

TRANSFORMING VISION FOR EDUCATION IN INDIA: NATIONAL EDUCATION POLICY 2020

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ABSTRACT

The National Education Policy of India 2020, often abbreviated as NEP 2020, is a comprehensive policy document that was approved by the Union Cabinet of Indiaⁱ on July 29, 2020ⁱⁱ. It outlines the vision for the transformation of the education system in India. The NEP 2020 aims to bring about significant reforms and improvements in the Indian education system, with a focus on several key areas. The National Education Policy of India 2020 is indeed a comprehensive framework that covers education from elementary levels to higher education and vocational training. Its vision extends to transforming the entire education system in India over the course of two decades, with the goal of achieving these transformations by 2040. The policy represents a long-term vision for improving the quality, accessibility, and inclusivity of education in India, and it encompasses a wide range of educational levels and domains.ⁱⁱⁱ The goal of achieving these transformative changes by 2040 represents a long-term commitment to reshape India's education system to be more aligned with the needs of the 21st century and to promote holistic development, creativity, and critical thinking among students. Achieving these goals will require concerted efforts, policy implementation, and investments in education over the coming years. The present paper is about the recent education policy of the Government of India. The study is doctrinal in nature. In line with that, the paper also presents the Transformation made in the education system of India.

Keywords: - Education, Right to Education, Education Policy, Constitution.

INTRODUCTION

Indeed, education is a fundamental requirement for the development of a just and equitable society and plays a pivotal role in promoting national development. The National Education Policy of India 2020 reflects a significant shift in the education landscape, with a focus on equity, inclusion, and excellence. The year 2020 was marked by the approval of this transformative policy, signifying a positive breakthrough in the Indian education system.

The renaming of the Ministry of Human Resource Development to the Ministry of Education is a reflection of the emphasis on education as a priority for the government. The National Education Policy 2020 seeks to replace the National Education Policy of 1986, which had been in place for 34 years, signifying the need for a comprehensive and forward-looking reform.

The policy's core principles, including universal access to quality education, flexibility in curriculum and assessment, the integration of vocational education, and the promotion of research and innovation, all aim to address the evolving knowledge landscape and prepare students for the challenges and opportunities of the 21st century.

In a year that began with unprecedented challenges, such as the global COVID-19 pandemic, the National Education Policy 2020 emerged as a silver lining, offering a vision for a more inclusive and holistic education system in India. It signifies the government's commitment to providing students with a broader and more relevant education that can equip them to achieve their full human potential and contribute to the nation's development.

OBJECT OF THE STUDY

Object of the study is to analyse pros and cons of new Education Policy.

LIMITATION OF THE STUDY

This study is based on secondary data available.

HISTORICAL BACKGROUND

The need for a new education policy had been felt for quite some time, and the country has seen several National Education Policies over the years. These policies have played a significant role in shaping the education system in India. Three National Education Policies have been introduced in India till now. These three Policies are National Education Policy 1968^{iv}, National Education Policy 1986^v, and National Education Policy 2020^{vi}.

The National Education Policy 1986 was revised in the year 1992^{vii}. The involvement of various committees, starting with the one led by T. S. R. Subramanian in 2015^{viii} and culminating in the panel led by Dr. Krishnaswamy Kasturirangan in 2019^{ix}, highlights the thorough review and evaluation of the existing education system and the desire for a forward-looking and inclusive policy. The engagement with stakeholders from across the country, including gram panchayats, blocks, urban local bodies, and districts, underscores the commitment to gathering diverse perspectives to shape the future of education in India^x.

The receipt of over two lakh suggestions from such a wide range of sources, including 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), and 676 districts, is a significant and impressive feat. This level of participation and engagement in the consultation process for the National Education Policy of 2020 demonstrates a comprehensive and inclusive approach to policy formulation.^{xi}

The release of a 484-page Draft New Education Policy (DNEP) in 2019^{xii} and the receipt of over two lakh suggestions from various levels of governance demonstrate the extensive efforts made to ensure that the new policy reflects the needs and aspirations of the Indian education system. This level of consultation and engagement is essential for creating a policy that can effectively address the evolving educational landscape and the diverse educational needs of the country. NEP 2020, with its emphasis on flexibility, multidisciplinary, and holistic development, is a testament to these collective efforts. Receiving feedback and suggestions from such a wide spectrum of sources ensures that the policy takes into account the perspectives of various stakeholders and regions, which is essential for creating an education system that is responsive to the needs of the entire nation. It reflects a commitment to transparency, democratic participation, and a genuine desire to improve the quality of education in India

through the collective wisdom of its citizens. By addressing the shortcoming of previous education policy and implementing these reforms, NEP 2020 aims to create a more dynamic and responsive education system that can better prepare students for the challenges and opportunities of the 21st century. It represents a significant step toward improving the quality, accessibility, and relevance of education in India.

