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National Education Policy 2020: The New Era of Transformation in School Education for 21st Century

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ABSTRACT:

Education plays an important role in nation building, its growth and development of the citizens. A well-defined, visionary, futuristic and systematic education policy is essential for the country, at school and college levels to develop the education system so as to progress further and bring social advancement. An education policy refers to the rules and principles that govern the operation of educational systems. It is the document that provides operational guidelines to the associated institutions and sections, to implement process and assess the outcome and achievements. It also tries to answer questions regarding the goals of education, strategies employed for achieving these goals and for identifying tools for assessing their impact.

NEP 2020 is the first policy of the 21st century approved by the union Cabinet of India on 29th July, 2020. It outlines the vision of how India's new education system is going to be, for the next 20 years. This paper reflects the findings from the analysis of NEP 2020 and various documents and policies related to Indian school education system and also outline the important findings as well as new reforms. It also depicts the innovative proposals and the highlights, on various aspect of school education. Finally, it throws light on impact of NEP 2020 on the stake holders and gives some suggestions proposed for its effective implementation towards achieving its objectives.

KEYWORDS: School Education, NEP-2020, Implementation strategies, innovative proposals, reforms.

I. INTRODUCTION:

India's population in 2020 is estimated at 1.38 billion, predicted to overtake China's 1.42 billion by 2025. However, due to high percentage of young population, it already has the largest number of schools, over 1.5 million and school-goers over 260 million. Hence, India is demographically one of the youngest countries in the world. Globally, the Indian Education sector is amongst the largest, with an extensive network of more than 1.4 million schools with over 200 million students enrolled, and more than 850 universities and 40,000 higher educational institutes

and is expanding rapidly in light of rising income levels and growing demand for quality education in the country. Understanding and recognizing the importance of education in national development, the Twelfth Five Year Plan, alongside a continued focus on expanding education, also included a clear focus on improving the quality of education to all sections of society. Therefore, a well-defined, visionary, futuristic and systematic education policy is essential for the country to develop education systems to progress further and to bring social advancement (Rizavi and Lingard, 2009).

Education is the method of acquisition of knowledge, ethics, and values. It can also be defined as the process of bringing desirable changes into human beings. It is the base for the advancement of humans and plays a key role in development aspect of an individual and also the society. Education plays an important role in nation building, its growth and development of the citizens. Many initiatives have been undertaken to improve access to quality schooling particularly for those who are economically or socially disadvantaged. Efforts have been made to offer parents and children quality education, leading to improved life opportunities.

The school education system in India is the largest in the world, catering to over 260 million young people each year. India, with over 1.5 million schools, over 8.7 million primary and secondary teachers and more than 260 million enrolments, is home to the largest and most complex education system in the world. As of 2020, education in India statistics show that about 26 per cent of the Indian population falls into the 0-14 year category, which provides a great opportunity for the primary education sector, and 18 per cent of the population falls into the 15-24 year category providing opportunities for growth across the secondary and higher education institutions in India (Future Learn, 2021). The researcher is going to explore the opportunities and the challenges of the NEP 2020 through various resources and the documents regarding the school education system.

1. Evolution of Indian education system and education policies:

India had a rich and well established tradition of spreading knowledge and also well-known for its education system from ancient time. In the ancient period the major objective of educational leaders was religion. Since the beginning of the Indian civilization till contemporary times, those in power have directed the course of education. But from the advent of modern times a scientific approach was adapted in formulating the educational policies. In India, educational institutions have existed since the emergence of civilization (Keay, 1972). It is essential to view the historical background of education policy in order to understand its current status. A sound understanding of education policy could be gained by dividing the historical analysis into time periods such as pre-independence and the post-independence periods.

1.1 Ancient Education system:

The education system in India was mainly governed by the Rig-Veda, the Aranyakas, the Upanishads, the Epics and the Puranas (Schafer, 2002). In the ancient period the pride of place was

education that primarily drew inspiration from religion. The Aryans entered India in II B. C. and made a significant attempt in formulating an education policy. There were centers/ universities of higher learning that existed in ancient India such as, Takshshila, Nalanda, Mithila, etc. popular for the Gurukul system of education and scholarships (Schafer, 2002) and rich ethos of teachings and traditions contributed by many scholars including Charakas, Patanjali, Panini and many more.

1.2 British Education System:

Under British Empire a new era of education started with English as a major language of learning. The major reforms in British India was brought about by the Charter Act 1813 Macaulay's English language, followed by Wood's Dispatch, popularly known as Magna Carte of English Education in India (Singh, 2005) to establish universities such as Calcutta, Bombay and Madras for the first time in India (Mukerjee, 1976). Further Indian education commission (1882) was established under chairmanship of William Hunter who promoted elementary education for the masses. Similar efforts were made by the Lord Curzon's policy (1902), Indian university Act 1904, Government Resolution Education Policy (1913), Calcutta University Commission (1917-19), C.A.B.E (1921), the Hartog Committee (1929) government of India (1935), the Abbot Woods Report (1936-37) till the 1948 (Table- 1).

Table -1: Evolution of Indian Education System and the Policies from ancient times to the present era.

| Sr. No. | Year | Document | Main focus / Objective |
|---------|------------|--|--|
| 1 | 1781-1791 | Sir Warren Hasting (First Governor General of India) | Cultivation of Arabic and Persian studies, also founded colleges to study Sanskrit. |
| 2 | 1813 | Charter Act | Right of Education in the public revenues, Formal Education Policy. |
| 3 | 18-23-1834 | Lord Macaulay | Learning in literature and promoting higher education to upper classes. |
| 4 | 1835 | Lord William Bentinck Resolution (British Soldier and Statesman) | Content and medium of instructions in India, Promotion of western science and arts, produce higher degree of intellectuals. |
| 5 | 1854 | Wood's Dispatch | To raise the moral character and to supply with servants, Started arts, philosophy, science and literature, English and other languages were medium of instructions. |
| 6 | 1882 | Indian Education Commission | Elementary education of the masses, local languages for education, Establishment of Secondary Schools. |
| 7 | 1902 | Lord Curzon's Education Policy | Higher education for government jobs, University establishment, and Technical education introduced. |

