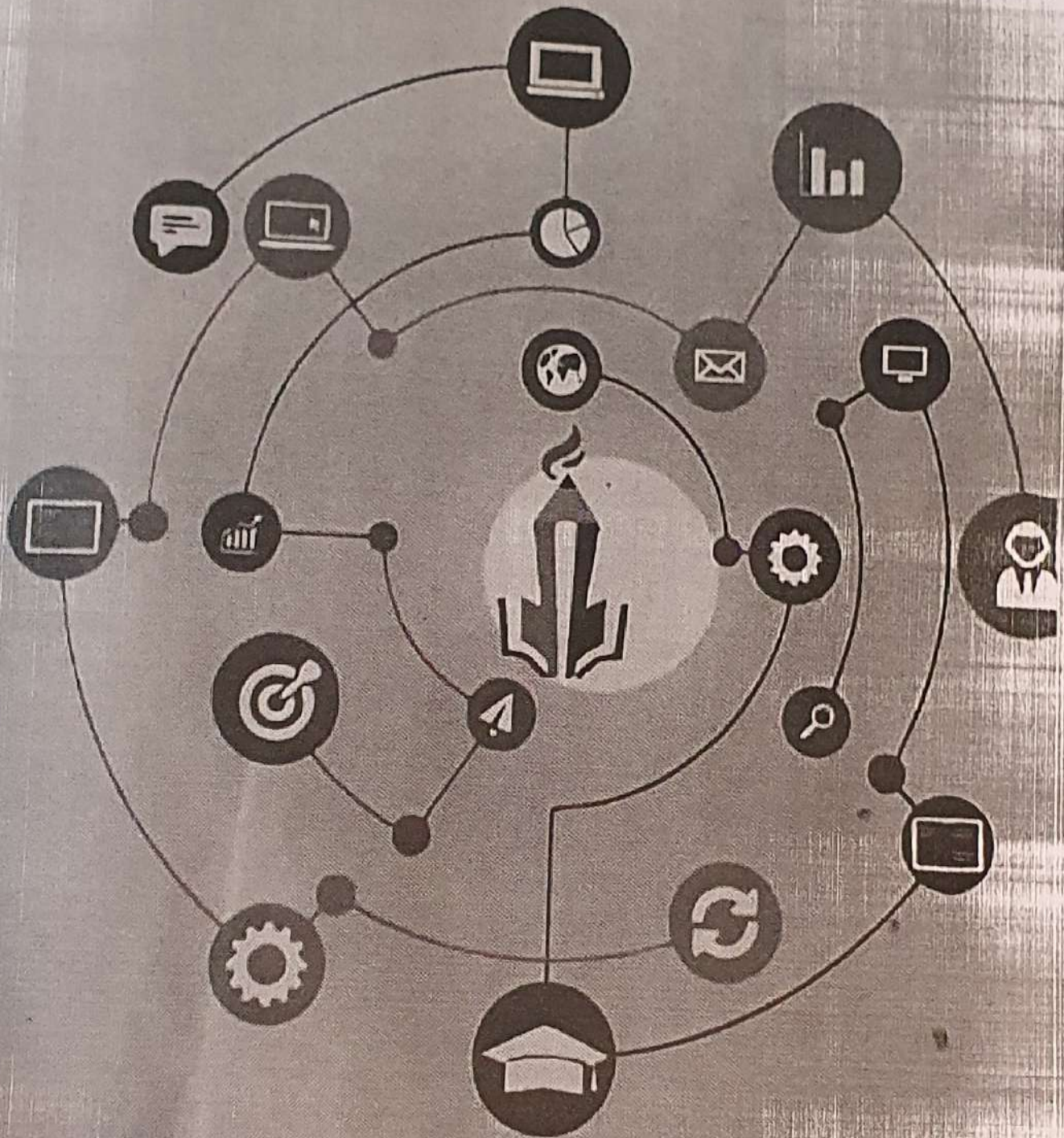


भारत का राष्ट्रीय शिक्षा नीति-2020
(एक क्रांतिकारी पहल)

National Education Policy of India-2020
(A Revolutionary Milestone)



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National Education Policy of India-2020

(A Revolutionary Milestone)

सम्पादन

डॉ. ममता सिंह एवं डॉ॰ चेतना पोखरियाल



सत्यम् पब्लिशिंग हाऊस

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भारत में प्रकाशित-

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Editorial

The recently announced National Education Policy 2020 has commemorated human potential. Hence, for an equitable and just society, the national education policy envisions flexible, multi-faceted, multi-level learning and projects a pedagogical framework that we all have been long waiting for. A policy, which even a developed country like the USA, had aimed for “best-educated, best-trained workforce in the world” when Bill Clinton in his election campaign in 1992 had come up with the *Putting People First* manifesto. Dr. Sarvapalli Radhakrishnan’s education concept was ideological in nature, social in purpose, spiritual in content to integrate personality vis-à-vis social integration. Being a technocrat by profession, the missile man Dr. A P J Abdul Kalam believed in honing an individual’s creative skills addressing the introduction of the feat right from the school days in a child along with uprightness and resolution.