AIM OF NEW EDUCATION POLICY 2020

The New National Education Policy 2020 aims at the universalization of education from pre-school to secondary level with a 100% Gross Enrollment Ratio (GER) in schooling by 2030^{xiii}.

The New Education Policy 2020 proposes some changes, including the opening of Indian higher education in foreign universities, the introduction of a four-year multidisciplinary undergraduate program with several exit options. The objective of the New Education Policy 2020 is to make India a global knowledge superpower^{xiv}.

National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming^{xv} our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all^{xvi}. The NEP 2020 policy also proposes that all universities and colleges aim to be multi-disciplinary by 2040^{xvii}. This policy will boost employment in the country and fundamentally change our educational system^{xviii}.

TRANSFORMATION MADE IN THE EDUCATION SYSTEM OF INDIA

The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 3% to 6% of the GDP as soon as possible.^{xix}

The changes and objectives of New Education Policy are:

- i.** System of New Education Policy 2020
- *Focus on Foundational Literacy and Numeracy:* The policy accords the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3^{xx}. The policy

states, "The highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025^{xxi}. The rest of this Policy will become relevant for our students only if this most basic learning requirement^{xxii} (i.e., reading, writing, and arithmetic at the foundational level) is first achieved^{xxiii}. To this end, a National Mission on Foundational Literacy and Numeracy will be set up by the Ministry of Education on priority^{xxiv}. Accordingly, all State/UT governments will immediately prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools^{xxv}, identifying stage-wise targets and goals to be achieved by 2025, and closely tracking and monitoring progress of the same".^{xxvi} Subsequently, the NIPUN Bharat Mission was launched on 5 July 2021 to achieve this goal.^{xxvii}

- The "10 + 2^{xxviii}" structure will be replaced with "5+3+3+4^{xxix}" model.^{xxx} This will be implemented as follows:^{xxxi}
 - *Foundational Stage*: This is further subdivided into two parts: 3 years of preschool^{xxxii} or anganwadi^{xxxiii}, followed by classes 1 and 2 in primary school^{xxxiv}. This will cover children of ages 3–8 years^{xxxv}. The focus of studies will be in activity-based learning^{xxxvi}.
 - *Preparatory Stage*: Classes 3 to 5, which will cover the ages of 8–11 years^{xxxvii}. It will gradually introduce subjects like speaking, reading, writing, physical education, languages, art, science and mathematics^{xxxviii}.
 - *Middle Stage*: Classes 6 to 8, covering children between ages 11 and 14. It will introduce students to the more abstract concepts in subjects of mathematics, sciences, social sciences, arts and humanities^{xxxix}.
 - *Secondary Stage*: Classes 9 to 12, covering the ages of 14–19 years^{xl}. The subdivision of education into two phases, with classes 9 and 10 constituting the first phase and classes 11 and 12 constituting the second phase, is an important feature of the National Education Policy of 2020 (NEP 2020). This approach is designed to provide students with a more comprehensive and flexible education. This subdivision and the emphasis on multidisciplinary study, depth, and critical thinking reflect the commitment of NEP 2020 to providing a more flexible and inclusive education system that can better prepare students for the challenges and opportunities they will encounter in the future^{xli}.

The National Education Policy of 2020 (NEP 2020) introduced changes in the examination system for school students in India, moving away from the traditional system of annual exams. As mentioned, under NEP 2020: School students are no longer required to take annual exams. Instead, they will participate in examinations at specific stages of their education, such as in classes 2, 5, and 8^{xlii}.

- Board exams will be continued to be held for classes 10 and 12 but will be re-designed^{xliii}. Standards for this will be established by an assessment body^{xliv}, *PARAKH* (Performance Assessment, Review and Analysis of Knowledge for Holistic Development) To make them easier, these exams would be conducted twice a year^{xlv}, with students being offered up to two attempts.^{xlvi} The exam itself would have two parts, namely the objective and the descriptive.
- This policy aims at reducing the curriculum load^{xlvii} of students and allowing them to be more "inter-disciplinary"^{xlviii} and "multi-lingual"^{xlix}. Flexible choice of subject,^l. By reducing curriculum load, promoting an interdisciplinary approach, and supporting multilingual education, NEP 2020 aims to create a more inclusive, relevant, and flexible education system that prepares students for the diverse challenges and opportunities they will encounter in the future. It fosters a holistic approach to education that goes beyond mere textbook knowledge and encourages students to think creatively and critically.^{li}
- Coding will be introduced from class 6 and experiential learning will be adopted.^{lii}
 - The extension of the Midday Meal Scheme^{liii} to include breakfast is a significant enhancement in the National Education Policy of 2020 (NEP 2020). This expansion aims to provide students with not only a nutritious midday meal but also a healthy breakfast^{liv}, which can have a positive impact on their overall health^{lv} and well-being.