| | | | |
|----|---------|---|---|
| 8 | 1913 | Govt. Resolution on Education Policy (Gopal Krishna Gokhale's Bill) | Curriculum Development, Expansion of Schools, Free elementary education for 6-10 age. |
| 9 | 1917-19 | Calcutta University Commission | Matriculation Exam, Degree entrance Exam, Establishment of Board of Secondary and Intermediate Exams, IUB (Inter-University Board) |
| 10 | 1919 | Govt. of India Act 1919: Montague- Chelmsford Reforms | Double Govt. Rule in the Provinces, Control of British on the Dept. of Education. |
| 11 | 1921 | Central Advisory Board of Education (CABE) | To offer expert advice on important education matters. |
| 12 | 1929 | The Hartog Committee | Development of general and professional education, Reduction in the stagnation and wastage as deterioration of standard, and Quality of education. |
| 13 | 1935 | Govt. of India Act 1935, Education under Provincial autonomy | Federal (Central) and state divisions of the education. Congress party came into power in seven Provinces of British India. Learning through activity started under Zakir Hossain Committee. |
| 14 | 1936-37 | Abbot-Wood Report | General and vocational education are the same |
| 15 | 1939-40 | Second World War | Several Committees on education were set up to discuss Problems on education |
| 16 | 1940-46 | Post War Education Development in India- Report by CABE | Evolution of National System of Education e.g. Wardha Scheme , Age groups were fixed for various levels, Removal of Intermediate course, Development of Adult Education, Teacher Training and Physical Education started. |
| 17 | 1948-49 | The University Education Commission- Radhakrishnan Commission | To Promote innate ability and potential of a person and to impart professional and vocational training, PG research and Training. |

1.3 Independent India Education System:

After Independence, several committees and commissions were required to review the educational issues and to make recommendations to align the changing needs, structure and strategize education and reforms, of the secondary and university education system, to empower and encourage women education, to recognise the structure of educational administration, etc. To achieve these objectives an effective constitution to provide Justice, Liberty, and Equality and also to provide free education to all was in greater demand. So India adopted its constitution in 1950 focusing mainly on “Equality in Opportunity for Education for all” and achieving Social Justice. The major

commissions and committees (Table-2) reviewed the issues related to educational reconstruction and to modernize education systems of India. Based on these commissions the first National Education Policy (NEP) was framed by Government of India during 1968 which was approved by the Parliament. The major aim of the NEP-1968 was to strengthen centres for advance studies, setting up cluster centers and development of quality standards at the international level. The second national policy came into the force after 20 years in 1986 (NEP-1968) for removal of disparities and emphasizing on women education and education for deprived and backward classes and to all sections of the society. It was further updated in 1992 by Reddy’s Committee. The National Policy on Education (1992) emphasized the need for greater transformation of the Indian educational system, with a focus on quality enhancement. The policy also stressed on developing moral values among students and bringing education closer to life (Ranganathan 2007). The main focus of this updated policy was universal literacy (free and universal education), child education, secondary education teachers training, etc. It also promoted distance education by launching the Indira Gandhi National Open University (IGNOU) in 1985 and development of rural India (GOI, 1986). The reforms in education continued further through Sarva Shiksha Abhiyan (SSA) (2002-09) which proposed that the education system must develop in consonance with contemporary societal needs (Mohanty, 2003), Right to Education Act (2009), Mid-Day Meal Scheme, Bicycle Scheme, establishment of pre and post-matric hostels to enhance access and utilization of educational opportunities. Almost every state government has set up committees and commissions to recommend policy changes in the field of education, to make it more ‘inclusive’, ‘quality conscious’ and ‘attune itself to meet globally accepted standards’. However at the implementation levels, there had been many shortfalls which were needed to be addressed in future policies.

In 2019, after 34 years of waiting, the new education policy (NEP 2020) was announced by the Government to revamp Indian education system. The NEP 2020 replaced the old education system to bring transformation and holistic development while reducing curriculum content, enhance experiential learning and critical thinking. It was approved by the Union Cabinet on 29th July 2020 (GOI, 2020) to introduce several changes in school and higher education. The main vision of NEP 2020 was to create India 2.0 for 21st century which is bound to take leadership role in the global arena (Kumar, 2020). After independence, various governments and the then prime ministers had tried to foster better education reforms for developing Indian education system, to make India a global knowledge super power (Table-3).

Table- 2: Various Commissions contributing in the development of Educational Policies of India.

| Sr. No. | Year | Education Commission | Role/Contribution |
|---------|------|----------------------|-------------------|
|---------|------|----------------------|-------------------|

| | | | |
|---|---------|--|---|
| 1 | 1948-49 | Radhakrishnan Commission | Professional and Vocational Education, training, scientific and technical base of the education. |
| 2 | 1952-53 | Mudliar commission | Secondary education for the whole country, Personality and character development, financial security and independence |
| 3 | 1958 | Science Policy | The importance of science, technology and scientific research in education were the main agendas in the resolution on scientific policy |
| 4 | 1964-66 | Kothari Commission | To study the countless problems and suggest measures for the removal of defects in the system. |
| 5 | 1968 | First National Policy on Education approved on May, 1968 | Universalization of education, Value education, Sports and Vocational education, Employability and Agriculture education. |
| 6 | 1990-92 | The Ramamurthy Committee | To examine old education policies and to suggest new measures for promoting industrialization and development of rural areas of the country, decentralization of educational system and Operation Black Board Scheme. |
| 7 | 1991-92 | Janardan Reddy Committee | Free and universal education of the children, adult education, secondary education, university education, teachers' training and financial provision. Appointment of AICTE. |
| 8 | 1992 | Revised Policy Formulations | National Programme of Action (POA-1992), Promotion of development and strengthening national integration, Emphasis on quality enhancement. |

2. What is National Education Policy?

Governments all over the world place a major emphasis on education policy. There is a global pressure on increasing attention on the outcomes of educational policies and their impact on social and economic development. However, there is often a lack of understanding of how educational policies are formed and what constitutes an education policy. Education policy refers to the rules and principles that govern the operation of educational systems. It also tries to answer questions regarding the goals of education, strategies employed for achieving these goals and for identifying tools for assessing their impact. In the process of formulating educational policies, many crucial factors are taken into account such as pedagogical methodologies, resource mobilisation,

curriculum content and the possible impact of the policy on different groups. According to Taylor et al (1997) there are three major aspects in education policy viz. Context, Text and Consequences. Context refers to the antecedents and a pressure leading to the development of a specific policy, Text denotes the content of the policy itself and Consequences give the details of policy open to contrary interpretation by practitioners which results in modifications in implementation.

