NATIONAL EDUCATION POLICY, 2020: MAJOR CHANGES IN EDUCATIONAL SYSTEM MANAGEMENT

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ABSTRACT

The global education development agenda set out in Goal 4 of the Sustainable Development Agenda 2030, adopted by India in 2015 - aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" in 2030. The National Education Policy 2020 looks to restructure the entire education system to support and promote learning, in order to achieve all the key objectives and goals (SDGs) of the 2030 Sustainable Development Agenda.A good educational institution is one in which every learner feels welcome and cared for, where there is a safe and dynamic learning environment, where diversity of learning is provided, and where strong infrastructure and appropriate learning resources are available to all students acquiring these qualifications should be the goal of all educational institutions. At the same time, however, there should also be seamless integration and communication across all institutions and at all levels of education. These are some of the principles on which the new policy of 2020 is based. This article reviews the features of the National Education Policy, 2020.

Introduction

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. Giving universal access to quality education is key to India's continued growth, as well as world-class leadership in terms of economic growth, social justice and equity, scientific development, national integration, and cultural preservation. Higher education in the world is the best way forward to develop and nurture the rich talents and resources of our country for the benefit of the individual, the community, the country and the world. India will have the highest number of young people in the world over the next decade, and our ability to provide them with quality educational opportunities will determine the future of our country (Ministry of HRD 2020).

The global education development agenda set out in Goal 4 (SDG4) of the Sustainable Development Agenda 2030, adopted by India in 2015 - aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" in 2030. The policy will require the entire education system to be restructured to support and promote learning, in order to achieve all the key objectives and goals (SDGs) of the 2030 Sustainable Development Agenda.

The world is experiencing rapid changes in the knowledge space. With the astonishing advances in science and technology, such as the rise of big data, machine learning, and practical ingenuity, many unskilled jobs around the world could be taken over by machines, while the need for skilled workers, especially mathematics, computer science, and data science, combined with many social, and human, will be depending on the need. With climate change, increased pollution, and declining natural resources, there will be significant changes in the way we meet global needs for energy, water, food, and sanitation, and will result in the need for new skilled workers, especially in biology, chemistry, physics, agriculture, climate science, and social science. Increasing outbreak of epidemics once and for all epidemics will also call for collaborative research in the control of communicable diseases and the development of vaccines and the effect of social problems increases the need to learn more. There will be a growing need for people and the arts, as India continues to be a developed country and among the three largest economies in the world.

Indeed, with the rapid change in the employment environment and the global environmental system, it is becoming

increasingly critical that children not only learn, but more importantly learn how to learn. Therefore, education should go to less content, and more to teaching about how to think critically as well problem solving, innovation and multidisciplinary approach, as well as innovation, adaptability, and innovation in changing novels and fields. Pedagogy must evolve to make education more informative, comprehensive, integrated, interactive, knowledge-oriented, student-centered, conversational, flexible, and, yes, enjoyable. The curriculum should include basic arts, crafts, humanity, sports, sports and competence, language, literature, culture, and heritage, in addition to science and mathematics, to develop all aspects of students' skills and abilities; and make education more relevant, useful and satisfying to the learner. Education should build character, enabling students to behave responsibly, mentally, emotionally, and caring, while at the same time providing them with meaningful and satisfying work.

The gap between the current state of learning outcomes and needs must be closed by making major changes that bring the highest quality, equity, and integrity to the system, from early childhood care and education through higher education.

The goal should be for India to have a second education system by 2040, with equal access to higher education for all students regardless of social or economic background. This National Education Policy 2020 is the first education policy of the 21st century and aims to address the growing needs of our country's development. This policy proposes a review and redesign of all aspects of the education system, including its governance, to create a new system that aligns with the 21st century aspirations of education, including the SDG4, while building on India's cultural and value systems.

The National Education Policy emphasizes specifically the development of individual creative capacity. It is based on the premise that education should not only develop cognitive skills - both 'basic' reading, writing and numeracy skills and 'high-level' perceptual skills, such as critical thinking and problem solving - but also social, behavioral, and emotional skills and circumstances.

The rich heritage of ancient Indian knowledge and thought has been a guiding light in this Policy. The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) have always been regarded in Indian thought and philosophy as the highest purpose of man. The purpose of education in ancient India was not just to acquire knowledge such as preparing for life in this world, or to live without going to school, but to complete perfection and personal freedom. World-class institutions in ancient India such as Takshashila, Nalanda, Vikramshila, Vallabhi, set the highest standards of teaching and research in many fields and hosted scholars and students from all walks of life. The Indian education system has produced great scholars such as Charaka, Susruta,Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, ChakrapaniDatta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among many others, have contributed to international knowledge in various fieldssuch as mathematics, astronomy, metallurgy, medical and surgical science, social engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a profound effect on the world. These rich world heritage resources should not only be managed and preserved for generations but also researched, developed and used in a new way through our education system.

The teacher must be the center of important changes in the education system. The new education policy must help re-establish teachers, at all levels, as respected and important members of our society, because they really shape our next generation of citizens. It must do all it can to empower teachers and help them to do their job as effectively as possible. The new education policy should help recruit the best and most prominent to enter the teaching profession at all levels, by ensuring life, respect, dignity, and independence, while also focusing on the system the basic principles of quality control and accountability.