More focus will be given to student's health, particularly mental health, through the deployment of counsellors and social workers.^{lvi}

ii. Higher education

The proposal for a 4-year multi-disciplinary bachelor's degree in the undergraduate program with multiple exit options is one of the significant reforms introduced by the National Education Policy of 2020 (NEP 2020). This innovative approach aims to

provide students with greater flexibility in their higher education and a choice of exit^{lvii} points based on their academic progress and career goals.

These will include professional and vocational areas and will be implemented as follows^{lviii}:

- A certificate after completing 1 year of study.^{lix}
- A diploma after completing 2 years of study.^{lx}
- A Bachelor's degree after completion of a 3-year programme.^{lxi}
- A 4-year multidisciplinary Bachelor's degree (the preferred option)^{lxii}
- The discontinuation of MPhil (Masters of Philosophy) courses is one of the reforms introduced by the National Education Policy of 2020 (NEP 2020). This change aligns^{lxiii}, and streamline^{lxiv} the degree education system in India more closely with the educational models commonly followed in Western countries.^{lxv}
- The National Education Policy of 2020 (NEP 2020) introduces several significant reforms and initiatives in the higher education sector.^{lxvi}
- **Higher Education Commission of India (HECI):** The creation of HECI is designed to regulate higher education in India and aims to increase the gross enrollment ratio. It includes four key verticals:
 - **National Higher Education Regulatory Council (NHERC)^{lxvii}:** Responsible for regulating higher education, including teacher education, excluding medical and legal education^{lxviii}.
 - **National Accreditation Council (NAC)^{lxix}:** A meta-accrediting body to ensure quality in higher education.
 - **Higher Education Grants Council (HEGC)^{lxx}:** Focuses on funding and financing of universities and colleges, replacing existing bodies like the National Council for Teacher Education, All India Council for Technical Education, and the University Grants Commission.
 - **General Education Council (GEC)^{lxxi}:** Formulates graduate attributes and a National Higher Education Qualification Framework (NHEQF).
 - **Professional Standard Setting Bodies (PSSBs)^{lxxii}:** Various professional councils, such as the Veterinary Council of India, Council of Architecture, Indian Council of

Agricultural Research, and National Council for Vocational Education and Training, will set professional standards in their respective domains.

- **National Testing Agency (NTA)^{lxxiii}**: NTA is given additional responsibility for conducting entrance examinations for admissions to universities across the country, alongside existing exams like JEE Main and NEET.
- **Diversity of Learning^{lxxiv}**: The policy encourages institutions, including premier institutes like the IITs, to embrace a more diverse and multidisciplinary approach to learning.
- **Internationalization of Education^{lxxv}**: The policy encourages foreign universities to set up campuses in India, promoting internationalization and global collaboration in education.
- **Fixed Fee Structure**: The policy suggests that both private and public universities should have a fixed fee structure, which aims to bring greater transparency and fairness in the fee determination process.

These reforms are aimed at transforming the higher education landscape in India by improving quality, access, and diversity, and fostering a more dynamic and globally integrated education system. They represent a significant shift in the way higher education is regulated and delivered in the country.

iii. Languages

The National Education Policy of 2020 (NEP 2020) has introduced several significant recommendations related to language of instruction in Indian education. These recommendations emphasize the use of the mother tongue^{lxxvi} or local language^{lxxvii} as the medium of instruction in the early years of schooling, which is considered to be a critical aspect of a child's education.^{lxxviii}

The Policy recommends that all students will learn three languages in their school under the 'formula'^{lxxix}. At least two of the three languages should be native to India^{lxxx}. It also states that no language will be imposed on the students^{lxxxi}.