Table 3: Political Parties and Prime Ministers of India with major Educational Policy Reforms
(After Kaurav R.P.S., et-al, 2020)

| Sr. No. | Prime Ministers | Policy Year | Educational Policy Reforms, |
|---------|------------------|-------------|--|
| 1 | Indira Gandhi | 1968 | Higher education in Rural and Urban sectors |
| 2 | Rajiv Gandhi | 1986 | Empowerment of Minority sectors and adult education |
| 3 | PV Narasimha Rao | 1992 | Entrance Examinations for higher education and Professional and Technical courses |
| 4 | Man Mohan Singh | 2005 | Common Minimum Program for School and College Education and Opportunities |
| 5 | Narendra Modi | 2016 | Formation of Educational Tribunal, Focus Gender discrimination issues and Common Curriculum for Science, Maths, Environment Education, English, etc. |
| 6 | Narendra Modi | 2019 | Effective Governance and Leadership in Higher Education, Quality academic research with regulatory mechanism, Internationalization of professional education, Promotion of Indian Languages, arts and culture, reimaging Vocational Education, Curbing Commercialization of Education through Accreditation System. |
| 7 | Narendra Modi | 2020 | New Policy of the 21 st century with major reforms- Universal Access of School education, Focus on Early Childhood Care and Education and Pedagogy and curriculum, Assessment Reforms (PARAKH), Flexibility and Multidisciplinary Education, Light but tight regulation, Teacher Education, NPST, NRF, SQAF, NCFTE, NETF, NCPFECCE, NCPFE, etc. |

2.2 What is NEP 2020?

It is well known that quality education turns people into human beings with responsibility for sustainable development of the society. In 2015 general assembly of United Nations adopted the 2030 Agenda for sustainable development that includes seventeen Sustainable Development Goals (SDGs) (Aithal, 2019). Under this agenda, SDG-4 seeks to ensure inclusive and equitable quality education and promotes lifelong learning opportunities to all by 2030. Quality education being fourth SDGs of UN has 10 targets encompassing many different aspect of education.

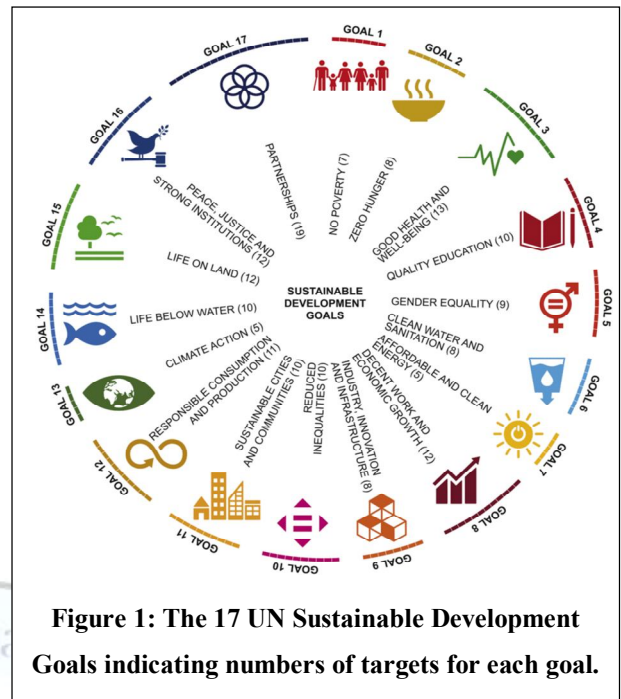


Figure 1: The 17 UN Sustainable Development Goals indicating numbers of targets for each goal.

Out of them seven targets are expected outcomes and three are means of achieving them (Sachs, 2012; Hak and Moldan, 2016; Lu et-al, 2015). Five of the seven targets of SDGs focus on quality education and knowledge outcomes (Figure- 1). Based on five foundation pillars- Access, Equity, Quality, Affordability and Accountability (AEQAA), NEP 2020 has been aligned to 2030 Agenda for sustainable development. Education Policy is the comprehensive framework that directs the progress of education and the nation’s education system. It is designed to help the country to meet its aims and objectives. It is the document that guides associated institutions and sections to implement process and assess the achievements.

2.3 NEP 2020:

NEP 2020 is the first policy of the 21st century approved by the union Cabinet of India on 29th July, 2020. It outlines the vision of India’s new education system. It is going to be the policy for the next 20 years. This policy has taken 5 and half years to get to be formulated. It is the aspirations of the Indian people that have shaped this policy to cater the needs of all sections of the society. It inspires every institution across India to become the agent of change with their motive force- a teacher. NEP 2020 is a student focused and learner centric and inclusive at all levels of education. It emphasizes the development of the creative potential of each individual and higher order cognitive capacities like critical thinking and problem solving. Also it takes into account social, ethical and emotional capacities and dispositions (Sawant and Sankpal, 2021). It has originated from the rich and varied heritage of ancient and eternal Indian knowledge and thoughts. It has been formulated rigorously by using various documents and earlier policies depicted in the Table- 4. It envisions an Indian centered education system, thereby transforming India into a global knowledge super power. NEP 2020 is truly a policy of difference which will make both school and higher education more

holistic, flexible and multidisciplinary suited to the needs of 21st century and bringing out the capabilities of each student.

NEP 2020 has been formulated after a very deep and detailed consultation process that involved over 2 lakhs suggestions from 2.5 lakhs Grampanchayats, 6600 Blocks, 6000 ULBs (Urban Local Bodies) and 676 Districts. In January 2015 a Subramanian Committee started this process of consultation for new education policy. The events of consultation process are listed in Table- 5. It has gone through rigorous consultation and feedback from all the sections of the country. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by Dr. K. Kasturirangan and it was then released by the Ministry of Human Resource Development (MHRD) and finally 66 pages policy document (English Version) was approved on 29th July, 2020.

2.4 Need for NEP 2020:

Indian education system is turning on the traditional approaches and methodologies for more than three decades. In the last seven decades India has achieved a lot in the fields of IT, science and technology but still much need to be done in the field of education. Technological advancement with the advent of internet has changed the whole world but the way to achieve this advancement was not modified since quite some time. The world is attracted towards India because of its youth capital, infrastructure and the place of honour in the culture. Hence we have to strategize our actions and policies to ensure that we fulfill the global requirements. In earlier education system list of lacunae were found which required lots of changes. To overcome these problems and issues, the necessity of the new National Policy of Education was stressed upon.

