate silos between different areas of learning.
- 4) Holistic development of learners by introducing multidisciplinary education, value-added courses across the sciences, social sciences, arts, humanities, and sports.
- 5) Emphasis on conceptual learning rather than rote learning and hence the change in evaluation process.
- 6) Promotion of multilingualism and the power of language in teaching and learning.
- 7) Enhancing life skills by developing communication, cooperation, teamwork, and resilience
- 8) Summative assessment is replaced by formative assessment for learning, National Assessment Board like PARAKH is proposed.
- 9) Curriculum, pedagogy, and policy are developed as per diversity and local context.
- 10) The use of local language is another trash area in Education of all levels. The concept of a big School is another unique

attempt where retired or experienced teachers with proficiency in the local language will train faculties.

- 11) Making learners skilled through vocational training, experiential learning, etc.
- 12) Focused on Entrepreneurship and innovation by establishing NRF
- 13) Lateral entry and lateral exit in Higher education as a measure of decreased dropout and to provide more learning opportunities.
- 14) Four-year undergraduate programme with lateral entry and exit provision
- 15) Massive structural change in Programme and administration
- 16) Enhancing GER up to 50% against the existing 27% in Higher Education by making ODL more vibrant and by augmenting infrastructure to increase the intake capacity of HEIs.
- 17) Light but tight regulatory framework through a single regulatory body in Higher education, HECI which has four verticals.
- 18) Holistic development by multidisciplinary education.
- 19) Rote learning is replaced by understanding-based learning and hence the entire evaluation and assessment process.
- 20) The establishment of a National assessment body, PARAKH (Performance Assessment Review and Analysis of Knowledge for Holistic Development) is another important move for the robust mechanism of Assessment.

- 21) Research-intensive and Teaching intensive HEIs will be for quality education(Teaching) and Research
- 22) Standalone Educational Institutes like IITs, IIMs, etc. are to convert into multidisciplinary for holistic development
- 23) Establishment of MERU, there will be one multidisciplinary University in each district where more than 300 students will read.
- 24) Internationalization of education through the establishment of 100campuses of top world-class universities within the country.
- 25) National Professional Standard Setting (NPSS) Body to raise the professional standard of teachers by the provision of promotion of school teachers on the basis of performance but not on the basis of length of service. There will be of four stages of teachers namely Beginner Teacher, Proficient Teacher, Expert Teacher and Lead teacher

The main aim and objective of NEP 2020 is to create a knowledge-based vibrant society. In short, a structural change is brought about in school education by replacing 10+2 school education to 5+3+3+4 where the foundation stage of education is from 3 years to 6yrs age of children. As neuroscience says 85% of brain development takes place before 6 years of age of learners so, Early Child Care Education i.e foundational stage is considered to be another unique and important feature of NEP2020. Since India is a diverse country with vast diversity and hence multilingual education with high impetus upon medium of teaching and learning in regional language or mother tongue up to 5<sup>th</sup> standard is given. In higher education also a structural and administrative change is proposed.

The three-year UG programme is transformed into four four-year programme with lateral entry and exit provisions. The excessive power of UGC for Funding and monitoring is replaced by a single authority, NHERA- National Higher Education Authority or NHECI. Utmost importance is given to the study of liberal arts, modern and classical languages. Impetus on experiential learning with a multidisciplinary approach for holistic development and skill development is another key move of NEP 2020. High outcome-based education with creativity and innovation induced by research is another thrash area that the NEP2020 seems to have tried to achieve its goal. The formation of NRF to promote research and creativity in HEIs is a welcoming step for NEP2020. The fund allocation target of 6% GDP in Education is another positive sign towards quality education. Standalone educational institutions like IITs, IIMs, etc. are converted to the multidisciplinary educational hub with Social Sciences, Humanities and Arts etc. Traditional practices, culture, heritage and Indian Knowledge system and Indian ethos are tried to disseminate through a structured manner to inculcate Indianism in the minds of learners, finally to create a knowledge-based vibrant society with love for the Nation. As Sir Francis Bacon rightly said, “**Scientiaestpotential**” i.e. Knowledge is power. Proper and timely implementation of NEP2020 will lead India to become a Knowledge Super Power in the world.

*Ref: National Education Policy, 2020 by Ministry of Human Resource Development, Govt. of India*



## **Exploring the Significance of Vocational Education in the National Education Policy 2020: Bridging the Gap between Education and Employment**

*Himakshi Baishya,  
Lakhya Jyoti Gogoi,  
Deepjyoti Kalita,  
Dr. Santosh Borkakati*

### **Abstract**

This research examines the role of vocational education in India's National Education Policy (NEP) 2020 and its potential impact on employment. The NEP 2020 recognizes the gap between education and employability and emphasizes integrating vocational education into the mainstream system. It aims to provide quality education and lifelong learning, focusing on specialized skills for specific jobs. The policy sets a target for 50% of students to have access to vocational training by 2025. The paper highlights the significance of vocational education in addressing the skills gap and discusses the National Skills Qualification Framework (NSQF). Challenges include changing societal perceptions and ensuring collaboration between institutions, industry, and the government. Lessons from successful systems in other countries suggest promoting vocational education, fostering industry partnerships, establishing well-equipped institutes, and capacity building. Integrating vocational education in NEP 2020 can bridge the education-employment gap, enhance employability, and contribute to India's economic growth.

**Keywords:** Vocational education, employability, practical skills, economic growth and development



## **Introduction**

Education is not only the simple form of just passing on information from a trainer to a student, but also along with the theoretical knowledge the students need practical training on it. Because, quality education, it also includes “lifelong learning,” which promises profitable employment options in line with individual interests and skill sets that support both professional and personal development (Mathur et al., 2022). Study reveals that less than 5% of the workforce in India between the ages of 19 and 24 was estimated to have formal vocational training according to the 12th Five-Year Plan (2012–2017); this is extremely low when compared to other nations like the USA, where the percentage is 52%, Germany, at 75%, and South Korea, at up to 96% (Wadia et al., 2020). These figures just emphasize how urgent it is to extend vocational education throughout India. Taking this notion into account, after a long gap of 34 years, India’s National Education Policy (NEP) 2020 has finally come up with an education policy after many components of the educational structure are being revised and revamped (Sontakke et al., 2022). One of the important aspects of NEP, 2020 is that by 2025, at least 50% of students in the school and the higher secondary education systems are expected to have access to vocational training. In light of this, the policy suggests that vocational education will begin in Class 6 with internships. By 2030, all institutions providing general or professional education will try to naturally develop into institutions or clusters providing both effortlessly and cohesively. Vocational education will be a crucial component of the higher education system (Saxena, 2020). So, vocational education will be gradually incorporated into all secondary schools’ instructional programs. Also supported by the UGC (University Grants

Commission), it proposes a framework of potential avenues for coordinating general education with the vocational and skill education system (Naveen, 2022).

The type of training can be termed as vocational education which trains the students on the specialized skills of different trades needed in order to perform a particular. It comprises the form of courses and practical-based instruction lessons which are generally omitted in the traditional academic-based lessons in favour of experimental and practical-based learning systems. In the vocational education system, with the supervision of an active and highly skilled professional, students are facilitated to learn the core skills and knowledge of a particular vocation. Vocational education also includes technical and vocational education and training (TVET) and career and technical education (CTE) system (Pathak, 2020, Shukla et al., 2021).

With the urgent need for the upliftment of graduates based on skill-based education to fulfill the changing requirement of the Industrial sector, the higher education system decided to develop a new curriculum that must be creative and avail flexible features that fit into the needs of numerous industries into its curriculum while producing graduates with well-rounded and well-groomed qualities. With this objective, University Grants Commission (UGC) launched the Bachelor of Vocation (B.Voc.) Degree schemes for developing skill-based higher education as a component of the education system imparted in colleges and universities. The course has several advantages which include multiple entry and exit points consisting of exit at different levels as a diploma in 1<sup>st</sup> phase, an advanced diploma in 2<sup>nd</sup> and finally leading to a degree after completion of 3 years under the National Skills Qualifications Framework (NSQF)

that originated on 19<sup>th</sup> December, 2013 by superseding National Vocational Education Qualification Framework (NVEQF) which originated under the Ministry of HRD, Government of India on September 2011. Besides, the course is focused on providing undergraduate-level studies in Colleges and Universities which would also incorporate specific job roles in accordance with their specific National Occupational Standards (NOSs) in addition to the broad-based general education system. With the expected outcome that would enable the graduates with B.Voc. Degrees for playing an important role in India's economic growth by either being employable or entrepreneurs or in creating appropriate knowledge (UGC guidelines for B.Voc.)

Thus, this work will explore the need and importance of vocational education along with the mainstream education system and also mention about its scope in gaining employability and mention a case study about the employment facilities gained by the students enrolled in B.Voc. Degree program from the year 2018 to 2022, of all the colleges of Assam, comprising of 29 trades which are affiliated under Gauhati University, Assam and sponsored by University Grants Commission (UGC) in the year 2015.

### **Reimagining Vocational Education**

The NEP 2020 attempts to address and mitigate the issues with both the demand for and supply of vocational education. It eliminates the academic component of vocational training and places a greater emphasis on teaching just practical skills. The strategy suggests undertaking an accurate skills gap analysis and mapping of local opportunities to assign vocational courses pertinent to a particular location to make vocational education more structured. The

National Skills Qualification Framework (NSQF), which was adopted in 2013, is also highlighted in the NEP. By coordinating their practical experiences and the proper level of the framework, the framework will aid in the assessment of past learning of the enrolled students, which will aid in reintegrating the dropouts (from mainstream education) (Malulekeet al., 2017).

Since all educational institutions are required to incorporate vocational education into their curriculum, the National Education Policy (NEP) 2020 heralds the potentially explosive growth of vocational education in the nation. This will enable millions more students to access Vocational education and training (VET) over the next ten years by bringing a very sizable number of schools, colleges, and institutions into the fold of potential VET providers. (VET) is generally believed to be a tool for the promotion of youth employability (VET for work) and economic productivity (VET for growth) (Pathak, 2020).

The National Vocational Qualification Framework, which followed the National Policy on Skill Development as a first qualification framework, was created in 2009 with assistance from the World Bank (Singh, 2012). Its primary goal was to facilitate international comparability of India's educational and vocational credentials and to advance the recognition of skills and knowledge gained in informal contexts (Wessels & Pilz, 2018). The framework was also created to organise and integrate the wide variety of certifications and programmes offered by the many VET providers in India's states (Singh, 2012).

### **Employment Considerations**

Vocational education plays a vital role in preparing individuals for the workforce by providing them with practical skills and industry-

specific knowledge. In the context of India, where employment generation and skill development are critical for economic growth, vocational education holds significant potential (Oswald et al., 2021). Besides, vocational education also plays an important role in women empowerment through skill education and entrepreneurship development (Suryanarayanan et al., 2022). This note highlights the key employment considerations associated with vocational education in India.

- i. **Aligning Curriculum with Industry Demands:** One of the crucial factors for successful vocational education is ensuring that the curriculum is aligned with the current and future needs of industries. India's vocational education system should regularly update its curriculum to incorporate emerging technologies, market trends, and industry-specific skills to enhance employability (Foll et al., 2017).
- ii. **Industry Partnerships and Internships:** Collaboration between vocational education institutions and industries is essential for bridging the gap between classroom learning and real-world application. Establishing strong partnerships and facilitating internships and apprenticeships can provide students with valuable practical experience, industry exposure, and networking opportunities, increasing their employability prospects (Franco et al., 2019).
- iii. **Recognition and Accreditation:** To instill confidence in employers, vocational education programs should be recognized and accredited by appropriate regulatory bodies. Accreditation ensures that the quality and standards of vocational education are maintained, enhancing the credibility of graduates and increasing their chances of securing employment (Singh et al.,

2013).

- iv. **Counseling and Career Guidance:** Effective career counseling and guidance are crucial to help students make informed choices about their vocational education paths. Providing guidance on career options, market demand, and growth prospects can empower students to make decisions aligned with their skills and interests, maximizing their employment opportunities (Herr et al., 2004).
- v. **Entrepreneurship and Self-Employment:** Vocational education should also emphasize entrepreneurship and self-employment as viable career options. Encouraging students to develop entrepreneurial skills, fostering innovation, and providing support for starting businesses can create job opportunities and contribute to economic growth (Kim, 2008, Greene et al., 2008).

In India, vocational education has the potential to address the nation's skill gap and facilitate employment opportunities. By aligning curriculum with industry demands, fostering industry partnerships, ensuring recognition and accreditation, providing career guidance and promoting entrepreneurship, vocational education can effectively equip individuals with the skills needed for gainful employment. Emphasizing these employment considerations will enable vocational education in India to play a significant role in shaping a skilled and employable workforce, supporting economic development, and addressing the nation's employment challenges.

### **Issues and Challenges**

The poor position of VET in India is particularly worrisome on a systemic level. General education, particularly intellectual

education, is highly valued in Indian society, matching an attitude prevalent throughout Asia (Pilz et al., 2016). Vocational education, also known as career and technical education (CTE), focuses on equipping students with practical skills and knowledge required for specific industries or occupations. While traditional education emphasizes academic subjects, vocational education offers hands-on training and prepares individuals for the workforce. However, vocational education also faces certain issues and challenges that set it apart from traditional education. This note examines some of the key concerns related to vocational education and compares them with traditional education.

- i. **Perceived Social Stigma:** Vocational education has often been associated with lower social status and limited career prospects compared to traditional academic pathways. The prevailing societal bias in favor of conventional degrees can discourage students from considering vocational education, thereby limiting their options and perpetuating the stigma surrounding vocational training (Gauthier, 2020).
- ii. **Limited Perceived Academic Rigor:** Traditional education is often perceived as offering more rigorous academic training, which may lead to the perception that vocational education is inferior. This misconception can undermine the credibility and recognition of vocational programs, despite their focus on specialized skills that align with industry demands (Gentry et al., 2007).
- iii. **Funding and Resource Allocation:** Vocational education programs require substantial investments in infrastructure, equipment, and qualified instructors. However, funding for

vocational education may be inadequate compared to traditional education, resulting in outdated equipment, limited resources, and a shortage of qualified instructors. Insufficient funding hampers the quality and effectiveness of vocational education delivery (Klein, 2001).

- iv. **Industry Relevance and Rapid Technological Advancements:** Vocational education must keep pace with rapidly evolving industries and technological advancements to remain relevant. Ensuring that curriculum and training reflect current industry needs is a challenge, as there may be a time lag between program development and implementation, leading to outdated skills training (Clayton et al., 2013).
- v. **Career Mobility and Upward Progression:** Vocational education has historically been associated with limited career mobility and progression opportunities. While vocational training equips individuals with specific skills, it may not provide the broader knowledge and academic qualifications required for career advancement in certain fields (Sicherman, 1990; Barlett, 2009).

Vocational education offers valuable skills and training that align with industry demands, but it also faces unique challenges compared to traditional education. Overcoming social stigma, enhancing the perceived academic rigor of vocational programs, adequate funding and resource allocation, addressing industry relevance, and ensuring career mobility are crucial for the continued growth and success of vocational education. Recognizing and addressing these challenges will enable vocational education to fulfill its potential in equipping individuals with practical skills, meeting the needs of the job market, and fostering economic development.



## **Conclusion**

India has one of the world's oldest and largest educational systems. Despite having inherited a philosophy derived from the Upanishad, the country is still suffering from a wide range of educational structures, as well as challenges with low literacy levels. One of the long-term goals is to develop skilled labour. The country's agenda. To be realised, such an ambitious agenda necessitates actions at multiple levels. Though university education is given greater prominence at the national level, vocational education and skill development must be taken more seriously in light of a large number of young workers added to the population each year. The government must tap into such human resources to deliver quality and skilled labour not only to its people.

Countries such as Germany, Switzerland, the United States, New Zealand, Thailand, Indonesia, and Japan have spent years fine-tuning their VET systems and have therefore become industrially powerful. One of the primary reasons for those countries' success is the integration and mixing of curriculum with industrial and commerce requirements. Although the level of engagement and dedication differs by country, society partners play an important role in promoting the VET system in various countries. To address the skill development needs of its population, India must build its policy agenda and initiatives. Some of the areas where policymakers must focus their attention in order to develop skilled labour in the country include encouraging and popularising vocational education among young people with adequate support to provide gainful employment, promoting strong mutual benefits between societal partners and training providers, more government support in establishing full-fledged and well-equipped training institutes, and capacity building

for the vocational stream (Venkatram, 2012).

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## **Contextualizing the Sustainable Development Goals (SDGs) for Quality Education in National Education Policy 2020.**

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### **Abstract:**

The success of a democratic country lies in the accessibility of a quality-oriented and equitable education system that produces efficient human resources that can contribute to the process of nation-building. One of the most important Sustainable Development Goals (SDGs), Goal 4 adopted by the United Nations in 2015, is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (sdgs.un.org). In this context delivering quality and inclusive education for all citizens became India’s primary concern resulting in restructuring the education system by formulating the National Education Policy (NEP) 2020. The aim of NEP 2020 is to create a knowledge-based vibrant society. The rationale behind this is to create a good human being who develops moral values, critical thinking, and a scientific temper, capable of leading the quality of his/her individual and social life. In this paper, an attempt is made to analyze the quality concerns envisaged in NEP, 2020. The findings of this study are drawn from the quantitative and qualitative analysis of both primary and secondary data.

**Keywords:** Sustainable Development Goals, Quality Education, National Education Policy, 2020.

**Introduction:**

Education is an important component of human development. Education enhances the capability of a person to live a decent, meaningful and standard life. Thus it is education that generates productive human resources which leads to the progress of the nation. However, the success of a modern democratic country lies in the accessibility of a quality oriented and equitable education system that produces efficient, responsible citizens who can contribute to the process of nation-building. It demands the formulation of a well defined and visionary education policy for the nation that can provide a well equipped educational structure to deal with the challenges arising out of the changing circumstances in our society. The National Education Policy 2020 (NEP 2020) is such a visionary document in India that aims to provide high-quality educational opportunities to all, especially the youth section who will lead the future of our country. This present study attempts to provide insight into the context of quality education targeted by NEP 2020.

**The Context:**

The NEP 2020 is formulated reflecting Goal 4 of the Sustainable Development Goals (SDGs) adopted by the United Nations in 2015. The SDGs are a collection of global goals encompassing multiple areas such as poverty, food security, health and well-being, quality education, gender equality, sanitation; clean energy, economic growth, water, Climate, peace and global partnership etc. ([www.sdg.un.org](http://www.sdg.un.org)). The holistic agenda aims to bring peace and prosperity to the mankind and the planet earth as a whole by the year 2030. The SDGs are committed to enrich the quality of human life.

The SDGs are the continuation and extension of the eight Millennium Development Goals (MDGs) adopted by the United

Nations in 2000. These MDGs targeted the developing countries to be achieved by 2015 such as eradication of poverty, universal primary education, gender equality, reduce child mortality, improve maternal health, combat HIV/AIDS, ensure environmental sustainability, develop global partnership etc. (UN, 2000). The SDGs are targeting all the countries of the world to bring peace and progress. In a true sense, all the goals are interconnected with each other which are required for living the basic standard of life by an individual.

One of the most important SDGs is Goal 4 which aims to “ensure inclusive and quality education and promote lifelong learning opportunities for all” ([www.sdgs.un.org](http://www.sdgs.un.org)). As already stated the target of providing quality education is related to the formulation and implementation of an educational policy with a holistic approach to produce good human beings. The issues of equity and inclusiveness are also crucial while analyzing the discourse on quality education. Goal 4 of SDGs itself seeks to bring sustainable inclusive growth by promoting ‘lifelong learning opportunities for all’. Ensuring quality education is essential to enable people to confront the complexities arising out of the inequalities and accommodate the diversities in social economic and cultural contexts.

India, being a member country of the United Nations, is committed to enhance and uphold the goals set by the UN for bringing peace and sustainability to the world community. Hence in the line of implementing SDG 4, the Government of India has introduced the comprehensive National Education Policy 2020. The NEP 2020 proposes the “revision and revamping 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 SDG 4” (NEP 2020, GOI). The holistic aim to



bring the highest quality, equity and integrity into the system is proposed to be realized by establishing a proper linkage of school education with higher education, technical and vocational education. In this context, this study tries to analyze NEP 2020 from the perspective of SDG 4 and tries to explore the possibilities of NEP 2020 in transforming the educational scenario in India.

**Objectives of the Study:** The objectives of this research study are-

1. To analyze the aspects of quality education addressed by NEP 2020 to fulfill the Sustainable Development Goal 4.
2. To assess the perception of different stakeholders towards NEP 2020 regarding quality issues.

**Methodology:**

This study is descriptive based on both primary and secondary data. Qualitative analysis of NEP 2020 is attempted after reviewing existing literature and documents collected from government websites, published research papers, articles from books and other internet sources. Primary data pertinent to this study is collected through a well-structured questionnaire using Google Forms. The sample size selected through simple random sampling is a total of 66 stakeholders including faculties and administrators from different higher education institutions in Assam. The findings of this study are based on statistical analysis of data systematically organized from the responses on different variables included in the questionnaire. The first part of the questionnaire deals with the personal information of the respondents and the second part deals with the qualitative variables related to NEP 2020.

**Significance of the study:**

The rapid changes faced by humankind all over the world in the sphere of socio-political, economic, scientific, technological,

ecological setting demands the expansion of our horizon to learn to cope and survive with these growing changes. Hence implementation of a new education policy transforming the structure of the education system in India in line with growing global demands is certainly the right initiative to determine the future of our country. So, the research study on NEP 2020 holds significance on the point that it examines the connectedness between the goal of NEP 2020 and the global sustainable development goal of quality education, thereby aligning the global aspirations with the local framework. Besides, the assessment of the perception of stakeholders will help the policymakers to improve the implementation process to sustain the policy.

**Review of literature:**

The following literature is helpful to provide insights and a better understanding of the concept, framework and strategies associated with SDGs on quality education and NEP 2020.

Boeren, E. (2019) in the paper “Understanding sustainable Development Goal (SDG) 4 on Quality Education from micro, meso and macro perspectives” examines the worldwide adopted current policies to achieve the Sustainable Development Goal 4 on quality education. In this paper, the author investigates the strategies and focuses on the role of stakeholders in achieving this goal.

In “Getting Started with the SDGs in Universities”- A Guide for universities, higher education institutions and the academic sector published by Sustainable Development Solutions network (SDSN), Australia/Pacific, the authors Kestin, T. et al. (2017), summarize the SDGs, crucial role of universities, and HEIs in achieving these goals and extracting benefits from these goals to engage with their education research, operations and external leadership. It also offers practical

guidance and assistance in engaging with the activities, stakeholders in implementing these goals.

Kumar, A. (2021), in the article “New Education Policy (NEP) 2020: A Roadmap for India 20” makes an analytical review of NEP 2020 discussing its guidelines and features. This paper also identifies some benefits and drawbacks of NEP 2020.

Sidharth, G. (2022) in the article “NEP 2020: Exploring the Possibilities for Revamping Education in India” reviews different aspects and impacts of NEP 2020. According to this study, NEP 2020 is a long-term policy that is expected to affect every individual and this policy will enhance India’s position as a global competitor.

Muralidharan, K. et al. (2022) in the paper “The New Education Policy 2020, Digitalization and Quality of Life in India: Some Reflections” makes an empirical study on NEP 2020 in which the quality outcome of learning is assessed with some variables to explore the possibilities of digitalization of education system under NEP 2020.

### **Discussion and Analysis:**

The quality concerns of NEP 2020 are well reflected in the vision and principles as stated in the policy. The vision of NEP 2020 is to establish an education system based on Indian ethos that aims to connect our children and youths with their roots by providing quality education. The NEP 2020 recognizes the need to bring reforms in the existing educational system of India so that every learner has access to outstanding educational experiences. To achieve the goal of quality education the NEP 2020 focuses on several key areas. This research study tries to explore some of the significant areas of NEP 2020 about quality education.

***Universal Access:***

The NEP 2020 emphasizes the worth of ensuring access to high-quality education for all children from an early age. So, this policy tries to integrate Early Childhood Care and Education as the foundation of learning in the national education structure.

Equity and inclusion: Equity and inclusion issues are very crucial in the educational system of India. To guarantee equitable access to quality education for every student NEP emphasizes many areas encompassing bridging the existing gap in socio-economic and regional disparities, accessing education for children with special needs, achieving gender parity, pluralistic education preserving cultural and linguistic diversity, providing support system, scholarship and flexible learning opportunities to prevent dropout etc.

***Multidisciplinary education:***

NEP 2020 is adopting a transformative learning strategy by providing multidisciplinary education. It recognizes the need for learners to acquire a wide range of knowledge, skills and competencies beyond the traditional disciplinary boundaries. To bring holistic development of students it emphasizes the integration of social, academic, emotional and ethical learning to foster all-around development of the learner. It aims to empower the students to address the complexities of the world by developing the student's cognitive, physical, mental and artistic capacities. NEP 2020 also focuses on promoting multidisciplinary research and innovation to acquire the skills of creative thinking and rational decision-making by the learner.

Skill-based and vocational education: The incorporation of professional and vocational education in the curriculum of general education is highly recognized by NEP 2020. It aims to enable students to gain practical knowledge and skill through skill development

programmes and vocational courses. It enhances the chance of choosing diverse careers and professions by the students in their future lives. The target is to produce productive human resources for the nation.

**Autonomy and diversity:** NEP 2020 recognizes the value of autonomy and diversity in the educational system. This question of autonomy is very crucial in the context of promoting innovations, creativity and academic freedom. NEP 2020 aims to give more autonomy to schools, colleges and universities in making their own decisions concerning developing curricula, administrative rules and procedures, assessment formulas etc. It tries to foster innovations, freedom and accountability by enabling the academic institutions to meet the demands and difficulties faced by their learners.

***Freedom of choice and flexibility for learners:***

The learner-centric strategy of NEP 2020 ensures more flexibility and freedom of choice in the curriculum for learners. It will fulfill the aspirations, interests and needs of the students. It advocates flexibility in subject selection according to their interest, the opportunity to learn skill courses, project-based courses, internship and hands-on activities, group discussions etc. This personalized learning approach will enhance the learning outcome of students.

***Integration of Indian Knowledge System with NEP 2020:***

NEP 2020 aims to build an education system based on Indian ethos and rich tradition. Hence incorporation of traditional and indigenous knowledge systems along with the main academic disciplines is being emphasized for the holistic expansion of knowledge of the learners. The multidisciplinary studies are encouraged to promote and preserve our traditional cultural heritage,

local languages and values of Ayurveda, Yoga, traditional arts, crafts and local ecological practices.

***Qualitative learning outcome:***

To bring qualitative learning outcomes NEP 2020 proposes competency-based learning instead of rote learning and memorization. These learners need to provide opportunities to explore new ideas, develop critical thinking, problem-solving, innovation, collaborative learning interactions, project work, experimental learning, and most importantly enable the learners to inculcate the values of unity, integrity, respect for fundamental rights, qualities of responsible citizens. Thus the vision of the policy is to foster the development of good human beings able to confront the challenges of the changing circumstances and thereby contribute to the process of nation-building.

To evaluate the extent to which the vision of NEP 2020 is aligned with the Sustainable Development Goal of quality education and to assess the stakeholder's views on the potential impact of the policy the researchers collected some quantitative data from which the following opportunities and challenges are found-

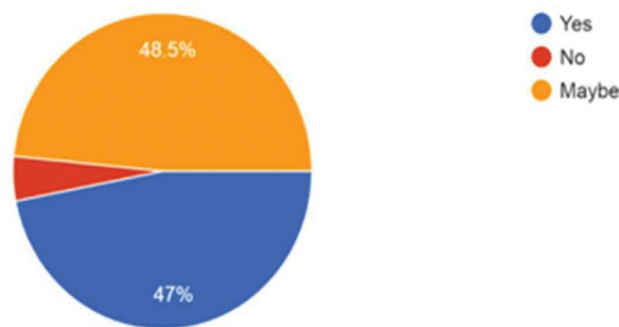


Figure 1: Responses on fulfillment of NEP 2020 goal on equitable access to highest quality education by 2040.

The above figure shows that 47% of respondents of this study feel that as envisioned in the NEP2020 equitable access to the highest quality education by 2040 is possible. 48.5% of the participants are optimistic about it. 4.5% of participants feel that it is not possible to achieve the goal by 2040. From the above analysis, we can interpret that the goal of equitable access to the highest quality education will be possible for all learners irrespective of social and economic background in society.

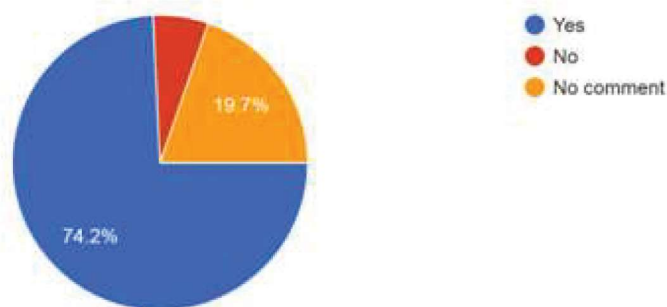


Figure 2: Responses on delivering high-quality education through a multidisciplinary approach.

The above figure shows that 72.2% of participants in this study think that a multidisciplinary approach to education will deliver high-quality and efficient individuals in the process. There are 19.7% of participants who have refused to give any comment. Here 8% of participants have given negative views on the matter. From the above analysis, it can be interpreted that the adoption of a multidisciplinary approach in the curriculum of NEP2020 will enhance the quality of education and contribute to the all-round development of individuals.

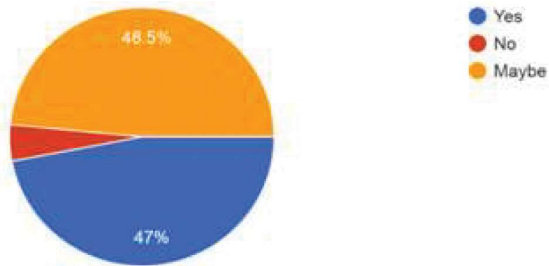


Figure 3: Responses on providing quality education in the context of autonomy and diversity of HEIs.

The above figure shows that 47% of the respondents have given their opinion in support of institutional autonomy and diversity in HEIs. They also think that high-quality education is possible amid all these aspects. On the other hand, 48.5% of respondents are optimistic about it. 4.5 % of respondents have given negative responses to it. From the above analysis, it can be interpreted that autonomy and diversity in higher educational institutions will be beneficial to attain the minimum benchmark of quality education and the creation of a knowledge-based vibrant society.

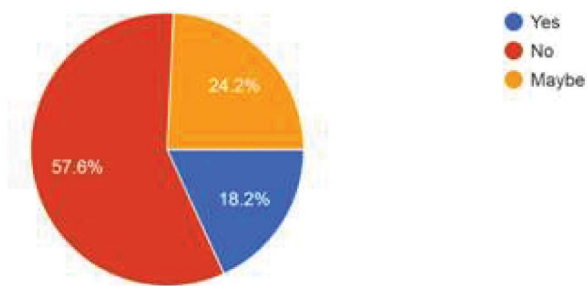


Figure 4: Responses on specialized innovations in spite of a multidisciplinary approach in the educational system.



The above figure shows that 57.6% of people think that a multidisciplinary approach in education is not a barrier to specialized innovations. However, 24.2% of people think that multidisciplinary may become a barrier to specialized innovations. Moreover, 18.2% are of the opinion that it is a barrier to specialized innovations. From the above analysis, it can be perceived that multidisciplinary education is not a hindrance to becoming a specialized in particular area or subject.

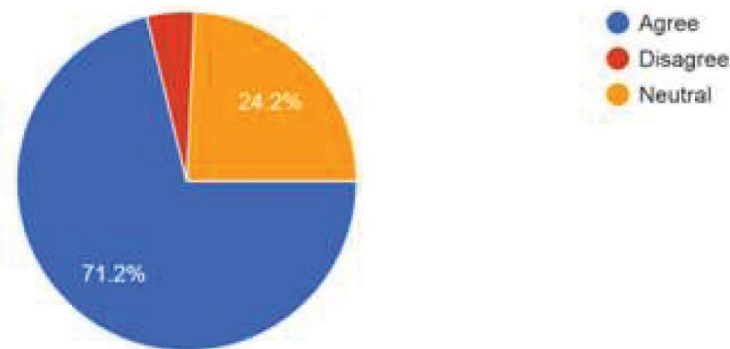


Figure 5: Responses on the integration of the Indian Knowledge System with the present education system.

The above figure shows that 71.2 % of respondents agree with the assumption that integration of the Indian Knowledge System with the present education will bring qualitative learning outcomes. Moreover, 24.2% of participants chose to remain neutral on the issue. Only 4.6 % think that it is not the case. From the above analysis, it can be interpreted that the integration of rich Indian arts, culture and other knowledge with the present education system will give ample scope for learners to attain knowledge and wisdom.

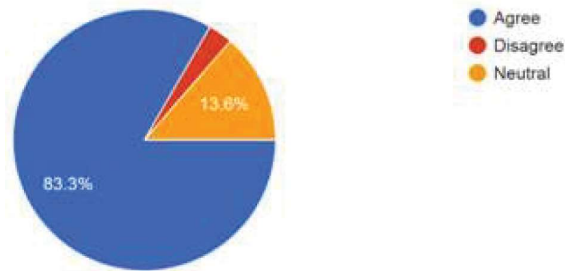


Figure 6: Responses on the integration of vocational education with the mainstream education system.

The above figure shows that 83.3% of participants of this survey agree with the assumption that integration of vocational education with the mainstream education system will ensure the dignity of labour and fulfill the demand for skilled labour in the job market and 13.6 % of participants choose to remain neutral on the question. Only 3.1% of participants disagreed with the assumption. From the above analysis, it can be assumed that the integration of vocational education with mainstream education is important for the overall progress and development of our people in particular and the country as a whole.

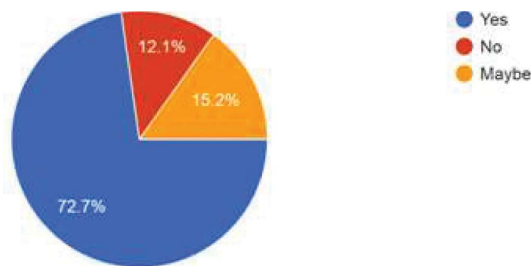


Figure 7: Responses on fulfillment of SDG4

The above figure shows that 72.7 % of the participants in this study believe that inequalities prevailing in gender, economy and society will matter in achieving SDG 4. Another 15.2% of participants believe that it may be a factor in achieving SDG4. Only 12.1% of participants feel that these factors will not matter in achieving SDG4. From the above analysis, it can be stated that prevailing gender differences and other socio-economic inequalities in society will be obstacles to achieving SDG4 of “ensuring inclusive and equitable quality education” (NEP2020).