A more detailed language strategy was expected to be developed as part of the National Curriculum Framework in 2021.^{lxxxii} Some institutions^{lxxxiii} that have already implemented

similar language policies and the reference to the Education Policy of 1986 and the Right to Education Act of 2009 reflect a broader historical context of promoting the use of the mother tongue in education as an advisory guideline.^{lxxxiv}.

iv. International Branch Campuses

The National Education Policy of 2020 (NEP 2020) introduces a significant change by allowing foreign universities to establish campuses in India and permitting Indian Institutes of Technology (IITs) to set up campuses overseas. The policy envisions utilizing international education to elevate India's status as a "Vishwa Guru" or world teacher. This vision reflects an aspiration to attract global academic talent and become a hub for higher education.^{lxxxv} Scholars have raised question about the idea of importing higher education institutions from other questions in order to advance a goal of positioning the country as a world teacher^{lxxxvi}.

v. Teacher education

The National Education Policy of 2020 (NEP 2020) introduces several important reforms in the field of teachers and teacher education^{lxxxvii}. These reforms aim to raise the quality of education by ensuring that teachers are well-prepared^{lxxxviii}, motivated, and equipped to meet the diverse needs of students^{lxxxix}.

vi. Other changes

Under NEP 2020, numerous new educational institutes, bodies and concepts have been given legislative permission to be formed^{xc}. These include:

- **National Education Commission:** This commission, headed by the Prime Minister of India, is envisioned to provide overall direction and vision for the education sector in the country. It plays a central role in shaping the future of education policies and practices.^{xc}
- **Academic Bank of Credit:** The Academic Bank of Credit is digital platforms designed to store and manage academic credits earned by students. This system enables individuals to resume their education at their convenience by utilizing the credits they've earned for further learning and skill development.^{xcii}

- **National Research Foundation:** This foundation is established to promote and improve research and innovation in various domains, fostering a culture of research and development in the country.^{xciii}
- **Special Education Zones:** These zones focus on providing quality education to underrepresented and disadvantaged groups in regions with specific educational challenges, aiming to bridge educational disparities.^{xciv}
- **Gender Inclusion Fund:** This fund is dedicated to supporting female and transgender students, ensuring equal access to quality education and promoting gender inclusivity in the education sector.^{xcv}
- **Language Institutions:** NEP 2020 proposes the establishment of institutions like the Indian Institute of Translation and Interpretation and the National Institute/Institutes for Pali, Persian, and Prakrit, emphasizing the preservation and promotion of linguistic and cultural diversity.^{xcvi}
- **National Mission for Mentoring:** This initiative is aimed at providing mentorship and guidance to students, facilitating their holistic development and supporting them in their educational journey.^{xcvii}
- **National Book Promotion Policy:** This policy aims to promote reading and literacy by developing and promoting books and reading materials for different age groups and interests.^{xcviii}
- **National Mission on Foundational Literacy and Numeracy:** Focused on ensuring that every child acquires foundational literacy and numeracy skills, this mission addresses the crucial early stages of education.^{xcix}

IMPLEMENTATION OF NEW EDUCATION POLICY 2020

- In early August 2021, *Karnataka* became the first state to issue an order with regard to implementing NEP.^c
- On 26th August 2021, *Madhya Pradesh* implemented NEP 2020.

- The *Telangana* State government has decided to implement the newly announced National Education Policy 2020 (NEP 2020) in the State.
- *Maharashtra* CM Uddhav Thackeray directs to appoint experts' committee for implementation of new education policy.^{ci}
- *Andhra* Chief Minister Y.S. Jagan Mohan Reddy has directed officials of the Education Department to implement the National Education Policy 2020 in letter and spirit across the State.^{cii}
- *Rajasthan* Governor Kalraj Mishra said that NEP 2020 will be implemented in phased manner.^{ciii}
- *Assam* Chief Minister Himanta Biswa said that NEP 2020 will be implemented from 1 April 2022.^{civ}

ADVANTAGES OF NEW EDUCATION POLICY 2020

The National Education Policy of 2020 (NEP 2020) introduces several key changes in the education system in India,

- **Board Exam reform** : NEP 2020 focuses on making board exams for classes 10 and 12 more learner-centric. Instead of rote memorization, the emphasis will be on testing core competencies. Additionally, students are allowed to take the board exams twice, providing them with an opportunity to perform at their best.
- **Independent School Regulatory Authority**: The policy proposes the establishment of an independent authority to regulate both public and private schools. This move aims to ensure quality and standards across all types of schools.
- **Flexibility in Educational Streams**: NEP 2020 promotes a more flexible approach to education by reducing rigid separations between educational streams, extracurricular activities, and vocational education. This allows students to explore a broader range of subjects and interests.
- **Vocational Education**: Vocational education is integrated into the curriculum from class 6, and it includes internships. This provides students with practical skills and

hands-on experience from an early age, which can enhance their employability and career prospects.

CHALLENGES OF NEW EDUCATION POLICY 2020

The National Education Policy of 2020 (NEP 2020) introduces several ambitious reforms in the education system in India, as well as opportunities and challenges.