Table- 4: Relevant Policies and Concurrent Documents to Supplement and Formulate NEP 2020.

| Sr. No. | Year | Policy Document | Role/Contribution |
|---------|---------------------------|---|--|
| 1 | 1993 -1994 (Till 2018) | Sarva Shiksha Abhiyan (SSA) | Ideal System of education to develop and inculcate Knowledge, social and human values for building a strong character. |
| 2 | 1994 | District Primary Education Program (DPEP) | To revitalize primary education and Uniformalisation of Primary Education. |
| 3 | 2005-06 | National Program For Education of Girls At Elementary Levels (NPEGEL) | To reach where resources are Hardest to Reach- Girls. Ensure greater participation of women and girls in the field of Education. |
| 4 | 2009 | Right to Education (RTE) | To offer free and compulsory education to all as their fundamental right. |

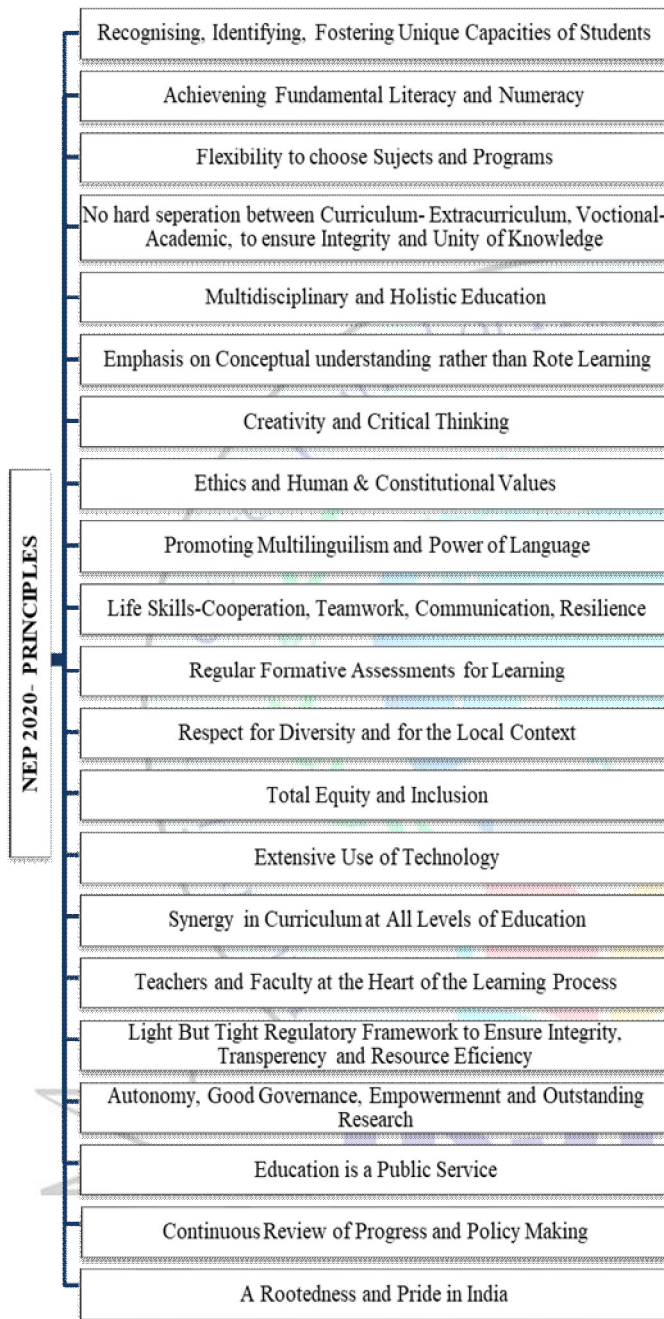
| | | | |
|---|---------|--|--|
| 5 | 2009 | Rashtrya Madhyamik Shiksha Abhiyan (RMSA) | To develop secondary education at grassroots level. |
| 6 | 2009 | Saakshar Bharat Mission / Adult Education | To achieving 80% literacy at the national level by focusing on adult women literacy. |
| 7 | 2009-10 | Scheme for Providing Quality Education in Madrasas (SPQEM) | Access to education to all irrespective of caste, creed, languages, sex, etc. Economically backward children of Muslim minority attend Maktabas/ Madrasas/ Dar-ul-Ulooms for primary and secondary education and can opt for NIOS accreditation. |

Table- 5: Unprecedented collaborative and highly participatory consultation process of NEP 2020.

| Sr. No. | Year | Consultation | Committee/Ministry/Agency |
|---------|-----------------|---|--|
| 1 | January, 2015 | Beginning of the consultation process from all sectors of the Indian Society | Ministry of Human Resource Development (MHRD). |
| 2 | May, 2016 | Preparation of the Report | Committee for evolution of the new education policy led by T.S.R. Subramanian. |
| 3 | June, 2017 | Draft National Education Policy (DNEP) Preparation and Formulation | Committee for the Draft of National Education Policy- 2019 led by Dr. K. Kasturirangan |
| 4 | May, 2019 | 484 pages Report of DNEP | Dr. K. Kasturirangan submitted the Draft Report to MHRD (Uploaded on MHRD's Website and My Gov Innovate Portal for views, suggestions and comments from public and stakeholders. |
| 5 | September, 2019 | Special Meeting for discussion on the Draft NEP 2019 to formulate the New Policy on Education 2020. | Central Advisory Board of Education (CABE) 2019. |
| 6 | November, 2019 | Final Consultation of the Draft NEP 2019 to Formulate NEP 2020 | Parliamentary Standing Committee (PSC) on HRD |

| | | | |
|---|------------|--|--|
| 7 | July, 2020 | Final 66 Pages Report (English version) of the NEP 2020 was formulated | Approval of the NEP 2020 by the Union Cabinet Chaired by Honourable Prime Minister Shri Narendra Modi. |
|---|------------|--|--|

III. OBJECTIVES:



The NEP 2020 has many innovative suggestions to improve the quality and broadness of education system in India. There are many expectations from all the sectors of the country about NEP 2020, to restructure and redesign the education system so as to fulfill the demands of the 21st century. To understand its scope, needs and necessities in the present scenario, the researcher has decided the following objectives:

1. To study the salient features of NEP 2020 and predicted outcomes for school education.
2. To identify the major innovations and reforms in the NEP 2020 for school education.
3. To study the essence of the education process and the life styles of the students from the preprimary level (Foundation) to lifelong learning.
4. To study the impact of the NEP 2020 on various stake holders
5. To study the targets, timelines and the implementation plan and strategies for school education.

IV. RESEARCH METHODOLOGY:

The research methodology adopted in this study is a combination of qualitative and descriptive in nature. The secondary data was collected from various sources such as websites,

journals, articles and other online and offline publications. It also takes into account, the extraction of summary of various documents on education policies, their importance, statistical records, historical background, analysis of the drafts and documents related to the education policies. Further this data was analysed by using qualitative method as it provides in-depth socio-contextual and elaborative description along with insightful interpretation (Holloway and Galvin, 2016; Smith and Cheater, 2011). Qualitative analysis research also adopts a prevalence form that analyses documents. Analysing documents, policies and archives, are social and crucial research tools. In this research the important policies and documents such as public records and personal document or archives were analysed and interpreted by the researcher to give the meaning to assessment framework (Bowen, 2009; Chima, 2020) and also for evaluation of , important inputs in arriving at certain conclusions and recommendations (Brit et-al, 2016).