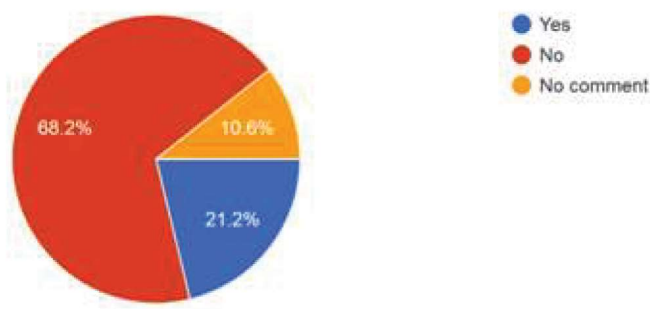


Figure 8: Responses on more flexibility and freedom of choice in curriculum and limited infrastructural facilities in HEIs.

The above figure shows that 68.2% of respondents are of the opinion that with the limited infrastructural facilities in Higher Education Institutions, it is not possible to entertain more flexibility and freedom of choice in curriculum. But 21.2% of respondents feel that it is possible. Moreover, 10.6 % of respondents have not commented on it. From the above analysis, it is evident that limited infrastructural facilities is one of the biggest issues and challenges that is pertaining as per as implementation of NEP 2020 is concerned.

**Findings of the study:**

After analyzing both qualitative and quantitative data the researcher reveals the following findings-

- The goal of providing the highest quality education to all learners is achievable within the timeframe of 2040.
- Adoption of a multidisciplinary approach in the curriculum of NEP 2020 will enhance the quality of education and contribute to the all-round development of individuals.
- Autonomy and diversity in higher educational institutions will be beneficial to attain the minimum benchmark of quality education and the creation of a knowledge-based vibrant society.
- It is revealed that multidisciplinary education will not be an obstacle to specialized innovations in a particular area or subject.
- Integration of rich Indian arts, culture and other knowledge with the present education system will give ample scope for learners to attain knowledge and wisdom.
- Integration of vocational education with mainstream education is important for the overall progress and development of our children and youth in particular and the country as a whole.
- Prevailing gender differences and other socio-economic inequalities in society will be obstacles to achieving SDG4 of “ensuring inclusive and equitable quality education” (NEP 2020).

- Limited infrastructural facilities are one of the biggest issues and challenges as per the implementation of NEP 2020 is concerned.
- Shortage of resource persons in the field of skill and vocational education in the HEIs to teach the learners is also a challenge to implement NEP 2020
- Low investment in the education sector will pose a challenge in achieving the desired goal of providing quality education in the context of the current demand for the use of technology, artificial intelligence, research and innovation etc. in the digital era.

**Conclusion:**

Access to quality education will certainly enhance the capabilities of our Indian children and youth to compete with the global job market. The aim of making India a global knowledge superpower by implementing SDG 4 through the comprehensive NEP 2020 is a milestone decision taken by GOI in the 21<sup>st</sup> century. The policy puts a strong emphasis on ensuring quality education in the line of SDG 4. Besides this, the policy encompasses many important areas including equity, inclusiveness, multidisciplinary courses, autonomy, diversity etc. Our study reveals that the majority of stakeholders are optimistic about the NEP 2020 and that its principles and vision are systematically structured to execute the policy on time. Thus the holistic approach with access, equity and quality articulated in NEP 2020 will foster the growth of a strong Indian nation rooted in rich culture, tradition and ethical values and contribute to shining

India as a leading nation aligning its national education policy with the global sustainable development goals.

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## **Incorporation of Indian Knowledge System in National Education Policy 2020: Mission and Vision**

*Dr. Runjun Devi*

### **Abstract**

This paper aims to analyze the recommendation of incorporation of Indian Knowledge System in National Education Policy, 2020 in Higher Education. It has been observed in this paper that the rich heritage of ancient IKS has guided the Education policy makers who have laid emphasis on attaining wisdom (pragya) and truth (Satya) through the pursuit of knowledge (jyana). The holistic approach to the making of a welfare of society by moulding human resources and the goal of Incorporation of IKS in New Education Policy, 2020 are exemplary because NEP,2020, it is believed, will make the people understand the ancient Indian value system. Thus Krishanaswami Kasturirangan, the chairperson of the NEP,2020 has revamped India's education policy after three long decades marking the beginning of a deviation from colonial education system. The vision of NEP, 2020 deeply rooted into Indian heritage and ethos will promote its motto to Educate, Encourage and Enlighten the new generations of learners in their motherland who would look for a sustainable future on the basis of relationship between them and society at large. Besides these, it is expected that incorporation of IKS would promote ethics and constitutional values like empathy, respect for others, courtesy, cleanliness, democratic spirit, scientific temper, liberty, pluralism, equality and justice. By infusing IKS in NEP 2020, according to the education



policy makers , the learners would develop interest in diverse areas and their personalities would develop to such an extent that they would be global citizens in future . NEP 2020 aims to transform India into an equitable and vibrant knowledge society by providing high quality education to all.

**Keywords:** IKS, Wisdom, Ethics, Democratic Spirit, Scientific Temper, Global Citizen

National Education Policy 2020 has been discussed, debated and analyzed as a reformative education policy of India which propagates to revamp some of the loopholes of the previous education policy of 1986 with the goal of situating the country as the 'Superpower of Knowledge' by the year 2030. NEP 2020 has been formulated or structured with a lot of emphasis on the learner-centric education system by bridging the gap between the previous Eurocentric education policy and India's legacy of ancient values that need preservation through the education system. Hence it has been observed as a new and innovative education policy that, it is anticipated by all stakeholders, would cater to the needs of the world's largest democratic country. The role of education is analyzed, "Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development" (GOI, NEP 2020, p. 5)

With the idea of introducing students right from the primary stage to Higher Education to understand the value of education, NEP 2020 has tried to "provide universal access to quality education" (GOI, NEP 2020, p. 5) which would envelope not only the knowledge of science and technology but also the legacy of ancient systems of India's culture. Thus, National Education Policy 2020 is structured to meet and keep pace with the global academic curriculum with 'equity', 'access' and 'quality'. Designed to uphold the rich social, cultural and humane tapestry of our motherland, NEP 2020 would provide knowledge to new generations of learners whose education would be East-centric or India-centric, and the eminent scientist, Padma Vibhushan Dr. Krishnaswami Kasturirangan, the chairperson of NEP 2020 and his team have made an attempt to introduce the whole gamut of Indian Knowledge System to the learners with the

mission to strengthen a nation whose holistic development is possible by identifying their heritage and culture diving deep into the roots of a nation. As a visionary Dr. Ranganathan has observed that without knowing one's identity and ethics it is difficult to tread on the path of wisdom. The Ranganathan committee has put faith in their mission and vision,

“...NEP 2020 is the first education policy of the 21<sup>st</sup> century and aims to address the many developmental imperatives of our country” (GOI, NEP 2020, p. 5)

It is important to examine the ‘principles’ of NEP2020 that aim 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” (GOI, NEP 2020, p. 5)

Thus, the policy envisages an education system that is “rooted in Indian ethos” (GOI, NEP 2020, p. 14) that directly helps to transform India into an equitable and vibrant knowledge society by providing quality education to all. Besides that, NEP 2020 has focused on the inculcation of a curriculum and pedagogy which would generate a deep sense of respect in the heart of the learners for the constitutional values and fundamental rights as narrated in the preamble of India's constitution. In this sense, it may be maintained that the mission of NEP 2020 is to build up a stronger nation with quality education and wisdom (progya).

The policymakers of NEP 2020 are of the strong belief that it is time for Indians to drift away from the crippling evils of the colonial era and to accomplish the mission, the nation should be prepared to identify and exhibit their specialty and to do it one must understand and confess that as a pluralistic country, India's identity lies not only

in unity in diversity but also in the unique Indian Knowledge System. The more the nation delves into the legacy of the Indian Knowledge System the more the nation would feel how different Indians are from other nations and how they should preserve their culture and identity which is always free from a colonized nation. The richness found in diversity encompasses Indians as a prosperous nation. Being pluralistic by nature India upholds the principle of ‘unity in diversity’ and the country does not have, rather cannot accept the concept of “One language, One nation” like the western countries. Therefore NEP 2020 has contextualised the idea of ‘Multilingualism and the power of language’ (GOI, NEP 2020, p. 14) and incorporates the ‘three language formula’ (GOI, NEP 2020, p. 14) for teaching and learning.

NEP 2020 has stressed the importance of higher education as it creates a modern nation with democratic, socially conscious, cultured ideologies which would uphold liberty, fraternity, equality and justice for all. It is important to introduce a certain set of skills to the learners to enhance their ability and infuse them with holistic education. Without their knowledge of the Indian Knowledge System, it is difficult to make them realize the potential of our nation which would celebrate the 77<sup>th</sup> Independence Day on 15<sup>th</sup> August, 2023. As the nation has been in much fervor and celebratory spirit at present for crossing the threshold of 75 years of independence, a lot of welfare and visionary projects are undertaken by the nation, and one of these is NEP 2020. During the highly celebrated ‘Azadi Ki Amrit Mohotsav’ and the much revered ‘India’s presidency in G20’, the implementation of NEP 2020 from the academic session 2023-2024 would be scrutinized by the world as the greatest and the giant leap of India, the biggest democratic country.

The most interesting fact of NEP 2020 is that since it is

strongly rooted into India's pluralistic heritage, culture and ethos as well, it gives birth to the concept of imparting holistic education with the motto to Educate, Encourage and Enlighten young minds. The urge envisaged in NEP 2020 is to transform the whole nation into an enlightened and skilled one so that everyone would contribute to face the challenges of achieving Sustainable Development Goal 4 by the year 2040. Thus it is believed that NEP 2020 would certainly build up and guide a nation rich in wisdom, knowledge and truth. From this perspective, we may maintain our observation that the reformative goals are deeply embedded into this policy which would certainly revamp the lacunae of the previous education policies where the Eurocentric ideas got more importance than the East-centric ones because of the impact of the colonial rule. Though India attained freedom on 15<sup>th</sup> August 1947 yet the nation could not cope up with the pressure it left on its core. So the Education policies of the independence era too continued to reflect the mindset of a subjugated nation who was literally free but not in the real sense of the term freedom. Since India has the ancient tradition of holistic and multidisciplinary learning from Taksashila and Nalanda Universities that tradition should again be restored so that the new nation understands the deep-rooted heritage of wisdom and knowledge. On the foundations of Gyan (knowledge) and Progya (wisdom), the nation, in the near future, would attain the lights of Satya (truth) and the search for 'understanding the self'(atmojyoti) would lead the nation to be a holistic and a developed one that would reach its goal of being the superpower of knowledge by 2030. Thus it can be mentioned that NEP2020 will reform the education system in India. The Education policymakers have set forth realistic missions to bring in the lost ancient tradition of India and to revive it through the newly

developed curriculum. With this vision, the policymakers have, for the first time, decided to incorporate the Indian Knowledge System (IKS) in NEP 2020 with the aim to promote a humane friendly environment not only in India but also in the whole world. So the timeless idea of 'Bosudhoivo Kutumbokom' (One Earth, One Nation, One Family) extracted from the Maha Upanishad reverberates through the principles of NEP 2020 which makes it a unique and qualitative education policy so far.

The NEP 2020 with its three pillars-access, equity and quality enhances the concept of flexible pedagogy that offers choices to the learners who can opt for science and technology along with liberal humanist studies. Even the introduction of Multi-Disciplinary Subjects in NEP 2020 offers a sea change in Higher Education. Value Added Courses like Environmental Studies, yoga, and the like give new twists to the learning system by offering knowledge of 'Nature and Culture'. More focus on professional or vocational education has been laid to remove the unemployment scenario in India and emphasis on the development of skills is another important aspect of NEP 2020. Banabhatta's Sanskrit text Kadambari has been mentioned by the Kasturi Ranganathan Committee in this regard where 64 kalas (Art) are considered as life skills, and singing, painting, music, dance and the like are considered as branches of science. NEP 2020 puts the importance of learning some kalas to develop into a man of well-rounded personality as it is said by Bhartihari, 'Sahitya sangito kalabihino, sakshat poshu pusso bishanohino' (Bhartihari, 5<sup>th</sup> Century) which means that 'persons without having little bit of interest either in literature or in music and any form of art are like animals without the horns' and NEP 2020 Identifies these kalas as skills also. The education policymakers have taken the decision to build up new

generations of students who would know how to develop their skills to lead their lives without relying on men and machines in the future and they might be considered as a part of 'Skill India' and 'Make in India' programmes. It is always important to have an awareness of one's identity and status that incorporates a morale boost to individuality. That enhancement of identity and position can be generated when one understands the deep association with the root and it will strengthen the nation. It is believed that with the incorporation of the Indian Knowledge system, multi-disciplinary courses, Value Added Courses, Skill Education, Ability Enhancement Course as subjects in the higher education sector would prepare the learners to observe, to develop certain SDGs for the future and offer insights into their learning which means development of critical thinking without relying on rote learning, and it would be another achievement for India that students would compete with competence on international platform. With all these qualities the students would be able to promote their roles with necessary ideologies to be global citizens in the future and they would be able to embark on their journey as enlightened mass of India. Besides they would show and pave a new way for the milieu to learn from their colonial position in the past and recreate their ethics as Indians who learned the principles of nonviolence (ahimsa), love (prem), and forgiveness (kshoma) taught by our own, Mahatma Gandhi (Bapuji) during the National Movement of India against the British. Thus the mission and vision of NEP2020 are to transform India into a truly democratic nation rich in ancient wisdom.

On account of the materialistic pursuit and achievement, many people have lost their wisdom and have led lives with frustration even after having and enjoying worldly gains. The NEP 2020 would

try to eradicate these problems to make an egalitarian society by imparting quality education to all and infusing the nation with the knowledge of basic constitutional rights and values like empathy, courtesy, scientific and democratic temper, human rights, plurality, equality, unity among diversity and the like. More than all, the incorporation of the Indian Knowledge system in Higher Education would bring in a sea change in the attitudes of people. Community services (sewa) or participation in community programs will be considered holistic education that will create a sense of belongingness and offer Global Citizenship Education (GCED). Their concepts on climate change, global issues will be clear and they will try to make a peaceful world from corruption, injustice and inequality. Thus they will be the ambassadors of a peaceful society where there will not be gender discrimination, war and famine.

In conclusion, it may be observed that NEP 2020 would draw attention from all stakeholders for a considerable time even in the future because of its reformative zeal. All sections of society are seen as jubilant as well as in doubt also in embracing the guidelines of it as there are enough stresses given on the Sustainable Development Goals (SDGs) and accessibility of equitable education to produce quality human resources. Not only the Indians but also the whole world are eagerly monitoring how the implementation of NEP 2020 carries the mission with India's unique vision as it involves not only the students but also the teachers in its central position and how they would cope up with their new roles as mentors in the prospective areas. Although a sense of sceptic belief surrounds the successful implementation of any new venture yet the nation waits to step into the new horizon of the educational landscape directed and guided by NEP 2020. The students, teachers, stakeholders are enthusiastic for



the new beginning of India's education policy which, as they believe, would overcome all the challenges before implementation, during implementation and even after the completion of the first FYUGP course with success.

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## **NEP 2020: A Catalyst for Skill-Based Education and Employability Skills**

*Dreamly Sarmah*

*Anindita Sahariah*

### **Abstract**

NEP 2020 is a paradigm shift in the Indian Educational System. This revolutionary step in the educational sector put greater emphasis on skill-based and vocational education which will transform the market significantly. The new generation under this policy is expected to meet the evolving needs of 21<sup>st</sup>-century employers more effectively. The idea to introduce vocational education from the sixth standard and to establish a National Committee for the Integration of Vocational Education (NCIVE) are considered reformations that will undoubtedly propel the Indian educational market to new heights in the coming years. The National Education Policy is anticipated to give students a wide range of viable career options as well as lessen the social stigma attached to contemplating vocation as a career option. The government's ambition to equip young students with the right skill sets under this new policy is in line with the goal of ensuring inclusive and equitable quality education of the 2030 Agenda for Sustainable Development. This paper analyses the importance of skill-based and vocational education in the context of the Indian economy particularly depicting its role in employability.

**Keywords:** NEP, Skill-based learning, Vocational education, Employment.

**Introduction:**

The socioeconomic development of a nation largely depends on its educational structure as educational institutes are primarily entrusted with the responsibility of creating human resources. The future prosperity of a nation is conditional upon the fact that how well the students are equipped with the right skill sets, knowledge, attitudes and values. Recognizing the essence of education in nation-building, the government of India has introduced new educational policies from time to time to meet the evolving needs of society. In 2020, the govt. of India has launched its latest educational policy intending to foster the holistic development of students. Under this policy, there is no hard separation among curricular, co-curricular and extra-curricular activities and equal emphasis is given to academic and vocational streams. In this dynamic and competitive world, if students want to become successful, innovative and productive, then they should learn certain skills and capacities in addition to subject-related knowledge. To develop these skills and capacities, various provisions are made under NEP, 2020 which upon realization can lead to higher economic growth and development. Though the development of skills and promotion of vocational education among students were discussed in previous educational policy (1986), the Skill India Report 2020 paints a bleak picture of the Indian labour market, revealing that even highly educated individuals are deemed unsuitable for employment. If this is the fate of highly educated people then one can easily understand how gloomy the situation is for the school dropouts. This scenario intensifies the need to boost vocational courses among students from an early stage.

**Objectives:**

1. To analyze the employment scenario of India as a whole and

- North-Eastern region in particular,
2. To discuss various provisions to promote skill-based and vocational education under NEP 2020 and their role in accelerating employability of the youth,
  3. To understand the challenges in the path of facilitating skill and vocational learning.

**Methodology:**

This paper is descriptive in nature and based on secondary data and information collected from various government documents and reports, journal articles, newspapers, various websites etc.

**Employability of India's Labour Force**

The Indian Economy is the fifth largest economy in the world in terms of nominal GDP and the third largest in terms of Purchasing Power Parity. Being an emerging and developing country, India has a huge growth potential. India is home to one-sixth of the world's population and according to a recent report published by United Nation's Population Fund, it has become the most populous country in the world surpassing China. Along with being the most populous country, India has the highest youth population in the world. Youths represent the most dynamic and vibrant segment of the population. Youths in the age group of 15-29 years comprise 27.2% of the population for the year 2021 (Ministry of Health and Family Welfare). The higher share of youth in the population means the availability of a large number of energetic working age population depicting the country's potential for demographic dividend. Though India has great potential for a demographic dividend, to reap such benefits, it has to provide productive employment opportunities to all the youths. India is facing challenges to achieve this end. The data published by CMIE on unemployment shows a grim picture. Not only unemployment rate

has increased sharply in recent years, but also the high GDP growth of the country has not been able to improve the unemployment scenario. In 2017-18, the unemployment rate was 4.7% which rose to 6.3% in 2018-19 and then to around 9% in 2020 when Covid hit the country. After that though unemployment rate came down a little, yet it stood at 7.7% in May, 2023. One of the primary reasons for such unemployment is the skill gap in our labour force. Many of India's job-seekers lack the basic skills and training required to get a job in the 21<sup>st</sup> century dynamic job market and here comes the role of our educational institutes. Education institutions must prioritize skill development if they want to improve employment outcomes, boost productivity, and promote more rapid and long-lasting economic growth. The projection of the ILO report warns that India will face a skill deficit of 29 million persons by 2030. Employability is a set of competencies – knowledge, skills and personal attributes - that enable an individual to be employed and be successful in his chosen job or occupation. In this modern era along with theoretical knowledge, the development of skill sets like communication skills, data analysis and interpretation, critical thinking skills, entrepreneurial skills, teamwork and adaptability, leadership skills etc. are essential. But India Skill Report (ISR) 2022 shows a gloomy picture of India's labour market. The key findings of the report show that around 49% of youths are only employable or job-ready whereas more than half of India's youth are not employable. This figure differs for both males and females as the percentage of employable females is found to be 51.44% which is higher than the percentage of employable males i.e., 45.97%. The consistent rise in women's employability over the past ten years is a positive sign of structural changes in India's developing labor market.

The regional disparity in employable talent is evident from the skills report. As per ISR (2022), the top 3 states having the largest employability are Maharashtra, Uttar Pradesh and Kerala whereas the top 3 cities that have the highest employable youth are Pune, Lucknow and Trivandrum. Ironically no states and major cities from North-East India can enter the top 10 rankings in all these years. This shows how much North-Eastern states are lagging behind compared to other states of India to empower its youths with proper skill sets. The report further segregates the states in terms of the availability of diverse skills——

Table1: Top states in terms of availability of diverse

Available skills in English as a second language	Available skills in Numerical Reasoning	Available skills in critical thinking	Available skills in computer skills
West Bengal	Uttar Pradesh	Uttar Pradesh	Karnataka
Uttar Pradesh	Maharashtra	Tamil Nadu	Maharashtra
Tamil Nadu	West Bengal	Karnataka	Telangana
Kerala	Madhya Pradesh	West Bengal	Uttar Pradesh
Maharashtra	Rajasthan	Maharashtra	West Bengal
Haryana	Haryana	Haryana	Rajasthan
Delhi	Karnataka	Delhi	Haryana
Bihar	Bihar	Madhya Pradesh	Bihar
Andhra Pradesh	Chandigarh	Telangana	Chandigarh

Source: India Skills Report, 2022

The above table depicts the regional disparity in the availability of skill sets across the country. In any of these crucial skills which greatly determine the employability of youth, North Eastern states are not able to come closer to their mainland counterparts. So, India as a whole and the Northeast in particular need to equip students with the right skill sets to make them future-ready and to make them eligible

to compete in a globalized world.

### **NEP 2020 and Skill-Based Education**

NEP 2020 is a revolutionary approach to the development of education in India. Along with academic education, the NEP places priority on vocational education. It encourages students to seek vocational training since it will prepare them for the competitive job market of today.

A crucial component of employment is skill. A skilled person can make a country a better place. Skill development will empower the workforce with all essential and continually updated knowledge, skills, and globally recognized credentials so that they can have access to proper jobs (Bholane K.P., 2023). NEP2020 is expected to equip students with the practical skills and abilities necessary for success in the contemporary world. To enhance the skill sets of young students, a provision has been made under NEP 2020 where every student from grade 6 to 8 will be required to take a fun course that will give a hands-on experience to the students regarding some important vocational crafts such as gardening, pottery, carpentry, electrical work, cooking etc. The students will have a ten-day bag-free period during which they can speak with local businesses and career specialists and this will uplift their understanding about real-life situations.

In the case of India, surveys done by various reputed institutes have suggested that most of the graduates passing from colleges and universities don't feel ready for their first job and they always feel under confident in the job. The industry-academia gap is probably the most discussed issue these days by employers and job seekers. The new policy introduced recently will surely play a major role in minimizing this divide as education will not only be seen as a facilitator of degrees and certificates but will be treated as the prime

medium to build one's personality and skills for overall professional growth that they may choose after graduating. The newly introduced policy empowers the learners as there will be no strict separation between 'academic' and 'vocational' streams, 'curricular', 'co-curricular', and 'extra-curricular' and also among 'arts', and 'sciences'. The classroom transactions will now shift from marks-oriented learning towards competency-based learning and education that will create a pool of self-driven workforce for the times to come. This fluidity will help students to learn and hone different disciplines according to their own choices thereby enabling them to explore different career options. The learners can prefer courses that are in demand concerning industries and can also follow traditional career preferences. In the present day innovation skills matter the most and workplace etiquette are changing and recruiters prefer candidates who have creative personality and strong communication skills as these skill sets help to build professional relations. Under NEP 2020 students will be able to build real-world skills and competencies that are applicable to a variety of industries and businesses. To bridge the knowledge gap between theoretical and actual application, the curriculum heavily emphasizes practical training internships, apprenticeships, and experiential learning. Recognizing and qualifying occupational abilities is highly valued in the policy. It encourages the development of a robust certification system for vocational education in accordance with local, national and international norms. By receiving the accreditation and certification, students' employability will increase, which will also increase their range of job alternatives.

The Indian government has also launched numerous programs and missions to advance employability and skill-based learning in



the country. One such initiative is Skill India Mission (2015); which intends to offer skill development training to millions of Indian youths across many businesses and sectors. By providing apprenticeships, certification courses and vocational training programs, its objective is to develop a trained workforce. Another such initiative is the Pradhan Mantri Kaushal Vikas Yojana, which provides skill development training to people in a variety of areas. In order to facilitate and coordinate skill development activities, the government has formed the National Skill Development Corporation. The Indian government has also underlined the value of public-private collaborations in fostering skill-based learning. All these developments along with NEP 2020 will definitely change the landscape of employment in the Indian economy in the coming days.

**Challenges:**

The National Education Policy 2020 is a thorough plan for overhauling the Indian educational system. Although it tries to address several significant issues in the education sector, it also encounters several difficulties. Some important problems and challenges in the path of promotion of vocational and skill-based learning under NEP 2020 are discussed below——

1. In India there is a social stigma associated with vocational learning. Many people place vocational education at the bottom of the educational status hierarchy and hence to improve the status of vocational learning, the traditional mindset of people has to change. The arrangement of awareness programmes to change this common perception is necessary to augment vocational learning.
2. To provide quality vocational education, proper professional training should be given to the teachers so that they can use innovative pedagogical approaches in their teaching. NEP 2020 places a strong

emphasis on the value of professional development for teachers as a means of raising educational standards. The policy's desired standards and the reality of teacher education as it stands today must be reconciled. It is a difficult effort to upgrade the abilities of many instructors, especially in-service teachers, and to provide them with thorough training and support so that they can adapt to the latest pedagogical approaches and technologies.

3. NEP takes the active participation and cooperation of many stakeholders, including policymakers, educators, students, parents, and communities to implement a revolutionary policy like NEP 2020. However difficulties in reaching a common agreement, rallying support, and ensuring compliance might arise due to stakeholders' opposition to change, manifold interests and a variety of perspectives. All these can have an adverse impact on the promotion of vocational and skill-based learning.

**Conclusion:**

The need of today's pressing demand for an energetic pool of workforce for the sustainable development of the country is skill-based learning. Also, for the economy to flourish in the coming decade, the nation needs highly skilled youths who can explore local opportunities to enhance their employability and can lead to innovations. NEP 2020 aims to revamp all the aspects of our educational system from top to bottom, including the idea to create a new system where the aim would be to create youths who are entrepreneurs and not the job-seekers. Vocational education will be gradually incorporated in the educational system over the next few years and institutes will offer skill-based education to the learners either in their institute or in partnership with industries or other

institutes. In this paper our aim to critically analyze this aspect of NEP 2020 and attempts to highlight the importance of skill-based education is partially discussed on the basis of recent data we have collected. It has focused how NEP 2020 aims for potential growth of vocational education and training and has given due importance to create a workforce equipped with the 21st century challenging practical industrial needs.

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## **Issues and Challenges in Teaching Plant Science in HEIs using Local Languages in Assam**

*Manash Pratim Baruah*

*Debashree Kakati*

### **Abstract**

With the advent of NEP 2020, the popularization of local and ethnic languages and delivering educational knowledge in the local languages has been a major focus in the HEIs of India. It is largely supported by large numbers of research studies exhibiting multilingualism having great cognitive benefits for students as well as they can comprehend complex ideas more quickly in their mother language or local languages. Assamese, Bodo and Bengali are the most used local and official languages in Assam and these languages are used as a medium of instruction in different educational institutes. In spite of the increasing demand for local languages in the teaching-learning system, unfortunately, there are limited study resources of plant science including textbooks, references or E-sources available in local languages in Assam. Also, it is difficult to find proper vocabulary against technological terms present in Botany, as botanical studies popularly include the use of 'Latin' or 'Greek' words. Due to worldwide recognition most of the study materials are at present available in English. This creates challenges in teaching Botany in the local language. The present study will

emphasize challenges in teaching Plant Science in HEIs of Assam using local languages.

**Keywords:** Botany, Assamese, Plant Science, Local language, NEP 2020

## **Introduction**

The National Education Policy (NEP 2020) is a policy document released by the Government of India to improve various academic developmental imperatives of the country. One of the key goals of NEP 2020 is to implement a multilingual approach in higher education for the preservation of linguistic and cultural diversity. Language is a crucial component for all kinds of social activities and provides a way of communication as well. It is evident that language is the most important aspect of education as the majority of knowledge is delivered and transmitted through language from the teachers to the students. Therefore, language or the medium of instruction is considered as one of the primary determinants of effective classroom communication. Globally, many countries with multiple languages emphasize on having a single language to be used in education sectors (UNESCO, 1953). Many research studies have shown that multilingualism has great cognitive benefits for students, which help them to grasp and comprehend complex ideas more quickly in their mother language or local language. One of the major difficulties experienced by learners when learning science is learning scientific terminologies in a other language than their mother tongue (Wellington & Osborne, 2001:1). If the students' textbooks are written in their second language, then textbooks may lead some students to miss important topics. Hence it is suggested that a teacher must first explain the material in their mother tongue before switching to a second language (Ferreira, 2011). Considering the advantage of teaching in the mother language, the new educational policy has placed maximum stress on implementing the mother language at lower levels as well as in higher studies. Wherever possible, the medium of instruction is preferably up to grade 8 and beyond will be the local language or

regional language. It recognizes the importance of multilingual location and the role can play in promoting national unity and diversity. Here comes the three-language formula imposed on any state where three languages, preferably a local language, national language and a foreign language should be learned by a student.

Plant science consists of a wide range of research and scientific studies of all kinds of flora found on the earth. Plants are commonly known by their local names in every part of the world. These local names play a very important role in their recognition and often reflect a broad spectrum of information on the understanding of plants. Unfortunately, there are limited study resources of plant science including textbooks, references or E-sources available in local languages. Kazima (2014) reports that using the mother tongue as a medium of instruction is easier when the subject concern does not have highly specialized terminologies. All the branches of science including plant science consist of several technological terms, and there cannot be found a proper vocabulary against those words in local dialect. Also taxonomic studies of the plant are truly international in their character and its studies involve the use of 'Latin' or 'Greek' language. At present there is a tendency to write it in one of the leading languages such as English, German, Russian etc. Teaching life sciences is strongly affected by the language that a school adopts in response to the language-in-education policy and, therefore, life science teachers in schools should be aware of the difficulties and challenges that are faced by both teachers and learners (Motloun et al., 2021).

In Assam, Assamese and Bodo are recognized as official languages, whereas Bengali is recognized as an official language in a few districts of the Barak Valley. The other languages in Assam are

the native languages like Dimasa, Mishing, Karbi, Rabha, Tiwa, etc. These native languages are of Tibeto-Burman origin and are directly connected to Bodo. In the state Assamese language is popularly used as a medium of instruction for teaching in different higher educational institutes along with English. There are only a few local languages where textbooks and study materials of Botany are available for higher education. Pabitra Kumar Patowary, Debendra Nath Bhattacharjee, Budheswar Gohain, Chandramohan Sarma, Gileswar Kowar, Rabindra Nath Talukdar, Narahari Das, Pradeep Kumar Mahanta, Annajyoti Gogoi, Umakanta Sarma, Jasodananda Bharali, Arunmoni Choudhury, Alak Kumar Buragohain, Namita Nath are few of the significantly popular authors of textbooks of Plant Science written in Assamese. The low availability of quality textbooks in Botany creates difficulties in teaching and learning the process of plant science in the local language. Here is a brief study of how teaching plant science in local languages can impact higher studies and how the limited availability of textbooks will affect this process.

**Methodology:**

The methodology used in the present study includes online survey, analytical and descriptive methods. A set of questionnaires consisting of 12 questions are constructed using Google form and circulated among the faculties of the Department of Botany, in different HEIs of Assam. The responses obtained are analysed using basic statistical tools and the results are described in context with the proposed objectives.

**Results and Discussion:**

In the present study, it has been evident that there is a huge gap between the available teaching learning resources available for imparting knowledge of Botany in HEIs and the deliverable



educational objectives as per the norms given by NEP 2020. In the survey total number of 72 teachers working in the HEIs of different parts of Assam participated. The responses obtained through the online survey have shown different perspectives highlighting the NEP 2020. 83.33% of the teachers responded positively to teaching plant sciences in the local language while 16.67% exhibited negative responses (Fig. 1). 66.67% of the faculties are familiar with teaching Botany in the local language. Although 33.33% of the participants of the survey are not familiar with delivering lectures either in the local language or in the bilingual mode (Fig. 2). 100% of the participating faculties agree with the fact that there are no sufficient teaching-learning materials, such as hard copy books, e-resources or other forms of multimedia teaching-learning materials available for delivering lectures in educational institutes (Fig. 3). Interestingly, in spite of the various difficulties being encountered by the teachers, still 50% of them are already trying to make it convenient for the students by conducting lectures in local languages (Fig. 4).

