



INDIAN NATIONAL EDUCATION POLICY 2020 VISUALISATION: A SUMMARY

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ABSTRACT

The National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the inspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving - but also social, ethical, and emotional capacities and dispositions. The main objective of this study is to explore the National Education Policy 2020 in India. The paper describes the principles of National Education Policy and formation of the NEP 2020. This study examines the purpose of NEP and implementation strategy of National Education Policy in India. It is an attempt to understand the vision of National Education Policy and some major changes in education sector. The study would be useful for the Indian in planning and upgrading their educational system and improve quality of education in future.

KEYWORDS : National, Education Structure, Vision, NEP 2020, and Policy.**INTRODUCTION**

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary

learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world. The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background.

The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. The pursuit of knowledge (*Jnan*), wisdom (*Pragya*), and truth (*Satya*) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self. World-class institutions of ancient India such as Takshashila, Nalanda, Vikramshila, Vallabhi, set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries. The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system.

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very

best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability. The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and under-represented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system. These elements must be incorporated taking into account the local and global needs of the country and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration.

New Education Policy 2020

Recently, the Union Cabinet has approved the new **National Education Policy (NEP), 2020** with an aim to introduce several changes in the Indian education system - **from the school to college level**.

- The NEP 2020 aims at making “**India a global knowledge superpower**”.
- The Cabinet has also approved the **renaming** of the Ministry of Human Resource Development to the **Ministry of Education**.
- The NEP cleared by the Cabinet is **only the third major revamp of the framework of education** in India since independence.
- The **two earlier education policies** were brought in **1968 and 1986**.

OBJECTIVES OF THE STUDY

1. To explore the National Education Policy 2020 in India and principles of this policy.
2. To examine the purpose, implementation strategy and formation of this policy.
3. To understand the vision of New Education Policy and some major changes in NEP 2020.

PRINCIPLES OF THE POLICY

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education. The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.

According the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3.

Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.

No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning.

Multi disciplinarily and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge.

Emphasis on conceptual understanding rather than rote learning and learning-for-exams.

Creativity and critical thinking to encourage logical decision-making and innovation.

Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice.

Promoting multilingualism and the power of language in teaching and learning.

Life skills such as communication, cooperation, teamwork, and resilience.

Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture'.

Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.

Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject.

Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system.

Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education.

Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions.

A **'light but tight' regulatory framework** to ensure **integrity, transparency, and resource efficiency** of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through **autonomy, good governance, and empowerment**.

Outstanding research as a co requisite for outstanding education and development.

Continuous review of progress based on sustained research and regular assessment by educational experts.

A rootedness and pride in India, and its rich, diverse, ancient

and modern culture and knowledge systems and traditions.

- **Education is a public service;** access to quality education must be considered a basic right of every child.
- **Substantial investment in a strong, vibrant public education system** as well as the encouragement and facilitation of true philanthropic private and community participation.

Formation Of The Nep 2020

While the National Education Policy was framed in 1986, it was modified in 1992. The report for the draft was submitted to the Ministry in May 2019. The Draft National Education Policy 2019 was shared on the MyGov Innovate portal and on the MHRD website inviting suggestions from the public and other stakeholders. The foundational pillars of the draft NEP were accountability, access, affordability, equity, and quality. A meeting on the draft was held in November 2019. Finally, the National Education Policy was approved by the Union Cabinet in July 2020. With the New Education Policy opening up several courses and career paths, an education loan can help you get the career you dream of without any hassle. In major school-to-college reforms, the Union Cabinet on Tuesday unveiled the new National Education Policy 2020 bringing major reforms in the portals of learning.

School Education Reforms:

One of the sweeping reforms is the transition from the decades-old 10+2 format to 5+3+3+4 structure. This structure brings the already existing play schools within the ambit of 'formal education'. Today, a student (in most urban cities) enters formal education at the age of three by joining a play school. The child then moves to a 'school' which is Kindergarten 1 and 2 and this is followed by 12 years of secondary and higher secondary education. The new structure now proposes to divide the same structure into cognitive developmental stages of the child—early childhood, school years, and secondary stage.

- Earlier, schooling was mandatory for children aged between six and 14 years. However, now education will be compulsory for children aged between the three and 18 years.
- The Policy emphasises on a child's mother tongue as the medium of instruction. However, The NEP only recommends the mother tongue as a medium of instruction, but has not made it compulsory. The policy states that children learn and grasp non-trivial concepts more quickly in their mother tongue.
- Early childhood care and education are sufficient preparation for primary school. Such a preparation focuses on the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and well-being.
- There will be no stiff separation between arts and sciences, between curricular and extra-curricular activities, and between vocational and academic streams. Students can select subjects of their choice across streams.
- Vocational education will now start in schools from the 6th grade and will include internships.
- A National Mission on Foundational Literacy and Numeracy will be set up by the education ministry. By 2025, states will prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all students by grade 3.
- Board exams for Grades 10 and 12 will be "redesigned" and a new National Assessment Centre, Parakh, will be set up as a standard-setting body. The changes in the board structure which seek to make the exams a test of "core competencies" will be implemented from the 2021 academic session.
- The policy states that curricular content will be reduced to enhance essential learning and critical thinking and

greater focus will be on experiential learning.