V. RESULT AND ANALYSIS:

NEP 2020 is divided into four sections containing 26 chapters. It focuses on all the major areas like school education and higher education including the preschool education and other key areas of importance. It also gives the timeline and targets, regularity bodies, finance and implementation under the title “making it happen”. The actual policy includes four parts as in Part-I:- School Education; Part-II:- Higher Education; Part-III:- Other Key Areas of Focus and Part-IV:- Making it Happen i.e. Implementation. The NEP 2020 is founded on the Pillars of Accessibility, Equity, Affordability, Quality, and Accountability and aims at building global education system rooted in Indian ethos and producing engaged, productive and contributing citizens for building an equitable, inclusive and pleural society as envisaged by our Constitution (MHRD, 2020).

A) Vision of the NEP 2020:

NEP aims at building a best class education system rooted in Indian ethos aligned with the principles of the policy to make India a global knowledge super power.

B) Fundamental Principles of NEP 2020:

The Principles of the NEP 2020 are summarized in the Figure 2, which helps in Making of NEP.

C) Important Features of School Education in NEP 2020:

1. EARLY CHILDHOOD CARE AND EDUCATION: THE FOUNDATION OF LEARNING

- a. Universal provisioning of quality early childhood development, care, and education must be achieved as soon as possible, and no later than 2030.
- b. The overall aim of ECCE will be to attain optimal outcomes in the domains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.
- c. A National Curricular and Pedagogical Framework for Early Childhood Care and

- Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT
- d. The numerous rich local traditions of India developed over millennia, in ECCE, involving art, stories, poetry, games, songs, and more, will also be suitably incorporated.
 - e. ECCE shall be delivered through a significantly expanded and strengthened system of early- childhood education institutions consisting of stand-alone Anganwadis; Anganwadis co-located with primary schools; pre-primary schools/sections covering at least age 5 to 6 years co- located with existing primary schools; and stand-alone pre-schools’
 - f. Prior to the age of 5, every child will move to a “Preparatory Class” or “Balavatika” (that is, before Class 1), which has an ECCE-qualified teacher.
 - g. Training of current Anganwadi workers/teachers, those with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme
 - h. The planning and implementation of early childhood care and education curriculum will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.

2. FOUNDATIONAL LITERACY AND NUMERACY: AN URGENT AND NECESSARY PREREQUISITE TO LEARNING

- a. A National Mission on Foundational Literacy and Numeracy will be set up by the Ministry of Human Resource Development (MHRD) on priority.
- b. All State/UT governments will prepare an implementation plan for attaining universal foundational literacy and numeracy, in all primary schools, for all learners by grade 3, to be achieved by 2025.
- c. Teachers will be trained, encouraged and supported with continuous professional development (CPD) to impart foundational literacy and numeracy.
- d. To ensure that all students are school ready, an interim 3-month play-based ‘school preparation module’ for all Grade 1 students will be developed by NCERT and SCERTs.
- e. A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA). Similarly, technological interventions to serve teachers will be piloted and implemented. Public and school libraries will be significantly expanded along with establishment of digital libraries.
- f. The nutrition and health of children will be addressed, through healthy meals and regular health check-ups by well-trained social workers, counselors and community health experts and monitoring will be done through health cards, issued to each student.

3. CURTAILING DROPOUT RATES AND ENSURING UNIVERSAL ACCESS TO EDUCATION AT ALL LEVELS:

- a) A concentrated national effort will be made to ensure universal access, and afford opportunity to all children of the country, to obtain quality holistic education including vocational education from pre-school to Grade 12.
- b) The ultimate target to be achieved shall be 100% gross enrollment ratio (GER) by 2035.
- c) No school remains deficient on infrastructure support from pre-primary school to Grade 12 and alternative and innovative education centres to ensure that children of migrant labourers and other children who are dropping out of school, due to various circumstances are brought back into mainstream education.
- d) National institute of Open Schooling (NIOS) and State Open Schools (ODLs) will also offer A, B and C levels that are equivalent to Grades 3, 5, and 8 of the formal school system; secondary education programs that are equivalent to Grades 10 and 12; vocational education courses/programs; and adult literacy and life- enrichment programs.
- e) States will be encouraged to develop these in regional languages by establishing new/strengthening existing State Institutes of Open Schooling (SIOS).

4. CURRICULUM AND PEDAGOGY IN SCHOOLS: LEARNING SHOULD BE HOLISTIC, INTEGRATED, INCLUSIVE, ENJOYABLE AND ENGAGING

- a) The main focus will be on experiential learning; flexibility and choices of subjects; integration of academic, curricular and extracurricular activities.
- b) The existing 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18.
- c) Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included.

4.1.1 Restructuring school curriculum and pedagogy in a new 5+3+3+4 design:

- a) The curricular and pedagogical structure of school education will be guided by a 5+3+3+4 design corresponding to the age brackets 3-8, 8-11, 11-14, and 14-18 years respectively. Thus it will be 3 years of pre-school/Anganwadi + 12 years of schooling (Table- 6).
- b) No parallel changes to physical infrastructure will be required. It will consist of following stages:
 - I **Foundational Stage- 5 years duration:** (In two parts that is- 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8) with flexible, multilevel, play/activity-based learning and the

Curriculum and pedagogy of ECCE.

- II **Preparatory Stage- 3 years duration:** (Grades 3-5, covering ages 8-11) with the introduction of experiential learning across the sciences, mathematics, arts, social sciences, and humanities.
 - III **Middle Stage- 3 years duration:** (Grades 6-8, covering ages 11-14): With a subject-oriented pedagogical and curricular style.
 - IV **Secondary Stage- 4 years duration:** (Grades 9-12 in two phases i.e.- 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18) with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects, and option to exit at grade 10 and re-enter at a later stage in grade 11(Table- 6).
- c) These stages are purely curricular and pedagogical, designed to optimize cognitive development and learning of students. High school stage may allow exposure to more subjects with greater flexibility and frequent assessment.

4.1.2 Holistic development of learners:

- a) Overall thrust of curriculum and pedagogy reform to move towards real understanding and learning how to learn, away from the culture of rote learning
- b) Aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills.
- c) Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education.