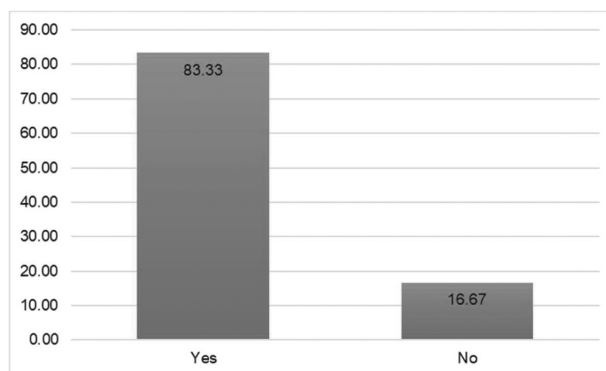


Fig. 1 Percentage of positive and negative responses of teachers teaching plant sciences in the local language (in %)

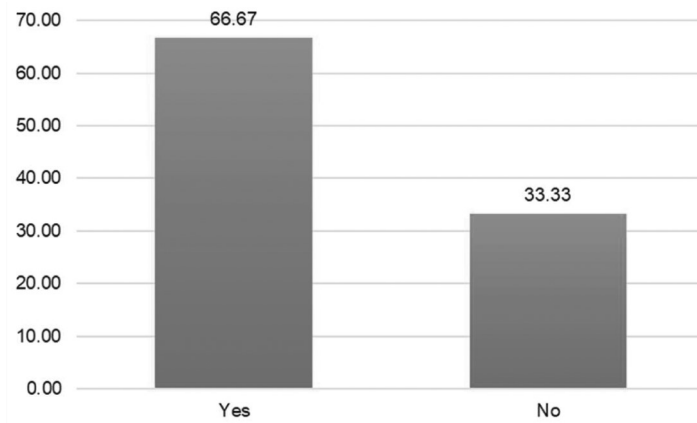


Fig.2 Teacher familiar with teaching Botany in local language (in %)

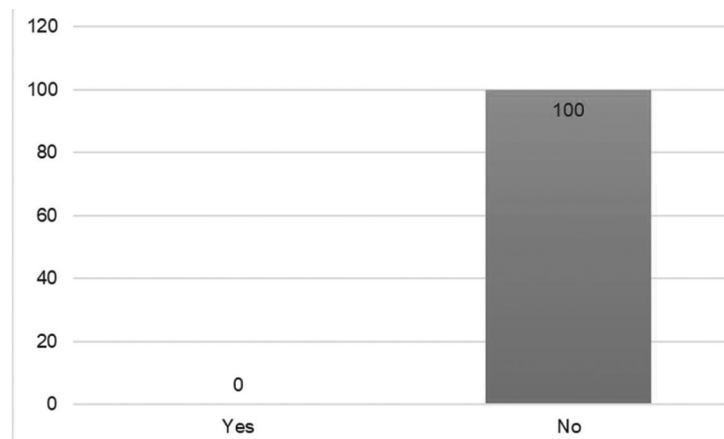


Fig. 3 Responses on Availability of teaching-learning resource material in Local language. (Yes/No) (in %)

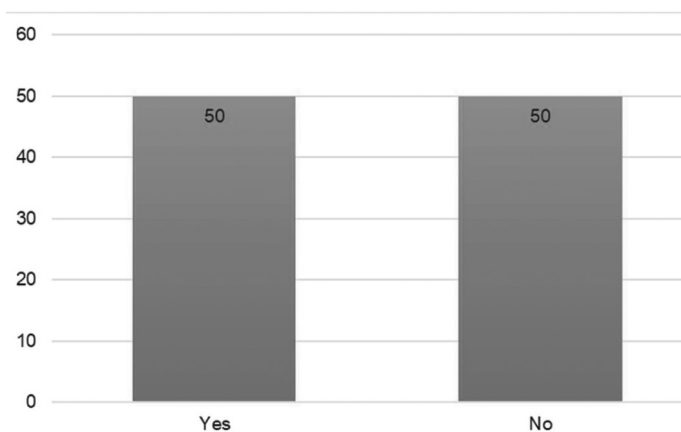


Fig 4 Teachers already illustrating Botany in local language (in %)

In the survey it was observed that 75% of the teachers used to provide study materials prepared in the local languages (Fig. 5). They usually prepare the study materials by translating the available English textbooks into Assamese on their own. Most of them frequently consult the local names of the plants, their traditional uses and related ethnobotanical information in local languages. Only 25% of respondents informed that they have a few teaching materials in the local language available in their institution library (Fig. 6). However 66.6% of the responses exhibit that the teachers are willing to deliver lectures in plant sciences to cope with the upcoming NEP (Fig. 7). Also 66.7% of the teachers are not only willing to deliver the knowledge in local language but also have the plan to develop suitable study material such as books, online and offline resources etc. in Assamese (Fig. 8).

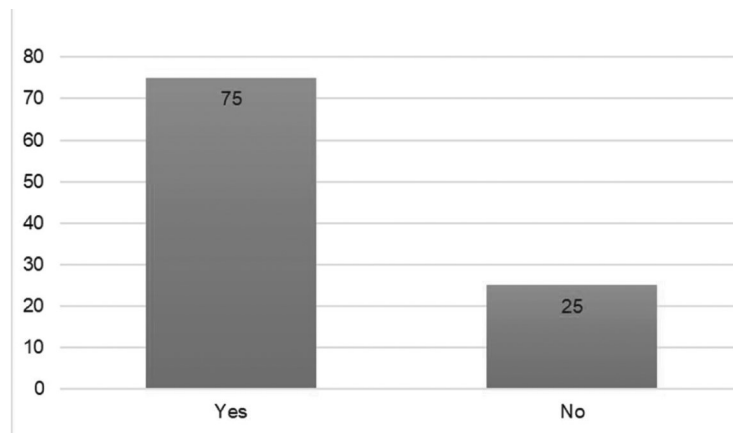


Fig. 5 Teachers providing study materials prepared in the local Languages (in %)

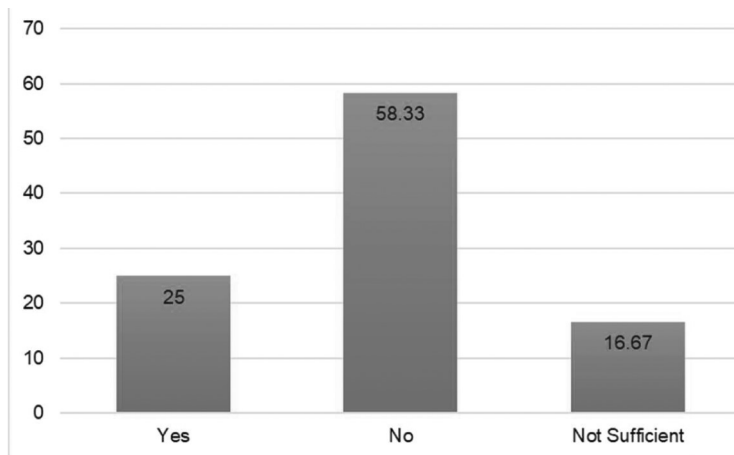


Fig. 6 Teacher responses regarding the availability of the study materials in local languages in their institute (in %)

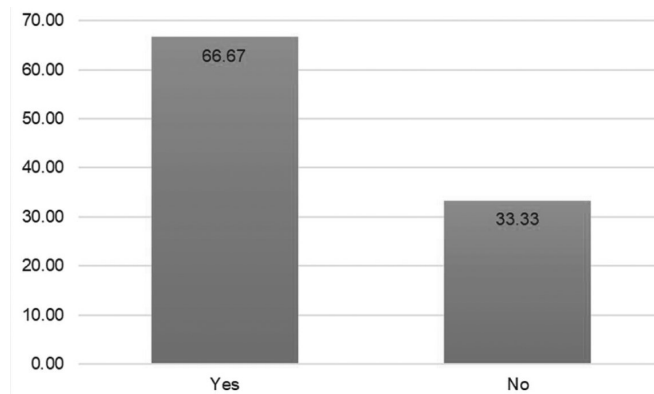


Fig. 7 Teachers' interest in teaching Botany in the Local language in their institute (in %)

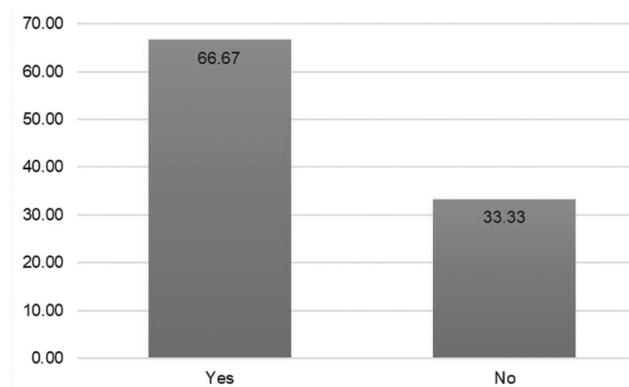


Fig. 8 Teachers willing to develop study material in Assamese (in %)

According to the present survey, there will be various key advantages to teaching Botany in the Assamese language. It will contribute to certain broad areas of the teaching-learning process such as better understanding, practical applicability, experiential learning

and indigenization of knowledge (Fig. 9). It will not only enhance the understanding level of the students in the subject but will also help to correlate more with the plant community and the nature as well. Students will be able to easily grasp the topics. It will also help the students to attempt the questions in the examination as students are often more comfortable in expressing their views. It would have several practical applicability in the near future by producing some skilled persons in plant sciences who can deal effectively with the diverse fields such as traditional and folk knowledge, nature conservation, sustainable issues etc with firm background knowledge of their local community. Subsequently, the wide use of local languages in teaching-learning process is expected to contribute to the uplift of the diverse communities of India and the conservation of their languages. However, even though the local language is an easy way to communicate concepts to students for better understanding since most advanced books used in HE are only available in English, the role of the local language as a medium of instruction in the classroom is still not free from doubts.

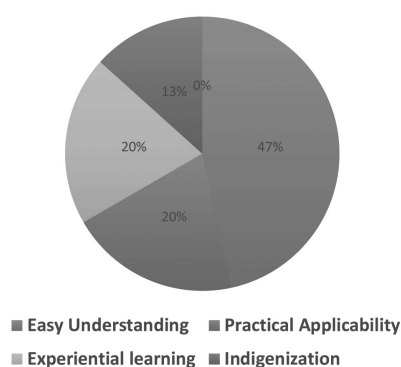


Fig. 9 Key advantages of teaching botany in local languages (in %)

The present study exhibits a few disadvantages in the implementation of local languages as the medium of instruction in HEIs. The key disadvantages include less global competency among the students, availability of the less study materials, and decreasing expertise in the English language among the students (Fig. 10).

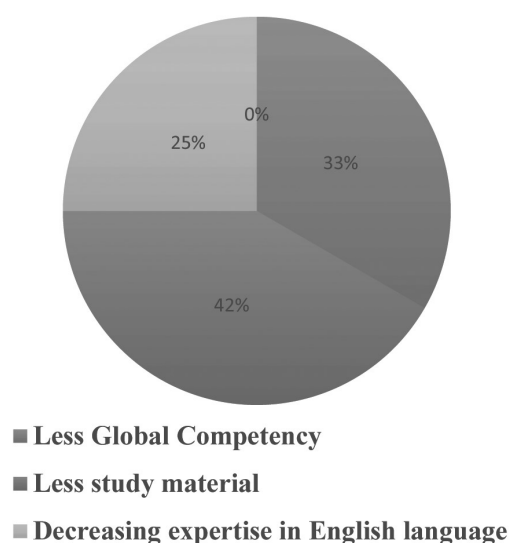


Fig.10 Key disadvantages of teaching botany in local languages (in %)

**Conclusion:**

The present survey exhibits a collection of mixed responses from the Botany faculties in using the local language as a medium of instruction in HEIs for teaching plant science. However, the majority of them support the clause of multilingualism and the power of language. Students are expected to experience easier and more effective learning about plants in the local language. Some teachers

also have suggested that the use of local language would be suitable only for the UG students. As per the suggestions obtained by the participants, emphasis must be given to developing quality instruction materials, books and other online and offline resources well ahead of the implementation of multilingualism in educational institutions.

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## **National Education Policy 2020: Window to Inclusive Education in India**

*Ms. Neha Mahanta,  
Mr. Suhail Mohammed*

### **Abstract**

The advent of National Education Policy in 2020 came as a much awaited response to the changing times of a digital age demanding larger prospects and opportunities. The interception of multidisciplinary studies into the formal education structure will open avenues of making learning more holistic in nature. The current dangers of the society posits a challenge to the future of the emerging generations, hence multidisciplinary studies here would play a major role in improving the status of education in India. This would also become a means to find solutions to most of these natural threats coming our way. This paper aims to study the scope of this new holistic approach to learning and research which would contribute to the larger benefit of the country and the whole world at large. Education in a lot of different countries already is set as an open realm of possibilities which makes the whole system more inclusive in nature taking multidisciplinary subjects at its core. In such a scenario, emphasizing on adult education in this policy is also a positive step in achieving that benchmark. Literacy rate in India has stayed a perennial problem since time immemorial and adult education gives another chance at enhancing this rate. Moreover, the light of education also gives a sense of empowerment in the

lives of these beneficiaries and contributes to make them independent in the real sense. Also, highlighting the scope of possibilities for children with special needs would be another important segment of the paper. Hence, this paper would try to analyze these aspects and present a study upon it.

**Keywords:** Multidisciplinary studies, adult education, children with special needs, inclusive education, empowerment.

## **Introduction**

The variables of constraints circumscribing the National Education Policy and its deep emphasis on making HEIs increasingly multidisciplinary in nature have gotten a due place in the academic front in India. Scholars have already brainstormed the opportunities and detriments that stands along with it (Govinda, 2020; Batra, 2020; Verma and Kumar, 2021; Prahlada G, 2022; Aithal and Aithal 2022; Kumar 2022). However, some void still stays there regarding the scope and prospects of multidisciplinary studies. The potential of NEP 2020 as a window to inclusive education has not been explored at length and there is also an urgent need of the hour to situate multidisciplinary studies in the Indian Education System.

Since time immemorial, education system in India has been divulged into a multifaceted heritage of cultures, languages and literature that has sprouted out of it. The theme of unity in diversity has been significant in keeping a coalition of these heritages and cultures intact. With the advent of National Education Policy (NEP), the scope of multidisciplinary studies is going to increase the horizon further for different literatures coming from the nook and corners of the country. India is known to be the land of hundreds of languages existing both in oral and written form. However, according to UNESCO, One Hundred and Ninety Seven of these languages are in the endangered category. Moreover, a lot of the unscripted languages are in skewed danger of getting extinct. In the earlier times, the oral tradition of transmission of stories of a culture lived in the songs of the bards which died a natural death. Institutions in India are largely designed in the conventional setting of Humanities and STEM courses. Universities would have different departments rounding around the similar division. Indian Institution of Technologies and national

Institution of technologies became the benchmark for STEM courses. The inclusion of multidisciplinary studies in these educational institutes gave a way for furthering research in a more elaborate and in depth manner with no boundaries.

Multidisciplinary education is undeniably important in the post-modern world of the twenty-first century and NEP 2020 emphasizes topics that are pivotal to current times, including environmental awareness and sustainable development. Interdisciplinary and integrated research on environment protection and teaching should be encouraged in HEIs keeping in mind the importance of a sustainable lifestyle. NEP 2020 makes a host of recommendations to make environmental education an integral part of primary school curricula as the starting point. Some of the recommendations are as follows: i) inclusion of environmental awareness including water and resource conservation; ii) introduction of environmental education as a contemporary subject at relevant stages; iii) incorporation of traditional Indian knowledge systems and India's future aspirations with concerning the environment; iv) inculcation of respect for environment; v) appropriate integration of environmental awareness and sensitivity towards its conservation and sustainable development in all B.Ed programmes. The overconsumption and exploitation of natural resources for economic growth have adversely impacted the availability of resources like clean water, air, food, and other services, ultimately threatening human existence. To mitigate this, Mission LiFE (Lifestyle for Environment) has been launched in line with NEP 2020, which focuses on the sustainable utilization of resources and promotes sustainable lifestyles. The primary aim of LiFE is to push communities to live in harmony with the environment around them and not harm it in any way. An

inclusive curriculum is thus the need of the hour “for mindful and deliberate utilisation, instead of mindless and destructive consumption”.

Inclusive education for children with special needs is the hallmark of National Education Policy 2020. The policy proposes pivotal initiatives for these children in both schools and higher education institutions so that education, research and innovation opportunities are equally shared with them. NEP 2020 firmly attempts to do away with the lack of coherence between the Right to Education Act (2012) and the Rights of Persons with Disabilities Act (2016). The RTE (2012) has special provisions for children with disabilities to be enrolled in the child’s neighbourhood schools; children with severe disabilities, the other group of children, could opt for home-based education or the alternative form of education. The RPWD on the other hand, has provisions for children with benchmark disabilities to be enrolled in special schools of their choice in their neighbourhood or any other schools in the neighbourhood. Thus, there is a contention between the two Acts- RTE (2012) has no provision of special schools; RPWD, on the other hand, is silent on home-based education. The NEP 2020 attempts to solve this issue around the choice of schools as it clearly mentions that all three- neighbourhood schools, special schools, and home-based education are open for children with special needs. Technology-aided education, assistive equipment, and high quality teaching-learning materials will also be accessible for Children With Special Needs (CWSN) so that their education is not hindered at any level. NEP 2020 also proposes the appointment of special instructors to guide these children with resources in sports and other life skills so that they can excel in sports, acquire vital social skills, and develop independence along with their regular course of study.

Another important area emphasized by NEP 2020 is to focus on the rise of vocational education. In the 21<sup>st</sup> century, it is barely possible to imagine a world which seeks employment for all. With the rising census of population in and around the world, the need of the hour is to generate more employment rather than following the traditional path. Hence, the courses covered under this kind of training are either skill based, trade based or rounding around a certain vocation and occupation. As Alison Fuller writes in her paper on Vocational Education, “The purpose of vocational education can then be viewed on a spectrum with training for specific, narrowly defined jobs at one end and, at the other, a more general preparation designed to help young people leads productive and fulfilling adult lives as workers and citizens” (P-232). She also goes on to describe the necessities of vocational education which exists in every field including supporting the modern life, maintenance facilities, technological innovations, luxury and leisure services and communications. Hence, NEP 2020’s encouragement of these skill based courses and making it an option to study full time would open a lot of employment opportunities.

NEP proposes the setting up of Special Education Zones (SDZs) in regions where a large population belongs to the Socio Economically Disadvantaged Groups (SEDGs). This recommendation aims to take quality and universal school education to all households even in the remotest and farthest places of the country through additional concerted efforts in order to transform these backward regions in terms of educational access. Para 6.6 of the National Education Policy states (NEP 2020, 6.6), “*Data shows that certain geographical areas contain significantly larger proportions of SEDGs. Also, there are geographical locations that have been identified as Aspirational*

*Districts which require special interventions for promoting their educational development. Hence, it is recommended that regions of the country with large populations from educationally-disadvantaged SEDGs should be declared Special Education Zones (SEZs), where all the schemes and policies are implemented to the maximum through additional concerted efforts, in order to truly change their educational landscape.*”NEP identifies the following as SEDGs (NEP 2020, 6.6):

- Gender Identities: Female and Transgender individuals
- Socio-Cultural identities: Scheduled Castes, Scheduled Tribes, OBCs, and Minorities
- Geographical Identities: Students from villages, small towns, and inspirational districts
- Disabilities: Including Learning Disabilities; and
- Socio-Economic Conditions: Migrant Communities, Low Income Households, children in vulnerable situations, victims of or children of victims of Trafficking, Orphans (Child beggars in urban areas, and the urban poor)

SEDGs are grossly underrepresented in today’s educational landscape due to a variety of reasons including inaccessibility of proper educational institutes, historic exclusion of the backward communities for their socio-cultural identities and categories and sincere efforts for their development is are being carried on. NIEPA’s, the apex planning and research focussed university of the country, recently conducted “*Online Workshop on Operationalization of Special Education Zones for the SEDGs under the NEP-2020: Implementation Challenges and Pathways*” during August 29-31, 2022 highlighted the ways and means to chalk out the plan for convergence of various departments of the welfare of the SEDGs with proper area mapping and micro planning. It also aimed to



formulate mechanisms to monitor the implementation of this flagship initiative to provide quality and accessible education to the SEDGs.

Next important aspect is the emphasis on Adult Education which has been a prime focus area in the National Education Policy. UNESCO has defined Adult Education as “Education specifically targeting individuals who are regarded as adults by the society to which they belong to improve their technical or professional qualifications, further develop their abilities, enrich their knowledge with the purpose to complete a level of formal education, or to acquire knowledge, skills and competencies in a new field or to refresh or update their knowledge in a particular field. This also includes what may be referred to as ‘continuing education’, ‘recurrent education’ or ‘second chance education’ (UNESCO).” The literacy rate in India has been a concern for a very long time and those adults who still stay illiterate at the cost of difficult personal or social circumstances could use this opportunity to become liberated from the cycle of dependence. However, this is only rather a limited understanding of the field and it expands to diverse nuances encompassing a holistic view. Some other aspects of adult education cover fundamental education, Lifelong Education, Formal, Non formal and Informal education, Recurrent education, Correspondence education etc. Hence, as a cultural normativity of freedom it has led to the contribution to the spirit of growth and development for the country. Higher Educational Institutes such as University of Delhi and North Eastern Hill University has designated departments for Adult and Life Long Learning where along with imparting education, research work is also being carried out in the field. With the new policy, more departments in different universities will be started to enhance the scope of lifelong learning through adult education.

Another step towards making education more inclusive is the focus on “environmental education.” In a world filled with issues of global warming and pollution, it is important that sustainability is made a part of the education structure. The current dangers of society posit a challenge to the future of the emerging generations. The focus on sustainable development and environmental education under NEP 2020 would be a step forward in the directions of finding solutions to different kinds of natural threats coming our way. The overconsumption and exploitation of natural resources for economic growth have adversely impacted the availability of resources like clean water, air, food, and other services, ultimately threatening human existence.

Hence the recommendations of NEP 2020 such as including environmental education as an integral part of primary school curricula will make the foundation strong.

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## **National Education Policy-2020; Different Provisions and Challenges**

*Dr. Ranjita Goswami*

### **Abstract**

Education serves as the fundamental pillar of a nation, playing a significant role in its growth and the development of its citizens. To ensure effective progress, it is crucial for a country to have a well-defined and forward-looking education policy at both the school and college levels. One such policy is the National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on July 29, 2020. Considering India's substantial population, it becomes imperative to prioritize the improvement of education and skill development, as it directly relates to human resource development. The NEP 2020 aims to reform the Indian education system, equipping students and learners with the ability to adapt to a rapidly changing world. The global educational landscape has experienced a paradigm shift, necessitating India's alignment with these transformations. By fostering character development and cultivating ethical, rational, compassionate, and caring individuals, this new policy aspires to prepare learners for both meaningful employment and personal growth. This study primarily relies on secondary data sources, such as books, journals, research articles, websites, newspapers and some government publications. The objective is to examine the various

provisions outlined in NEP 2020 and evaluate their potential contribution in the development of education in school and higher education level. Furthermore, this study addresses the challenges associated with the implementations of these new provisions, considering the existing education system in India. In summary, education acts as the bedrock of a nation's progress and an effective education policy is vital for its development. The National Education Policy 2020 endeavours to bring about transformative changes in the Indian education system, aligning it with the evolving global scenario. Through this study, we aim to assess the impact and feasibility of implementing the policy's provisions while recognizing the hurdles involved in transitioning from the current educational framework in India.

**Keywords:** NEP – 2020, school education, higher education, reform, challenges.

## **Introduction**

Education is one of the most vital needs for any country. Countries plan their education systems to make further economic and social progress (Rizvi & Lingard, 2009). The educational institutions have also the responsibility to empower its students according to the global needs. According to an estimate, India will have the highest population of Students between the ages of 18 to 22 in the world by 2025, which calls for the need to reform and strengthen the present education system. India is playing the role of global leadership in different fields such as science and technology, space science, economic growth, social justice, preservation of culture as well and all these advancements have become possible only due to education enriched with quality and dynamism. Rapid changes are going on around the world in respect of knowledge and employment scenario. In this context, the education system should definitely prepare the students to face the changing scenario as well as for gainful employment. Thus, by imparting reforms in the education system, the gap between current state of learning outcomes and what is required can be bridged. Therefore, it is necessary that India should have an education system with equitable access to the high quality education for all learners regardless of social or economic background.

In this context the National Education policy 2020 has been formulated and it has been approved by the Union cabinet of India on 29th July, 2020, which is a great effort towards transformation of India's education landscape. The new policy has replaced the previous National policy on Education which came in 1986. This policy is a comprehensive framework from elementary education to higher education as well as vocational training in both rural and urban India.

### **Important Provisions of National Education Policy 2020**

The aim and objective of the National Education Policy 2020 is to change the education scenario in India (B Venkateshwarlu, 2021). In this policy, maximum importance is given in innovation, skill, equity, quality in learning and market demand. India as a country is expecting to have a leading education system by the year 2040. The policy suggests to make the students active learners and to develop their critical thinking ability. According to this policy, education must build character, enable learners to be ethical, rational, compassionate and caring, while at the same time prepare them for gainful employment (National Education Policy, 2020). The important provisions as well as key points of National Education Policy-2020 are:

1. Universalisation of education from preschool to secondary level with 100% Gross Enrolment Ratio (GER) in school education by 2030.
2. To bring 2 crores out of school children back into the mainstream through the practice of open schooling system.
3. The current (10+2) system to be replaced by a new (5+3+3+4) curricular structure corresponding to ages (3-8), (8-11), (11-14) and (14-18) years respectively, which will bring the uncovered age group of (3-6) years under school curriculum that has been recognized globally as crucial stage for development of mental abilities of a child.
4. All students will be allowed to take the board exams twice. Core concepts and application of knowledge will be tested in these exams.
5. Gross Enrolment Ratio (GER) in higher education to be raised to 50% from the present 26.3% by 2035 and 3.5 crores seats to be added in higher education system of India.
6. Holistic undergraduate education with flexible curriculum can be of 3 or 4 years with multiple exit options and appropriate certifications

within this period.

7. The multidisciplinary system where in subject from different streams i.e., science, humanities and commerce can be chosen by the students as per their aptitude and interest.

8. The Policy emphasizes skill development particularly of vocational crafts and life skills training.

9. At the end of the school education, every child will come out being skilled in at least one field.

10. Inclusive and Equitable Education system within the year 2030.

11. Equal standards of learning both in government and private schools.

12. Provision of establishment of Academic Bank of Credits.

13. Public Investment in the education sector to reach 6% of GDP at the earliest.

### **Opportunities of National Education Policy 2020**

***Greater Flexibility for Students:*** NEP 2020 offers students a wide range of opportunities for course choice, subject choice, and the pace of study. This flexibility allows students to tailor their education to their interests and strengths, empowering them to pursue their passions and excel in their chosen fields.

***Enhanced Scholarships and Higher Education Access:*** The new policy opens up more opportunities for students to enter the higher education system through enhanced scholarships. This financial support enables deserving students to pursue their academic aspirations, regardless of their economic background, thereby promoting inclusivity and equal access to education.

***Digitally Stored Credits for Easy Transfer:*** NEP 2020 introduces the concept of digitally stored credits, facilitating seamless transfer of credits between institutions. This feature simplifies the process



for students who wish to change educational institutions or pursue interdisciplinary studies, promoting greater mobility and academic exploration.

***Hands-on Learning and Practical Exposure:*** The policy emphasizes hands-on learning experiences and practical exposure for students through various means such as short-term skill certificates, internships, and research-based curricula. These opportunities enable students to develop real-world skills, enhance their employability, and bridge the gap between theoretical knowledge and practical application.

***Reduced Mental and Financial Pressure:*** NEP 2020 addresses the mental and financial pressures faced by students by introducing a common entrance exam for undergraduate admissions. This approach reduces the burden of multiple entrance exams and allows students to focus on preparing for a single examination while having the freedom to choose their desired subjects.

***Global Exposure and Exchange Programs:*** The policy promotes global exposure for Indian students through exchange programs and the establishment of foreign university branch campuses in India. These initiatives provide students with the opportunity to experience diverse cultures, gain a global perspective, and collaborate with international peers, fostering a well-rounded education.

***Collaboration Opportunities with Industries:*** NEP 2020 creates collaboration opportunities between educational institutions and industries. This partnership allows for the integration of industry-relevant skills and knowledge of the curriculum, ensuring that students are equipped with the practical skills required in the job market and encouraging a stronger connection between academics and industry.

***Private Sector Participation in Education:*** The policy encourages private sector participation in technology provision, infrastructure

set-ups, and capability development in both academic and administrative aspects. This opens up avenues for innovation, investment, and expertise from the private sector, leading to the development of state-of-the-art educational facilities and enhanced quality of education.

***Industry Participation in Research and Skill Certificates:*** NEP 2020 offers the opportunity for industries to actively participate in research activities and co-deliver short-term skill certificates. This collaboration strengthens the alignment between academia and industry, ensures the relevance of academic programs to real-world needs, and enhances students' employability prospects.

***Simplified Process for Starting Higher Education Institutions:*** The policy provides ease of starting and operating Higher Education Institutions (HEIs) by clearly demarcating roles and responsibilities among various higher education bodies. This streamlined process facilitates the establishment of new HEIs, fostering innovation, competition, and increased access to quality education.

***Expansion of Online and Distance Learning:*** NEP 2020 encourages the expansion of Open and Distance Learning (ODL) and online programs as well as the establishment of branch campuses in other countries. These initiatives widen the reach of education, especially to remote areas, and cater to diverse learning preferences, fostering lifelong learning and international collaboration.

***Research Funding Opportunities for Private HEIs:*** The emphasis on merit-based and peer-reviewed funding processes in NEP 2020 enhances the opportunities for private Higher Education Institutions (HEIs) to obtain research funding. This incentivizes private institutions to engage in research activities, contribute to knowledge creation, and further raise the overall quality of education in the

country.

### **Challenges in Implementation of NEP 2020**

***Infrastructure and Funding:*** Lack of infrastructure and funding will be a great challenge in making a huge change into the system. The New Education Policy aims to make India a global destination for education by imparting quality and dynamism. The policy suggests to raise the allotment of funds for the education sector at least upto 6% of the GDP. For this, education should be considered as a top priority so that appropriate fund can be allotted to this sector. (Soni, 2020)

***Doubling Gross Enrolment Ratio:*** Doubling Gross Enrolment Ratio in higher education by 2035, is one of the stated goals of the NEP 2020. This means that we must open a huge number colleges and universities within 2035 which will be a great challenge.

***Trained Teachers:*** The structural re-design of the curriculum is one of the main objectives of NEP 2020. Many of the curricular changes require important shift of mindset on the part of teachers as well as parents. So, to implement the curriculum effectively we need trained teachers. In this context, proper training of the existing teachers will be necessary. The teachers having the knowledge of upcoming breed of technology will be the main motivators and initiators of the IT implementation at Schools (Gupta, 2020).

***Fee Structure:*** The NEP 2020 mentions that the fee structure should be justifiable and transparent but it has not mentioned about how to compel the private institutions to curtail their growing fee structure. This policy also talks about top foreign universities setting up their campuses in India. But it may be difficult for the students of our country to enrol themselves because of their high fees structure.

***Inter-disciplinary Higher Education:*** An inter-disciplinary higher education is a welcome step which will provide flexibility to the students to study the subjects of their choice. But regarding implementation of inter-disciplinary higher education model, the teaching faculty needs not only to be an expert in the concerned subject but also to have knowledge in other subjects, which is not an easy task to accomplish.

***Mother tongue as medium of instruction:*** The NEP 2020 has advised that teaching and learning should be done through mother tongue up to class 8 and beyond wherever possible, but the drawback is it may widen the gap between those who can communicate in English and those who cannot. Again, developing new learning material for languages that have not been standardized or those that do not have a script will be a tedious task that will require a heavy initial investment.

***Targets and Timelines:*** Some of the policy's Key targets mentioned below which are to achieve within the prescribed time are also big challenges.

- (a) To implement the entire provisions of the policy by 2040
- (b) To make 100% Gross Enrolment Ratio from Preschool level to Secondary level by 2030.
- (c) Doubling the GER in higher education by 2035.
- (d) To make teachers ready for assessment reforms by 2030.
- (e) To make teaching and learning of same standard in Public and Private schools.
- (f) Mission to focus on foundational numeracy and literacy of all students by Grade 3.
- (g) Provisions of vocational training for at least 50% learners by 2025.

## **Conclusion**

The National Education Policy 2020 has generated immense hope and optimism, as it wants to revolutionize the existing education system in India. This visionary document places significant emphasis on creating a holistic and flexible educational framework that caters to the demands of 21<sup>st</sup> – century learning. By advocating for reduced regulations and increased institutional autonomy, the policy opens the door to transformative changes. Its focus extends beyond mere degrees, placing a strong emphasis on cultivating life skills and offering vocational courses (Sheth, 2020).

One of the main provisions of this policy is the integration of professional education within higher education institutions, which promotes the development of skills and enhances employment opportunities. By incorporating cutting-edge fields like artificial intelligence, 3D machines, data analysis, and biotechnology, higher education will produce a workforce equipped with the necessary expertise to meet the demands of various industries. This will significantly boost the employability of the youth and contribute to their professional growth.

Nevertheless, the successful realization of these ambitious goals necessitates overcoming numerous challenges throughout the implementation process, ensuring a sustained effort for years to come. If executed effectively, the National Education Policy 2020 has the potential to propel India into becoming a global education hub by 2030, a significant achievement that will bring forth numerous opportunities and benefits (Kumar, 2020).

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## **Understanding the New Education Policy 2020**

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### **Abstract**

A nation's progress can justifiably be measured with the education of its people. India, the rising superstar in world affairs has adopted its new education policy which is expected to be a massive landmark step in its journey of advancement. After the Education Policy of 1986, New Education Policy of India 2020 (NEP 2020) is the 21<sup>st</sup> century's first education policy that promising aspects in the knowledge landscape. The NEP 2020 aims to fulfil various promising notions ranging from school level to higher level of education. Considering the upcoming young generations, NEP 2020 aims to restructure education system to be an inclusive one that aims at holistic development of the budding humans of the nation. Additionally, NEP 2020 targets to bridge the already existing gap in the education system to transform the large population into asset of the country. NEP 2020 aims benefit each individual by bringing out the inherent talent and quality through holistic, flexible, multidisciplinary nature of education. Stressing on practical, vocational and skill education, NEP 2020 aims at making education more appropriate for students to face life. Education through mother-language is in accordance with UNs



sustainable developmental goal will help to make education accessible to all and will make education more Indian. Stressing upon all the new aspects of this new policy, this paper aims at understanding the whole new policy in detail and how this policy is going to be implemented to achieve its goals.

**Keywords:** NEP, Education, Inclusion, Transformation, knowledge.

**Introduction:**

Knowledge is power and to remain powerful one needs education. Recently, India has adopted a new education policy to upgrade its education system. The new policy completely reframed the whole Indian education system which grew upon the Education policy of 1986. Long after 34 years, this new policy has been adopted with the aim to make India a future global powerhouse of knowledge. The New Education Policy 2020 (NEP 2020) is based on the draft National Education Policy 2019, submitted to the MHRD in 2018 by the committee for Draft National Education Policy headed by DR K Kasturirangan, former chairman of ISRO. Later Honourable Prime Minister, Narendra Modi led union cabinet approved it on July 29, 2020.