Expensive Education: The prospect of students seeking admission to foreign universities can be seen as an opportunity for global exposure and high-quality education. However, it can also lead to an increase in the cost of education, especially for those who choose to study abroad. Students may face tuition fees, living expenses, and currency exchange rates that can make foreign education expensive.

Lack of Human Resources: The shortage of skilled teachers, particularly at the elementary education level, is a long-standing issue in India. The successful implementation of NEP 2020 depends on having a well-trained and motivated teaching workforce. Addressing this shortage and ensuring that teachers receive the necessary training and support is crucial for the policy's success.

Exodus of Teachers: The policy's provision allowing Indian teachers to seek opportunities in foreign universities could lead to a potential exodus of skilled teachers. While this may benefit individual educators, it could further exacerbate the existing shortage of teachers in India, especially in critical subjects and regions.

CONCLUSION

Education is an essential and indispensable element for the all-round development of any society and country^{cv} and a comprehensive national education policy is formulated by a nation to fulfill this requirement^{cvi}. The New National Education Policy, 2020, approved by the

Government of India, is an important initiative in this direction. NEP 2020 aims to provide infrastructure support, innovative education centers to bring back dropouts into the mainstream, besides tracking students and their learning levels^{cvi}, facilitating multiple pathways to learning involving both formal and non-formal education modes and association of counselors or well-trained social workers with schools.^{cvi}

The success of this new education policy will depend on how it is implemented.^{cix} Therefore, it can be said that India is the country with the youngest population and India's future will depend on providing high-quality educational opportunities to these youth.^{cx}

SUGGESTIONS

To achieve the goal of new education policy this research is concluded with following suggestions,

1. **Incorporating new technologies:** Incorporating new technologies into education offers the potential to enhance the quality of learning and teaching. However, it's important to ensure that these innovations are used effectively and equitably, and that educators are prepared for the changing educational landscape. NEP 2020 recognizes the role of technology and innovation in education and aims to create a more digitally inclusive and technologically adept education system.
2. **Raising the socio-economic status of teachers:** Raising the socio-economic status of teachers is not only an investment in the teaching profession but also in the future of the country. Quality education depends on the expertise and dedication of teachers, and efforts to enhance their socio-economic status can lead to better outcomes for students and a stronger education system overall. The National Education Policy of 2020 recognizes the importance of improving the socio-economic conditions of teachers and aims to address this issue as part of its comprehensive reforms.
3. The role of teachers in promoting the mental and emotional well-being of students is increasingly important in today's high-pressure educational

environment. By equipping teachers with stress management and relief skills and creating a supportive school culture, we can better address the challenges of social isolation, parental pressure, and academic competition, ultimately fostering a healthier and more successful learning environment.

4. Teachers are not just conveyors of knowledge; they are also mentors, facilitators, and role models. To excel in these roles, they must be critical thinkers who can adapt to changing circumstances and make informed decisions. Additionally, they must be skilled at building and maintaining positive relationships with students, parents, and colleagues. These qualities are integral to creating an effective and inclusive learning environment.
5. By incorporating new techniques and strategies, teachers can create an environment that encourages self-learning, critical thinking, and independence among students. Fostering the ability to reflect, explore, and take initiative in their education prepares students not only for academic success but also for a lifetime of learning and personal growth.

ENDNOTES

ⁱ Available at Second Modi ministry - Wikipedia Retrieved 30 July 2020

ⁱⁱ Nandini, ed. (29 July 2020). "New Education Policy 2020 Highlights: School and higher education to see major changes". *Hindustan Times*. Retrieved 30 July 2020.

ⁱⁱⁱ Jebaraj, Priscilla (2 August 2020). "The Hindu Explains- What has the National Education Policy 2020 proposed?" *The Hindu*. ISSN 0971-751X. Retrieved 2 August 2020.

^{iv} National Education Policy 1968: This was the first major policy document related to education in India after gaining independence. It emphasized access to education and laid the foundation for the development of the education system in the country. It also proposed the 10+2 structure for school education.

^v National Education Policy 1986: This policy focused on addressing various issues in education, including access, quality, and equity. It introduced the concept of three-language formula, which aimed to promote multilingualism and preserve linguistic diversity. It also advocated for the development of science and technology education.

^{vi} Draft of the National Education Policy 2019: The committee led by Dr. K. Kasturi Rangan presented a draft of the National Education Policy in May 2019, which laid the foundation for the National Education Policy of 2020. This draft underwent extensive discussions, consultations, and revisions before it was finalized and approved in 2020. The National Education Policy 2020 represents a significant departure from previous policies, with its focus on flexibility, multidisciplinary, and a more holistic and inclusive approach to education. It aims to address the evolving educational needs of students and the changing global landscape, emphasizing not only access but also quality, innovation, and skill development.