4.1.3 Reduction in curriculum content to enhance essential experiential learning and critical thinking:

- a) Curriculum content will be reduced in each subject to its core essentials, and make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based and analysis-based learning.
- b) The mandated content will focus on key concepts, ideas, applications and problem-solving.
- c) Teaching and learning will be conducted in a more interactive manner for deeper and more experiential learning.
- d) In all stages, experiential learning will be adopted.

4.1.4 No hard separation:

- a) Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, arts and crafts and vocational skills.

- b) There will be no hard separation among 'curricular', 'extracurricular', or 'co-curricular', among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams.
- c) Subjects such as physical education, arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum.
- d) Each of the four stages of school education may consider moving towards a semester or any other system that allows the inclusion of shorter modules.

4.2 Multilingualism and the power of language:

- a) Wherever possible, the medium of instruction until at least Grade 5 but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.
- b) Thereafter, the home/local language shall continue to be taught as a language wherever possible.
- c) This will be followed by both public and private schools.
- d) High-quality textbooks, including science, will be made available in home languages/mother tongue. All languages will be taught in an interesting and interactive style.
- e) States may enter into bilateral agreements to hire teachers from each other.
- f) The three-language formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as national unity.
- g) Indian Sign Language (ISL) will be standardized across the country and National and State curriculum materials developed, for use by students with hearing impairment.

4.3 Curricular integration of essential subjects, skills and capacities:

- a) Certain subjects, skills, and capacities will be emphasized in school such as : scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education, fitness, wellness and sports; collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills; digital literacy, coding and computational thinking; ethical and moral reasoning etc.
- b) Introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED) etc. at relevant stages.
- c) Mathematics and computational thinking to be given increased emphasis throughout school years. Activities involving coding to be introduced in Middle Stage.
- d) Bag less days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports and vocational crafts.
- e) Basic training in health, including preventive health, mental health, good nutrition, personal

and public hygiene, disaster response and first-aid will also be included in the curriculum with scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs.

4.4 National curriculum framework for school education (NCFSE):

- a) The formulation of a new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be undertaken by the NCERT.
- b) The NCFSE document shall henceforth be revisited and updated once every 5-10 years, taking into account frontline curriculum.

4.5 National textbooks with local content and flavour:

- a) All textbooks shall aim to contain the essential core material on a national level, at the same time also contain any desired nuances and supplementary material as per local contexts and needs.
- b) States will prepare their own curriculum which may be based on the NCFSE prepared by NCERT to the extent possible and prepare textbooks incorporating State flavour and material as needed to significantly reduce the weight of school bags and textbooks.

4.6 Transforming assessment for student development:

- a) All students will take school examinations in Grades 3, 5, and 8 also, which will test achievement of basic learning outcomes, and application of knowledge in real-life situations.
- b) The Board exams for Grades 10 and 12 will be continued. Board exams will be made ‘easier’ as they will test primarily core capacities/competencies rather than months of coaching/memorization. All students will be allowed to take Board Exams on up to two occasions during any given school year, one main examination and one for improvement.
- c) Boards may over time also develop further viable models of Board Exams, such as annual/semester/modular Board Exams; offering all subjects beginning with mathematics at two levels; two part exams or objective type and descriptive type.
- d) Guidelines will be prepared by NCERT in consultation with SCERTs, Boards of Assessment (BOAs), and PARAKH, the proposed new National Assessment Centre (NACSE), etc.
- e) Teachers to be prepared for a transformation in the assessment system by the 2022-23 academic sessions, to align with NCFSE 2020-21.

Table- 4: Proposed curricular and pedagogical structure of School Education with the newly suggested stages with grade level and main focus areas.

| Sr. No. | Stages of Education | Duration (Years) | Ages | Levels | Grades | Focus Areas |
|---------|----------------------|------------------|------|--------|--------|--|
| I | FOUNDATION (5 Years) | | | | | -The foundation of holistic development of children, -Adapting to the |

| | | | | | | |
|-----|--------------------------|---|-------|---|-------|--|
| | | 3 | 3-6 | Pre Primary/ Pre School/ <i>Anganwadi</i> <i>Bal-Vatika/</i> | 0 | surroundings, instilling learning habits, and developing physical, mental and social skills. -Physical, motor, cognitive, socio-emotional and ethical development. |
| | | 2 | 6-8 | Primary School | 1-2 | -Flexible, multilevel, play/activity based learning. -Good behaviour, courtesy, ethics, personal and public hygiene/cleanliness -Teamwork and cooperation |
| II | PREPARATORY (3 Years) | 3 | 8-11 | Primary School | 3-5 | -Interactive classroom learning with light textbooks -Reading, writing, speaking, physical education, arts, language, science and mathematics |
| III | MIDDLE (3 Years) | 3 | 11-14 | Middle School | 6-8 | -Subject oriented and pedagogical and curricular framework -Subject teachers for arts, science, social science and mathematics, -Focus would be on critical learning objectives and not on rote learning |
| IV | | | | | 9-10 | - A multidisciplinary study, -Subject choice, any set of subjects from the available structure as per interest, -The focus on greater critical thinking and flexibility |
| | SECONDARY (4 Years) | 4 | 14-18 | Secondary School | 11-12 | -Building on the subject-oriented pedagogical and curricular style, with greater depth, greater critical thinking, greater attention to life aspirations and greater flexibility in choice of subjects. -Students would have the option of exiting after Grade 10 and re-entering in the next phase to pursue courses available in Grades 11- 12. |

- f) The progress card of all students for school-based assessment will be redesigned. The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress and the uniqueness of each learner in the cognitive, affective, and psychomotor domains.
- g) The progress card will include self-assessment, peer assessment and teacher assessment.
- h) A National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) to be set up as a standard-setting body for setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards.
- i) The National Testing Agency (NTA) will serve as a premier, expert, autonomous testing organization to conduct entrance examinations for undergraduate and graduate admissions and fellowships in higher education institutions. NTA will offer a high-quality common aptitude test, as well as specialized common subject exams in the sciences, humanities, languages, arts, and vocational subjects, at least twice every year for university entrance exams.

4.7 Support for gifted students/students with special talents:

- a) The NCERT and NCTE will develop guidelines for the education of gifted children.
- b) Teacher education will include methods for the recognition and fostering of such student talents and interests. B.Ed. programmes may also allow a specialization in the education of gifted children.
- c) Teachers will encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance.
- d) Olympiads and competitions in various subjects will be conducted across the country. Public and private universities, IITs and NITs, would be encouraged to use merit- based results from National, and International Olympiads, etc. as part of the criteria for admissions to undergraduate programmes.
- e) Schools will develop smart classrooms, in a phased manner, for using digital pedagogy and thereby enriching the teaching-learning process with online resources and collaborations.