The NEP 2020 is a far reaching education policy with reformation. It plans to have the best education system in the world for India by 2040. Keeping in mind the quickly changing employment landscape and global ecosystem, this policy aims to reshape the way one learns things. It focuses on developing of critical thinking, to advance own creative capability, to remain competent, content, innovative, proficient throughout life. For that education system is planned to be more flexible, learner-centric and multidisciplinary in structure with openness towards all kinds of knowledge, the NEP 2020 also stresses on inclusion of basics of arts, crafts, humanities, games, languages, culture, and values along with science and mathematics. The rich heritage of Indian knowledge, philosophy, values, tradition and culture has been the base of this policy to prepare the learners for life by making education a way of life. Loaded with supremely enriched thoughts and visions, the NEP 2020 has been started to be implemented all over the country. Karnataka is the first

state in this process among many others and Assam has just joined the league in this current year.

**Structure:**

NEP 2020 aims at restructuring and rebuilding the whole education system to make it adequate and appropriate to reach the goal of inclusive and universal quality education. NEP 2020 targets that no one is deprived of their rightful education. In the coming decade India will have the highest population of young people in the world over the next decade. Providing them with highest quality education will shape our nation's future. With that perspective NEP 2020 is formulated in such a way that the learner is guided throughout the education journey and in every step from primary/school level till higher level.

**Part I. School Education:**

***Early Childhood Care and Education (ECCE):*** The first part of the policy aims to replace the existing 10+2 pattern with a new pattern which is 5+3+3+4. This new structure gives special importance on Early Childhood Care and Education (ECCE) and includes the children of the age group of 3-6 years that were earlier excluded. Thus it is targeted to educate increased number of children. More than 85% of brain development happens before the child attains the age of 6 years indicating significance of special care for proper brain development. Through this, attempts are made to ensure ECCE to crores of students who being deprived off it. ECCE includes flexible play-based, activity & inquiry based learning comprising of alphabets, numbers, languages, shapes, puzzle, problem solving, logical thinking, crafts, arts, games, music etc for mental development, physical fitness, social-emotional and motor development along with communication, literacy and numeracy. ECCE targets to build up a strong base for

achieving quality education to be a proper human resource. Also, scope is given to expand the horizon of knowledge in future and to acquire skills in several fields. Universal ECCE will be ensured through Anganwadi centres and for that all anganwadi centers will be strengthened and upgraded with all essential equipments. Socio-economic and geographically disadvantaged districts, localities and tribal dominated areas will be specially taken care of in case of ECCE. The teachers will be specially trained and equipped with necessary knowledge, skill to deliver ECCE and training will be done in accordance with the curricular/pedagogical framework developed by NCERT. Facilities will also be created to ensure their Continuous Professional Development.

***Foundational Literacy and Numeracy (FLN):*** The basic reading, writing and numerical skill is the very foundation for future higher education and so every possible attempts and arrangements will be made to ensure this happen. Ranging from teacher selection, book, language mediator, meal supply, health-care, community workers everything will be taken care of. NEP 2020 specially stresses on enrolling of students and continuation of education.

***Curtailing Dropout Rates and Ensuring Universal Access to Universal Education:*** NEP2020 aims to minimize the dropout rates as far as possible. To make students continue their study, sufficient infrastructure in institutions will be arranged, trained counselors will be available to motivate the students as well as parents to continue their study, efficient teachers will be appointed and importantly multiple mode of learning-formal, informal and distance mode will be available. National Institute of Open Schooling (NIOS) and State Institutes of Open Schooling (SIOS) will be strengthened and advised to offer more programmes even in regional language to attract students

who failed to attend physical school. For that the provision of ***Multiple Entries and Multiple Exit*** is introduced.

***Restructuring and Redesigning:*** Curricular and pedagogical structure will be redesigned in 5+3+3+4 pattern to meet the needs and interest of the students corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years. Foundational literacy and numeracy will be followed by three years of education. In this phase independent subjects across the sciences, mathematics, arts, social sciences, and humanities will be introduced to students who will already have the basic foundation of learning. This will be followed by secondary stage of four years where students will have multidisciplinary subject oriented study with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects than the middle stage.

***Limited and Core content:*** Curriculum content will be limited to key and core concepts to encourage critical thinking, and holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning through interactive methods.

***Flexibility:*** To enable students with different skills choices of subjects will be given and for that differences between curricular, co-curricular and extra-curricular courses will be omitted.

***Multilingualism:*** NEP 2020 gives special attention to multiple languages. Teaching for multilingualism increases children's cognitive capability. Students will learn initially in mother tongue until grade 5 but preferably grade 8 as learning in mother tongue is easier. Slowly mother tongue will be taught as an optional along with other two languages recognized by Indian constitution. Necessary arrangements of high quality books in mother tongue will be taken care of to bridge the gap between the language spoken by child and the medium of

instruction. Necessary steps like inter-state recruitment of language teachers, maximum use of technology etc will be adopted to meet the goal of multiple language teaching and implementation of three language formula. Knowledge about different languages of our country will make children aware about the rich heritage of India and eventually national integrity will be strengthened. Indian Sign Language (ISL) will be standardized across the country. Students with hearing impairment will be given study material developed as per their need.

***Integration of subjects, skills and capabilities:*** While students are provided more flexibility in following the subjects of study, certain amount of restrictions will also be imposed. Students will have to learn some specific subjects and skills to become good, successful, innovative, adaptable, and productive human beings fit for today's world. Those are language proficiency, scientific temperament, innovativeness, sense of aesthetics and art; fitness, wellness and sports; digital literacy and coding; ethical and moral reasoning; human values; gender sensitivity; environmental awareness; and knowledge of India.

“*Knowledge of India*” will include knowledge and information about ancient India which led, guided, contributed immensely in progress of modern India. It will reflect the aspirations, expectation and hope of modern India in regard to education, health and environment. Tribal knowledge, indigenous and traditional way of life will also be included in this knowledge of India. Students will be taught ‘doing what’s right’ and will be guided to develop ethical and moral decision making capabilities. In order to make education relatable, reliable, effective, relevant and useful, the curriculum and pedagogy will be reframed to be rooted in Indian context in terms of

culture, tradition, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways.

***Changing the assessment pattern:*** NEP 2020 proposes to replace the current assessment system that is summative assessment in nature to a new one that is formative in nature. The new assessment pattern will assess the whole learning system along with development of higher order qualities like analysis, critical thinking, and conceptual clarity. The existing assessment based on rote learning skills which limits students activities centered to examination performance will be removed. The new system will assess the students' progress in a holistic and multidimensional manner. Every small detail of all round development of the student will be there in the card and that way there will be transparent connection between teacher and parents of the child regarding his/her development. The coaching oriented, exam based, narrow dimensional board examinations will be reformed and students will be given flexible, choice based subjects for board exams. Board exams will be made easier and students will be given two chances to get assessed. The main motto of this reformation is to reduce stress of examinations and to develop core individual capabilities rather than the capacity to rote and memorizing. NCERT is assigned the responsibility to prepare the guidelines for proposed reformations in the assessment process.

Students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority and their capabilities, skills will be assessed accordingly. PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), a national assessment body will set up the norms, standards, and guidelines for student assessment and

evaluation for all recognized school boards of India. This will guide the schools to carry out the assessment to meet the student's need to be fit into the 21<sup>st</sup> century society. Similarly, the National Testing Agency (NTA) will work to offer a high-quality common aptitude test for universities to reduce the burden of examination on student.

The aim of NEP 2020 is to ensure universal education for every child and develop the hidden individual innate capabilities. NEP stresses on providing ample scope to recognize and discover inherent talent of every students and nurture those. Teacher education will include methods for the recognition and fostering of such student talents and interests. NCERT and NCTE will have guidelines to even recognized talents of children with special need.

**Teachers:** Teachers are those persons who shape the lives of students and thus the future of a nation. Teacher plays the most important and crucial part in the whole learning system. Therefore, keeping in mind the significance of teacher's role and position, NEP 2020 stresses special focus on recruitment, selection of best teachers. Teacher Eligibility Tests (TETs), interviews, classroom demonstrations will be conducted while hiring them. Moreover, eminent local personalities, masters in art, culture, and crafts would be hired to inculcate local knowledge among the students. Various measures will be adopted in the school complex to ensure proper learning by students and service delivery by teachers. A healthy environment and work culture will be developed and teachers will be encouraged to devote their maximum time in academic activities and their involvement in non-academic cum administrative duties will be reduced. Teachers will be given ample scope for Continuous Professional Development (CPD) and self-improvisation. Outstanding work by teachers will be recognized and promoted, and they will be given salary raises through



a robust merit-based structure of tenure, CPD etc. National Professional Standards for Teachers (NPST) under General Education Council (GEC) will judge and assess the teachers from across levels and region. Through such mechanisms professional development of teachers are planned to ensure. Proper teacher training will be achieved through newly structured B. Ed course. Socially-demographically disadvantaged people will also fall under the umbrella of education. Special arrangements will be made to educate them too. NEP 2020 also plans to cluster of small schools to utilise teacher's potential as well as minimise resource wastage. Public education system will be monitored continuously for further improvement. Overall safety and protection of rights of students will be given top priority while improving the education system in school.

### **Part II. Higher Education**

Higher education is an important part of creating qualified, skilled, dignified, valued individual who fits into the 21<sup>st</sup> century's democratic expectation of our country. NEP 2020 has identified several problems the prevailing in the higher education like over fragmentation, early specialization, narrow paths, less scope for socially disadvantaged sections, lesser number of HEIs, insufficient stress on research etc. NEP 2020 plans to restructuring of the higher education system to solve these problems. NEP 2020 mainly aims at creating more multi-disciplinary and autonomous HEIs that will offer high quality education. It also aims to provide much autonomy to HEIs. Alongside NEP 2020 also plans to establish National Research Foundation to fund and encourage research culture in HEIs. The governance of HEIs will be shifted to independent boards formed by highly qualified persons. HEIs will be categorized as research-intensive universities, teaching-intensive or autonomous degree

granting colleges. To have more number of HEIs in every district and increase enrollment of students is aimed to achieve by 2030. HEIs are expected to be multilingual, multidisciplinary offering professional and vocational courses for holistic development of students. NEP envisioned enhancing the quality and quantity of academic research through National Research Foundation (NRF).

Higher Education Commission of India (HECI) with various bodies under it will perform the duties regarding regulation, accreditation, funding, and academic standard setting in HEIs. There will be Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET) etc. acting as professional standard setting bodies. All these bodies under HECI will act in a more transparent way with high use of technology extensively to reduce human interface to ensure efficiency and transparency in their work. Various mechanisms will ensure non-commercialization of higher education.

### **Part III. Other Key Areas of Focus**

Professional education is an integral part of higher education. Stand-alone universities offering courses on agriculture, law, health sciences, technical education and others will be merged to offer a holistic and multidisciplinary professional education.

To cope up in the world education will be considered as a basic right and for that adult education and lifelong learning will be popularized. Maximum use of technology will be adopted to ensure inclusion of maximum number of students. Research on artificial intelligence, high digitalization in education, online mode etc will be adopted in the journey of education.

#### **Part IV. Making it Happen**

Successful and proper implementation of NEP 2020 requires a strong vision, expertise in all aspects from all stakeholders in all levels. This necessitates a strengthening and empowering the Central Advisory Board of Education (CABE). The CABE will be responsible for developing, articulating, evaluating, and revising the vision of education. Redesigning of Ministry of Human Resource Development (MHRD) as the Ministry of Education (MoE) is planned to strengthen the focus on education and learning. The implementation process will be done keeping in mind the spirit and intent of the policy and will be executed in a phased and sequenced manner. Since the policy aims at holistic education, therefore the implementation will have to be complete not partial. Both state and central authority will collaboratively responsible for monitoring the implementation. A sincere review of all the steps of implementation will be necessary to make the whole process effective and successful.

#### **Conclusion:**

NEP 2020 is certainly a visionary idea has several positive points but it does have misses too. Aiming at 100 percent enrolment through universal education is the best point of the policy and for that the right to education has been extended till 18 years of age. Accordingly infrastructure and other equipments are planned to be improved. Here pops up the question that whether the institutions for ensuring universal education will be equipped all over the nations equally and at the same time. Also, the involvement and help from stakeholders other than teachers will be as expected or not is another point of concern. Alongside this, there is less clarity about the up-gradation of teachers in all levels through training. The idea of hands on training on local-crafts, skills is a bit vague. It is because all the

places of the nation might not have such skills or skilled people to train students. The policy stresses on increasing enrollment and for that education will be offered through distance mode too. However, the value of distance mode courses is not clear. Another important point is that the policy gives importance on multiple language teaching, both as medium of instruction and language as subject to enhance ability or skill. Here comes the question of availability of adequate number of trained language teachers in all the places. Teacher training, teacher recruitment, professional development, philanthropic engagement, multiple skill holders etc all are strong points included in the policy and one needs to wait to see these happening smoothly. The policy stresses the importance on research and generation of resources and that way to make institution autonomous to flourish as per their decisions and convenience. The policy also aims to establish a single body to control the education system which will ensure equal, similar and universal quality education all over the nation.

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## **Effects of the National Education Policy 2020 on Physical Education of the Youth**

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### **Abstract:**

Physical Education is considered to be an integral part of education. It is primarily to provide education rather than mere health, physical activities or physical training. The Central Board of Secondary Education included it as a subject of study. National Education Policy 2020 includes physical education for the holistic development of the students. The National Education Policy (NEP) 2020 is a comprehensive framework introduced by the government of India to reform the education system. This research paper aims to analyze and describe the effects of the NEP 2020 on physical education among the youth. The paper examines the key provisions of the NEP 2020 related to physical education, explores its potential impact on the physical well-being of students, and identifies the challenges and opportunities in implementing the policy. The findings of this research paper contribute to a better understanding of the relationship between education policies and physical education, highlighting the significance of promoting an active and healthy lifestyle for the youth.

**Keywords:** Physical education, Holistic, Development, Provisions, National education policy etc.

**Introduction:**

The education system plays a crucial role in shaping the physical, intellectual, and emotional development of children and adolescents. Recognizing the need for a holistic approach to education, the government of India introduced the National Education Policy 2020. This policy aims to transform the education landscape by addressing various aspects, including physical education, with the goal of fostering the well-rounded development of the youth.

**Research Objectives:**

The primary objective of this research paper is to analyze and describe the effects of the National Education Policy 2020 on physical education among the youth. Specifically, the paper aims to:

1. Examine the key provisions of the NEP 2020 related to physical education
2. Explore the potential impact of the NEP 2020 on the physical well-being of students
3. Identify the challenges and opportunities in implementing the policy

**Methodology:**

This research paper employs a mixed-methods approach, incorporating both quantitative and qualitative data. The analysis is based on a comprehensive review of relevant literature, including academic research, policy documents, and reports. Additionally, case studies and best practices from other countries are examined to gain insights into successful implementation models and innovative approaches to physical education.

**Overview of the National Education Policy 2020: Key Provisions**

The NEP 2020 emphasizes the importance of physical education and recognizes it as an integral part of the curriculum. Key provisions include:

- Mandatory physical education for all students at all levels of education
- Integration of physical activities within the academic curriculum
- Creation of a Sports and Fitness Culture within educational institutions
- Provision of enhanced infrastructure and facilities for physical education

**Significance of Physical Education in NEP 2020:**

Physical education is seen as an essential component of the NEP 2020 due to its numerous benefits, including promoting physical health, cognitive development, and social skills among students. By recognizing physical education as a fundamental right of every child, the NEP 2020 aims to ensure the holistic development of the youth. Physical education helps in reducing anxiety, stress and tension up to a large extent.

**Potential Impact of NEP 2020 on Physical Education:**

***Increased Emphasis on Physical Activity:*** The NEP 2020 places a greater emphasis on physical activity by incorporating it into the curriculum. This provision is expected to increase the time dedicated to physical education and encourage students to engage in regular exercise, leading to improved physical well-being.

***Integration of Physical Education in the Curriculum:*** By integrating physical education into the academic curriculum, the NEP 2020 recognizes the interconnectedness of physical and cognitive development. This integration can enhance academic performance, as physical activity has been shown to positively influence mental alertness, concentration, memory, and overall cognitive abilities.

***Encouraging Sports and Fitness Culture:*** The NEP 2020 aims to



foster a sports and fitness culture within educational institutions. By promoting sports activities, organizing competitions, and providing opportunities for skill development, the policy encourages students to participate in physical activities beyond the classroom, thereby promoting a lifelong interest in sports and fitness.

***Enhanced Infrastructure and Facilities:*** The NEP 2020 acknowledges the need for adequate infrastructure and facilities to support physical education. This includes the provision of sports fields, playgrounds, gymnasiums, and equipment necessary for a comprehensive physical education program. By investing in infrastructure, the policy aims to create an environment that facilitates and encourages physical activity among students.

**Benefits of Physical Education for the Youth:**

***Physical Health and Well-being:*** Physical education plays a vital role in promoting the physical health and well-being of students. Regular engagement in physical activities helps combat sedentary lifestyles, obesity and related health issues. It improves cardiovascular health, strengthens muscles and bones, enhances motor skills, and boosts overall fitness levels.

***Cognitive Development and Academic Performance:*** There is a strong link between physical activity and cognitive development. Engaging in physical education helps improve concentration, attention span, memory, and problem-solving skills, ultimately contributing to better academic performance. Regular exercise stimulates the release of endorphins, which positively impact mood, reduces stress, and enhances overall mental well-being.

***Social and Emotional Skills:*** Physical education provides opportunities for students to develop social and emotional skills. Through team sports and group activities, students learn cooperation,

patience, brotherhood, teamwork, communication skills, leadership, and sportsmanship. They also gain confidence, self-esteem, and resilience, which are essential for their personal and social development.

***Lifelong Habits and Healthy Lifestyle:*** Integrating physical education into the curriculum helps instill lifelong habits of physical activity and promotes a healthy lifestyle. By developing an early understanding of the importance of exercise and providing enjoyable and engaging physical education experiences, the NEP 2020 aims to empower students to make healthier choices throughout their lives.

#### **Challenges and Opportunities in Implementing NEP 2020**

***Infrastructure and Resource Constraints:*** One of the significant challenges in implementing the NEP 2020 is the availability of adequate infrastructure and resources. Many educational institutions may face limitations in terms of space, equipment, and trained physical education teachers. Addressing these constraints requires appropriate investment and resource allocation.

***Training and Professional Development:*** To ensure the effective implementation of physical education programs, there is a need for well-trained physical education teachers. Providing regular training and professional development opportunities for educators will enhance their knowledge, skills, and pedagogical approaches, enabling them to deliver high-quality physical education experiences.

***Collaboration with Sports Organizations and Experts:*** Collaboration between educational institutions and sports organizations, coaches, and experts can significantly enhance the implementation of physical education programs. These partnerships can provide access to expertise, mentorship, and resources, ultimately enriching the physical education experiences offered to students.

***Monitoring and Evaluation of Physical Education Programs:***

Monitoring and evaluation mechanisms are crucial to assess the effectiveness and impact of physical education programs. Regular assessment of students' physical fitness levels, participation rates, and satisfaction can provide valuable insights for program improvement and accountability.

**Case Studies and Best Practices:**

***Successful Implementation Models:*** Case studies of countries that have successfully implemented physical education programs can offer valuable insights. For example, Finland is often cited as a model for its comprehensive approach to physical education, which focuses on student well-being, physical literacy, and teacher training.

***Innovative Approaches to Physical Education:*** Exploring innovative approaches to physical education, such as the use of technology, gamification, and interdisciplinary collaborations, can provide inspiration for designing engaging and effective physical education programs that align with the goals of the NEP 2020.

**Lessons Learned from Other Countries:**

Examining the experiences of other countries in implementing physical education policies can provide lessons and recommendations for the effective implementation of the NEP 2020. This includes understanding the challenges faced, strategies employed, and the impact on student outcomes.

**Recommendations for Effective Implementation:**

***Strengthening Teacher Training and Professional Development:***

Investing in the training and professional development of physical education teachers is crucial. This includes providing workshops, seminars, and ongoing support to enhance their knowledge, teaching skills, and understanding of the latest research and best practices in

physical education.

***Collaboration with Sports Authorities and Experts:*** Establishing partnerships with sports authorities, coaches, and experts can bring in valuable resources, expertise, and guidance. These collaborations can help design curriculum frameworks, organize sports events and competitions, and provide mentorship opportunities for students.

***Providing Adequate Resources and Facilities:*** Ensuring access to adequate infrastructure, equipment, and facilities is essential for the successful implementation of physical education programs. This requires allocating sufficient resources, prioritizing infrastructure development, and maintaining existing facilities to create a conducive environment for physical activities.

***Monitoring, Evaluation, and Continuous Improvement:*** Implementing robust monitoring and evaluation mechanisms is crucial to assess the effectiveness of physical education programs. Regular assessments, feedback from students, and data analysis should inform continuous improvement efforts. This includes identifying areas of improvement, modifying curriculum and teaching approaches, and addressing challenges that arise during implementation.

## **Conclusion:**

### **Summary of Findings**

This research paper has explored the effects of the New Education Policy 2020 on physical education among the youth. The analysis highlights the potential impact of the NEP 2020 on the physical well-being of students, emphasizing the benefits of physical education in promoting physical health, cognitive development, and social skills.

### **Implications for Policy and Practice**

The findings of this research paper have important implications for policymakers, educators, and stakeholders. It underscores the significance of prioritizing physical education within the education system and calls for concerted efforts in providing adequate resources, training, and support to promote a culture of physical activity and healthy lifestyles among students.

### **Future Research Directions**

Further research is needed to monitor the implementation and evaluate the outcomes of the NEP 2020 regarding physical education. Long-term studies on the impact of physical education on student outcomes, including physical health, academic performance, and overall well-being, would provide valuable insights for policymakers and educators.

By recognizing the importance of physical education and incorporating it into the NEP 2020, there is an opportunity to create a generation of students who are physically active, healthy, and equipped with the necessary skills for a well-rounded future.

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## **Some NEP 2020 Avenues Regarding UG Physics Education in the Degree Colleges of Assam: An Overview**

*Dr. Kangkan Sarmah*

*Dr. Ranjan Sarma*

*Chayanika Rabha*

### **Abstract**

NEP-2020 has emphasized on revamping the curriculum by bringing flexibility to the available contents of different courses of study. Physics being an important experimental subject for the UG science curriculum needs a little bit of reorientation in order to cope with the changing educational scenario so far as the teaching-learning process is concerned. It is being observed that in the case of UG physics teaching in the degree colleges of Assam, several significant branches of physics are not taught or barely touched due to the constrain of the syllabus or the shortage of available experimental facilities. As NEP-2020 has provided the solutions to these types of inconveniences, in this presentation we have done a very preliminary and brief analysis of some branches of physics that the degree colleges of Assam may consider introducing as an add-on/certificate course or student development program depending on the available facilities and student satisfaction index.

**Keywords:** NEP-2020, Curriculum, Courses, Branches of Physics, Student Satisfaction Index



**Introduction :**

NEP-2020 is a proactive document that will bring a new dawn to the educational scenario of India in future. As it is quite a new development with so many possibilities for all (Panditrao, *et al.*, 2020) more analysis from different perspectives is still necessary to understand it. Although many researchers are working on it starting from Indian Traditional Knowledge (Biswas, 2021) to many more (Kathi, 2022, Aithal, 2020, Smitha, 2020), from a survey of the available literature it is being observed that subject-based analysis especially in the case of science stream (Senapati, *et al.*, 2022) in undergraduate (UG) level is still lagging behind. Keeping this point in mind, physics, being our domain subject, we have selected our topic of analysis the ‘physics education at the UG level’ which is still going on in the degree colleges of Assam in more or less ‘traditional way’. The three-year degree course changed from (2+1) to (1+1+1) pattern, but not sufficient change of course structure was observed. Later on semester system and subsequently Choice-Based Credit System (CBCS) were introduced with an emphasis on computational and skill-based education. But initially, this CBCS suffered a setback due to the Covid-19 pandemic and in the post-Covid-19 era, the whole educational system itself has changed (Yadav, 2022) Under CBCS in Assam, two UG batches of students have already completed their graduation and another two batches are still studying. In these systems of education more importance has been given to the theory classes and side by side practical classes are conducted for some specified experiments. Most of the time the application part remains lagging due to the time constraint. There is also no specified provision for hands-on or industrial training. As a result after the completion of the course, most of the students fail to get employment opportunity.

Admissions in the degree colleges of Assam are going to be started under NEP 2020 from the current (2023-2024) session and in the higher education sector this policy has opened up multiple provisions. For example, it has suggested for a wider flexibility in the available course contents, so there arises some scope for re-orientation of the whole teaching-learning process. Hence in case of the subjects like physics also, some new opportunities may be provided to the students with due consideration of their ability and interest. Shortage of experimental facilities may not be a barrier in this case as sharing of such facilities may also be done with the nearby institutions. Now universities have prepared the NEP 2020 based new degree syllabus introducing several new branches of physics as value-added courses (VAC), yet different branches are there which are outside the UG physics course. This may be due to the lack of a proper framework. For a sound base of the subject at the UG level, the students need to have some ideas of them. In this presentation, we have done a preliminary analysis of some of such branches of physics and discussed the possible outcomes, if they are introduced in the UG course in a short-term or long-term mode. Of course, as it will be like a transition from ‘traditional to non-tradition mode’, for the smooth functioning of the program (Mashod, *et al.*, 2022) a tie-up with an industrial or research institution would be a necessity.

**Methodology:**

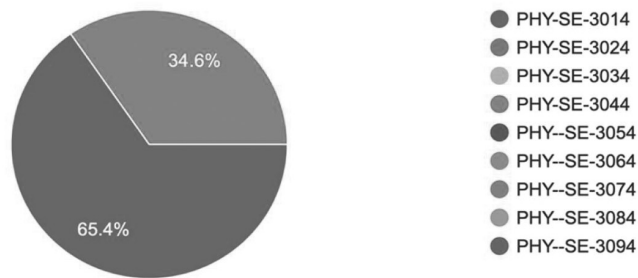
We have gone through the CBCS syllabi of physics degree courses of three universities of Assam, namely Gauhati, Assam and Dibrugarh University respectively. Syllabi are more or less similar, with only some variations in the skill-based papers. We did a student satisfaction survey in a few colleges of greater Brahmaputra Valley on various points related to their physics course of study. For the affiliated

colleges under a university in the case of the degree courses, the core papers remain the same, only there are some variations in the selection of skill-based papers.

Similarly, we have gone through the new syllabi of physics degree courses under NEP 2020 of the said universities available till date. As the new syllabi have widened the angle of UG study for physics to a much higher level with several new possibilities both in theoretical and experimental fields, we have done some analysis of how to grab suitable advantage out of it by introducing some new branches of physics to the students terming them as the ‘non-traditional’ branches. Many a time, it is observed that students are familiar with the newer fields, but there are shortages of proper background knowledge from the physics point of view. In this case, also the viewpoints of the students were taken into consideration based on some basic questionnaires. It is a miniature sample-based formal survey considering the GU CBCS physics degree syllabus as the base, whose results are being presented here graphically. However, not much variation of results is observed in the case of the non-formal extended survey also based on the syllabus of the other two universities, which are not included here.

**Observations :**

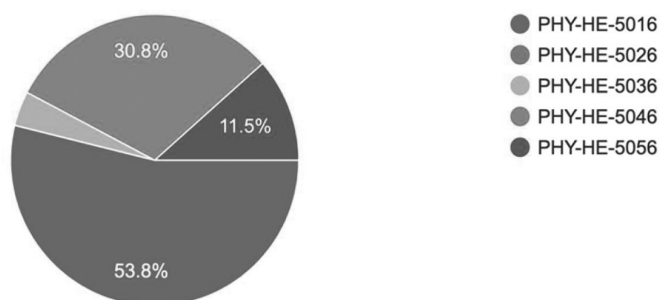
From **Fig.1** and **Fig.2** it is clear that although a university offers different skill-based papers in its UG physics CBCS syllabus, the degree colleges select only one or two skill-based papers for their students, which may be due to the lack of easy availability of study materials or laboratory equipments. Thus it seems that the skill-based knowledge of the students becomes single-sided and the rest of the skill papers remain unattended by them.



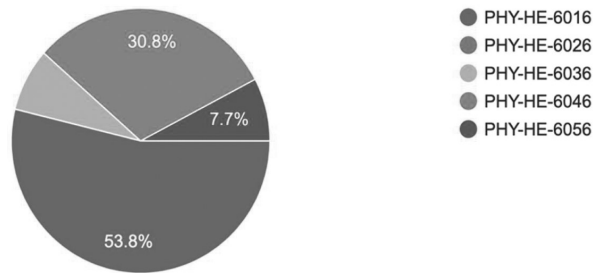
**Fig 1.** Skill-based papers selected by the 3<sup>rd</sup> semester physics students.



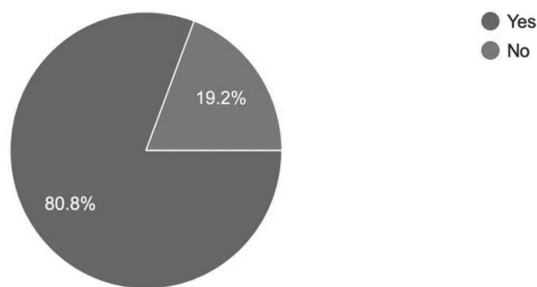
**Fig 2.** Skill-based paper selected by the 4<sup>th</sup> semester physics students.



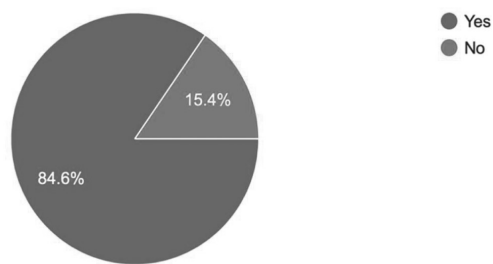
**Fig 3.** DSE papers selected by the 5<sup>th</sup> semester physics students



**Fig 4.** DSE papers selected by the 6<sup>th</sup> semester physics students



**Fig 5.** Satisfaction level of 3<sup>rd</sup> physics semester students with their respective skill papers

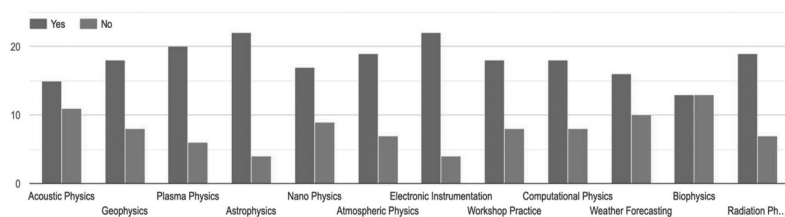


**Fig 6.** Satisfaction level of 4<sup>th</sup> physics semester students with their respective skill papers

Of course, as per the results of **Fig.3** and **Fig.4**, some variations are observed in the case of the selection of the discipline-specific elective (DSE) papers by the students in the 3<sup>rd</sup> year. Not all DSE papers of UG physics CBCS syllabus are skill-based and there are some theoretical papers also.

Most of the 2<sup>nd</sup> year students express their positive satisfaction with what they are studying as their skill-based paper as observed from **Fig.5** and **Fig.6**. This may be due to the lack of proper awareness or as a mark of gratitude towards their institution of study.

Now in order to cope up with the present requirements of skill-based persons, versatile knowledge in relevant sectors is highly essential. So keeping this point in mind, we have proposed some branches of physics, and here in **Table 1**, a list of some of them is being presented with their possible outcomes in brief. At the same time, we have also depicted in **Fig. 7** the results of the satisfaction-based survey done among the students regarding this newer outlook. It is quite clear that our students are really interested in such new avenues and they have also offered some valuable suggestions while carrying this new endeavour forward, some of which are stated below.



**Fig 7.** Response of the UG students towards the new branches of physics

**Table 1.** Some of the proposed branches of physics for the UG curriculum

Sl. No.	Name of the branch	Possible outcome
1	Acoustic Physics	Students will be able to learn about the physics behind the music (musical instruments), noise and many more.
2	Plasma Physics	99% of the universe is in the plasma state. So it is helpful in understanding the universe.
3	Astrophysics	Students will be able to learn the physics behind the stellar bodies.
4	Geophysics	Students will learn the physics of the earth from a mathematical point of view.
5	Nanophysics	An emerging branch of physics where students will be able to learn about the microscopic world.
6	Atmospheric physics	Students learn about mathematical models regarding the atmosphere of the earth and the process of weather forecasting.
7	Electronic instrumentation	Students will acquire practical knowledge regarding the production and handling of different electronic equipment.
8	Workshop practice	It provides basic hands-on training to the students regarding the construction and working of various types of tools and equipment.
9	Computational physics	Students will learn about the numerical techniques to solve the problems of physics
10	Biophysics	Students will understand the biological phenomenon from the physics point of view.
11	Radiation physics	The study of the transmission of energy without a medium is a part of physical science with wide implications.
12	Renewable energy	Students learn about alternative sources of energy and the process of energy harvesting.

In this table, some branches are multidisciplinary in nature, whose proper implications need a better analysis, which will be presented in detail in our next communication. It is to be noted that NEP 2020 has given much emphasis on these interdisciplinary and multidisciplinary aspects (Kalyani, 2020).

**Suggestions offered by the students :**

- ◆ *It is the best way to proceed forward.*
- ◆ *More practical knowledge will be required.*
- ◆ *It would be interesting to students / That's awesome.*

- ◆ *Good laboratory will be required / Laboratory improvement will be the need of the hour.*
- ◆ *Problem-solving skills, modern applications, hands-on experimental training etc., should be there for better teaching and learning process.*
- ◆ *Digital classroom with necessary equipment should come into existence.*
- ◆ *Digital board should be arranged in every classroom for better understanding and visualization of the topics of physics.*
- ◆ *Use of ICT tools and digital game-based learning should be introduced.*
- ◆ *Differentiate between students (fast & slow). The use of the flipped classroom model is necessary for the syllabus with additional courses.*
- ◆ *Cooperative and problem-based learning among the student community of physics is the need of the hour.*

From an overview of the suggestions, it is quite clear that present day students have a broader outlook (Varah, *et al.*, 2020) and in order to have something more they are ready to come out of the traditional system of teaching and learning (Mansoori, 2023, Varghese, *et al.*)

### **Conclusions :**

Skill-based physics education has not obtained its due level in the CBCS system, because of certain drawbacks. Among the student community, there is a great zeal for skill-based physics study. As NEP 2020 has opened up many new opportunities and skill-based education is also one of them, all the stakeholders should come forward in order to make this mission successful by properly considering the avenues behind different branches of physics.