- vii Revised National Education Policy 1992: This revision built upon the 1986 policy and made some adjustments to better align with the changing educational landscape. It emphasized the need for curricular and examination reforms.
- viii Available at <https://pib.gov.in/newsite/PrintRelease.aspx?relid=136827> Retrieved 16 October 2021.
- ix Available at <https://pib.gov.in/Pressreleaseshare.aspx?PRID=1573031> also available at "Kasturirangan-led panel to develop new curriculum for schools". *Indian express.com* 22 September 2021. Retrieved 16 October 2021.
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- xx Srilakshmi G. Dr. "A Study on National Educational Policy 2020 Transformation in India" Available at https://ijirt.org/master/publishedpaper/IJIRT153816_PAPER.pdf. Retrieved 8 August 2021
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- xxiii Available at <https://nipunbharat.education.gov.in/>. Retrieved 8 August 2021
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- xxv "Chapter 2. Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning" Available at <https://shikshan.org/nep-2020/literacy-numeracy/> Retrieved 30 July 2020.
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^{xxx} Srinivasan, Chandrashekar, ed. (29 July 2020). "National Education Policy, NEP 2020: Teaching in Mother Tongue Till Class 5: 10 Points on New Education Policy". NDTV. Retrieved 29 July 2020.

^{xxxi} Kulkarni, Sagar (29 July 2020). "New policy offers 5-3-3-4 model of school education". Deccan Herald. Retrieved 9 August 2020.

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^{xxxvi} Available at https://www.civilserviceindia.com/National_Education_Policy_2020.pdf

^{xxxvii} Available at https://ijirt.org/master/publishedpaper/IJIRT153816_PAPER.pdf.

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^{xxxix} Ibid.

^{xl} Ibid.

^{xli} Ibid.

^{xlii} This change in the examination pattern is designed to reduce the emphasis on high-stakes, end-of-year examinations and promote a more holistic and continuous assessment approach. It aims to assess students' progress and development at key transition points in their school journey, allowing for a more comprehensive understanding of their abilities and providing opportunities for remediation and support when needed. This change aligns with the policy's goal of reducing rote learning and promoting critical thinking and a deeper understanding of subjects.

^{xliii} Re-designed Board Exams: Board exams for classes 10 and 12 will continue, but they will be re-designed to focus on holistic development and a more comprehensive assessment of students' knowledge and skills.

^{xliv} Assessment Body - PARAKH: The standards for these re-designed board exams will be established by an assessment body known as PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development). PARAKH will play a crucial role in setting the quality and standards for these exams.

^{xliv} Twice-a-Year Exams: These board exams will be conducted twice a year, providing students with the opportunity to take the exams at their convenience. This change aims to reduce the pressure and anxiety associated with a single, high-stakes examination and allows students to improve their performance in a subsequent attempt.

^{xlvi} Available at "Easier board exams with two attempts a year: HRD suggests in Draft Education Policy". *India Today*. Press Trust of India New. 4 November 2019. Retrieved 31 July 2020. Two Attempts: Students will have the opportunity for up to two attempts at these board exams. This approach is student-centric and acknowledges that not all students may perform at their best in a single attempt, allowing them to showcase their abilities more effectively.

^{xlvii} Reducing Curriculum Load: NEP 2020 recognizes that the existing curriculum can often be overwhelming for students. To alleviate this burden, the policy seeks to streamline the curriculum, eliminating unnecessary topics and content that can lead to rote learning rather than a deeper understanding of subjects.

^{xlviii} Interdisciplinary Approach: The policy encourages an interdisciplinary approach, allowing students to combine subjects that may not traditionally be associated with each other. For example, a student can choose to study fashion along with physics or pursue bakery studies alongside chemistry. This approach enables students to explore their interests and passions across a range of disciplines, fostering a more well-rounded and creative education.

^{xlix} Multilingual Education: NEP 2020 promotes multilingualism, allowing students to learn in their mother tongue or regional language while also learning other languages. This approach is intended to preserve linguistic diversity and enable students to become proficient in multiple languages, which can be beneficial for their personal and professional growth.

^l Flexible Choice of Subjects: The policy encourages students to choose subjects based on their interests, rather than following a rigid, predetermined curriculum. This flexibility allows students to pursue a broader range of subjects and tailor their education to their individual goals and aspirations.