As National Education Policy 2020 unfolds, it flattens out the much-debated collaboration of educational and vocational skills with distinctive prominence and urgency. The well-stretched introduction of experiential learning through art in different stages is the most inventive but revolutionary step in sealing the evident gaps in education and its outcomes and focusing the creative narrative’s initiation about imparting knowledge through art on art practices, with specific knowledge about the form, line, space, composition, technique, and media. The introduction of these measures indeed envisions the education road map globally and locally with the cognitive skill. The potential power is more student-centered; hence, students would be frequently consulted and questioned, their views, tastes, and inclinations surveyed and

sampled. With these innovative practices, schooling will become an exciting experience to be endured, experienced, and enjoyed.

This book's invited papers for the conference's brainstorming sessions on the "New Education Policy: Various Aspects and Perspectives" compiled New Education Policy's perspective features for creating equitability and creating a vibrant knowledge society. We pondered anxiously over the history of the education policy constitution that commenced in 1968, followed in 1986 and incorporated some minor amendments with the Kothari Commission in 1992. However, the formation of this committee after 32 years under Dr. Kasturi Ranjan's chair in 2017 was a constructive step for the incorporation of the new education policy that commiserated with the submission of the first draft to the HRD Ministry in 2019. The aim of this policy to implement the concept of employment education will emerge as an innovator in the field of contemporary education. The toughest challenges for the policymakers, sprinkled with a wide plethora of issues, mentioned the need for fluidity in the academic mission. These challenges are ever-evolving and ever glowing owing to the local and global challenges that co-exist in the system simultaneously.

The acquiring of knowledge by the present policymakers of NEP 2020 has made it convenient by providing real prospects for accomplishing a return to full employment in the global scenario. The challenge accepted by the MHRD, now the Ministry of Education, to tune the national education policy to the rapid changes emerging in the knowledge landscape globally. The policymakers endeavored to bring India to the education system by 2040, which is comparatively more equitable with the highest quality education. It aims to bridge the gap between social and economic platforms. The inherent teacher within India's Minister for Education, Ramesh Pokhriyal 'Nishank', has emerged as problem-solving catalysis, identifying the children and youth as the active social structures. We should frequently hear the competent members of society rather than relegating them to voiceless passive individuals. More than 54% of youth below the age bracket of 25 in India has made it one of the world's youngest countries. According to UNESCO, India

caught in COVID-19 pandemic and lockdown, and the humongous 247 million children enrolled in primary and secondary schools have been affected in addition to the 28 million in Anganwadi, reflects the enormous population and the policy makers' challenges while drafting the new education policy. This policy introduces after a long span of 34 years and is the first education policy of its kind in the 21st Century. The Ministry of Education is aware of the global education policies, fast emerging employment landscape, and global ecosystem vis-à-vis bent on Indian traditions and value systems. It is formalizing the vision of three language formulas at the school level, introducing multiple entries and exit points for the students at the college level, felicitating research facilities in India, and paving the way for international research collaborations and credit transfer schemes globally.

In the globalized scenario of the technological onslaught, new emerging world order, expectations from the Higher education system are frequently on the uprise and under pressure to set up the reforms. It is a fact that most of the developed countries' economic survival, solely based on people's skills. Nonetheless, the global economy is emerging where everything is mobile and digital; the only resource that remains rooted in a nation is its vital resource, its people. Implementing this robust and ambitious policy would be, nonetheless, full of challenges, though. First of all the jobs have been demolished by technological development in recent years. Secondly, there is a demand for the educational level in most occupations. Thirdly, unemployment is rampant among those with low levels of education and high levels of education. In such a scenario, where labor competition is emerging as a global challenge, another dispute has always been the conscious oblivion to value-based education. Economically though, India can pose a challenge to the developed countries with its skill for low-cost productions. Still, more significantly, it is the introduction of the education system like the pursuit of knowledge (Jnana), wisdom (Pragya), and truth (Satya) rooted in the Indian ethos, which is a reflection of the character development. Whether recognizing early childhood care and education as a vital foundation of learning or

introducing the new 5+3+3+4 pedagogical and curricular structure, it equally caters to the Indian ethos and global perspective. The current policymakers have visualized the serious loopholes existing in the education system and developed a massive blueprint of the road map to achieve a 100% Gross Enrolment ratio by the year 2030. In a country like India, with robust democracy and a functioning economy, compulsory schooling can be a great equalizer, instrumental in efficiently homogenizing the learners from diverse socioeconomic structures. Equally, a full education system will play an integral role in nation-building enterprise. The introduction of the traditional cultures and mother tongues instead of earlier objective development strategies with no diversity perspective could be a powerful assimilation instrument. Indeed, it must not have been easy to develop a plausible explanatory framework to create success stories of future change. Socio-cultural frameworks play a role in conjunction with other factors like understanding the pivotal role of education in augmenting growth and development. In 1966, firmly noted down in the Education Commission, "the destiny of India is now being shaped in her classroom," whereas, in 1999, Amartya Sen raised the concern and emphasized boosting India's education system.

NEP 2020 is undoubtedly the trailblazer of innovative change in the education system.

(The writer is an Associate Professor and Head, Dept. of English, MKP PG College, Dehradun, and the views published are entirely her own.)

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