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## **Skill-Based Learning in NEP 2020 and its Scope in Employment**

*Dr. Manju Kalita*

*Mrs. Khanjana Deka*

### **Abstract**

The National Education Policy (NEP) 2020 promotes a creative and multidisciplinary curriculum that has broken the shackles of subject choices being limited to the traditional domains of science, commerce and humanities. It allows crossing sectional course selection giving students opportunities to enhance their course skills. NEP 2020 focuses on employability and acknowledges the role of education in providing students with the right skill set. NEP 2020 is perceived to be a blessing in disguise in such a scenario that will help bridge this gap by providing students with industry relevant skills to make them future ready professionals. Skill-based learning is about planning, implementing and analyzing skills gained through knowledge-based learning methods. The students are motivated to think logically, analyse concepts and apply their insights. The idea behind this innovative and most demanded learning method is to develop learners into independent thinkers and prepare them for the challenges in the future. Skill-based education is more effective and purpose driven, which helps the student receive a clear objective along with a vibrant culture. It is a perfect mixture of opinion, values and routine to form a solid foundation. It promotes the development of the art of learning and

development hence empowering the students to become successful in their chosen field. Skill-based learning is an effective way for students to acquire knowledge and develop essential skills. It encourages students to actively engage in learning rather than passively listening or memorizing information. Skill-based learning improves employability and helps the youth earn more; it improves the economy of a country and promotes its financial growth. Skill-based learning helps students develop problem-solving strategies and effective communication techniques

**Keywords:** Skill-based learning, NEP, Employment

**Introduction:**

Education is the backbone that supports a country's overall strength and it is an inevitable part of our lives when it comes to the comprehensive development of a nation. A nation's economy, literacy, industrialization, transportation, health sector, agriculture, culture employability, defense, technology, policy and every sector depends upon how strong and well formulated the education system of that country is.

The traditional education system was lagging in various aspects leading to a huge void in terms of holistic development of students and the nation as well. Unemployment has remained as a critical issue showing the deteriorating financial and emotional status of a country. Making students confined to particular boundaries of domains and not permitting them access to grab diversified curriculum and courses was never enough to promote the holistic development of students. Communication skills are the predominant element in order to succeed in the later phases of life once they step out from student life but the traditional education system never focused on such skills and rather only emphasized bookish knowledge. Fortunately, changing the entire education system of India is no longer a discussion or vision; it has been converted into action by NEP 2020.

The National Education Policy of India 2020 (NEP 2020) was initiated by the Union Cabinet of India on 29 July 2020 that aims to establish a new education system in India. The policy's vision is to transform the Indian education system by 2030 from within. The NEP 2020 has come up with various innovative strategies in school education, higher education and technical education as well.

**Key Features of NEP 2020:** Here are some of the important features of NEP 2020-

- Quality and equal education to each and every student of the country
- 5+3+3+4 should be the New Curricular and Pedagogical Structure
- Multidisciplinary approach and no compartmentalization of streams
- Emphasis on promoting multilingualism and Indian languages
- Change in examination models
- Setting up of a new National Assessment Centre, PARAKH
- Special emphasis on Socially and Economically Disadvantaged Groups
- Recruitment of teachers is completely merit based and teachers' training is emphasized.
- Holistic education system
- Expansion of open and distance learning
- Skill based learning

**Skill-Based Learning in NEP 2020:**

Along with the multidimensional aspects of NEP 2020, one of its key features is its focus on skill-based education. The world is evolving in terms of science and technology and NEP emphasizes in co-evolution of students to withstand the growing global challenges which is not possible by remaining confined to an indigenously structured domain oriented education system as it pathetically lacks to provide diverse opportunities to students which can help them in their future. Fortunately, NEP 2020 figured out the need to implement Skill-based education that targets preparing students with

the right skills and knowledge to acclimatize themselves with this digitalized and highly modernized world.

NEP's goal is to impart skills such as critical thinking, problem-solving, creativity, communication, and collaboration to students without which they might face a lot of hardships while stepping into work life. Skill-based learning therefore tries to provide holistic education integrated with an effective curriculum that can genuinely open the door to various employment opportunities for the students. Traditional subjects are not required to be replaced by this approach but skill-based courses will be integrated as part of the curriculum.

**NEP's Measures to Promote Skill-Based Education:**

- **Vocational Education:** Vocational education will be promoted by collaborating secondary schools ITI, Polytechnics, Industries, etc. Skill labs will also be established that can help students to grab the opportunities. Management, photography, marketing, interior design, culinary, technician, beautician, etc. are some of the various courses that students can pursue for higher exposure to employability.
- **Internships:** According to NEP 2020, each and every undergraduate student will have to compulsorily do a research internship for 8 to 10 weeks. This can aid in providing them with prior experience and ways to cope up in work life.
- **Project-Based-Learning:** NEP 2020 also focuses on Assigning projects to students that help to enhance knowledge and skills to face real challenges in life.
- **Technology Integration:** Due to the increasing demand for science and technology, NEP 2020 also targets to enable



students to incorporate scientific perspective in their lives

### **Skill-Based Education in Employment**

NEP 2020 targets eradicating unemployment and tries to infuse the right skills into the students. Skill-based education fulfills the needs of the modern world and equips students with the skills and knowledge needed to succeed in the workplace. With the help of this approach, high school students can be primed for the upcoming hassles of life. **NEP 2020 goal is to improve and transform the skills of at least 50 % of workers** by 2025. Vocational courses are targeted by NEP that will help students acquire various skills to meet the global needs of the industries and to grab opportunities in their later lives. The Government of India has initiated various strategies under the “Skill India Mission (SIM)” and Integrating Vocational Education with general academic education in all Secondary/Senior Secondary schools is one of the major attributes that can enhance the employability and entrepreneurial abilities of the students and can also provide immense exposure to the working environment.

Skill-based learning not only can radiate a success oriented environment for students but also generates awareness amongst the students regarding different career options and thus helps students to choose according to their passion, aptitude, competence, talent, desires, potential and aspirations. A Skill India mission (SIM) has made the employability Skill module a mandatory part of the vocational Courses.

### **Discussion**

With an exponentially growing population, unemployment has remained a burning issue for India. With a traditional education system, it seemed to be impossible to eradicate such a disaster from its roots. The government has been manifesting and trying various

strategies to increase employment opportunities for Indian students by altering the education system but unfortunately those ideas remained confined to some topics of discussion unless NEP 2020 came into action.

Skill-based learning is an outstanding initiative by NEP 2020 that focuses on creating a blend of bookish knowledge or intellect and practical knowledge that can unlock the closed doors of many employment opportunities.

The world is evolving exponentially and today we live in a highly modernized era that demands knowledge and experience apart from traditional education and thus imparting skills in our academics can withstand the global demand of modernization.

### **Conclusion**

From the above discussion, it can be concluded that the void in terms of adequate Skill was affecting the entire employability scenario in every sector but NEP 2020 can eradicate this lag by providing students some practical knowledge like industry-relevant skills that can turn them into future ready professionals. The National Education Policy 2020 promotes a creative, innovative and multidisciplinary curriculum that has broken the walls of compartments that confined subject choices into traditional domains of Science, Commerce and arts. Traditional education and skill-based education can go hand in hand to create a stronger nation in terms of education, economy and employability.

Skill-based learning in NEP 2020 can create a stronger nation by creating more and more employment opportunities because a skilled student can make him/her absorbed in their desired profession with much ease than a non-skilled one. Hence, the country's development

will no longer remain a lagging phenomenon; rather we can soon view the exponential progress of the nation.

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## **Chemistry Education and Research in the light of NEP, 2020**

*Dr. Pallabi Saikia*

### **Abstract**

National Education Policy (NEP), 2020 has brought far-reaching changes in school levels as well as in higher education systems. In light of the proposed changes in the educational system, the chemistry education and research environment in India are elaborately discussed here. We have also highlighted the different challenges and opportunities based on the new education policy to explore the prospects of chemistry education and research in India.

**Keywords:** NEP, 2020, chemistry, education, research, technology, online teaching

## **Introduction**

The American philosopher and educational reformer John Dewey said, “Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results”.

Modern science is neither strict empiricism nor strict rationalism; rather, it is both, an integration of empiricism and rationalism concerning experimental design, predictive modelling, and verification. When learning is concerned, only theoretical knowledge is not enough for a learner. Especially when we are discussing chemistry education, hands-on experiments are indispensable parts of chemistry, as well as science in general. However, recently NEP 2020 has been implemented all over India and this raises intense obstacles in the education of science and technology. The new National Education Policy (NEP 2020) that has passed to bring major improvements to education systems, can act as a mechanism in the new revolution of the education and research field (NEP 2020, GOI). In shaping the future of a country, education research is playing an important role, and along with this, education policies have the potential to change the scenario of education in a country with the elevation made in the 21st century in the field of science and technology (Whitty, 2006, Schuller *et al.*, 2007). In the first part of this article, the features of NEP 2020, and its implementation strategies are represented. Then, chemistry education and research environment in India are highlighted along with the challenges and opportunities of NEP.

### **Need of the hour: National Education Policy 2020**

NEP has enabled the opportunity to take the privilege of the growing young and dynamic population of India. It targets to achieve

the maximum fundamental literacy and numeracy among the students of young age.

Not going into details about the features of NEP 2020, just scientific teaching and learning in light of NEP 2020 are expected to be realized in the following ways:

- This new education policy resembles the USA educational structure, i.e., the Elementary, Middle, and High School system ensuring the starting of preliminary education at the very early age of 3 years.
- To develop inquisitiveness and scientific spirit among students, it focuses on experimental learning so that critical thinking skills among the students can be developed and they can accelerate their learning in an effective, smart, and meaningful way (Wong *et al.*, 2018, Seery *et al.*, 2017).
- At the middle school level, students are encouraged to learn computational skills.
- NEP 2020 focuses significantly on online teaching-learning, envisaging the importance of online teaching, especially during the COVID-19 pandemic era.

#### **NEP 2020 and Chemistry Education and Research**

In the vast scientific gamut, chemical science is the central science and is closely connected to other parts of science like physics, biology, and material science (Highfield *et al.*, 2016, Schimmel *et al.*, 2012). Chemistry plays an important role in all scientific research as well as academic and industrial levels improving human life. Chemistry researchers explore a broad range of areas and develop the mechanisms of understanding of chemistry principles by the students. If we look at the science research scenario in India, the Science and Engineering Research Board (SERB) was established in

2009 for funding and to address other concerns. Also, several industries have invested in scientific research and education to boost the spirit of young researchers. Besides, several high-quality institutions like IITs, IISc, Institute of Fundamental Research (TIFR), NITs, and IISERs are taking the initiatives for science education and forefront research. In addition to these, several other institutes like Prayoga Institute of Education Research (Bengaluru), and Homi Bhabha Centre for Science Education (Mumbai) are taking lots of interest in Science Educational Research (SER) in India. Unfortunately, chemistry research output is not that much improved compared to where it could be. To improve the growth of this research scenario continuously in coming years, it is very important to emphasize new thoughts and plans, so that the talented next generation can develop a strong enthusiasm in chemistry with the latest trends and breakthroughs in the field. As such, practical, and application-based teaching-learning techniques along with theoretical knowledge play tremendous roles.

In the light of NEP 2020 few aspects of Chemistry education research are highlighted as follows,

#### **Curriculum and Content**

The NEP seeks to introduce a shift from a 10+2 structure to a 5+3+3+4 structure, where the undergraduate teaching will be for four years instead of three years along with four years in secondary education. Although chemistry connects all the sciences, however, students and teachers in secondary education have always found difficulty with this particular subject. To gain interest in studying chemistry at the secondary level as well as at the undergraduate level it is important to restructure the curriculum and pedagogy and the learning content and textbooks need to be modified. Laboratory

education is an integral component of the undergraduate chemistry curriculum. If students of all standards i.e. starting from elementary to highest standards can be taught chemistry education with practical experiences, then next-generation chemistry education & research may be proved as a boon in the light of NEP 2020.

#### **Teacher Availability and Training**

To deliver the redesigned curriculum envisaged by NEP 2020 effectively, schools and concerned authorities need to train teachers and understand the pedagogical needs to make a smooth transition to the new education system. Furthermore, they need to shift the focus from teacher-centered learning to student-centered learning to enhance collaborative skills, critical thinking, and problem-solving and decision-making abilities in the youth. To enhance teachers' pedagogical approaches to teaching Chemistry technological advancements like Technological Pedagogical Content Knowledge (TPACK) may be implemented. Other than these to accustom these advanced technologies more trained manpower should be appointed which can fill the gap in effective teaching-learning approaches. At the undergraduate level, to teach hands-on skills and manipulation of equipment with precision and accuracy more trained teachers need to be implemented. Not only in Chemistry, to learn within the disciplines of science and engineering a student should do research to understand and learn in the laboratory setting and the laboratories should have proper instruments to assess skills. However, in this regard, the chemical industries of India have collaborated with the Royal Society of Chemistry to train the teachers (Education, RSC)

#### **Developing Higher-Order Thinking Skills**

Since ancient days, Indian culture has been promoting the higher order of thinking. Even in Vedic education, one of the main



principles is simple living and high thinking. In the case of NEP 2020, it emphasizes the designing of logical, coherent, and detailed investigations of a subject matter. It allows analyzing critically and logically and evaluates connections between data, concepts, and issues in chemistry. It also focuses on the implementation of higher-order thinking skills based on six verbs i.e., recall, comprehend, apply, synthesize, and evaluate in chemistry curriculum. The spectrum of how external and internal assessments of chemistry learning are used to express what the students have learned offers the highest possible levels of achievement. NEP 2020 implements different assessment approaches to enhance effective learning and problem-solving skills among students promoting higher-order thinking skills (HOTS) in students (Bellocchiet *al.*, 2013, Prakash Goteti *et al.*, 2012). NEP 2020 focuses on reducing the curriculum content to make space for critical thinking so that they can adopt 21st-century skills in them. Thus, it will help to apply concepts of chemistry in critical and logical evaluation procedures and make logical and highly relevant predictions to suggest solutions to complex problems in new and familiar contexts. However, efforts must be put in by the teachers and institutions to develop critical thinking skills among the students in the domain of chemistry education, and science in general.

### **Technology**

The NEP 2020 focuses on leveraging the advantage of technology to make the youth future-ready. To ease the possible fear and misconception of the students regarding chemistry subjects, new and improved technological advances such as virtual laboratories and the use of tablets need to be implemented which will help the students to comprehend and retain more information as they complete the chemistry courses.

### **Experiential Learning**

The NEP 2020 focuses on experiential learning in the middle stages. [1] This approach gives an opportunity to manipulate apparatus and technological tools carefully and highly effectively to implement well-organized, safe, and ethical investigation procedures. Also, the student will develop their learning skills and basic understanding of chemistry by experiencing interactive learning (Wonget *al.*, 2018, Seery *et al.*, 2017). Students will have the opportunity to perform simple hands-on experiments or model kits or online simulations from fundamental and advanced chemistry concepts. Jalil predicted that the understanding of the content is enhanced in students by conducting an experiment prior to a lecture or discussion of the concepts. Also, the students enjoy the lab, as they are allowed to develop independence and self-reliance in the laboratory (Jalil, 2006). However, efforts should be made to teach hands-on skills and manipulation of equipment with precision and accuracy with prior importance of learning (Novak, 2010, Novak, 1993, Bretz, 2001).

### **Flipped pedagogy and online teaching**

The central government has recognized the importance of the flipped pedagogy education system and focused a significant portion of NEP 2020 on it. Accordingly, the flipped chemistry classroom has to be designed perfectly. To increase the engagement rate in the classroom and to keep the students active during class time advanced technologies like multi-touch books implanted with text, videos, quizzes, and software figures can be implemented. This approach will engage the students for more time with active learning activities. The success of flipped chemistry teaching and learning and hence its implementation in NEP 2020 will be fruitful only if the commitment of the teachers is such that students are engaged in active

listening and interactive learning during class time. Also, teachers may use online chemistry educational videos from various websites that are already available. Other than these, Prezi presentation software for analytical chemistry, Sapling learning (<https://www.saplinglearning.com/>) for chemical structure and mechanism, Tophat (<https://www.tophat.com/>) for classroom response system and SMART podium TM 500 series (<https://education.smarttech.com/>) for classroom note records are few tools for smooth conduction of online education (Fitzgerald, 2015, Flynn, 2015).

One point can be mentioned in this regard the COVID-19 pandemic has changed the conventional classroom setup to digital mode, making it a mandate overnight. The pandemic impact has driven us to utilize the available time and explore extended chemistry e-learning. However, the implementation of NEP 2020 has opened a scope for re-evaluation of post-pandemic chemical education practices through online learning. Nowadays, open sources and free databases have become the go-to access for all. The freely available simulations and web-based visualization tools can be utilized to understand molecular structures, symmetry, functionality, action sites, and reactions. Also, online learning will bridge the gap between students and researchers maintaining academic integrity. Thus, through online education, NEP, 2020 will open a scope to provide access to e-libraries and to develop online platforms to increase access to national educational resources.

Laboratory learning has the option to introduce a more practical element into online lessons is the use of virtual labs. As such, PhET, OLabs, Beyond Labz, and Labster are a few commercially available or open-source virtual labs for a wide range of subjects for school education, secondary education, and various institutions. Also,

experimental methods and protocols are supplemented in video format in peer-reviewed papers published by the journals like *Journal of Visualized Experiments* (JoVE). Other than these Diksha and Swayam are two government funded platforms for technology-enhanced learning. In 2019, the Samarth portal an initiative by the Ministry of Education has been started for governing online administration in various educational institutions.

### **Microscale Chemistry and Locally Produced Equipment**

In chemistry education only selected results of chemical research are presented where the research process is unanswered leading to a lack of sense of direction of students. This problem can be overcome by designing small-scale experiments. Students can perform basic chemistry experiments with microscale chemistry kits with curiosity and excitement (Bettadapur *et al.*, 2020). The Committee on Teaching of Chemistry (CTC) supported the idea that at elementary stages the students will get the opportunity to experience chemistry experiments (McKenzie *et al.*, 2013). Hence, IUPAC-CTC and UNESCO have published instruction manuals to construct the equipment related to chemistry experiments. Also, for implementing experiential learning for school students some non-profit organizations are doing good work by distributing science kits for kids in rural areas.

### **Interdisciplinary Approach**

The NEP 2020 demonstrates initiative in applying constructive and focused individual and collaborative work skills. The interdisciplinary approach to chemistry teaching helps the students to correlate and connect to the concepts in their daily lives. The implementation of NEP 2020 will help to address the social or environmental issues by using chemistry knowledge. Additionally as

a part of the interdisciplinary approach Multidisciplinary Education and Research Universities (MERUs) will be built. It will open a vast opportunity to enhance better networking, coordination, and cooperation among various disciplines of science as well as academics and researchers working in interdisciplinary fields in various parts of the world.

### **Challenges**

However, while implementing this new education policy, NEP 2020 itself reads “Any policy is only as good as its implementation”. Thus, a collaborative effort at the national, state, institutional, and individual levels will bring a fruitful effect on its implementation. There are many challenges and obstacles in implementing NEP 2020. Two among them are the lack of well-trained teachers and proper infrastructure in educational institutions. Most teachers are not aware of the experiential teaching methods and this challenge needs to be addressed by providing proper training to the teachers. To teach the students using experiential learning methodology, more teachers need to be hired and trained properly. Also, evaluations should be designed accordingly such that they improve the critical thinking capacity of the students, and encourage the students for integrated and cohesive learning. To train the teachers the central government has already taken the initiative by launching the program Nishtha (National Initiative for School Heads’ and Teachers’ Holistic Advancement) (NISHTHA, GOI) Moreover, many institutes such as IISc, IITs, IISERs, and others are taking the initiative in teacher education programs to fill up this gap ([www.ooda.iisc.ac.in](http://www.ooda.iisc.ac.in), [www.iitm.ac.in](http://www.iitm.ac.in), [www.iiserpune.ac.in](http://www.iiserpune.ac.in)).

In addition to this, a large number of institutions lack the proper infrastructure to carry out experimental research safely in a

well-organized manner. This challenge needs to be addressed by funding colleges/universities to construct well-equipped laboratories. While online learning, developing digital infrastructure such as digital classrooms, and AR/VR tools is a great challenge because the majority of the institutions do not have a proper digital infrastructure and internet connectivity. Also, the cost associated with infrastructure is a barrier to the online teaching-learning method. Thus, a substantial amount of funding as well as a certain buffer time will be needed to put the plan into progress.

Hence, to make the subject of chemistry more relatable and interesting, the inclusion of innovative technology-based pedagogy is crucial (Gilmore *et al.*, 2014, Hutabarat *et al.*, 2019). So, at school and high school level it is important to put the efforts to make chemistry an interesting subject by supplying proper resources and innovative tools.

### **Conclusion**

There are countless challenges to growing chemistry education and research throughout India, but it also extends tremendous opportunities. In this paper, the current scenario of education and research in India in the context of chemistry and science, in general, is highlighted. The young citizens will be highly influenced by the improvement in the educational system and the implementation of NEP 2020 will help to take the movement forward in the future generation of this country. To implement it effectively, individual states and private sectors must take equal responsibility so that the future of chemistry and science education in India will be benefited by the efficient and effective implementation of NEP 2020.

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## **Skill-Based Education and National Education Policy in India: An Overview**

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### **Introduction:**

Education is concerned with the all-around development of the physical, socio-emotional and cognitive level of the child. Skills-based education may be defined as those abilities, attitudes, knowledge and behaviors that must be learned for the all-round development of the individual and the success of the nation. From a psychological point of view, skills-based education means the development of mental and emotional behavior skills that enable individuals to better handle and succeed in daily lives. Skills-based education is a cross-cutting application of knowledge, values, attitudes and skills that are important in the process of individual development and lifelong learning which help manage an individual life in a healthy and productive manner.

The World Health Organization has defined skills-based education as a “development process of the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”.

UNICEF defines skills-based education as “a behavior change and development approach designed to address a balance of three areas: knowledge, attitude and skills”.

Skills-based education provides those types of knowledge and information that help students promote mental well-being and physical competence in learners as they can face the reality of life.

A knowledgeable and skilled workforce is the main human capital for the development of any nation. Skills development is known to increase the productivity of individuals, the portability of employers and national growth. Therefore, educators and policymakers also discover the importance of skills-based education for student empowerment at the secondary level of education. Consequently, they also give attention to methods and practices that nurture student's social and emotional development through skills-based education. Skills-based education can help in bringing improvement in the educational system by equipping students with essential skills for life.

**Objective of the Study:**

- To study the importance of skill-based education.
- To study the role of NEP-2020 in enhancing skill-based education among students.
- To study the initiative taken by the government of India for promoting skill-based education.

**Methodology:**

Keeping the nature of the study investigator has selected the Descriptive method for the study.

**Importance of Skills-Based Education:**

Skill-based learning involves the planning, execution, and assessment of skills acquired through knowledge-based learning methods. This approach motivates students to engage in logical thinking, conceptual analysis, and the application of insights. The aim of this innovative and highly sought-after educational method is to nurture independent thinking in learners and equip them for future challenges. There are several compelling reasons to adopt skill-based education:

***Fosters Creativity:*** This approach empowers students to develop independence and tackle problems with creativity. It encourages a departure from conventional methods, promoting innovative thinking.

***Cultivates Critical Thinking:*** Skill-based education helps students refine analytical and critical thinking skills across all subjects. It shifts the focus from memorization to the synthesis, evaluation, and practical application of facts and ideas. For instance, entrepreneurship sessions encourage students to anticipate issues and devise corresponding solutions.

***Promotes Collaborative Problem Solving:*** Students learn to address challenges constructively. Skill-based learning enables them to identify and leverage strengths and vital skills to attain their objectives. During activities such as event organization or field-based projects, students collaborate as a team to achieve desired outcomes.

***Enhances Communication Skills:*** Effective communication,—both written and oral—is integral to the curriculum. Encouraging students to engage in articulate discussions, practice active listening, and develop presentation skills aids in refining their communication capabilities.

***Develops Leadership Skills:*** Introducing skill-based learning in classrooms nurtures effective leadership skills in students and also encourages them to transcend their self-interests. Through various activities and events, students build skills that enable them to listen attentively, organize effectively, and inspire their teams.

By implementing skill-based education, educational institutions create an environment that nurtures creativity, critical thinking, collaborative problem-solving, communication proficiency, and leadership skills. This approach prepares students to navigate the complexities of the future with confidence and competence.

**Need for Skill-Based Education in India:**

The belief in modern education's role in combating exclusivity has driven the emergence of innovative educational methods. Inclusive education, born from this belief, has the potential to effect positive social transformation in 21st-century society.

In today's context, skill development has become a prominent topic in various educational policies. This emphasis is rooted in the urgent requirement for skill-based quality education, which holds long-term benefits for both the nation and its citizens. Notably, in a country like India, where over 54% of the population is under 25 years old and 66% are under 35, there is a significant international focus. This demographic dividend implies that the youthful population, including school-going individuals and the upcoming workforce, is a valuable asset for the nation.

Leveraging this demographic advantage hinges on providing appropriate skill-based education to this population segment. Doing so could contribute significantly to positive social transformation by cultivating a knowledge-enabled populace. The current era presents an opportune moment to offer skill-based learning opportunities to all individuals seeking education, thereby empowering them to become productive citizens in a globally evolving society.

**Initiatives taken by the Government of India for Promoting Skill-Based Education:**

In general educational terms, skill development entails nurturing an individual's knowledge, attitude, and capabilities to facilitate their active contribution to societal and economic progress. This concept also underscores the importance of improving the overall quality of life and broadening the array of choices available to individuals. Nonetheless, the reality is that education serves as a

conduit for imparting soft skills to the masses or common people, encompassing the enhancement of their knowledge, attitude, and practical abilities. In response, the Indian government has undertaken multiple initiatives to introduce diverse skill-focused programs at various intervals, after evaluating the prevailing educational landscape of the nation. The aim is to cultivate a skill-enabled population. In line with this objective, the Department of Economic Affairs within the Ministry of Finance, Government of India, announced the National Skill Qualification Framework (NSQF) in December 2013. The NSQF, overseen by the National Skill Development Agency (NSDA), strives to align qualifications with skills.

However, the tangible outcomes of these endeavors are still awaited, and their effectiveness is yet to become fully apparent.

Taking a broader perspective, beyond conventional approaches, Open and Distance Learning (ODL) institutions can embrace the NSQF with actionable objectives. The NSQF offers an outcomes-based approach that is crucial for promptly evaluating individuals' acquired knowledge. This approach is essential for institutions, students, and employers alike, enabling self-assessment of competency-based progression pathways. Notably, these courses also offer the intriguing advantage of enabling Recognition of Prior Learning (RPL). This means that individuals, irrespective of gender, age, or geographical location, can gain formal recognition for their traditional skills, transforming informal skills into productive assets. The NSQF also supports aligning Indian qualifications with international standards through relevant bilateral and multilateral agreements.

Indeed, the 12th Five-Year Plan places a strong emphasis on higher education. It underscores higher education's pivotal role in

shaping a modern economy and fostering a vibrant polity. Higher education equips young individuals with skills relevant to the labor market, fostering social mobility, and nurturing responsible citizenship within a democratic and pluralistic society. In this context, the National Knowledge Commission (NKC) has recommended expanding, redesigning, and enhancing the quality of vocational education throughout the nation.

Considering these factors, beyond the traditional educational system, the adoption of Open and Distance Learning (ODL) and Open and Distance E-learning (ODEL) systems could usher in a new era of socio-economic development. These approaches have the potential to provide skill-based education, thereby advancing the state's progress in this domain.

**Role of NEP-2020 in enhancing Skill-Based Education among Students:**

The implementation of the National Education Policy (NEP) in 2020 represents a significant and transformative step in the Indian education sector. This comprehensive policy is anticipated to elevate educational standards across both schools and colleges. A notable shift from a rote-learning emphasis to a skill-oriented framework can be attributed to this policy. The NEP introduces groundbreaking changes, including the incorporation of vocational education from the sixth grade onwards and the establishment of the National Committee for the Integration of Vocational Education (NCIVE). These reforms are poised to propel the Indian educational landscape towards unprecedented heights. A key expectation is that the National Education Policy will not only diminish the societal stigma often associated with vocational career paths but also open up a wide array of promising professional opportunities for students. The policy is

set to play a pivotal role in preparing the nation's workforce for catalyzing change, particularly in educational methodologies. A critical focus is placed on cultivating both technical proficiencies and soft skills among graduates and postgraduates. Central to NEP 2020 is its emphasis on employability and recognition of education's role in equipping students with the requisite skill sets. The underlying vision of the government in undertaking this initiative is to align with the 2030 Agenda for Sustainable Development. This global agenda aims to achieve inclusive and equitable education while fostering lifelong learning opportunities for individuals from all walks of life.

➤ ***Bridging the talent Skill Gap:*** A substantial and concerning talent-skill gap is prevalent across various levels, exerting a notable impact. This disparity significantly influences the employability landscape across diverse sectors. According to data from the International Labour Organization, a staggering skill deficit of 29 million is projected by 2030, a situation that could profoundly affect the nation's GDP. This gap has resulted in businesses struggling to identify and hire individuals who possess the skill sets that align with their expectations. The scarcity of forward-looking competencies is a central issue. The root causes encompass deficiencies in our education system and the insufficient emphasis on on-the-job training within companies. Nonetheless, the National Education Policy 2020 is widely regarded as a silver lining in this complex scenario. This policy is poised to play a transformative role in addressing this gap by furnishing students with industry-relevant skills, effectively molding them into professionals who are prepared to embrace the demands of the future.



- ***Holistic Learning:*** The National Education Policy (NEP) introduces a departure from traditional content-heavy and memorization-based learning approaches. Instead, it advocates for a comprehensive educational experience that fosters holistic learning. This involves the implementation of a creative and interdisciplinary curriculum that places equal emphasis on subjects beyond the conventional domains like humanities, sports, fitness, languages, culture, and arts, in addition to the more typical subjects like Science and Mathematics. NEP 2020 also underscores the significance of soft skills as essential life competencies. These skills encompass effective communication, teamwork, problem-solving, decision-making, analytical thinking, resiliency, and more. Recognizing their importance, the policy places these skills on par with academic knowledge. The initiative adopts an integrated approach that not only imparts academic knowledge but also nurtures leadership skills among students. This equips them with the capabilities needed to excel in their future career trajectories.
- ***Offering Quality Education:*** The National Education Policy (NEP) of 2020 introduces a provision that permits foreign universities to establish campuses and operate within India. This groundbreaking decision is anticipated to provide students with the opportunity to access education of global quality while also gaining international exposure. It will effectively prepare students to navigate competition and equip them to meet international standards. By doing so, students can concentrate on aligning themselves with their chosen career paths right from the outset.

- ***Multidisciplinary Approach:*** The National Education Policy (NEP) of 2020 has successfully shattered the constraints previously imposed on students' subject choices, liberating them from the confines of the traditional divisions of Science, Commerce, and Humanities. This policy ushers in a new era by enabling cross-disciplinary course selection, offering students the chance to augment their core skills. An equally significant aspect is the policy's robust endorsement of vocational training, which signifies its strong commitment to incorporating practical skills into the educational framework.

#### **National Education Policy 2020 paving the Way for Experiential and Skill-Based Learning**

With the advent of the fourth industrial revolution, employers are increasingly seeking candidates who possess not only domain expertise but also digital literacy and skills relevant to the industry's demands. The National Education Policy (NEP) of 2020 stands as a pivotal stride that promises to revolutionize the landscape of the Indian educational system. This initiative is poised to bring about substantial transformation in the market, aligning it with the evolving needs of employers.

A core tenet of the NEP 2020 is its advocacy for experiential and skill-based learning. This audacious step by the Indian government deserves commendation, as it responds adeptly to the changing demands of the modern world. However, the effective implementation of this ambitious vision is anticipated to present a significant challenge.

Skill-based learning is centered around the concept of "learning by doing." This approach provides a fertile ground for the

nurturing of students' talents. Traditional teaching methodologies often fall short in prioritizing the demonstration of students' individual skills, leading to obstacles in their path to becoming self-reliant. In this context, NEP 2020's emphasis on skill-based education plays a pivotal role in securing students' future prospects.

One critical issue faced by developing countries like India is unemployment, which significantly impacts the economy. Skill-based education takes centre stage in addressing this challenge. By incorporating skill-based learning into the evolving economic landscape, students gain the practical skills required for the workforce, increasing their employability.

In essence, the National Education Policy of 2020 is a resounding response to the demands of a changing world. It stands to equip students with the skills they need to thrive in a dynamic job market and to contribute effectively to the nation's progress.

### **Conclusion:**

From the above discussion on skill-based learning in NEP 2020, we may realize that Skill-based learning is most important in the present education system. Through proper use of this policy skill, skill-based education can enhance the supply of skilled manpower, which has a huge current and future. On the other hand, it improves students' achievement and meets the industry's need for a more competent workforce. We have seen many positive aspects of this education policy which will be prepared at a cost of 6 % of the country's GDP. We believe that the vocational or practical education system will provide practical knowledge and career orientation to our students so that they will be free from the consequences of unemployment they are currently suffering from.

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## **The Importance of Games and Sports in NEP 2020**

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*Dr. Jayanta Kumar Boruah*

### **Abstract**

The significance and importance of games and sports, which are actually physical education, in the educational system, have long been acknowledged, and modern education is practically inconceivable without them. Sports and games are a vital aspect of inclusive education; thus, they must be given the priority and attention they demand in modern education in order to foster the development of strong, independent individuals who can thrive in the nation's democracy and contribute to its success. The National Education Policy (NEP-2020) addresses the key issues in the current system of education and aims to reform the educational system in India. Sports and physical education are highly recommended as part of the curriculum, according to the National Education Policy 2020. The New Education Policy 2020 emphasizes including sports in the textbook curriculum in recognition of how sports can mold a young mind. The significance of physical education and sports is addressed in this article at all educational levels, including pre-primary, primary, secondary, higher secondary, and higher education. The perspectives offer a wide range of relevance in the area of an

individual's overall development. A positive and self-assured young person who could contribute to the growth of the country can be identified by the inclusion of physical education, yoga, and sports in every aspect of educational curricula. Thus, the NEP 2020 envisioned the addition of physical education, sports, yoga, and mental health to the educational frameworks, strengthening their present position in the relevant curriculum.