5. TEACHERS:

- a) Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. They needed to pass on their knowledge, skills and ethic optimally to the students.
- b) The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.

5.1 Recruitment and deployment:

- a) A large number of merit-based scholarships shall be instituted across the country for studying quality 4- year integrated B.Ed. programmes. A key incentive for teaching in rural schools, will be the provision of local housing near or on the school premises or increased housing allowances.
- b) Teacher Eligibility Tests (TETs) will be strengthened and extended to cover pre-primary to grade 12 teachers, in both public and private schools.
- c) A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each state to assess expected subject-wise teacher vacancies over the next two decades.

5.2 Service environment and culture:

- a) The primary goal of overhauling the service environment and culture of schools will be to maximize the ability of teachers to do their jobs effectively, and to ensure that they are part of vibrant, caring, and inclusive communities of teachers, students, parents, principals, and other support staff.
- b) Adequate and safe infrastructure will be provided to all schools.
- c) State/UT Governments may adopt innovative formats, such as school complex, rationalization of schools for effective school governance, resource sharing, and community building etc.
- d) Teachers will not be engaged any longer in mid-day meal related work, electioneering, and other strenuous administrative tasks so that they may fully concentrate on their teaching-learning duties and will be given more autonomy in choosing aspects of pedagogy.

5.3 Continuous professional development (CPD):

- a) Continuous opportunities for self-improvement will be offered in multiple modes, such as, workshops, online teacher development modules etc.
- b) Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year driven by their own interests.
- c) School Principals will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, with a focus on preparing and implementing pedagogical plans based on competency-based education.

5.4 Career management and progression:

- a) A robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage.
- b) A system of multiple parameters for proper assessment of performance will be developed for the same by State/UT Governments that is based on peer reviews, attendance, commitment,

hours of CPD, and other forms of service to the school and the community or based on NPST.

- c) Outstanding teachers would be trained to take on academic leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as relevant government departments.

5.5 Professional standards for teachers:

- a) A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the NCTE coordinated by NCERT and SCERTs.
- b) The professional standards will be reviewed and revised in 2030, and thereafter every ten years. NCTE to be restructured as a Professional Standard Setting Body (PSSB) under General Education Council (GEC).

5.6 Special educators:

- a. For subject teaching for children with disabilities/*Divyang* children, at the Middle and Secondary school level. Specializations will be offered during or after pre-service teacher preparation with greater synergy between the course curriculum of NCTE and RCI.

5.7 Approach to teacher education:

- a) Teacher education will gradually be moved into multidisciplinary colleges and universities by 2030.
- b) By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.
- c) Multidisciplinary higher education institutions having accreditation for ODL may also offer high-quality B.Ed. programmes in blended or ODL mode.
- d) By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT
- e) The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education.
- f) The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged.

6. EQUITABLE AND INCLUSIVE EDUCATION: LEARNING FOR ALL:

- a) Focus on Socio-Economically Disadvantaged Groups (SEDGs) broadly categorized by Gender identities, Socio-cultural identities, Geographical, Disabilities, and Socio-economic conditions.
- b) Separate strategies will be formulated for focused attention, for reducing each of the category- wise gaps in school education.
- c) A 'Gender-Inclusion Fund' will be constituted to provide equitable quality education for all girls as well as transgender students.

- d) Free boarding facilities will be built - matching the standard of Jawahar Navodaya Vidyalayas particularly for students who come from socio-economically disadvantaged backgrounds.
- e) Kasturba Gandhi Balika Vidyalayas will be strengthened and expanded to increase the participation in quality schools (up to Grade 12).
- f) Barrier free access for all children with disabilities will be enabled as per the RPWD Act.

7. EFFICIENT RESOURCING AND EFFECTIVE GOVERNANCE THROUGH SCHOOL COMPLEXES/CLUSTERS:

- a) The challenges of optimal utilization and sharing of resources will, by 2025, be addressed by State/UT governments by adopting innovative mechanisms to group or rationalize schools, such as, school complexes.
- b) Benefits of school complex include - improved support for children with disabilities, more topic-centered clubs and academic/sports/arts/crafts events across school complexes, sharing of teachers including use of ICT tools to conduct virtual classes, better student support, enrolment, attendance and performance through the sharing of counsellors.
- c) To further enhance cooperation and positive synergy among schools, including public and private schools, the twinning/pairing of one public school with one private school will be adopted across the country.

8. STANDARD-SETTING AND ACCREDITATION FOR SCHOOL EDUCATION:

- a) Independent responsibilities within the State school education system and the approach to regulation are:
 - The Department of School Education will be responsible for overall monitoring and policymaking for continual improvement.
 - The educational operations and service provision of whole State will be handled by the Directorate of School Education.
 - An effective quality self-regulation or accreditation system will be instituted for all stages of education including pre-school education - private, public, and philanthropic.
 - Academic standards and curricula in the State will be led by the SCERT.
- b) The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through wide consultations with all stakeholders.
- c) Public and private schools will be assessed and accredited on same criteria, benchmarks, and processes.

9. REIMAGINING VOCATIONAL EDUCATION:

- a) By 2025, at least 50% of learners through the school and higher education system shall

have exposure to vocational education.

- b) Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education.
- c) Sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc as decided by States and local communities during Grades 6- 8.
- d) Internship opportunities to learn vocational subjects to students throughout Grades 6-12, including holiday periods.

10. OTHER KEY AREAS OF FOCUS:

• ADULT EDUCATION AND LIFELONG LEARNING:

- a) An adult education curriculum framework will be developed by a new constituent body of the NCERT that is dedicated solely to adult education.
- b) The curriculum framework for adult education will include foundational literacy and numeracy, critical life skills, vocational skills development, basic education, continuing education, arts, sciences, technology, culture, sports and recreation courses.
- c) Use of schools/ school complexes beyond school hours and public library spaces for adult education courses which will be ICT-equipped when possible and for community engagement and enrichment activities.