^{li} Available at "Centre announces new National Education Policy". *The Tribune. India.* 29 July 2020. Retrieved 30 July 2020.

^{lii} "New Education Policy: Students To Learn Coding From Class 6". *The Quint.* 29 July 2020. Retrieved 31 July 2020.

^{liii} Available at Midday Meal Scheme - Wikipedia Retrieved 29 July 2020.

^{liv} Breakfast under the Midday Meal Scheme: Providing breakfast to students in addition to midday meals is crucial for ensuring that they start their day with proper nutrition. A nutritious breakfast can significantly impact a student's energy levels, concentration, and overall health.

^{lv} Mental Health Support: NEP 2020 emphasizes the deployment of counselors and social workers to address the mental health needs of students. This is a proactive step to provide support for students who may be dealing with stress, anxiety, or other mental health issues. It recognizes that a student's mental well-being is essential for their academic and personal development.

^{lvi} Kumar, Prakash (30 July 2020). "National Education Policy 2020 Proposes Breakfast for School Children, Besides Mid-day Meals". *Outlook.* Retrieved 31 July 2020. Also available at https://www.civildserviceindia.com/National_Education_Policy_2020.pdf Retrieved 29 July 2020.

^{lvii} Dr. N. Nirmala Mani, "The Future of Higher Education System in New Education Policy (2020)", Available at <https://www.jetir.org/papers/JETIR2106102.pdf>.

^{lviii} Prof.Smt. Nandini N Doddamani, "ROLE OF EDUCATIONAL INSTITUTIONS IN PROMOTING ENTREPRENEURSHIP CAPACITIES AMONG THE STUDENTS", Available at <https://www.ijrti.org/papers/IJRTI2208215.pdf>. Also Available at "Free Entry- Exit Options Introduced For Students in NEP 2020". *NDTV.com.* Retrieved 21 September 2020.

^{lix} Certificate: After completing the first year of study, students will be eligible for a certificate. This recognizes their successful completion of the initial stage of the program. It offers students the option to exit with a certificate for specific vocational or skill-based courses, if they choose.

^{lx} Diploma: Students who complete two years of study will be awarded a diploma. This is a mid-way point in their education and can be valuable for those looking to enter the workforce with specialized skills or continue their education in a related field.

^{lxi} Bachelor's Degree: After completing a 3-year program, students will receive a traditional bachelor's degree. This is the standard path for undergraduate education in many countries and allows students to pursue further studies or seek employment.

^{lxii} 4-year Multi-disciplinary Bachelor's Degree (Preferred Option): The NEP 2020 strongly encourages the pursuit of a 4-year multi-disciplinary bachelor's degree. This option combines a well-rounded education with a deeper focus on a specific field of study, allowing students to develop a broader skill set and engage in a variety of subjects and experiences.

^{lxiii} Alignment with Western Models: The decision to discontinue MPhil courses is driven by the desire to align India's higher education system with the practices of Western countries. In many Western education systems, MPhil programs are not prevalent, and research-focused master's programs are often considered as the next step after a bachelor's degree.

^{lxiv} Streamlining Education: By eliminating MPhil programs, NEP 2020 aims to create a more streamlined education system. Instead of pursuing an MPhil, students may transition directly to Ph.D. programs or engage in research-focused master's programs to prepare for advanced research and academic careers.

^{lxv} Bhura, Sneha (30 July 2020). "In defense of MPhil: Why the degree should not be discontinued". *The Week.* Retrieved 30 July 2020. Also available at <https://www.jainaviation.com/blog/new-education-policy-13.html>

^{lxvi} Kumari, Anisha, ed. (30 July 2020). "National Education Policy 2020: UGC, AICTE, NAAC to Be Merged In A New Body". *NDTV.com.* Retrieved 9 August 2020.

^{lxvii} Shukla, Amandeep (29 July 2020). "National Education Policy 2020: UGC, AICTE era over, NEP moots HECI, single regulator with 4 verticals". *Hindustan Times.* Retrieved 31 July 2020.

^{lxviii} Available at https://www.civildserviceindia.com/National_Education_Policy_2020.pdf. Retrieved 29 July 2020.

^{lxix} Singh Manisha, "National Education Policy (NEP) 2023: Benefits, Features & Implementation", Available at <https://scholarshiparena.in/national-education-policy/> Retrieved 29 July 2020.

^{lxx} Ibid.

^{lxxi} Ibid.

^{lxxii} Ibid.

^{lxxiii} Available at https://en.wikipedia.org/wiki/National_Education_Policy_2020 Retrieved 29 July 2021.