**Keywords:** NEP 2020, Physical Education, Yoga, Sports, Educational Significance

**Introduction:**

The inadequate levels of youth participation in physical activity are one of the primary challenges of the twenty-first century (Bouchard et al., 2012). Several studies have demonstrated that physical education sessions are a successful means of motivating youth to physical activity and improving their overall health (Fairclough et al., 2005; Sallis et al., 2012). It is well recognized that non-communicable diseases (including obesity, diabetes, and heart disorders) raise the risk of physical inactivity, whereas consistent physical activity is strongly correlated with a decrease in the risk factors for such non-communicable diseases (Ekelund, 2012).

The significance of games and sports has never previously been highlighted as extensively as it is today. Physical education and sports are widely recognized as important, relevant, and indispensable for promoting an active, healthy lifestyle and addressing the rising obesity rates in the world. There are fewer possibilities for children and teens to participate in physical activity, despite the fact that physical education is taught in educational institutions in the majority of states (Anmol, 2015).

India has the third-largest higher education system in the world. Despite the academic transformation of the twenty-first century, a significant proportion of universities and colleges are having challenges establishing an impression on the global academic scene (Bhosle et al., 2022). An extensive framework with the goal of reforming the Indian educational system is the National Education Policy (NEP) 2020 (Pawan Kalyani, 2020). It acknowledges the importance of a holistic education and places special emphasis on students' intellectual, physical, emotional, and social development. The relevance of games and sports in the educational system is stressed



heavily in the NEP 2020 in keeping with this goal. This article explores the role and benefits of incorporating games and sports into the NEP 2020.

**Games and sports in NEP 2020:**

Swami Vivekananda said that the perfection that already exists in man is manifested through education. The development of the whole individual is education's main goal. The National Education Policy, or NEP 2020, incorporates yoga, sports, and physical education concepts in support of this goal. Specialists in physical education, sports, and yoga will help bring health and wellness to every area of a person's personality.

Sports are regarded as extracurricular activities in educational institutions, and activities either take place once or twice a week or after the school's academic hours. Sports will be integrated into the curricula of educational institutions under the new framework. Depending on the facilities on the premises of the institution, a sports curriculum will be developed.

The importance and value of sports and games that is physical education in the education system has long been recognized and today's education is unthinkable without games and sports being a part and parcel of modern education. In present-day education much emphasis is given to physical education and the belief has come to influence the educationists, policy planners and the regulating authority the government that no worthwhile education for the young generation is possible without physical education.

Keeping healthy is important if you want to meet the difficulties of the century as well as keep up with the pace of the rest of the globe. Physical education, sports, and yoga all play significant roles in promoting a healthy culture in today's world. Every citizen

must maintain good physical and mental health, as well as a balanced personality, according to the GOI. Consequently, the government has introduced the Fit India Movement, Khelo India, TOPS, National Sports Day, International Day of Yoga, etc. Such initiatives have sparked interest and raised awareness among the general public, specialists, and academics. The necessity of the hour is to develop effective and skilled human resources in the fields of physical education, sports, and yoga.

Physical education, sports, and yoga are given the utmost importance by NEP 2020, and in order to carry out its directives, the government of India has begun integrating them into the curricula. Our educational institutions should take the lead on this national task by strictly implementing NEP 2020 and adopting the national framework of school curricula, especially with regard to including physical education, sports, and yoga classes in educational institutions across the nation, so that India can achieve a new level of human, social, and economic development. In short, it can be said that inclusive physical education and the necessary emphasis given by NEP 2020 will transform our nation into a healthy, fit, mentally sound, and capable personality who can carry out their roles so that the goal of developing India will become a reality. However, for this to happen, all of us and our educational institutions should work hard and with determination.

#### **Importance of games and sports:**

##### **Wellness and physical fitness:**

Promoting student's overall well-being is one of the principal objectives of NEP 2020. Sports and games are highly significant in this context. Children and young people who regularly engage in physical activity can maintain their physical fitness, which is necessary

for leading a healthy lifestyle. Playing sports not only helps to fight sedentary behaviour but also lowers the risk of obesity and other lifestyle disorders.

**Holistic development:**

The NEP 2020 attempts to promote students' holistic development, which includes advancement in their social, emotional, and cognitive abilities. Sports and games offer a special platform for developing these traits. Sport promotes cognitive growth since it calls for logical thinking, strategic planning, and decision-making abilities. Teamwork, leadership, discipline, and resilience are further skills that are developed through team sports involvement and are essential for both individual and societal development.

**Enhanced learning:**

There is a connection between physical activity and academic achievement, according to studies. Participating in sports and other physical activities on a regular basis can enhance cognitive qualities such as focus and memory. Students gain useful life skills through games, including goal-setting, time management, and perseverance, which boost their academic performance.

**Stress reduction:**

Stress and academic pressure are major challenges in today's educational system. The NEP 2020 includes activities and sports to give students a much-needed break from the pressures of academics. Physical exercise minimizes stress levels, anxiety, and depression, which is good for mental health. Sports give students a way to calm down and relax, which promotes a better and happier learning environment.

***Inclusivity and gender equity:***

The NEP 2020 places a strong emphasis on encouraging

gender equity and diversity in the classroom. Sports and games are essential to reaching these goals. Sports aid in the dismantling of obstacles and the promotion of equality by encouraging involvement from all students, irrespective of gender or physical capabilities. Giving all students the same opportunities in sports promotes a feeling of belonging and empowerment, which improves their general well-being and self-confidence.

**Conclusion:**

The National Education Policy 2020 acknowledges the value of games and sports in a student's overall development. The NEP 2020 recognizes the many advantages of sports, including physical fitness, holistic development, improved learning, reduction of stress, and broadening participation, by incorporating physical activities within the educational system. Introducing games and sports into educational settings can foster a positive learning atmosphere that fosters students' general well-being as well as academic performance.

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## **Implementation of Multidisciplinary Approach in HEIs: Challenges and Opportunities**

*Diksha Saharia*

### **Abstract**

Education is an inevitable element when it comes to the development of a nation and the growth of a society. The traditional education system has been followed in our country for years and undoubtedly, the indigenous teaching-learning methods or the curriculum have been creating history in terms of intellect, discovery, politics, economics, science & technology and various aspects of the society. But, the fact cannot be denied that the world is evolving. With the dynamicity of today's demand in different fields, a co-evolutionary arms race should be established so that a newly designed education system can withstand such intense and dynamic demands of today's world. No matter how severe the challenges are, with a precisely formulated education system, the nation can win with ease because education is the backbone that supports the nation. The National education policy which was approved by our honourable Prime Minister on 29 July, 2020 aims to provide equal quality education to every student of the country. Around 15 different strategies have been formulated by the policy and implementation of a multidisciplinary approach is one of them which seems to be a unique and extremely necessary approach. With emerging

pandemics, rare ailments, national financial liabilities, political complexity, declination of culture and tradition, advancements in technology etc., a blend of humanities, science and commerce is of utmost importance. This multidisciplinary approach can help the students to select any subject of their interest irrespective of the stream. This will not only encourage students to enjoy learning but also will promote diversification in the education system. Students can now explore their talent more purposefully and focus precisely on their strong area of studies which eventually can result in a stronger nation. Any new strategies demand time for everyone to adapt and the same goes with NEP too. The multidisciplinary approach may also require adequate time for everyone to get used to it and this can be a major challenge as this might seem entirely new and unique for the students and teachers as well. This challenge can be easily eradicated with time by proper planning and cooperation.

**Keywords:** Multidisciplinary, curriculum, diversification, co-evolution, dynamicit

## **Introduction**

A healthy nation is the outcome of a strong education system. Education is the backbone of a society and the formation of a well-developed society seeks an extremely well-formulated education system. India ranks somewhere around 32 when it comes to education and there has been a huge gender bias prevailing in various Indian communities to acquire education. Illiteracy is still a burning issue that is not allowing hassle-free growth of the nation. No matter how effective strategies the government implements for poor and rural dwellers at the end of the day, it is only the urban population who seems to be inclined towards education and urge to acquire it. Surprisingly, the rural community makes up 70% of India, so improving India's educational strength by ignoring rural academic improvement is like finding a needle in a haystack because enlightenment in terms of social strength comes from strengthening the majority of the country.

All the people of this country irrespective of caste, class, creed, gender and religion should get equal education which would be the most important asset for their progression. If we look into the past, access to education for the poor and underdeveloped ones was not a piece of cake but with highly organized schemes and policies for educating, and eradicating illiteracy have become very convenient for everyone, either rich or poor.

The traditional education system of India has created history in terms of enhancing intellect for ages and it has made us cultured, literate, wise, and thoughtful by enabling us to develop scientific and critical thinking instead of random predictions for any occurrence. Science and technology have been radiating factual knowledge, truth, discoveries and inventions for ages which have dragged our country



into the limelight eventually. We are thankful for our indigenous system of education and our inherited curriculum but there seems to be a void getting deeper day by day with emerging global advancements and it is a matter of concern for countries like India which should focus on the upcoming trend of science and technology. This void can be filled only by a drastic transformation that can renew the entire Indian education system inside out.

The Indian government has been manifesting on bringing effective changes in educational policies that can withstand global challenges but unfortunately, every plan remained confined to discussions for a long but finally, a revolution has been brought into action by NEP 2020 which has been approved by our honorable Prime Minister on 29th July, 2020. The objective of NEP 2020 is to make India a super hub of knowledge by 2030. Around 15 different strategies have been formulated by the policy and the implementation of a multidisciplinary approach is one of them which aims to create a blend of various disciplines including skill enhancement courses, value added courses so that students can indulge themselves specifically in their area of interest. Thus NEP 2020 would help students explore their sequestered talent and thus can take the nation to the way of development.

This study particularly focuses on the benefits as well as challenges of implementing a multidisciplinary approach in the Indian education system.

National Education Policy (NEP) 2020 has replaced the previous National Policy on Education, 1986. NEP is a comprehensive framework for elementary education to higher as well as vocational training in both rural and urban India. The policy can bring effective transformation in the entire Indian education system by 2030.

Some Key features of NEP 2020 :

- 5+3+3+4 model: 5 denotes the formative years , 3 denotes both grades 1-2 together, 3 denotes class 3 to class 5 preparation phase, 4 denotes the secondary stages.
- Emphasizing foundational literacy and numeracy
- Change in examination pattern, Instead of annual exams there will be only 3 exams in classes 2, 5 and 8 for school students and boards will be in classes 10 and 12 which will be assessed by PARAKH.
- Including breakfast in the mid-day meal scheme
- Providing equal and quality education to every student in the country
- Lowering the academic load on school students
- Multidisciplinary approach to higher education
- Discontinuation of M. Phil
- Allowing foreign universities to set up campuses in India
- Appointment of teachers is on a merit basis and proper teacher training is mandatory.

#### **Multidisciplinary Approach of NEP 2020 in Higher Education**

This is an approach that integrates various disciplines to study a particular topic with complementary perspectives. This does not confine a particular concept or topic only within a specific stream or discipline and thus offering access to any student irrespective of their stream or discipline to pursue any of their interested course. A student with chemistry honors can opt for fashion design as a co-subject, a student with Assamese honours can study molecular biology as well, and an engineering student can study philosophy if he wants. These outstanding advantages can be brought into students' lives only with the implementation of a multidisciplinary approach.

### **Benefits of Multidisciplinary Approach**

Day by day the world is evolving in terms of science and technology and the world is approaching towards intensified digitalization. With advancements in artificial intelligence, robotics, genome sequencing, the latest drug discoveries, the development of vaccines and many more scientific improvements, it is no longer possible for the traditional mode of higher education to familiarise every student with the near future as traditional education system was compartmenting subjects within specific disciplines. For example a student with Sanskrit honours could never officially include virology or any science-based subjects in his list of academic subjects which deprives the student of scientific knowledge even if he/she was willing to.

In the same way, students confined to the commerce discipline could never allow themselves to study subjects other than those closely associated with accounts, business, marketing or any commerce-oriented subjects. Similarly students belonging to any discipline that embraces humanities find it almost impossible to get themselves a certificate of technology or marketing. With emerging pandemics, rare ailments, national financial liabilities, political complexity, declination of culture and tradition, advancements in technology etc., a blend of humanities, science and commerce is of utmost importance which can only be fulfilled by the implementation of a multidisciplinary approach in higher education.

The multidisciplinary approach aims to break the wall of disciplinary compartments and focuses on the amalgamation of various disciplines to create a diverse blend of perspectives that can help the students gain access to more than one area of study simultaneously. This helps students to expose their sequestered passion towards more than one

subject belonging to utterly contrasting disciplines. A student does not need to have equal inclination for all the respective subjects that have been knotted in a combination by the indigenous education system. Thus multidisciplinary approach can be the best way to affix the current desires of students by allowing them to enrol themselves in more than one discipline at a time.

Unemployment has become a burning issue for the nation for years and the traditional education system failed to completely eradicate this but a multidisciplinary approach seems to be capable of making the maximum number of students get absorbed into various workplaces. This is because of the blend among disciplines that can make every student's career profile stronger as they can now solely invest their effort specifically in subjects that they love and enjoy studying which can eventually maximize their scores and their performance as well. The communication skills of students will be improved as the English language will be given preference. Any student, no matter if he/she belongs to science arts or commerce, can fully acquire the benefits of vocational courses that can bring more employment opportunities for them.

### **Challenges of Multidisciplinary Approach**

Any non-native process or phenomenon demands time to get acclimatized by every citizen and the same goes for the Multidisciplinary approach. As it is a new approach and neither students, nor educators, nor administration are familiar with this, therefore there will be a severe requirement for time and patience for the smooth running of the new approach and switching from indigenous learning methods to this new one.

Adequate cooperation is required by students, teachers, administration and everyone associated with academics so that the

challenges of adaptation decline gradually.

### **Aims and Objectives**

- To study the traditional system of education in India
- To study about NEP, 2020
- To study about Multidisciplinary approach in HEI
- To interpret the effectiveness of a multidisciplinary approach
- To analyze the benefits of a multidisciplinary approach compared to the indigenous education system
- To interpret the probable challenges in undergoing a multidisciplinary approach

### **Methodology**

The study is solely based on secondary data which was collected from the following sources

- Google (Wikipedia) was the prior source of information during the study
- Books and research papers were also studied for various aspects
- Other websites related to NEP 2020 and its attributes were also studied
- Several surveys were conducted among students, especially from rural communities regarding their current curriculum vs. the upcoming curriculum of NEP 2020

NEP 2020's major goal is based on transforming India's education system from the root. More than 15 various strategies have been formulated that can replace the traditional education system and the implementation of a multidisciplinary approach is one of them which enables students to choose their subjects or courses irrespective of their specific disciplines. Students no longer have to remain confined to a particular zone of academics and thus they can smoothly learn

their subjects of interest. This can result in a stronger educational nation because exposure to diversified themes or subjects can enable students to combat the growing complexity and advancements.

### **Conclusion**

It is evident from the above discussions that NEP 2020 has left no stone unturned to revolutionize the education system and transform India into an advanced country. The multidisciplinary approach is one of the excellent strategies of NEP 2020 that can help students to learn, evolve, improve and succeed exponentially. Students can broaden their perspective and thus they can acquire more. Challenges include the lack of adaptation to a new system but with time and co-operation from all the stakeholders NEP 2020 can be easily made successful.

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## **Early Childhood Care and Education (ECCE) in the National Education Policy (NEP) 2020**

*Dr. Kunjalata Baruah*

### **Abstract:**

The National Education Policy (NEP) 2020 has made significant strides toward revamping the education system in India to make it more holistic, flexible and inclusive. Early Childhood Care and Education (ECCE), which aims to provide equitable and quality educational opportunities to every child, is one of the key areas of focus in the NEP 2020. According to the NEP 2020, all children in the nation would have access to high-quality ECCE, with special consideration and priority to socially and economically disadvantaged sections. According to the policy, ECCE consists of play-based and activity-based learning for young children, including alphabets, language, puzzles, painting, art and music. For children ages 3 to 8, it suggests a flexible, multi-faceted, multi-level, play-based, activity-based curriculum that emphasizes their overall development, including cognitive, physical, socio-emotional-ethical, cultural/artistic, and language skills. To guarantee that children between the ages of 3-6 have access to ECCE, it intends to expand and strengthen the early childhood education facilities. The NEP 2020 has given the responsibility for developing a National Curricular and Pedagogical Framework for ECCE to the National



Council of Educational Research and Training (NCERT), and the responsibility of planning and implementation of ECCE curriculum to the Ministries of Human Resource Development (HRD), Women and Child Development (WCD), Health and Family Welfare (HFW) and Tribal Affairs. However, there are several challenges as well as opportunities associated with implementing ECCE in accordance with this policy. In this paper, an attempt has been made to highlight the major recommendations of NEP 2020 regarding ECCE. The present paper also aims to explore both the challenges and opportunities associated with implementing ECCE in line with NEP 2020.

**Key Words:** ECCE, NEP 2020, Challenges, Opportunities.

**Introduction:**

Early childhood is defined as the period between conception and the age of eight years of a child's life. Since development happens so rapidly during these years, it is usually considered that these are the years that are most crucial for lifelong development. Early Childhood Care and Education (ECCE) is the umbrella term for a comprehensive approach to caring for, educating and supporting younger children. It is the term used to describe the care (health, hygiene, nutrition, sanitation, protection) and education (early stimulation, guidance, education, developmental activities) provided to children between the ages of 0 and 8 ( Ramavath, 2021). NCERT (2006) states that the term 'care' in ECCE relates to the necessity for nurturing and caring for young children. For the holistic development of a child, not only their physical and nutritional needs must be satisfied but also their psychological and emotional needs. In ECCE, "education" refers to the process of learning, which includes the acquisition of knowledge, skills, habits, attitudes, and so on. It also reflects a crucial goal, namely preparing the young child for entry into the formal education system. The term "ECCE" therefore refers to a philosophy that emphasizes giving young children (up to the age of 8) opportunities and experiences to support their holistic development as well as organizing and delivering services and support systems to families and communities to meet the needs of their young children (NCERT, 2006).

ECCE recognizes that every child is unique and has different interests, abilities, and learning styles. It provides a nurturing and inclusive environment that respects and supports the holistic development of each child, taking into account their physical, cognitive, social, emotional and creative aspects. The educational

experiences offered by ECCE programmes stimulate children's cognitive skills such as problem-solving, critical thinking, and language development. It helps in building a strong foundation for achieving academic success in the future. The activities of ECCE contribute to children's social, cognitive and emotional skills as well as physical development, fitness and well-being. ECCE plays a crucial role in preparing children for formal schooling. It helps them to develop the necessary skills, knowledge and attitudes to transition smoothly into primary education, such as pre-reading and pre-math skills, problem-solving abilities, self-help skills, and independence. Thus, ECCE has a favourable long-term impact on children's development and learning by providing an encouraging and stimulating atmosphere throughout these crucial years of lifelong learning.

The Indian government has recognized the significance of ECCE through the Article 45 of the 86<sup>th</sup> Amendment of the Indian Constitution (GOI, 2002) which states "The state shall endeavour to provide ECCE for all children until they complete the age of six years". The Right of Children to Free and Compulsory Education Act, 2009 has also covered ECCE under section 11 of the Act which states, "with a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government may make necessary arrangement for providing free pre-school education for such children" (GOI, 2009).

The Indian government has implemented a variety of ECCE programmes realizing the significance of rapid physical and mental development throughout early childhood. The Declaration of a National Policy for Children (1974) (GOI, 1974) demonstrates the

commitment of government to the development of young children. This policy aimed to give children the services they needed before and after birth as well as during their growth period in order to ensure their complete physical, mental, and social development. Equal opportunities for the growth and development of all children during the early childhood period were also emphasized in this policy. In 1975, the Integrated Child Development Services (ICDS) were launched as a pilot programme in order to set the groundwork for a child's holistic and integrated development and to create a platform for future growth.

The National Policy of Education, 1986 (GOI, 1986) recognizes the holistic and integrated value of child development and considers ECCE as a key component of the plan for developing human resources. It also emphasizes the value of the play and activity approach, the necessity of child-centeredness, and the role of community involvement in the ECCE activities.

ECCE has also gained attention in the National Policy for Children (2013) (GOI, 2013) which states, "The state shall take all necessary measures to provide universal and equitable access to quality ECCE for optimal development and active learning capacity of all children below six years of age." The Indian government also enacted the National Early Childhood Care and Education (ECCE) Policy in 2013 to provide inclusive, egalitarian, and contextualized opportunities to promote the best possible development and capacity for active learning of all children under the age of six. (GOI, 2013) However, it was not fully implemented in government Anganwadi centers, pre-primary schools, and private nurseries.

ECCE, which aims to provide equitable and quality educational opportunities to every child, is one of the primary areas

of emphasis in the National Education Policy (NEP) 2020 (GOI, 2020). The NEP 2020 has restructured the framework of school education from 10+2 to 5+3+3+4, which covers the children from the ages of 3 to 18 years. The first 5 years of schooling include the children in the age group of 3-6 years, who were previously excluded from the 10+2 structure. The new framework includes a strong foundation of ECCE beginning at the age of three, with the purpose of encouraging better learning, growth & development, and well-being. The NEP 2020 acknowledges that more than 85% of a child's cumulative brain development occurs before the age of six. It emphasizes the importance of giving adequate care and stimulation of the brain during the child's early years in order to sustain healthy brain development and growth. According to the NEP 2020, all children in the nation would have access to high-quality ECCE, with special consideration and priority to socially and economically disadvantaged sections. The policy suggests a flexible, multi-faceted, play-based, activity-based curriculum that emphasizes their overall development, including cognitive, physical, socio-emotional-ethical, cultural & artistic, and language skills. To guarantee that children between the ages of 3-6 have access to ECCE, it intends to expand and strengthen the early childhood education facilities. However, there are several challenges as well as opportunities associated with implementing ECCE in accordance with this policy.

**Objectives:**

The objectives of this study are:

1. To highlight the important recommendations of NEP 2020 regarding ECCE.
2. To explore the challenges and opportunities associated with the implementation of ECCE in accordance with NEP 2020.

**Methodology:**

The current study is descriptive in nature. The study is based on secondary sources of information that are collected from journals, government documents and online resources.

**Discussion:**

A thorough explanation of the main recommendations of NEP 2020 regarding ECCE, as well as the challenges and opportunities related to their implementation, is given as follows:

**Recommendations of NEP 2020 on ECCE:**

The NEP 2020<sup>9</sup> recognizes ECCE as the foundation of learning and provides certain significant recommendations, which are highlighted as follows:

- **Universalization of ECCE:** The NEP 2020 proposes that high-quality early childhood care, development, and education be made available nationwide by 2030 to ensure that all students entering Grade 1 are ready for school.
- **Holistic development of children:** The NEP 2020 suggests that the overarching objective of ECCE will be to achieve optimal outcomes in the areas of physical, motor, cognitive, social- social-social-emotional-ethical, cultural and artistic development, as well as communication, early language, literacy and numeracy development through flexible, multifaceted, activity-based, play-based and inquiry-based learning.
- **Curricular and pedagogical framework:** The NEP 2020 recommends a National Curricular and Pedagogical Framework for ECCE for children up to the age of 8. This framework will be produced by NCERT in two parts, one for children ages 0 to 3 and the other for those ages 3 to 8. The policy also emphasizes the need to incorporate a variety of rich, centuries-old local

traditions of India, such as art, tales, poetry, games, music, and more, in the ECCE curriculum.

- **Expansion and strengthening of ECCE institutions:** The policy places a strong emphasis on ensuring that everyone in the nation has access to high-quality ECCE, with special consideration and emphasis given to districts and locations that are socioeconomically disadvantaged. It also recommends that ECCE shall be delivered through a vastly enlarged and enhanced system of early childhood education institutions, which include stand-alone Anganwadis, Anganwadis and pre-primary schools/sections that are co-located with primary schools, and stand-alone pre-schools. All of these would hire workers/teachers who have received specialized training in the curriculum and pedagogy of ECCE.
- **Infrastructure and resources:** The policy recommends that Anganwadi centers will be fortified with high-quality infrastructure, play equipment, and qualified Anganwadi workers/teachers. Every Anganwadi shall have a child-friendly, well-ventilated, well-designed and well-constructed building with a stimulating learning environment. To ensure a smooth transition from Anganwadi Centres to primary schools, children in Anganwadi centers will go on activity-filled tours and meet teachers and students from their local elementary schools. Anganwadis shall be fully incorporated into school complexes and clusters, and students, parents, and teachers from Anganwadis will be welcomed to attend and take part in school and school complex programmes, as well.
- **Provision of Preparatory Class:** The NEP 2020 suggests that every child will enter a “Preparatory Class” or Balvatika (i.e.,

before Class 1) with an ECCE-qualified teacher before the age of five. This class will focus on the development of cognitive, affective, and psychomotor skills as well as early literacy and numeracy through play-based learning. The preparatory classes in primary schools will also have access to the midday meal programme. The health screenings and growth monitoring provided by the Anganwadi system shall be available to students in the preparatory classes at both Anganwadi and primary schools.

- **Professional development of ECCE educators:** The policy recommends that a 6-month certificate programme in ECCE shall be offered to Anganwadi workers and teachers with a 10+2 or higher educational qualification, while a 1 year diploma programme shall be offered to individuals with lower educational qualifications and will cover early literacy, numeracy, and other pertinent ECCE topics. These programmes can be provided digitally or remotely using DTH channels and smartphones, allowing teachers to get their ECCE certifications with no interference to their existing work. The ECCE training of Anganwadi workers and teachers will be supervised by the Cluster Resource Centres of the School Education Department, which will also host at least one contact class every month for continuous assessment. State Governments will eventually create cadres of professionally competent educators for ECCE by providing stage-specific professional training, career mapping, and mentorship programmes. Additionally, facilities will be developed to facilitate the initial professional preparation of these educators as well as their Continuous Professional Development (CPD).
- **Introducing ECCE in Ashramshalas:** The policy suggests that ECCE will be gradually introduced in all alternative learning



environments, including Ashramshalas in tribally dominant areas.

- **Planning and implementation of ECCE:** According to the NEP 2020, the ECCE curriculum and pedagogy will be the responsibility of MHRD in order to maintain its continuity from pre-primary school to primary school and to make sure that the fundamental components of education are given the due consideration. The Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs will collaborate on the planning and execution of the ECCE curriculum. A unique joint task force will be formed to provide continuous direction for the smooth integration of early childhood care and education into school education.

**Challenges associated with the implementation of ECCE as per NEP 2020:**

There are a number of challenges in implementing ECCE in line with the NEP 2020. Some of the significant challenges are:

- Lack of adequate infrastructure and resources for ECCE centers is one of the major challenges. Many existing schools and anganwadis do not have proper facilities such as classrooms, play areas, and sanitation facilities. Additional resources such as teaching materials, learning aids, and trained teachers are also required to effectively implement ECCE.
- Another challenge is the lack of trained and skilled teachers in ECCE. NEP 2020 places a strong emphasis on the value of qualified teachers who are aware of the unique needs of young children. However, there is a shortage of qualified ECCE teachers, and the training infrastructure needs to be strengthened to meet the requirements of NEP 2020.
- Achieving equity and inclusion in ECCE is a significant

challenge. NEP 2020 emphasizes providing equitable access to quality ECCE for all children, including those from marginalized and disadvantaged backgrounds. However, ensuring access for children with disabilities, those from remote areas, and children from economically weaker sections will require additional efforts and resources.

- Educating parents on the value of ECCE and encouraging their active participation in their child's early education is crucial. Many parents, especially in rural areas or low-income communities, may not fully understand the significance of ECCE and may not actively participate in their child's learning. Efforts are needed to engage and empower parents in the ECCE process.
- Implementing ECCE programs under NEP 2020 requires robust monitoring and evaluation mechanisms. Regular monitoring of ECCE centers, assessment of teacher training programs, and evaluation of learning outcomes are necessary to guarantee the effectiveness and quality of ECCE implementation. Proper monitoring systems need to be established to address any gaps and ensure the desired outcomes.
- The successful implementation of ECCE under NEP 2020 depends on adequate funding and budget allocation. Ensuring a sufficient budget allocation and proper utilization of funds is essential to improve infrastructure, teacher training, and the overall quality of ECCE programs. It may be difficult to obtain the required financial resources, particularly in environments with limited resources.

Addressing these issues requires a thorough and coordinated approach involving the government, educational institutions, communities, and other stakeholders. It requires close collaboration,

capacity-building initiatives, and continuous monitoring and evaluation to ensure the successful implementation of ECCE under NEP 2020.

**Opportunities associated with the implementation of ECCE as per NEP 2020:**

The implementation of ECCE under the NEP 2020 presents several opportunities for the expansion and improvement of early childhood education in India. Some of the significant opportunities are:

- Under the NEP 2020, all children between the ages of 3 and 6 are intended to have access to free, high-quality ECCE activities. This offers an opportunity to guarantee that every child can benefit from ECCE, regardless of their background or socioeconomic level.
- The NEP 2020 places a strong emphasis on the value of child's holistic development in their formative years. ECCE programs can provide a conducive environment that focuses on the physical, cognitive, social, emotional, and language development of children. The opportunity to foster children's holistic development from the very beginning of their education is possible through the implementation of ECCE in line with NEP 2020.
- The NEP 2020 recognizes the critical role of teachers in ECCE and emphasizes the need for their training and professional development. This offers an opportunity to organize teacher training programs and provide educators with the necessary knowledge, abilities and skills to engage and teach young children effectively.
- The NEP 2020 encourages the active participation of parents and communities in the ECCE process. By involving parents in

their children's education and providing them with resources and support, there is a greater chance of positive outcomes for children. This presents an opportunity to create a collaborative approach where parents, educators, and the community work together to ensure children's overall development.

- The NEP 2020 stresses the value of utilizing technology in education. This provides an opportunity to leverage digital tools and resources to enhance the delivery of ECCE programmes. Technology can be used to create interactive and engaging learning experiences, facilitate teacher-student communication, and provide additional learning resources for children.
- The NEP 2020 advocates inclusive education and recognizes the value of meeting the diverse needs of all children, including those with special needs. This presents an opportunity to ensure that ECCE programmes are inclusive, accessible, and all children have an equal opportunity to learn and develop.
- The implementation of ECCE under NEP 2020 opens up opportunities for research and innovation in early childhood education. This can lead to the development of evidence-based practices, new teaching methodologies, and the identification of effective interventions and strategies to enhance learning outcomes for young children.

Thus, ECCE implementation under NEP 2020 offers opportunities to improve early childhood education in India, ensuring that every child obtains a solid foundation for future learning, growth, and success.

**Conclusion:**

From the above discussion it can be concluded that the

recommendations of NEP 2020 on ECCE seek to promote a holistic, inclusive, and equitable approach to ECCE, and lay the foundation for development of a 21<sup>st</sup> century workforce that is skilled, creative and innovative. The implementation of ECCE under the NEP 2020 is a challenging endeavour that calls for resolving a variety of challenges, from infrastructure development to teacher training and monitoring. Despite these challenges, the implementation of ECCE in line with NEP 2020 offers several opportunities for expansion and improvement of early childhood education and children's development. India may succeed in providing all children with equal and high-quality education, establishing a solid foundation for their future success, if the challenges are addressed by coordinated efforts.

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## **Holistic Teaching-Learning Approach in NEP 2020: An Analysis**

*Lakhi Debnath*

### **Abstract**

India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila and Nalanda, to the extensive literature of India combining subjects across fields. Ancient Indian literary works such as Banabhatta's 'Kadmbari' described a good education as knowledge of the 64 kalaas or arts; and among these 64 arts were not only subjects such as singing and painting, but also scientific fields such as 'chemistry and mathematics, vocational fields such as carpentry and clothes-making, professional fields such as medicine and engineering as well as 'soft skills' such as communication, discussion and debate. The very idea that all branches of creative human endeavor, including mathematics, science, vocational subjects, professional subjects and soft skills should be considered 'arts' has distinctly Indian origins'. 'This notion of a knowledge of many arts or what in modern times is often called the liberal arts' (i.e., a liberal notion of the art) must be brought back to Indian education, as it is exactly the kind of education, as it is exactly the kind of education that will be required for the 21<sup>st</sup> century. The national education policy, 2020 stresses the need for imparting holistic and multidisciplinary



education to all learners to help them towards all round development in all capacities such as social, physical, emotional, moral, intellectual and aesthetic, in an integrated manner. The policy emphasizes that the course curriculum should be multidisciplinary in nature with the flexibility for the learners to opt for a creative combination of disciplines, according to their choice with unique course options besides specializing in a particular chosen discipline.

**Keywords:** Holistic, Education, Skill, Communication, Mobility.

**Introduction:**

India is the largest democratic country in the world. India has great experience in the field of different types of educational systems. From the ancient times to the British period and from the post-British period to contemporary times, India experienced a lot in the changing of educational systems, some reforms and some new rules related to the courses, curricula, and subjects of the study. Banabhatta described in his book '*Kadmbari*' that in ancient times there were *64 kalas* (subjects) taught in the ancient educational institutions of India, such as singing, painting, chemistry, mathematics, carpentry, clothes making, medicine engineering etc. Today's education system requires these types of educational skills to achieve the actual goals of education or acquire pure and meaningful education. During the British period, the influences of English education contributed a lot to changing the traditional educational system in this regard. On the other new education policy formulated in 1986 after the independence of India wants to bring change and nobility in all aspects of education. The main features of this policy are the roles of education as the main key, equality of education including women's education, and vocationalization of education. The NEP 2020 is also another significant step towards the all round holistic development in the educational aspects and it reshapes the educational policies, techniques, curricula etc.

**Objective:** The main objectives of this paper are to highlight the holistic teaching-learning approach in NEP 2020 and the holistic features of NEP 2020.

**Methodology:** The paper is purely based on secondary data available in the context of Educational Policy in India and sources of procurement include published books, articles and website sources.

### **Brief Understanding of Holistic Education:**

The NEP 2020 provides the need for imparting holistic & multidisciplinary education to all learners to help them towards all round development such as social, physical, emotional, moral, intellectual and aesthetic, in an integrated manner. The policy also focused on the course curriculum should be multidisciplinary in nature. It attempts to 'reboot' the legacy of the higher learning centers of ancient India by emulating the teaching-learning that prevailed during the time and making it relevant and contemporary. To ensure holistic and multidisciplinary education with the flexibility and mobility envisioned in NEP 2020, it needed multiple facilities such as

- To frame the National Education Qualifications Framework (NHEQF).
- To develop an academic bank of credits.
- To prepare guidelines to enable mobility.
- To provide earning and learning facilities.