The new education policy must provide all learners, no matter where they live, with a quality education system, with a particular focus on marginalized, disadvantaged, and poorly represented groups. Education is the highest level and the best tool for achieving economic and social mobility, inclusion, and equity. There must be systems in place to ensure that all students from such groups, despite the existing barriers, are given the various opportunities aimed at participating and succeedingin the education system. These components must be incorporated into the domestic and international needs of the country, as well as respect for and diversity and its rich culture. Incorporating Indian knowledge and its various social, cultural, and technological needs, its artistic culture, language, strong knowledge, and strong morals among Indian youth is considered important for national pride, self-confidence, self-awareness, cooperation, and integration.

Reactions to the policy

Chopra (2020) writing for the Indian Express stated that the National Education Policy (2020) has proposed sweeping changes in the Indian educational system. Kabra (2020) writing for The Times of India stated that the National Education Policy (NEP) 2020 has laid out a vision of education that's necessary for the 21st Century. Overall, improving governance and management in public schools may be a much more cost-effective way of improving student learning than simply expanding education spending along default patterns (Muralidharan and Singh 2020).The new policy aims to pave way for transformational reforms in school and higher education systems in the country (India CSR Network 2020). Yechuri (2020) feel that the policy will transform India's higher education system to one of the global best education systems. It is expected to meet the people's requirement regarding quality education, innovation and research to make this country a knowledge superpower.

Previous Policies

The implementation of previous education policies focused on issues of access and equity. The unfinished agenda of the National Education Policy 1986, prepared in 1992 (NPE 1986/92), is appropriately addressed in this Policy. A major development since the last Policy of 1986/92 was the Children's Right to Free and Compulsory Education Act of 2009 which laid the legal basis for universal primary education.

Key principles of National Education Policy 2020

The aim of the education system is to develop good people who are able to think and act logically, who are empathetic and compassionate, who are courageous and resilient, who are passionate about science and creative thinking, who have sound moral values and principles. It aims to produce engaged students, productive citizens, who contribute to building an equitable, inclusive, and multicultural society as enshrined in our Constitution.

A good educational institution is one in which every learner feels welcome and cared for, where there is a safe and dynamic learning environment, where diversity of learning is provided, and where strong infrastructure and appropriate learning resources are available to all students acquiring these qualifications should be the goal of all educational institutions. At the same time, however, there should also be seamless integration and communication across all institutions and at all levels of education.

The key principles that will guide both the education system as a whole, and the individual institutions within it are:

- recognize, identify, and promote the unique abilities of each learner, by sensitizing teachers and parents to promote the full development of each learner in both the academic and non-academic contexts;
- prioritize achieving Foundation Literacy and Numeracy for all Grade 3 learners;
- flexibility, so that learners have the ability to choose their own learning methods and programs, and thus choose their own way of life according to their abilities and interests;
- there is no serious distinction between art and science, between subjects and extracurricular activities, between vocational and academic disciplines, etc.

- diversity and holistic education in all science, social sciences, arts, humanities, and the world of multiculturalism to ensure the unity and integrity of all knowledge;
- emphasizes comprehension of concepts rather than memorization and reading tests;
- critical and creative thinking to promote sound decision-making and innovation;
- the values and principles of humanity and the Constitution such as compassion, respect for others, cleanliness, respect, spirit of democracy, co-operation, respect for public property, scientific anger, freedom, responsibility, equality, equality, and justice;
- Develop multilingualism and language skills in teaching and learning;
- Life skills such as communication, teamwork, and resilience;
- focus on constructive assessment of learning rather than summative assessment that promotes modern 'training culture';
- greater use of technology in teaching and learning, removal of language barriers, increased access to Divyang students, and education planning and management;
- respect diversity and respect the environment in all subjects, disciplines, and policy, always remembering that education is a coherent subject;
- full equality and inclusion as a basis for all educational decisions to ensure that all learners are able to succeed in the education system;
- curriculum integration across all levels of education from early childhood care and education to school education to tertiary education;
- teachers and educators as the heart of the learning process - their recruitment, continuous professional development, good working conditions and conditions of service;

- a 'simple but strong' regulatory framework to ensure the integrity, transparency, and efficiency of the education system through auditing and public disclosure while promoting the re-creation and out-of-box ideas of independence, good governance, and empowerment;
- quality research as a requirement for quality education and development;
- continuous review of progress based on ongoing research and general evaluation of education professionals;
- the roots and pride of India, with its rich, diverse, ancient and modern knowledge systems;
- education is a public service; access to quality education should be regarded as a fundamental right every child;
- significant investment in a strong, effective public education system and the promotion and promotion of genuine private and community-based participation.

Conclusion

National Education Policy is a framework for the education system in setting goals, deciding priorities, and taking actions. The policy for 2020 brings about some sweeping changes in the education system and in principles of learning. The National Education Policy emphasizes specifically the development of individual creative capacity. It is based on the premise that education should not only develop cognitive skills - both 'basic' reading, writing and numeracy skills and 'high-level' perceptual skills, such as critical thinking and problem solving - but also social, behavioral, and emotional skills and circumstances. Reactions to the policy have been positive and it has been appreciated as a landmark step in improving the education system with major reforms. However, its success will depend on effective implementation.

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