• PROMOTION OF INDIAN LANGUAGES, ARTS, AND CULTURE:

- a) India is a treasure trove of culture, developed over thousands of years and manifested in the form of arts, works of literature, customs, traditions, linguistic expressions, artifacts, heritage sites, and more. It is this cultural and natural wealth that truly makes India, “Incredible India”. Thus preservation and promotion of India’s cultural wealth must be considered as a high priority for the country.
- b) The happiness/well-being, cognitive development, and cultural identity of individuals are important reasons that Indian arts of all kinds must be offered to students at all levels of education, starting with early childhood care and education.
- c) Art, in the form of literature, plays, music, film, etc. cannot be fully appreciated without language. In order to preserve and promote culture, one must preserve and promote the culture’s languages.
- d) High-quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology, Artifact Conservation, Graphic Design, and Web Design, within the higher education system will also be created.
- e) All languages in India, and their associated arts and culture will be documented through a web-based platform/portal/wiki, in order to preserve endangered and all Indian languages and

their associated rich local arts and culture.

- **TECHNOLOGY USE AND INTEGRATION:**

- a) The Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy.
- b) New technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development and other forms of educational software and hardware will be used to enhance classroom learning.
- c) An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education.

D) Impact of NEP 2020 on the Stakeholders-Students, Teachers and Parents:

The NEP 2020 has led a roadmap for progressive education. It will affect the students, teachers and parents as well other stakeholders as described below:

1. **Students:** It will open new learning opportunities to Students i.e. change in the learning environment and learning process. The NEP 2020 will:
 - a) Increase focus on skill development and competency development
 - b) Make the students future ready by building 21st century skills
 - c) Make them focus on both academic and non-academic pursuits
 - d) Provide various opportunities for online, open and distance learning
 - e) Give access to counseling and other services
 - f) Provide multiple exit options for midterm dropouts
 - g) Provide help from experts and professionals to make career decisions
 - h) Removal of stream system and providing selection of subject of their choices based on inbuilt talents and skill sets
2. **Teachers:** Teachers play an important role in the life of students and shape up the future of the country in the classrooms. The importance of the teachers cannot be unrolled in NEP 2020, but there is a bigger responsibility on their shoulder. They have to upgrade with the latest technologies and the subject related knowledge and prepare the students for the 21st century. According to NEP 2020 only candidates with 4 year B Ed. Degree and TET Certificate will be eligible to apply for teacher recruitment in government schools. This will enhance the quality of education and also their performance at all levels. Therefore government of India has decided to make the teachers more skilled and equipped with futuristic skills. The major inputs for teachers in NEP2020 are as:

- a) Introduction of National Professional Standards for Teachers (NPST)
- b) Cleaner outlined roles and responsibilities
- c) Training to monitor and improve their capacities
- d) More focus on 21st century skills (Teaching)
- e) Transparent recruitment and selection process to motivate and improve performance
- f) Tools for digital age
- g) Continuous Professional Development of 50 hours every year for self-improvement and to learn latest innovations and advances in their profession

3. Parents:

The parents are closely involved in most of the aspects of child's life and are recognised as equal partners in their education. They are the building blocks who support and manage everything for their children. They are emotionally attached to, and are ready to go beyond limits for the success of their children. In the old education policies they were bound by the stream systems but now in NEP 2020 they have the opportunity to explore the subject combinations and can choose the best fit for their children according to their skill set, talent or interest, for guaranteed success. NEP 2020 gives the parents following:

- a) Ready framework for early education during formative years
- b) Bilingual approach makes it easy for parents to get involved with text book in mother language
- c) Tracking of school progress through 360 report cards
- d) State examination in grades 3, 5, 8, 10 and 12 on core concepts and application to real life situations rather than rote memorization which will help parents to plan appropriate timely interventions.
- e) Increased collaborations between parents and teachers by leveraging technology to supervise their learning through online apps, quizzes, etc.

Ultimately, the NEP 2020 envisages the creation of learning environment for students- a vibrant, caring, and inclusive community for teachers, parents and students and supporting staff. It is important that there is complete synergy, understanding and alignment towards the common goal- to ensure that students learn happily and develop into well rounded personalities.

E) Implementation Plan for School Education:

NEP 2020 covers wider spectrum of school education from preprimary to senior secondary. The major timelines are depicted in Table- 5 indicating the implementation process in phased manner.

Table- 5: Timelines and Targets for implementation of NEP 2020

| Sr.No. | Timeline | Actions / Targets |
|--------|----------|--|
| 1 | 2021-22 | Formulation of National Curricular Framework for Secondary School Education (NCFSE), and National Curricular Framework for Teacher Education (NCFTE) |
| 2 | 2022-23 | New Exam Pattern for Std. 10 th , Guidelines for National Professional Standards for Teachers (NPST) |
| 3 | 2024-25 | Attending Universal foundation Literacy and Numeracy in all Schools by Grade- 3, Development of School Complexes, Exposure to Vocational Education (50%) |
| 4 | 2025-26 | New Exam Pattern for Std. 12 th |
| 5 | 2029-30 | Universal Provision of Quality Early Childhood Development and Care Multidisciplinary Teacher Education 4 Years B.Ed. Qualification Multidisciplinary Colleges and Universities |
| 6 | 2040 | Full operation and implementation of NEP 2020 Comprehensive Review of the Policy |

VI. CONCLUSION AND RECOMMENDATIONS:

The National Education Policy 2020, aimed at making India a global knowledge superpower, is a path breaking and visionary document of the 21st century. Its vision to introduce an education system rooted in Indian ethos would lead to its transformation into an equitable and vibrant knowledge society, to bring large scale changes in the Indian education sector at all levels. Built on the foundation pillars of access, equity, quality, affordability and accountability, NEP 2020 has been aligned to the UN Agenda 2030 for sustainable development goals to make India a vibrant knowledge society and global superpower by making both school and higher education more holistic, flexible, multidisciplinary and broad based education with strong regulatory framework aligned with 21st century needs. The reforms in school and higher education will have profound impact on the gross enrolment ratios, quality of education, research, employability and internationalization in the years to come. This would transform India's educational landscape from one of local presence to global leadership with quality, equity, inclusion and access. The positive aspects of the NEP includes- strengthening Early Child Care and Education (ECCE), covering children between 3-6 years, ensuring foundation literacy and numeracy for every child by the age 8-10, School Education with restructured curriculum and pedagogical structure, 100% enrolment by 2030, Universalization

of free and compulsory education for ages 3-18 years, School complexes to support teachers and shared resources to all schools, good governance and empowerment and extensive use of technology. In view of the ongoing Pandemic and such issues, a strong step and stress on online education and digital modes of the delivery is imperative in the near future.

At the end author would like to convey and recommend that the NEP 2020 has come at the precise time with right and noble aims and objectives. However the success of NEP and the pace of its implementation depends on the government, schools and colleges, universities and the social reformers. It is certain that effective implementation and execution of several innovations initiated in NEP 2020, would pave the way for achieving Atmanirbhar Bharat sooner than expected.

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