### **Views of the Gurus and Prominent Personalities of the Ages:**

In ancient India, the Gurukul system of education was a perfect model of holistic education, where gurus mentored their students through experiential learning, educating them with the study while Vedanta study was compulsory and preferable at that time.

*According to Vedanta philosophy, "mind is dark, material, just as any external object such as a clod of earth is dark and material and devoid of consciousness. Similarly, the mind is also material."*

The most famous world ancient Indian her such as Taxila, Nalanda, Vikramshila and Vallabhai were established on highly formularized principles of holistic and multidisciplinary learning. Because of this exclusive quality education students from different

countries and India, in her glorious past, were known as the '*Vishwaguru*'.

The educationists and philosophers of this period always supported the holistic and multidisciplinary forms of education to be imparted to the youths to ensure character building man-making and nation-building. Education in the Brahmanism time followed some features like religious stamp, character building, overall growth of personality, development of justice and capacity, samavartan upadesh etc.

Rammohan Roy was one of the first men to propagate modern education in India. He also tried to staunch supporter of Western education based on science and liberal philosophy. He wanted to combine the eastern and western science to bring about a synthesis. He translated Vedas and Upanishads into Bengali and English.

In the words of Swami Vivekananda, "*The ideal of all education should be man-making*". He believed that the aim of education must be all round development of the youths. Vivekananda also believed in a universal religion based on the principles of the Vedas and the Upanishads.

The educationist and prominent poet, Rabindranath Tagore had firm views that education should aim at self-realization. He despised rote classroom schooling in "The Parrot's Training", a bird is caged and force-fed textbook pages to death." As one of the earliest educators to think in terms of the global village, Rabindranath Tagore's educational model has a unique sensitivity and aptness for education within multi-racial, multi-lingual and multi-cultural situations, amidst conditions of acknowledged economic discrepancy and political imbalance.

Shri Aurobindo believed that the aim of education is the

holistic development of body, mind and intellect.

Pandit Madan Mohan Malviya also highlighted that the core value of education is holistic and character building, patriotism, love, devotion to the motherland etc. He also argued that religion and ethics are important parts of education for holistic development and all round development of human beings.

According to Dr. B.R. Ambedkar, “Education is a component of stability and change in the evolutionary process of Societies.”

#### **NEP 2020: An Overview**

In the year 2021, July 09 the chairman of UGC regulated all Vice-Chancellors to implement HME teaching in all Universities and Colleges in India. As per the mandate of NEP 2020, the Curricula for Holistic and Multidisciplinary education should include the components of environmental education such as climate change, pollution, biodiversity, wildlife conservation, sustainable development etc. On the other hand human values such as satya, dharma, shanti, prem, ahimsa the universal goals of truth, righteousness, peace, love and harmony, nonviolence are necessary to develop a scientific temper, constitutional and ethical values, life skills, and community service. Other such holistic concepts are included in this NEP 2020. After the announcement of NEP 2020, the UGC also took various initiatives such as a draft of NHEQE guidelines for multiple entry and exit in the academic programs of HEIs, which was published on 2021,29<sup>th</sup> July, and the UGC(established and operation of Academic Bank of Credits in Higher Education) Regulations, 2021, notified on 2021,20<sup>th</sup> July. The NHEQDF classifies qualifications on a series of levels based on the defined learning outcomes acquired incrementally on knowledge skills, competencies and values at every level starting from level 4-5 to level 8 guidelines for multiple entries and exit in

academic programmes of HEIs enable students who exit the degree programme mid way due to unforeseen circumstances continue study at a later date with multiple entry and multiple exits system under NEP 2020.

The guidelines of NEP 2020 also provide that there are different graduate certificates at the end of the first year, an undergraduate diploma at the end of the second year, a bachelor's degree at the end of the third year, and a bachelor's degree with honors or honors with research at the end of the fourth year. The academic bank of credits promotes flexibility of curriculum framework and interdisciplinary or multidisciplinary academic mobility of students. These regulations facilitated students to choose their learning directions to attain a degree or diploma on a post-graduate diploma or certificate. There are many Universities and HEIs in the country that have taken the leading position in delivering appropriate course curricula and different modules for their UG & PG programmes. Aligning with the vision of education and the mandate of NEP 2020, the curriculum would include, Indian values, morality, ethics, culture with the help of internship training with local industries, business establishments, craft persons and artists or research interesting training in HEIs or other institutions, to develop competency and working and improve employability within the region. Another aim of holistic and multi-disciplinary education is likely to offer employment opportunities. It improves the ability to approach problems with a broader perspective and prepares students for new jobs in emerging and differently managed mental fields.

The policy states that the duration and credits of degree programmes spectrum range to choose from the major focus on the chosen specialized subjects. All higher education institutions (HEIs)

providing UG, PG, and doctoral programmes ranging from traditional disciplines of the humanities, social sciences and pure sciences to various professional, technical and vocational disciplines have to impart HME to the students.

The NEP 2020 provides opportunities to transform the existing education system through student-centric quality imperatives. Interdisciplinary value-added entrepreneurship, a universal human's value-focused course and a course on the Indian knowledge tradition are soon to become integral to the university curricula under the new policy of education. Further NEP 2020 empowers the learning system with quality-focused imperatives on the other admission in higher education through a single window digital university national research foundation national and international research foundations and building strong community connections is to be maintained for the smooth functioning of the new system.

**The main provisions/features of NEP 2020 are discussed in the following way:**

***Holistic and Multidisciplinary in Nature:*** Holistic and multidisciplinary education is aimed at developing all capabilities of human beings –intellectual, aesthetic, social, physical, emotional and moral in an integrated manner.

***Study about Vocational and soft skills educational courses:*** Holistic and multidisciplinary education, also described how engineering institutions move towards holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities easily make an effort to incorporate more vocational subjects and soft skills.

***Flexibility.*** Flexibility in curriculum and liberal engaging course options are also offered to the students in addition to specialization in a subject. It also encouraged faculty and institutional autonomy in

setting curricula.

***Provide ODL MODE of educational opportunities:*** In the present day, the demand for ODL type of learning plays a very important role in developing the young mindset. In the new educational policy, one provision is there that Credits should be given in all bachelor's degree programmes for those subjects if they are done from such departments or through ODL mode when they are not offered in class at the HEIs.

***Credit-based course:*** HEIs shall include credit-based courses and projects in the area of community engagement and serve environmental education and value-based education. Environmental education includes such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources, biodiversity, forest, wildlife conservation and sustainable development. Learning value-based education will include the development of humanistic, ethical, constitutional and universal human values of truth (satya), right conduct (dharma), peace (shanti), love (prem), non violence (ahimsa), scientific temper, citizenship and life skills lessons to serve and to participate in community service programmes, considered as an integral part of a holistic education process.

***Structure of the programme:*** The structure and lengths of degree programmes are 4 years duration with multiple exit options within this period with appropriate certifications e.g. a certificate after completing 1 year in a discipline or field 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 is the preferred option since it allows the opportunities 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 degree from an HEI can be awarded taking into account on credits earned. The 4 years programme may also lead to a degree in research if the student completes a research project in their area (s) of study as specified by the HEI.

**Master degree programme:** HEI also focused on the flexibility to offer different designs of masters programmes; (a) there may be a 2 year programme with the second year devoted entirely to research for those who have completed the 3 year bachelor's programme; (b) for students completing a 4 year bachelors programme with research there could be a 1 year Master's programme and (c) there may be an integrated 5 year bachelor's master programme. Undertaking a Ph.D. shall require either a master's degree or a 4 year bachelor's degree with research. The M. Phil programme shall be discontinued.

**Models of Public Universities:** For holistic and multidisciplinary education IITs, IIMs, etc called MERUs (Multidisciplinary Education and Research Universities) also maintain the highest standards for multidisciplinary education across India.

**Research-based study:** Research education is an important type of innovative learning in today's world. HEIs focuses on research and innovation by setting up Start Incubation Centers, technology development centers in frontier areas of research, greater industry and academic linkages and social science research etc. HEIs tried to develop specific hand-holding mechanisms and competitions to promote innovation among student communities.

### **Conclusions:**

In the above discussion, we can say that NEP 2020 has a

positive outcome in the development process of our nation. Our future generation accepting a new sustainable educational world with some changing norms, values and newness which has helped every student, academician, and researcher to solve critical situations and provide employment opportunities which are very important in today's world. On the other hand to provide multidisciplinary education as per the NEP 2020 mandate, HEIs, depending on the academic strength of the faculties, have started floating creative and popular multidisciplinary courses, which can be taken as minor electives in different semesters by students of entirely different disciplines.

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## **NEP 2020 and Early Childhood Care and School Education**

*Kamal Kumar Roy*

### **Abstract**

National Education Policy approved by Union Cabinet on 29<sup>th</sup> July, 2020 is highly ambitious. It is a unique combination of our tradition and culture and modern science & technology and research. The policy has four parts. The first part deals with early childhood care and education, in the pre-primary stage, children in the age group of 3 to 6 years will go to pre-primary school. Their education aims at promoting better overall learning, development and well-being. In the pre-primary stage, a strong base is to be built. We may call it the foundation stage, which includes class one and class two. Developing literacy and numeracy is the main focus of attention in this phase. 'ECCE has the potential to give all young children such access, enabling them to participate and flourish in the education system through their lives' (NEP 2020). It is a laudable endeavor as millions of poor children will get the benefit of child care and education. Nowadays, the school is a source of joy and playing, singing, dancing and so on. The purpose of the system of education is to groom the children as good human beings and proud of being Indian with a sense of duty towards the country and fellow beings. Ideas and aspirations of NEP2020 are bright and promising.

NCERT may consider the ways to implement the policy successfully. Let us hope for the best. India will give a happy and prosperous future to the millions of children belonging to the underprivileged population and minorities.

**Keywords:** Plural Society, Cultural Heritage, Foundation Stage, Autonomy, Empowerment.

**Introduction:**

In the spirit of our former President Radhakrishnan, NEP pays tribute to our ancient cultural heritage in the following extract. ‘The rich legacies to world heritage must not only be nurtured and preserved for posterity but also be researched, enhanced and put to new uses through our education system. (NEP 2020). The humanism of the policy is the pursuit of truth, wisdom and Knowledge to the highest human goal. Let us come to the structure of Primary Education along with the pre-primary stage. At the age of three, a child will start going to school. The Whole school education structure is like this:

1. Three years + two years class one and two – Pre-Primary stage. It is the foundation stage.
2. Three years – Class three, four and five primary stages.
3. Middle School – Class six, seven and eight.
4. Class nine, ten eleven and twelve. It is a secondary education stage – plus two System (Eight Semesters). It is four years before going for U.G and P.G Courses.

**Pre-Primary:**

This part of a child’s education may be considered as the Foundation stage of Learning. The target is that the children will learn literacy and numeracy in classes one and two. Out of the four parts of the policy, the fourth part is concerned with management work, and how to run the administration.

An analysis of a part of NEP 2020: First part the main features of our education system are -

1. To develop rootedness in Indian culture and to arouse a sense of national pride.
2. Education is considered as a public service.

3. Substantial investment in a strong vibrant education system.

4. Give encouragement and facilitation of true philanthropic private and community participation.

**Vision of the Policy:**

The following are the visions of the policy –

1. The policy is rooted in Indian ethos.
2. The policy attempts to transform India with a high-quality education.

Then India will be known as a global knowledge superpower.

**Values to be inculcated in the students:**

These are the values the policy endeavours to develop:

1. Respect for the duties of one's country.
2. Love for the country.
3. One should be conscious of one's role and responsibility in a changing world and society.
4. A child will consider himself or herself a global citizen.

Top priority will be given to the following Points:

Education and child care are planned to promote better overall learning, development and well-being.

Public policymakers hold that a child's brain is at its best at this stage when he or she is in pre-primary school. According to NEP2020, early childhood care will fulfill the necessities. The government must care for the children coming from socio-economically disadvantaged backgrounds. It will enable them to participate and flourish in the education system throughout their lives.

It has a noble function. Crores of poor children will get the benefit of child care (good meals) and education. It is no doubt an ambitious plan. Implementing it is going to be a challenging task in

terms of money, men and materials.

In the child care center activity-based and inquiry-based learning will be started. The children will learn the names of colours, shapes. They will play indoor games and outdoor games. They can join drawing and painting classes. They will solve puzzles and try to participate in problem-solving games. They will go for practice visual art, craft, drama, puppetry, music etc. The children are required to develop a social sense; quality of co-operation etc. They ought to be familiar with social and cultural practices.

In a democratic country like India, the National Education Policy is capable of bringing development to the lives of the poor people at large. After Independence, there was an urgent necessity for re-designing our entire education system.

India has made progress-education is now recognized as a fundamental right, access to education at different stages has increased dramatically and important curriculum reforms have been made. However, equity and quality of education remain massive challenges.

The policy provides a plan for transforming and reinvigorating the education system of our country. The rapid advancement of science and technology has taken place all over the country. Education has been recognized as a fundamental right, at different stages. The focus of NEP2020 is on early childhood care and education for all children in our country.

**Primary Stage:**

In classes three, four and five the children will start the course of studies of traditional subjects-language, science, biology and arithmetic. They will read simple and easy textbooks. They will learn



through activities and expression of ideas.

**In middle school:**

This is Class Six to Eight – Period of three years. The pupils will learn from subject-wise books. They will be familiar with different subjects separately.

**High school plus two stage:**

It is eight semesters of High school and Two level- Class nine, ten, eleven and twelve.

There will not be any division of streams – Humanities, Science, Commerce; Vocational etc. It will be based on multi-disciplinary subject models. A student is free to opt for physics as well as philosophy. One can choose two subjects like fashion design and business economics. A student can offer optional subjects like English and Hindi. There will be integration of course at all stages. It will be a broad-based education from the beginning of school admission to the high school stage and plus two classes.

**Medium of Instruction:**

The pupils will learn through M.T. (Mother Tongue/Regional Language) from class five to class seven(class eight if possible). It is hoped that the students will not lag behind others only for being weak in English. The students will learn Hindi and Sanskrit also. Many secondary schools will be upgraded to H.S. schools with multi-disciplinary curricula. It is necessary to increase the post of teachers and improve the infrastructure of the schools. The new policy has not clearly stated about the role of English Medium Schools. National Curriculum Framework (NCF) will introduce a centrally designed syllabus. It is probably going to make one syllabus-one set of books

for students in the whole of India.

**Heritage of Indian Culture:**

According to NEP, The rich heritage of ancient and eternal Indian Knowledge and thought has been a guiding light for this policy.... 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 life in this world or life beyond schooling but for the complete realization and liberation of the self. World-class institutions of ancient India such as Takshashila, Nalanda, Vikramshila and Vallabhi set the highest standards of various types of teaching and research and hosted scholars and students from across different backgrounds and countries.

The NEP2020 stated that the first five years of education of a child is significant. It will bring out physical and mental growth and development and boost up learning and progress of a child. Rightly enough, NEP has stressed ECCE in the foundation stage of a child's education at the pre-primary level. The first day of school in a child's life occurs at the age of three. I think the school should be a fine place as beautiful as a flower garden or nursery. The children are like little plants. They are expected to be nurtured in a musical atmosphere and joy. Above all, the little ones should not feel that they are away from their mothers.

For pre-primary education and early childhood care, curriculum is not as important as co-curricular activities. I think NCERT should experiment with framing the guidelines for the detailed programme and teacher or staff training for the caregivers etc. It is up to the discretion of NCERT to decide whether Anganwari schools can be improved and used as pre-primary schools or not. Research will reveal the right path. NCERT may be roped in with the project

of pre-primary education; its implementation and execution.

NEP 2020 seems to be conscious of the national education movement of Pre-Independence India at the beginning of the twentieth century. As there are schools in the private sector, Montessori schools will probably continue to exist in towns and cities for the affluent class. But the parents from the underprivileged classes cannot afford such type of expensive education for their children in our country. Something positive endeavor must be undertaken by a democratic country like India.

**Problems in the Implementation of NEP 2020:**

The problems in the implementation of NEP can be identified as follows-

1. Availability of Funds.
2. Training of caregivers, governess etc. In charge of center: Pre-primary school.
3. Administration
4. Discipline of Staff.
5. Infrastructure
6. Maintenance of Hygiene & Health.
7. Safety and Security.
8. Catering System and Staff.

**Remedial Measures:**

The following points are identified as remedies to solve the problems of implementation of NEP 2020-

1. The Government should sanction the necessary funds for this work.
2. Necessary Infrastructure should be set up.
3. Posts should be sanctioned.
4. The staff will be held responsible for the maintenance of hygiene and cleanliness of the school.

5. Young and active nurses should be in the school. NCERT should inspect and supervise the work.

**Conclusion:**

In conclusion it is true, that the mother tongue is very important at the foundation stage of children's education. Side by side, Hindi, Sanskrit and English have been given the necessary stress right from the early stage. Our policymakers have considered the importance of English but remembered the difficulties of the students. If NEP 2020 is implemented successfully, it will be recognized as a landmark in the contemporary history of education in the 21<sup>st</sup> century. No doubt, the national policy of education has a higher and brighter perspective.

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**National Educational Policy 2020 for  
Higher Education:  
Its Prospects and Challenges for Rural Colleges.**

*Prafulla Dev Sarma*

**Abstract**

The New Education Policy 2020 has set the tone for transforming India's educational scenario. With its flexible, comprehensive and all-encompassing nature, it aims to ensure access and equity to all segments of learner's right from school to university to transform the educational system with the right integration of quality, skills and technology. The country had seen various committees and commissions set up in the past for bringing about educational transformation in the country giving a roadmap to the youth of the nation for a better and brighter future and contributing to the nation's development. In today's highly competitive world driven by knowledge, skills and technology, the NEP 2020 envisions the transformation of India into a nation of global knowledge superpower that can contribute immensely to both individual growth and development to face the challenges of the present century with nation's ingrained wisdom and rich heritage. To fulfil the noble objectives of NEP 2020, the educational disparity and digital divide that linger between urban and rural educational institutions must be narrowed down to realize the visions of it.

**Keywords:** NEP, access, equity, knowledge, skills, transformation, technology, rural.

**Introduction:**

Former President, most revered APJ Abdul Kalam said that *education is the most important element for growth and prosperity of a Nation. Education is an endless journey through knowledge and enlightenment. Real education enhances the dignity of a human being and increases his or her self-respect and universal brotherhood in its true sense becomes the sheet anchor for such Education.*

The Government of India, after a long gap of more than 30 years, has changed the key instrument of development of nation's education policy, and has introduced 'National Education Policy 2020' (NEP) for transforming school and higher education as interdisciplinary one which would promote quality education on the basis of learning soft skills within a flexible pedagogy.

Mudaliar Commission was constituted in 1952 for policy formulation and recommendation and it recommended that secondary education would be divided into two parts (i) Degree course will be of three years. (ii) one-year pre-university course for high school students to enter in university system of education.

Kothari Commission was constituted in 1964-66 and reviewed the then existing education system and recommended a 6% allocation of GDP in national education. *National Education Policy 2020 is an evolution to bring about a drastic revolution in the education field for transforming India as a knowledge society and global knowledge superpower* and it aims to enhance access, equity, inclusion as one of the key changes as factors of affordability, employability and continuity of education to all sections of the society. NEP suggested a *light but tight regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging*

*innovation and out-of-the-box ideas through autonomy, good governance, and empowerment (IJHSSM).*

To implement the National Education Policy 2020 there are certain wings to execute and bring about objectivity. College is one of the elements to execute the policy in a real sense at the grass root level in the higher education sector. Education Policy creates a bridge between students and educational institutions. The college will perform as the epicentre to drive the changes and transformation. A rural college is a college situated in a rural area or remote area. The present study primarily focuses on the prospects and challenges of colleges of the two districts of Assam in fulfilling the goals as envisioned in NEP 2020. Six urban and four rural provincialised colleges are selected to justify the study from Darrang and Udalguri District.

**Importance of the Study:**

To keep pace with the changing times and meet the challenges of the twenty-first century, the government of India has introduced the much talked about National Education Policy 2020 with the aims and objectives of transforming India as a global knowledge superpower with key changes in both the school and higher education system. It is the need of the hour to meet our expectations as envisioned in NEP 2020 through total commitment and dedication of all the key stakeholders of the education system to make it fruitful and meaningful by thoroughly imbibing the precincts of the core principles of the NEP 2020 and prospects it bears within by fully preparing ourselves with all challenges that may come on our way. So, the present study holds immense importance for us to fully understand the prospects of the NEP 2020 and the challenges it may pose for higher educational institutions in general and rural colleges in particular. NEP is



approaching the Liberal Education System, introducing collaborating education.

**Objective of the study:**

- I) To understand the basic precincts of NEP2020 in Higher Education,
- II) To know the prospects of NEP for the higher education institutions.
- III) To overview the challenges of NEP for rural HE institutions.

**Methodology:**

The present study is based on primary sources collected from government notification on NEP 2020. Secondary sources are based on newspaper, online, periodical articles published on NEP2020. It is based on observation.

**Some Basic Principles of NEP 2020:**

The National Educational Policy 2020 for Higher Education aims to transform the existing higher educational system in India. The policy brings and emphasizes promotions of interdisciplinary studies, the introduction of vocational subjects, providing more flexibility for students including multiple entry and exit options, credit transfer facility etc.

NEP has been seen as a way of giving impetus to self-learning with self-interest with a pool of new subjects as both major and minor courses. Due emphasis is also given to soft and life skills for developing leadership quality, decision making and problem-solving qualities among students.

The main goal of NEP 2020 is to make education more inclusive and accessible to all sections of students coming from diverse backgrounds. Its core objective conforms to the UNO 17 points declaration where education is included as one of the sustainable goals.

NEP 2020 seeks to pave a flexible way of learning and

encourages students to choose their academic path leading to awards like certificates, diplomas and degrees including research and innovation step by step depending on their convenience.

Multiple entry and existing systems will be the cornerstone of the new National Education Policy. A key goal of NEP is to promote holistic learning to promote a sense of confident, competent and complete human being who can face the challenges of the future with his skill and knowledge.

NEP also aims to increase the Gross Enrolment Ratio in higher education. New policy stresses on use of technology to improve accessibility and ratio in HEI which will be aided by extensive use of ICT-based technology in learning.

The New National Policy also envisions making India a society full of knowledge that can contribute to national development. It also envisions India as a global knowledge hub attracting international students to learn and hone their skills.

Key concepts in NEP 2020 may be observed as its Learning Outcomes (Liberal Education System) which exhibit the following points:

- A) Human knowledge:
  - I) Natural Science
  - II) Social Science
  - III) Arts and Humanities
- B) Practical Skills
- C) High impact Practices
- D) Signature work
- E) Authentic Assessment
- F) Collaborative assignment
- G) Seminar and experiences

- H) Internships
- I) Community-based learning (club activity)
- J) Under Graduate Research (in fourth year)
- K) Diverse and Global learning

Multi-disciplinary Co-course size

Two type of courses –

A) 4 years Bachelor Degree Course

B) one year PG

i) Core Course 120 credits/84 credits

ii) Common course

Major/minor

iii) Vocational Course

No difference between Major and Minor course

Three-year degree or Four-years degrees with Honours which will allow one to take admission in one year PG Course directly or Ph.D. courses subject to permission of the University to get admission. (source: key-note lecture on NEP Seminar of Madhujya P. Bora)

**Main Prospects and Challenges to Implementing NEP:**

i) NEP gives importance to increase the Gross Enrolment Ratio in Higher Education. In the year 2019-20-year total enrolment of students in HEI is 27.1% it is around 50.4% for men and 49.6% for female enrolments out of a total of 342.5 lakhs enrolments in India. (HEI Report)

In Assam, the gross enrolment Ratio in HEI is 17.50% in 2020. It was 17.3% in the year 2019 and it was 13.4 in the year 2010. The gross enrolment Ratio in Assam namely territorial Education in male is 17.4% which is just above in Bihar and Jharkhand state.

But, in the 2022 financial year women enrolment is 3.6% higher than non-enrolment male enrolment (data published by

Sanyukta Kanwal) Feb/2023 in the current year 2022-23, Gross in India is only 27.1%. India has the largest higher education system but is one of the states with the lowest enrolment in our country. Now the target is 50% GER in the coming day and rural colleges have already been facing the trouble of enrolment in the colleges and in specific department and GEP is a great challenge before us.

ii) UNO in her 17 development goals, in goal No. 4 has inclusive and quality education for all, on the other hand, NEP is also based on the principle of inclusive, equitable education and it ensures quality education including that all should get the opportunity to learn and excel. Nobody should be outside the system in the coming session.

For inclusive and equity education special importance will be given to social and economically disadvantaged groups like gender identities, and socio-cultural identities in different socio-economic conditions. For rural colleges, we have a big challenge to overcome our socially and economically disadvantaged students who are geographically backward also. As per the new guideline (AISHE 2019-20) a separate “Gender inclusion fund” will be created as a “Special Education Zone” for disadvantaged regions or groups as per AISHE 2019-20 report, so identifying implementation of SEZ is itself a challenge.

iii) Multi-disciplinary: NEP is a system of education that combines knowledge with multi-skills, it will minimize stream-based learning and open the multidisciplinary study by enhancing multi-disciplinary subjects like Arts, Science, Commerce, and Technical subjects at a time. Students will be allowed to change their subject according to their choice. They are allowed to do interdisciplinary studies but Rural Colleges have only a few subjects from the arts streams. There is no chance to change or make the choice of subject

as multidisciplinary, so the objective of NEP will be a challenge for single-stream-based and small size of colleges to implement NEP. In practice, multi-disciplinary study is not easy. For instance(University-wise credit will be different)

Degree 3 years: 120 credits

Core Courses		Common courses				
major	minor	Interdisciplinary	Ability Enhancement	Skill Enhancement	Value added	Internship/Dissertation
60	24	9	8	9	6	4

Degree( Honours) 4<sup>th</sup> years 160 credits

Research Methodology	advance	dissertation	Common courses		open
			sec	internal	
4		24	4		8

Degree(honours)with research 160credits

Research Methodology	Research Project/ Dissertation Skill/ Internship
8	36

iv) Infrastructural facilities: The infrastructural facility can be discussed under three categories –

- a) Building.
- b) Faculties.
- c) Training in technology

In the higher education system under NEP colleges awarding full-fledged Bachelor Degrees with eligible credit earned will be for four years, presently under the traditional system it is a three-year degree course. For the implementation of four years degree course,

we require more infrastructural facilities like more classrooms depending on courses offered by the institutions. Adequate qualified Faculty members must be available depending on the courses offered and the requirements of colleges. For quality education and equitable dissemination of the right knowledge and skills among learners of diverse background, proper technical training facilities on ICT along with academic is indispensable. However, there are major challenges for rural colleges vis-a-vis urban colleges for equitable and inclusive education.

Capacity building, training, and retraining highly qualified faculty members and officials for adjustment and upliftment with the rising demand for running new educational programs.

v) New education policy is not just about degrees for students, it is all about equipping students for employment and self-employment. So, institutions and HEIs must arrange students' placement. So, the institutions may be able to ensure students guaranteed future.

vi) The mindsets of students towards education are not easy to perceive for continuation in existing courses and also to cope - with new and modern trends of higher education.

In NEP there is a flexibility of multiple entry and exits from one course to another course. Multiple entry and exit will be a challenge and difficult to streamline in the existing system of management at the official level. It will be difficult to work and manage with less manpower.

vii) NEP has set the primary objective to minimize the dropout rate in HEI. But, due to the rising cost of higher education, and lack of proper academic facilities and support system drop out may increase in the enrolment in HEI. Of course, students will find the NEP flexible

and convenient if the above shortcomings are amicably solved.

viii) NEP promises for students that student will be more equipped with KSA (Knowledge-Skill-Ability) in the classroom with peer learning and experiential learning etc. But, in reality and practice inadequate learning eco-system students will find it difficult to cope-up with their peers given large scale disparity among learners.

ix) ABC or Academic Bank of Credit system is introduced in NEP to facilitate students' mobility across institutions and making flexibility in learning and decrease dropout in institutions.

In this system a student learns in the CBCS system and will help the students to learn the subjects of their linking and credits earned are deposited in ABC. Handling and monitoring cells in the institution may orient the students in difficulty and supervise student's progression. The teacher's efficiency will increase for a lesser Teacher-student ratio provided there are adequate faculties with multidisciplinary options. However, maintaining the teacher-student ratio is a huge challenge for many educational institutions and for effective ABC.

Undergraduate research is a very important aspect of NEP for developing into a knowledge society. But it depends on providing a healthy educational environment and eco-system to students to further their intellectual capacity.

The internship is an indispensable part of the course programme for students under NEP for the award of any certificate, diploma, or degree but for a rural college, it might be a challenge for the learners to find the right internship to undergo on course training forgetting an internship as there are very few local industries or farms.

Community-based learning is also a challenge to the colleges. Club activity and cultural activity might be created, and continuing

the same without proper resources will be a matter of concern.

**Findings:**

NEP 2020 is a way to restructure or construct a self-dependent, self-realizing sustainable India.

i) The NEP 2020 will turn India from a traditional to a technical India, with better learning, more Skills, and more Knowledge. It is a holistic and realistic education policy.

ii) For multi-disciplinary education more streams need to be opened in single-stream HEI mostly in rural colleges.

iii) Need to have effective LMS.

iv) Before implementation of this policy, infrastructural problems must be erased from the colleges. Induction of more qualified faculties and construction of more classrooms.

v) Before providing the knowledge, skill sets, and attitudes, the training and equipment should be available in the college to make the policy fruitful.

vi) Before implementing the NEP 2020 each college must be strong in the IT section.

**Conclusions:**

The New Education Policy 2020 was a much-needed policy of the present time. It is an all-encompassing, comprehensive policy that is going to transform India to meet the challenges of the twenty-first century. Its adequate emphasis on up-to-date knowledge coupled with value, skill, and technology in an interdisciplinary mode will equip the learners with the necessary driving dynamics to find a proper footprint in both national and global scenarios. However, to reap the benefits of all the positive aspects of the NEP 2020, the honesty and commitment of all the key stakeholders are crucial as it is only with



the sincere effort of all, the cherished objectives of this NEP will turn the nation into a nation of global superpower, self-reliant and self-sustaining turning India to its past glories as a land of wisdom, power and heritage.