^{lxxiv} Singh Manisha, "National Education Policy (NEP) 2023: Benefits, Features & Implementation", Available at <https://scholarshiparena.in/national-education-policy/>

^{lxxv} Ibid.

^{lxxvi} Medium of Instruction: The policy recommends that the medium of instruction should be in the mother tongue or the local language until at least Class 5, with a continuation until at least Class 8 and beyond. This approach is intended to make learning more accessible and comprehensible for young learners.

^{lxxvii} Available at <https://www.thequint.com/news/education/new-education-policy-medium-of-instruction-mother-tongue-faq> Retrieved 29 July 2022.

^{lxxviii} "National Education Policy 2020: Cabinet approves new national education policy: Key points". The Times of India. 29 July 2020. Retrieved 29 July 2020.

^{lxxix} Dr.G.Srilakshmi, "A Study on National Educational Policy 2020 Transformation in India," Available at https://ijirt.org/master/publishedpaper/IJIRT153816_PAPER.pdf. Retrieved 29 July 2020.

^{lxxx} Available at <https://www.thequint.com/news/education/new-education-policy-medium-of-instruction-mother-tongue-faq>.

^{lxxxi} Dr. Dilip Ch. Das, "A Study on NEP 2020 with Special Reference to Issues and Challenges," Available at <https://www.ijfmr.com/papers/2020/2/2810.pdf>. Retrieved 29 July 2022.

^{lxxxii} Ibid.

^{lxxxiii} Sardar Patel Vidyalaya

^{lxxxiv} *ibid*

^{lxxxv} "Time has come for India to emerge as knowledge hub, become 'vishwa guru' again: Vice President". *The Hindu*. PTI. 5 September 2021. ISSN 0971-751X. Retrieved 24 January 2022.

^{lxxxvi} Dr. Janak singh Kushwah , "The National Education Policy of India 2020 (NEP 2020)," Available at <https://ijres.org/papers/Volume-11/Issue-5/1105536537.pdf>. Retrieved 29 July 2022.

^{lxxxvii} Available at <https://www.civildaily.com/burning-issue-national-education-policy-2020/>.

^{lxxxviii} Available at

https://www.ncte.gov.in/WebAdminFiles/RecentAnnouncement/0_05_03_2021_637505315829411830.pdf.

^{lxxxix} Dr. Sarika Kumari, "NEP 2020 challenges to teachers education," Available at

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^{xc} Dr. Sunita Arya, "NEW EDUCATION POLICY: BIG CHANGES IN SCHOOL AND HIGHER EDUCATION", Available at <https://ijcrt.org/papers/IJCRT2103380.pdf>. Retrieved 29 July 2023.

^{xci} Ibid.

^{xcii} Available https://www.civilserviceindia.com/National_Education_Policy_2020.pdf. Retrieved 29 July 2023.

^{xciii} Ibid.

^{xciv} *ibid*

^{xcv} Pandit, Ambika (30 July 2020). "Gender Inclusion Fund, Spl Edu Zones in policy". *The Times of India*. Retrieved 31 July 2020.

^{xcvi} Available https://www.civilserviceindia.com/National_Education_Policy_2020.pdf. Retrieved 29 July 2022.

^{xcvii} Ibid.

^{xcviii} Ibid.

^{xcix} Ibid.

^c "Karnataka becomes first state to issue order implementing National Education Policy". *The New Indian Express*. Retrieved 15 September 2021.

^{ci} "NEP 2020: Maharashtra CM directs to appoint experts' committee for implementation of new education policy". *Hindustan Times*. 21 August 2020. Retrieved 15 September 2021.

^{cii} Available at <https://www.thehindu.com/news/national/andhra-pradesh/nep-2020-will-be-implemented-in-letter-and-spirit-jagan/article36351627.ece>. Retrieved 19 September 2022.

^{ciii} Available at <https://www.hindustantimes.com/education/raj-guv-says-new-education-policy-will-be-implemented-in-phased-manner/story-EdS2gZYQKtVW4oTNkq91nJ.html> Retrieved 19 September 2022.

^{civ} *Indian Today Web Desk (21 August 2021), "NEP will be implemented in Assam from April 1, 2022", Indian Today, retrieved 30 October 2021*

^{cv} Available at <https://www.cbsedigitalaeducation.com/essay-on-new-education-policy-2020/>. Retrieved 19 September 2022.

^{cvi} *Ibid.*

^{cvi} Available at <https://www.hindustantimes.com/education/national-education-policy-2020-aims-to-bring-two-core-out-of-school-children-into-mainstream/story-fYFPIEtwtatNFz4055TZSL.html>. Retrieved 19 September 2022.

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