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নতুন শিক্ষানীতি : শিক্ষাত সামগ্ৰীকতা,  
সংলগ্নকৰণ, উপভোগ্যতা আৰু সংযোগকৰণ

জোনমণি দাস

ড° হিমাক্ষী বৰদলৈ

সংক্ষিপ্ত সাৰ : নতুন শিক্ষানীতিয়ে ভাৰতবৰ্ষৰ শিক্ষা ব্যৱস্থাৰ বিকাশৰ ক্ষেত্ৰত এক গুৰুত্বপূৰ্ণ ভূমিকা পালন কৰিছে। ২০২০ চনৰ ২৯ জুলাইত ভাৰত চৰকাৰে ৰাষ্ট্ৰীয় শিক্ষানীতি, ২০২০ (New Education Policy or NEP-2020) কেবিনেটত গৃহীত কৰে। নতুন শিক্ষানীতিয়ে ভাষা, কলা-সংস্কৃতি, বৃত্তিগত শিক্ষা, শৈক্ষিক পৰিবেশ, প্ৰযুক্তিৰ ব্যৱহাৰ, উচ্চ শিক্ষাৰ সমতা, শৈক্ষিক অনুষ্ঠানৰ শিক্ষাত সামগ্ৰীকতা, সংলগ্নকৰণ, উপভোগ্যতা আৰু সংযোগকৰণ আদি দিশসমূহত নতুনত্ব আনিব বুলি ধাৰণা কৰা হৈছে। নতুন শিক্ষা গ্ৰহণযোগ্যতা আৰু বিকাশৰ বাবে উপযুক্ততাৰ প্ৰয়োজনত আৰু বিভিন্ন স্তৰৰ শিক্ষার্থীৰ বিকাশৰ প্ৰতি দৃষ্টি আৰু বয়সৰ সৈতে সংগতি ৰাখি পাঠ্যক্ৰম আৰু শিক্ষণ পদ্ধতিৰ গঠনৰ পৰিসীমা বিভক্ত কৰা হৈছে। নতুন শিক্ষানীতিয়ে অতি প্ৰয়োজনীয় শিকণ আৰু যুক্তিনিষ্ঠ চিন্তাৰ বিকাশৰ বাবে পাঠ্যক্ৰমৰ বিষয় হ্রাসকৰণ, অভিজ্ঞতাসম্ভূত শিকণ, (কলা সংযোগী শিক্ষা, ক্ৰীড়া সংযোগী, মানসম্পন্ন শিক্ষা)ৰ ওপৰত যথেষ্ট পৰিমাণে গুৰুত্ব প্ৰদান কৰিছে। বিশেষকৈ, শিক্ষাৰ সামগ্ৰিকতা নতুন শিক্ষানীতিৰ এক গুৰুত্বপূৰ্ণ দিশ। প্ৰাৰম্ভিক স্তৰৰ পৰা উচ্চ শিক্ষাৰ পৰ্যায়লৈ স্তৰ অনুযায়ী সামগ্ৰিকতাৰ মাজেৰে নতুন শিক্ষা প্ৰণালী আগবাঢ়িব আৰু বহুভাষিকতা ভাষা শক্তিৰ বিকাশ সাধনত গুৰুত্ব দিয়া হব।

সামগ্ৰিকতাৰ পৰিসৰেৰে নতুন শিক্ষানীতি, ২০২০ য়ে এগৰাকী ছাত্ৰ-ছাত্ৰীৰ বৌদ্ধিক, নান্দনিক, সামাজিক, শাৰীৰিক, আবেগিক, নীতিগত আৰু নৈতিক দিশসমূহ এক শক্তিশালী ৰূপত গঢ়ি তুলিব। শিক্ষানুষ্ঠানৰ সংলগ্নকৰণ বা সংযোগকৰণৰ ক্ষেত্ৰত নতুন শিক্ষানীতিয়ে লোৱা পদক্ষেপ মন কৰিবলগীয়া। বিশেষকৈ, মহাবিদ্যালয় পৰ্যায়ত ক্লাষ্টাৰ কলেজৰ ধাৰণা সাম্প্ৰতিক সময়ৰ এক চৰ্চিত বিষয়। ইতিমধ্যে চৰকাৰীভাৱে বিশ্ববিদ্যালয় পৰ্যায় আৰু তাৰ অন্তৰ্ভুক্ত মহাবিদ্যালয় সমূহৰ বাবে কাৰ্যপ্ৰণালী প্ৰস্তুত হৈছে আৰু আনুষ্ঠানিকভাৱে ইয়াৰ শুভাৰম্ভণিও হৈছে। মাতৃভাষা শিকণ বা আঞ্চলিক ভাষাৰ বিকাশ, প্ৰাক বিদ্যালয় শিক্ষাৰ প্ৰবৰ্তন, মুখস্থ বিদ্যাৰ (Rote Learning) পৰিৱৰ্তে সৃষ্টিশীল চিন্তাৰ বিকাশ সাধন, পাঠ্যক্ৰমসমূহ স্তৰ অনুযায়ী শ্ৰেণীকৃতকৰণ, পাঠ্যক্ৰমৰ বোজা হ্রাস, নম্বৰকেন্দ্ৰিক ব্যৱস্থাৰ সলনি নতুন মূল্যায়নৰ প্ৰবৰ্তন আদি দিশ সমূহে সঁচাকৈ শিক্ষাৰ ক্ষেত্ৰত আমূল পৰিৱৰ্তন আনিব পাৰিব বুলি ধাৰণা কৰা হৈছে।

উক্ত, আলোচনা পত্ৰখনৰ জৰিয়তে, নতুন শিক্ষানীতিয়ে শিক্ষাব্যৱস্থাৰ সামগ্ৰিকতা, সংলগ্নকৰণ আৰু সংযোগকৰণত কেনে ভূমিকা গ্ৰহণ কৰিব তাক বিশ্লেষণাত্মক আৰু বৰ্ণনাত্মক পদ্ধতিয়ে আলোচনাৰ প্ৰয়াস কৰা হ'ব।

**মূল শব্দ (Key Words) :** নতুন শিক্ষানীতি, সামগ্ৰিকতা, সংলগ্নকৰণ, সংযোগকৰণ, অভিজ্ঞতালব্ধ শিকণ।

### প্ৰস্তাৱনা :

এখন ৰাষ্ট্ৰৰ আটাইতকৈ শক্তিশালী সম্পদ হ'ল সেই ৰাষ্ট্ৰৰ শিক্ষা ব্যৱস্থা। মানৱ সমাজৰ সম্ভাৱনীয়তা, সামাজিক ন্যায়নিষ্ঠতা আৰু এখন ৰাষ্ট্ৰৰ পৰিপূৰ্ণ বিকাশত প্ৰকৃত শিক্ষাৰ ভূমিকা গুৰুত্বপূৰ্ণ। বৈদিক যুগৰ শিক্ষা ব্যৱস্থাৰ মূল ভেঁটি আছিল বেদ। বৈদিক যুগৰ শিক্ষা ব্যৱস্থাত প্ৰধানত : আধ্যাত্মিক, নৈতিক দিশত গুৰুত্ব দিয়া হৈছিল। গুৰুকুল ব্যৱস্থা, আশ্ৰম, বৌদ্ধ বিহাৰ আদিয়ে শিক্ষা মাধ্যম হিচাপে কাম কৰিছিল। বৈদিক যুগ তথা পৌৰাণিক শিক্ষা ব্যৱস্থাই প্ৰকৃত মানুহ গঢ়াৰ বাবে গুৰুত্ব দিছিল আৰু এজন ব্যক্তিয়ে শিক্ষা গ্ৰহণৰ পিছত সামাজিক জীৱনত কিদৰে নিজকে সমাযোজন কৰিব পাৰে তাৰ বাবে ব্যৱহাৰিক শিক্ষাও যেন প্ৰদান কৰিছিল। ইয়াৰ পৰৱৰ্তী পৰ্যায়ত ভাৰতবৰ্ষত আধুনিক শিক্ষাৰ বিকাশৰ ক্ষেত্ৰত বৃটিছৰ অৱদান মনকৰিবলগীয়া। কিয়নো, বৃটিছৰ দিনতে ভাৰতবৰ্ষত আধুনিক শিক্ষা ব্যৱস্থাৰ আৰম্ভণি হৈছিল। ১৮৩০ চনত লৰ্ড থমাচ বাৰিংটন মেকলেই ইংৰাজী ভাষাটো ভাৰতবৰ্ষলৈ আনিছিল। আকৌ ইয়াৰ পিছত ক্ৰমে বাম কৃষ্ণ মিশন আৰু ভাৰতৰ থিয়চফিকেল চোচাইটিৰ সহযোগত শিক্ষাৰ মানদণ্ড উন্নতকৰণৰ বাবে বিবিধ পস্থা লোৱা হ'ল। স্বাধীনতাৰ পিছত সংবিধানৰ ৪৫ নং অনুচ্ছেদ অনুসৰি ১৪ বছৰৰ তলৰ সকলোৰে কাৰণে শিক্ষা ব্যৱস্থাক মুক্ত আৰু বাধ্যতামূলক কৰা কাৰ্যই ভাৰতবৰ্ষৰ শিক্ষা ব্যৱস্থা আৰু এটাপ ওপৰলৈ গ'ল। ভাৰতৰ শিক্ষাৰ ইতিহাসত বৈদিক যুগৰ শিক্ষা, মুছলমান শিক্ষা ব্যৱস্থা, মধ্যযুগৰ শিক্ষানুষ্ঠান শিক্ষাৰ কেন্দ্ৰ সমূহ, মিছনেৰী সকল আৰু ইষ্ট ইণ্ডিয়া কোম্পানীৰ শৈক্ষিক প্ৰচেষ্টা আদি দিশ সমূহ গুৰুত্বপূৰ্ণ। ভাৰতবৰ্ষৰ শিক্ষা ব্যৱস্থাৰ ইতিহাসত বিভিন্ন আইন আৰু প্ৰতিবেদনেও এক বিশেষ ভূমিকা গ্ৰহণ কৰিছিল। তাৰ ভিতৰত ১৮১৩ চনৰ চাৰ্টাৰ আইন, মেকলেৰ প্ৰতিবেদন, বেন্টিংকৰ শিক্ষা নীতি আৰু আডামৰ প্ৰতিবেদন উডৰ নিৰ্দেশ পত্ৰ ১৮৫৪, ষ্টেনলীৰ নিৰ্দেশ পত্ৰ, ভাৰতীয়

শিক্ষা আয়োগ, কাৰ্জনৰ শিক্ষা নীতি, গোখ্লেৰ বিল আদি উল্লেখযোগ্য ।

সময় পৰিৱৰ্তনশীল । সময়ৰ পৰিৱৰ্তনকামী গতিত আমাৰ দেশ ভাৰতবৰ্ষতো শিক্ষা ব্যৱস্থাৰ আমূল পৰিৱৰ্তন ঘটিছে । প্ৰাক্-স্বাধীনতা যুগৰ পৰা আৰম্ভ কৰি আজি পৰ্যন্ত ৰাষ্ট্ৰৰ শিক্ষা ব্যৱস্থাত বিভিন্ন স্তৰত ক্ৰমে ক্ৰমে উৎকৰ্ষ আৰু উন্নতিৰ স্বৰূপ পৰিলক্ষিত হৈছে । ২০২০ চনৰ ২৯ জুলাই তাৰিখটো ভাৰতবৰ্ষৰ বাবে এক ইতিহাসৰ দিন হিচাপে ঘোষিত হৈছিল । কিয়নো, এই বিশেষ দিনটোতে, ভাৰতৰ কেন্দ্ৰীয় কেবিনেটে যোৱা ২৯ জুলাই ২০২০ ইং তাৰিখৰ দিনা ৰাষ্ট্ৰীয় শিক্ষা নীতি ২০২০ ক অনুমোদন জনায় । গুণগত দৃষ্টিৰে ৰাষ্ট্ৰীয় শিক্ষানীতি ১৯৮৬ আৰু নতুন শিক্ষানীতি, ২০২০ ৰ মাজত কিছু পাৰ্থক্য মন কৰিবলীয়া । এই পাৰ্থক্য সমূহ শিক্ষাৰ লক্ষ্য আৰু উদ্দেশ্যৰ মাজত স্পষ্ট ৰূপত পৰিস্ফুট হৈছে । ৰাষ্ট্ৰীয় শিক্ষানীতি ২০২০ ত বিদ্যালয় শিক্ষা, মহাবিদ্যালয় শিক্ষা, বিশ্ববিদ্যালয় শিক্ষা, প্ৰতিষ্ঠানমূলক শিক্ষা, বৃত্তিমূখী শিক্ষা প্ৰযুক্তিগত শিক্ষাৰ উপৰিও প্ৰাপ্তবয়স্ক শিক্ষা আৰু জীৱনযোৰা শিকণ, অনলাইন আৰু ডিজিটেল শিক্ষা ইত্যাদিৰ ওপৰত বিশেষ গুৰুত্ব প্ৰদান কৰা হৈছে ।

**উদ্দেশ্য :**

- ১) প্ৰচলিত শিক্ষা ব্যৱস্থাৰ আধুনিকীকৰণ সম্পৰ্কে আভাস দাঙি ধৰা ।
- ২) নতুন শিক্ষানীতিৰ ধাৰণা প্ৰকাশ ।
- ৩) নতুন শিক্ষানীতিৰ প্ৰত্যাহ্বান আৰু সম্ভাৱনা বিচাৰ কৰা ।

**অধ্যয়নৰ পৰিসৰ আৰু পদ্ধতি :**

নতুন শিক্ষানীতি সৰ্বত্ৰে চৰ্চিত এটিব্যাপক পৰিসৰৰ বিষয় । শিক্ষাক্ষেত্ৰত এই বিষয়টিৰ গুৰুত্ব তথা যথেষ্ট প্ৰাসংগিকতা আছে । উক্ত আলোচনাৰ মতে বৰ্ণনাত্মক আৰু বিশ্লেষণাত্মক পদ্ধতি গ্ৰহণ কৰা হ'ব আৰু পৰিসৰৰ ফালৰ পৰা নতুন শিক্ষানীতি সম্পৰ্কীয় সকলো দিশকে আলোচনাৰ বাবে সামৰি লোৱা হ'ব ।

### মূল বিষয়ৰ আলোচনা :

নতুন ৰাষ্ট্ৰীয় শিক্ষানীতিৰ মাজেৰে শিক্ষাৰ সৰ্বাঙ্গীন বিকাশৰ ওপৰত গুৰুত্ব প্ৰদান কৰা হ'ব। নতুন ৰাষ্ট্ৰীয় শিক্ষানীতি, ২০২০ ৰ মতে ভাৰতবৰ্ষই প্ৰতিটো বছৰতে নিজৰ দেশৰ মুঠ জি. ডি. পি. (GDP) ৰ ৪ ৰ পৰা ৬ শতাংশ শিক্ষা ব্যৱস্থাত খৰচ কৰিব আৰু প্ৰতিখন ৰাজ্যইও এই ক্ষেত্ৰত একে ব্যয় কৰিব লাগিব। নতুন শিক্ষা নীতিয়ে এক গুৰুত্বপূৰ্ণ ভূমিকা ল'ব বুলি আশা কৰা হৈছে। ৰাষ্ট্ৰীয় শিক্ষানীতি, ২০২০ ত পুৰণি ১০+২ বৰস্থাৰ পৰিৱৰ্তে ৫+৩+৩+৪ ব্যৱস্থা গ্ৰহণ কৰা হ'ব। প্ৰথম পাঁচ বছৰত গাঁথনিক স্তৰ (Foundation Stage) হিচাপে গণ্য কৰা হ'ব। আকৌ ৫+৩+৩+৪ প্ৰক্ৰিয়াটোত এজন ছাত্ৰ বা ছাত্ৰীয়ে প্ৰস্তুতিমূলক স্তৰ (Preparatory Stage) মাধ্যমিক স্তৰ (Middle Stage) ৰ মাজেৰে পৰিপক্ব হৈ উচ্চশিক্ষাৰ বাটত আগবাঢ়িব। স্নাতক পৰ্যায়ত (Graduation Stage) চাৰি বছৰীয়া পাঠ্যক্রম থাকিব। ইয়াৰ চাৰিটা স্তৰত প্ৰতিটো বছৰে কিন্তু মূল্য থাকিব। অৰ্থাৎ স্তৰ অনুসৰি প্ৰমাণ পত্ৰৰো স্তৰ থাকিব। যদি এজন ছাত্ৰ বা ছাত্ৰীয়ে কোনো বিশেষ কাৰণবশত : এটা বছৰত পঢ়া সমাপ্ত কৰিবলগীয়া হয়, তেতিয়া সেই ছাত্ৰ/ছাত্ৰীজনীয়ে সেই বিশেষ বছৰটোৰ বাবেও (Graduation with certificate) বুলি ক'ব পাৰিব আৰু পৰৱৰ্তী সময়ত যদিহে পুনৰ আনুষ্ঠানিক শিক্ষাত যোগদান কৰে তেন্তে দ্বিতীয় বৰ্ষত নামভৰ্তি কৰিব পাৰিব। নতুন শিক্ষানীতিত, স্নাতকোত্তৰ পৰ্যায়তো কিছু সাল সলনি মন কৰিবলগীয়া। স্নাতকোত্তৰ পৰ্যায়ত শিক্ষা এক বছৰীয়া বা দুই বছৰীয়া হ'ব। শাখা (Stream) অনুসৰি বিষয়ৰ কোনো কঠোৰ সীমাবদ্ধতা নাথাকিব আৰু স্নাতকৰ সৈতে স্নাতকোত্তৰ শাখা কিছু পৰিমাণে সংপৃক্ত হৈ থাকিব। নতুন শিক্ষানীতিত গ্ৰেডিং (Grading) ৰ ক্ষেত্ৰতো পৰিৱৰ্তন দেখা যায়। ইয়াত গ্ৰেডিং ৰ কেইবাটাও স্তৰ দেখা যায়। যেনে - আত্ম-মূল্যায়ন (Self

Assessment), বন্ধু-বান্ধবীয়ে দিয়া গ্ৰেড (Grading by the friends), শিক্ষক-শিক্ষয়িত্ৰীয়ে দিয়া গ্ৰেড (Grading by the teachers) ইত্যাদি। পছন্দ ভিত্তিক ক্ৰেডিট পদ্ধতিয়ে, নতুন শিক্ষানীতিত এক গুৰুত্বপূৰ্ণ দিশ হিচাপে বিবেচিত হ'ব। বিশ্ববিদ্যালয় অনুদান আয়োগ (UGC) নিৰ্দেশ অনুসৰি ভাৰতৰ অধিকাংশ বিশ্ববিদ্যালয়ে স্নাতক আৰু স্নাতকোত্তৰ পৰ্যায়ত পছন্দ ভিত্তিক ক্ৰেডিট পদ্ধতি (Choice base credit system) ৰ প্ৰৱৰ্তন কৰিছে।

অসমত নতুন শিক্ষানীতিৰ প্ৰয়োগ এক গুৰুত্বপূৰ্ণ বিষয় হিচাপে চিহ্নিত হৈছে। ভাৰতবৰ্ষৰ বিভিন্ন বিশ্ববিদ্যালয় সমূহৰ লগতে অসমতো স্নাতক আৰু স্নাতকোত্তৰ পৰ্যায়ত পছন্দ ভিত্তিক ক্ৰেডিট পদ্ধতি প্ৰৱৰ্তন হৈছে। 'CBCS' ত অত্যাধিক জটিলতা নাই যদিও ইয়াৰ পূৰ্ণ সফলতাৰ বাবে অসমৰ মহাবিদ্যালয়সমূহত পৰ্যাপ্ত পৰিমাণৰ আন্তঃ গাঁথনি, পৰ্যাপ্ত পৰিমাণৰ বিষয় বিশেষীকৰণ শিক্ষক, অন্যান্য যন্ত্ৰ সজুলি, বিজ্ঞানাগাৰ ইত্যাদিৰ প্ৰয়োজন। নতুন শিক্ষানীতিত শিক্ষাৰ গুণগত বিকাশৰ ওপৰত গুৰুত্ব দিয়া হৈছে যদিও কিছু কিছু ক্ষেত্ৰত এই নীতি পূৰ্ণ ৰূপে বলৱৎ কৰাৰ ক্ষেত্ৰত অসমৰ দৰে ৰাজ্যত সীমাবদ্ধতা নথকাও নহয়। নীতি আয়োগ ৰিপ'ৰ্ট, ২০১৮ অনুসৰি আমাৰ দেশত উচ্চ শিক্ষাত নামভৰ্তিৰ হাৰ ২১.১ শতাংশ হোৱা বিপৰীতে অসমত এই হাৰ ১২.৮ শতাংশ। মন কৰিবলগীয়া যে, নতুন শিক্ষানীতিৰ খচৰা প্ৰতিবেদনত উল্লেখ হোৱা এটি বিতৰ্কিত বিষয় হ'ল - বিভিন্ন বি. এড. মহাবিদ্যালয় সমূহ বন্ধ কৰি দিয়াৰ প্ৰস্তাৱ। যদিহে এই প্ৰস্তাৱ মতে অসমৰ বি. এড. মহাবিদ্যালয় সমূহ বন্ধ কৰি দিয়া হয়, তেন্তে আমাৰ শিক্ষা ব্যৱস্থাৰ মূল ভেঁটিত কিছু পৰিমাণে প্ৰভাৱ পৰাটো ধুকপ। যোৱা দুটা দশকত আমাৰ ৰাজ্যৰ চৰকাৰী আৰু ব্যক্তিগত খণ্ডৰ বি. এড. মহাবিদ্যালয় সমূহে বি. এড. শিক্ষকৰ চাহিদা পূৰণ কৰাৰ উপৰিও এই শিক্ষা অনুষ্ঠান সমূহৰ পৰা বি. এড. ডিগ্ৰী লাভ কৰা শিক্ষার্থী সকলে ৰাজ্যখনৰ বিভিন্ন

শিক্ষা অনুষ্ঠানত শিক্ষক হিচাপে নিযুক্তি লাভ কৰি আহিছে। গতিকে, এনে কাৰক সমূহলৈ দৃষ্টি দিলে বি. এড. মহাবিদ্যালয় সমূহ বন্ধ কৰাৰ পৰিৱৰ্তে সংস্কাৰ আৰু সৰল কৰাৰ ওপৰতহে গুৰুত্ব প্ৰদান কৰা উচিত আৰু যদিহে, বি. এড. মহাবিদ্যালয় সমূহ বন্ধ কৰি দিয়া হয় তেন্তে, বি. এড. ৰ লগত জড়িত প্ৰতিটো দিশতে উচিত সময়ত, উচিত অনুষ্ঠানত সংস্থাপনৰ বাবে প্ৰণালীবদ্ধ অধ্যয়নৰ প্ৰয়োজন হ'ব। যদিহে প্ৰণালীবদ্ধ আৰু নীতিগতভাৱে বিষয়টিত গুৰুত্ব প্ৰদান কৰা নহয়, তেন্তে দীৰ্ঘদিন ধৰি অবিৰতভাৱে সেৱা আগবঢ়াই অহা সহস্ৰাধিক বি. এড. মহাবিদ্যালয় আৰু ইয়াৰ শিক্ষক কৰ্মচাৰী সকল ভৱিষ্যতলৈ নতুন শংকাৰ সৃষ্টি হ'ব।

নতুন শিক্ষানীতিৰ এক গুৰুত্বপূৰ্ণ দিশ হৈছে, দক্ষতা আৰু যোগ্যতাৰ পাঠ্যক্ৰমৰ অন্তৰ্ভুক্তি। বৰ্তমানৰ ক্ষিপ্ৰ গতিত পৰিৱৰ্তন হোৱা সমাজৰ বাবে উত্তম, সফল, উদ্ভাৱনী শক্তি সম্পন্ন, গ্ৰহণযোগ্য আৰু উৎপাদনশীল ছাত্ৰ ছাত্ৰী নিৰ্মাণৰ বাবে নিৰ্দিষ্ট বিষয় দক্ষতা আৰু যোগ্যতাৰ ভিত্তিত তেওঁলোকক বিষয় বাচনিৰ দিশটো শিথিল কৰি সুবিধা প্ৰদান কৰা হ'ব। সকলো স্তৰৰ ছাত্ৰ ছাত্ৰীৰ বাবে বিভিন্ন স্তৰত উপযুক্ত হোৱাকৈ প্ৰয়োজনীয় সাম্প্ৰতিক সময়ত প্ৰচলিত বিষয় যেনে কৃত্ৰিমবোধ (Artificial language), আৰ্হি চিন্তন (Design thinking), সামগ্ৰিক স্বাস্থ্য জৈৱিক খাৰণ (Organic living), পৰিৱেশ সম্পৰ্কীয় শিক্ষা, বিশ্ব নাগৰিকত্ব শিক্ষা (Global citizenship education - GCED) আদি বিভিন্ন দিশত দক্ষতা বিকাশ কৰিব পৰা শিক্ষাৰ বাবে সুনিৰ্দিষ্ট পাঠ্যক্ৰম প্ৰস্তুত কৰি উলিওৱা হ'ব। এনেবোৰ দিশ অসমৰ দৰে ৰাজ্যত সাৰ্থক ৰূপত বাস্তৱায়িত কৰিবলৈ হ'লে- আন্তঃ গাঁথনি, শিক্ষক ব্যৱস্থাপনা আদি দিশসমূহো শক্তিশালী হ'ব লাগিব। এটা জাতিৰ ভৱিষ্যত গঢ় দিয়ে শিক্ষক সমাজে। শিক্ষাৰ মানদণ্ড উন্নত কৰিবলৈ হ'লে শিক্ষক এজনো মানদণ্ডসম্পন্ন হ'ব লাগিব। কেৱল আনুষ্ঠানিক ডিগ্ৰী, ডিপ্লমাই এজন পৰিপক্ক শিক্ষক গঢ় নিদিয়ে। কিন্তু



বৰ্তমান সময়তো শিক্ষকৰ শিক্ষাৰ মানদণ্ড, নিযুক্তি, চাকৰি, চাকৰি অৱস্থা আৰু কৰ্তৃত্ব যেনেকুৱা হ'ব লাগিছিল, এতিয়া সম্পূৰ্ণ হৈ উঠা নাই। অসমত এতিয়াও শিক্ষকে ৰাজপথত আন্দোলন কৰিবলগীয়া পৰিৱেশ সম্পূৰ্ণৰূপে স্তমিত হোৱা নাই।

নতুন শিক্ষানীতিৰ এক অন্যতম গুৰুত্বপূৰ্ণ দিশ হৈছে মাতৃভাষাত প্ৰাথমিক শিক্ষা প্ৰদানৰ বাবে যাৰতীয় ব্যৱস্থা গ্ৰহণ। নতুন শিক্ষানীতিৰ ভাষা সম্পৰ্কীয় প্ৰতিটো প্ৰস্তাৱে অতি গুৰুত্বপূৰ্ণ। ইয়াৰ ভিতৰত ভাষা সম্পৰ্কীয় মূল বিষয় চাৰিটা হ'ল ৫ম শ্ৰেণী বা সম্ভৱ হ'লে ৮ম শ্ৰেণী পৰ্যন্ত ঘৰুৱা ভাষা/ মাতৃভাষা/ আঞ্চলিক ভাষাৰ মাধ্যমেৰে শিক্ষা প্ৰদান কৰা হ'ব, তিনি ভাষা সূত্ৰৰ অধীনত সংস্কৃত অন্যতম ভাষা হিচাপে থাকিব, সংস্কৃতৰ লগতে অন্য ভাৰতীয় ভাষাবোৰক প্ৰাধান্য দিয়া হ'ব, ইণ্ডিয়ান ইন্সটিটিউট অৱ ট্ৰেন্সলেছ্বন এণ্ড ইণ্টাৰপ্ৰিটেশ্বন (Indian Institute of Translation and Interpretation) গঠন কৰা হ'ব। নিসন্দেহে এনে দিশ সমূহে মাতৃভাষাক গুৰুত্ব প্ৰদান কৰিব আৰু ভাষাৰ বিকাশত সহায় কৰিব। ইয়াৰ লগতে, নতুন শিক্ষানীতিত মূল্যায়ন সম্পৰ্কীয় প্ৰস্তাৱৰ ক্ষেত্ৰতো এক নতুনত্ব পৰিলক্ষিত হৈছে। তুলনামূলকভাৱে বৰ্তমানৰ শিক্ষাৰ তুলনাত নতুন শিক্ষানীতিত পৰীক্ষামুখী ব্যৱস্থাটোৰ কিছু পৰিমাণে পৰিৱৰ্তন ঘটিব আৰু এক প্ৰকাৰ মুখস্থ বিদ্যাৰ পৰিৱৰ্তে শিক্ষাৰ্থীয়ে আহৰণ কৰা জ্ঞানৰ প্ৰয়োগতহে অধিক গুৰুত্ব আৰোপ কৰা হ'ব। এনে দিশ সমূহে শিক্ষা ব্যৱস্থাৰ মানদণ্ড উন্নত কৰাত এক গুৰুত্বপূৰ্ণ ভূমিকা ল'ব বুলি বিশ্বাস কৰিব পাৰি।

নতুন শিক্ষানীতিৰ চৰ্ত অনুসৰি ভাৰতবৰ্ষৰ যিকোনো এখন ৰাজ্যক শিক্ষাৰ ক্ষেত্ৰত আগবঢ়াই নিবলৈ হ'লে শিক্ষাখণ্ডত মুকলি, আন্তঃ কাৰ্যক্ষমসম্পন্ন, প্ৰগতিশীল, সামাজিক, ডিজিটেল বুনয়াদ নিৰ্মাণত গুৰুত্ব প্ৰদান

কৰিব লাগিব। লগতে শিক্ষাৰ্থীৰ উপযুক্ত তত্ত্বাবধানৰ বাবে SWAYAM (স্বয়ম), DIKSHA (দীক্ষা) আদিৰ দৰে যথোপযুক্ত মঞ্চই ব্যৱহাৰিক সা-সুবিধায়ুক্ত উচ্চমানৰ ডিজিটেল আহিলা শিক্ষক সমাজে লাভ কৰিব পৰাকৈ সম্প্ৰসাৰিত কৰিব পাৰিব লাগিব। শিক্ষা ব্যৱস্থাত উন্নতকৰণৰ সৈতে পুঁজিৰ বিনিয়োগৰ কথাও সোমাই আছে। কাৰণ, পুঁজিৰ সাৰ্থক বা সফল প্ৰয়োগ অবিহনে শিক্ষা কেতিয়াও সকলোৰে বাবে গুণগত আৰু সহজলভ্য হ'ব নোৱাৰে। দুৰ্ভাগ্যজনক ভাৱে, ১৯৬৮ চনৰ নীতি নিৰ্দেশনা, ১৯৮৬ চনৰ নীতিয়ে পুনৰোন্মোচন কৰা আৰু তাৰ পৰৱৰ্তী পৰ্যায়ত ১৯৯২ চনত পুনৰীক্ষণ কৰি ধাৰ্য কৰা ঘৰুৱা উৎপাদনৰ ৬ শতাংশ ধন শিক্ষাখণ্ডত খৰচ কৰাৰ নিৰ্দেশনা থকা স্বত্বেও, বৰ্তমানে ভাৰতৰ ৰাজহুৱা খণ্ডৰ শিক্ষা ব্যৱস্থাই খৰচ কৰা ধনৰ পৰিমাণ এই পৰিমাণৰ কাষ চাপিবলৈ সফল হোৱা নাই। বৰ্তমান ভাৰতবৰ্ষই (কেন্দ্ৰ আৰু ৰাজ্য চৰকাৰ) ৰাজহুৱা শিক্ষাখণ্ডত কৰা ব্যয়ৰ পৰিমাণ মুঠ ঘৰুৱা উৎপাদনৰ ৪.৪৩%ৰ ভিতৰত আছে (২০১৭-১৮ চনৰ বাজেটত ধাৰ্য কৰা ব্যয়ৰ উল্লেখ অনুসৰি)। প্ৰতিখন চৰকাৰে এই পৰিমাণৰ কেৱল ১০% হে শিক্ষাখণ্ডত ব্যয় কৰিছে (Economic Survey, 2017-18)। অন্যান্য উন্নত আৰু উন্নয়নশীল দেশৰ তুলনাত এই পৰিমাণ যথেষ্ট কম।

নতুন শিক্ষানীতিৰ প্ৰতিটো চৰ্তকে সঠিক ৰূপত উপস্থাপন বা প্ৰয়োগ কৰিবলৈ হ'লে ইয়াৰ ৰূপায়নৰ ওপৰতো গুৰুত্ব প্ৰদান কৰিব লাগিব। কাৰণ, যিকোনো নীতিৰে কাৰ্যকাৰিতা ইয়াৰ ৰূপায়ণ প্ৰক্ৰিয়াৰ ওপৰত নিৰ্ভৰ কৰে। ৰাষ্ট্ৰীয় শিক্ষানীতি, ২০২০ ত উল্লেখ কৰা ধৰণে এই শিক্ষানীতিৰ ৰূপায়ণৰ দায়িত্ব MHRD, CBE, কেন্দ্ৰ আৰু ৰাজ্য চৰকাৰ সমূহ, শিক্ষা মন্ত্ৰালয়সমূহ, ৰাজ্যিক শিক্ষা বিভাগ, বোৰ্ড, ৰাষ্ট্ৰীয় মূল্যাংকণ এজেন্সি, বিদ্যালয় আৰু উচ্চ শিক্ষা নিয়ন্ত্ৰক গোট, NCERT, SCERT, বিদ্যালয় আৰু উচ্চ শিক্ষাৰ

প্ৰতিষ্ঠানসমূহৰ পৰিকল্পিত পুনৰীক্ষণ আৰু সময়োচিত পদক্ষেপ গ্ৰহণৰ দ্বাৰা, সকলো গোটৰ সুসংবদ্ধ প্ৰচেষ্টাৰে ইয়াক মনৰ গভীৰত ধাৰণ কৰি লক্ষ্যত আগবাঢ়িব লাগিব। লগতে, কোনো কোনো এটা বিষয়ক ৰূপায়ণ কৰা পূৰ্বতে, তাৰ বাবে প্ৰয়োজনীয় প্ৰতিটো উপাদানকে আমি যিকোনো সময়ত প্ৰয়োগ কৰিব পৰাকৈ মজুত ৰাখিব লাগিব। আমাৰ উচ্চ শিক্ষাখণ্ডত বিভিন্ন সমস্যা দেখা যায়। ৰূপায়ন ব্যৱস্থা সঠিকভাৱে কৰিবলৈ হ'লে ছাত্ৰ-ছাত্ৰীৰ বৃদ্ধি অনুপাতে উচ্চ শিক্ষানুষ্ঠান সমূহত খালী হৈ থকা শিক্ষকৰ পদ সমূহ পূৰণ কৰিব লাগিব, চৰ্ত অনুসৰি ঠিকাভিত্তিক যোগ্য শিক্ষকৰ স্থায়ী নিযুক্তি প্ৰদান, প্ৰতিখন বিশ্ববিদ্যালয়তে চাহিদা অনুসৰি গৱেষণাৰ আসন বৃদ্ধি কৰা, পাঠদান আৰু গৱেষণামূলক কামৰ সলনি নিৰ্বাচন, গুণোৎসৱ, এন. আৰ. চি. আদি অন্যান্য চৰকাৰী কৰ্মত শিক্ষক নিয়োগ ব্যৱস্থাটিৰ নতুনকৈ চালিজাৰি চোৱা, শিক্ষক আৰু ছাত্ৰ-ছাত্ৰী অনুপাত পৰীক্ষা কৰা, ইত্যাদি দিশসমূহত গুৰুত্ব প্ৰদান কৰিব লাগিব। পূৰ্বতেও কোৱা হৈছে যে শিক্ষকসকল এটা জাতিৰ ভৱিষ্যত। গতিকে, শিক্ষকসকলৰ মানদণ্ড উন্নতকৰণৰ বাবে চৰকাৰে এক গুৰুত্বপূৰ্ণ পদক্ষেপ গ্ৰহণ কৰিব লাগিব।

### সামৰণি :

শেষত, নতুন শিক্ষানীতি আমাৰ বাবে আশা-প্ৰত্যাশাৰে ভৰা এখন গুৰুত্বপূৰ্ণ নীতি। নতুন শিক্ষানীতিৰ ৰূপায়ণৰ বাবে এটি অধ্যয়ন বা গৱেষণাৰ প্ৰয়োজন হ'ব, যিটো এতিয়া বিভিন্ন ৰাজ্যত আৰম্ভ হৈছে। এই অধ্যয়নে শিক্ষাত থকা পূৰ্বৱৰ্তী সমস্যাসমূহ দূৰ কৰাত বা চিনাক্ত কৰাত সহায়ক হ'ব আৰু নতুন শিক্ষানীতি ৰূপায়ণত এক মুখ্য ভূমিকা গ্ৰহণ কৰিব। যদি, বিশেষজ্ঞ বা শিক্ষাবিদসকলে সামগ্ৰিক প্ৰেক্ষাপটৰ পৰা অধ্যয়ন কৰি শিক্ষানীতি বলৱৎ ব্যৱস্থা কৰে, তেন্তে নিশ্চয়কৈ, নতুন শিক্ষানীতিয়ে ভাৰতৰ শিক্ষা ক্ষেত্ৰত এক আলোড়নৰ

সৃষ্টি কৰিব। কিয়নো সমাজ এখন উন্নতিৰ শিখৰত আগবাঢ়িবলৈ হ'লে বৌদ্ধিকভাৱে শক্তিশালী হ'ব লাগিব আৰু আমি আশা কৰোঁ নতুন শিক্ষানীতিয়ে আমাৰ ৰাজ্যখনক বিশ্ব দৰবাৰত এক নতুন খোজ ৰাখিবলৈ উদ্গনি যোগাব আৰু সেয়া বাস্তৱত পৰিণত হ'ব।

**প্ৰসংগ পুথি :**

গোস্বামী, পংকজ : উচ্চ শিক্ষাত নতুন চিন্তাধাৰা, অসম কলেজ শিক্ষক সংস্থা  
আলোচনী (সম্পাদক অনন্ত ৰাজবংশী আৰু সঞ্জীৱ ফুকন, ২০১৯  
বৰ্ষ)

ৰাষ্ট্ৰীয় শিক্ষানীতি, ২০২০ (শিক্ষা মন্ত্ৰালয়, ভাৰত চৰকাৰ)

ৰাষ্ট্ৰীয় শিক্ষানীতি খচৰা প্ৰতিবেদন, ২০১৯

নীতি আয়োগ ৰিপৰ্ট, ২০১৮