- Emphasis will be laid on socially and economically disadvantaged groups. The policy states that children with disabilities will be able to attend regular school from the foundational stage to higher education, with support of educators with cross-disability training and technology-based tools tailored to suit their needs.

Reforms in Colleges and Universities:

- The undergraduate degree will now either be of a three- or four-year duration, with multiple exit options within this period. Colleges will have to give a certificate after completion of one year in any discipline or field, including vocational and professional areas; a diploma after two years of study; and a Bachelors' degree after a three-year programme.
- The new policy aims to increase the Gross Enrolment Ratio (GER) in higher educations, including vocational education, from 26.3 per cent (2018) to 50 per cent by 2035. For this, 35 million new seats will be added to higher education institutions.
- The government will set up a National Research Foundation (NRF) with the aim of catalysing and energising research and innovation across all academic disciplines, particularly at the university and college levels.
- SAT-like college test - The National Testing Agency (NTA) will conduct a common college entrance exam twice every year.
- Over the next 15 years, colleges will be given graded autonomy to issue degrees. Affiliation with universities will end, and these institutions will be given the status of 'deemed to be university'.
- The New policy suggests a cap on fee charged by private institutions in the higher education space.
- Top-rated global universities will be facilitated to come to India. Similarly, top Indian institutions will be encouraged to go global.
- MPhil would be discontinued, paving the way for students with masters' degrees to get PhD.
- To ensure the preservation of all Indian languages, the NEP recommends setting up an Indian Institute of Translation and Interpretation, National Institute (or Institutes) for Pali, Persian and Prakrit, strengthening of Sanskrit and all language departments in higher education institutions.
- The National Education Policy aims to achieve 100 per cent youth and adult literacy.

Purpose Of New Education Policy And Implementation Strategy

An NEP is a comprehensive framework to guide the development of education in the country. The need for a policy was first felt in 1964 when Congress MP Siddheshwar Prasad criticised the then government for lacking a vision and philosophy for education. The same year, a 17-member Education Commission, headed by then UGC Chairperson D S Kothari, was constituted to draft a national and coordinated policy on education. Based on the suggestions of this Commission, Parliament passed the first education policy in 1968. A new NEP usually comes along every few decades. India has had three to date. The first came in 1968 and the second in 1986, under Indira Gandhi and Rajiv Gandhi respectively; the NEP of 1986 was revised in 1992 when P V Narasimha Rao was Prime Minister. The third is the NEP released Wednesday under the Prime Ministership of Narendra Modi.

The NEP proposes sweeping changes including opening up of Indian higher education to foreign universities, dismantling of the UGC and the All India Council for Technical Education (AICTE), introduction of a four-year multidisciplinary

undergraduate programme with multiple exit options, and discontinuation of the M Phil programme. In school education, the policy focuses on overhauling the curriculum, "easier" Board exams, a reduction in the syllabus to retain "core essentials" and thrust on "experiential learning and critical thinking". In a significant shift from the 1986 policy, which pushed for a 10+2 structure of school education, the new NEP pitches for a "5+3+3+4" design corresponding to the age groups 3-8 years (foundational stage), 8-11 (preparatory), 11-14 (middle), and 14-18 (secondary)? This brings early childhood education (also known as pre-school education for children of ages 3 to 5) under the ambit of formal schooling. The mid-day meal programme will be extended to pre-school children. The NEP says students until Class 5 should be taught in their mother tongue or regional language. The policy also proposes phasing out of all institutions offering single streams and that all universities and colleges must aim to become multidisciplinary by 2040.

The NEP only provides a broad direction and is not mandatory to follow. Since education is a concurrent subject (both the Centre and the state governments can make laws on it), the reforms proposed can only be implemented collaboratively by the Centre and the states. This will not happen immediately. The incumbent government has set a target of 2040 to implement the entire policy. Sufficient funding is also crucial; the 1986 NEP was hamstrung by a shortage of funds. The government plans to set up subject-wise committees with members from relevant ministries at both the central and state levels to develop implementation plans for each aspect of the NEP. The plans will list out actions to be taken by multiple bodies, including the HRD Ministry, state Education Departments, school Boards, NCERT, Central Advisory Board of Education and National Testing Agency, among others. Planning will be followed by a yearly joint review of progress against targets set.

The Vision Of New Education Policy 2020

The Union Cabinet on Wednesday approved the National Education Policy 2020. This is the first education policy of the 21st century and replaces the thirty-four-year-old National Policy on Education (NPE), 1986. The new policy aims for universalisation of education from pre-school to secondary level with 100 per cent Gross Enrolment Ratio (GER) in school education by 2030 and aims to raise GER in higher education to 50 per cent by 2025.

- NEP 2020 will bring two crore out of school children back into the main stream.
- The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. It will include 12 years of schooling and three years of Anganwadi and pre-schooling.
- NCERT will develop a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of eight.
- NEP 2020 calls for setting up of a National Mission on Foundational Literacy and Numeracy by the Education Ministry. States will prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025.
- A National Book Promotion Policy is to be formulated.
- All students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. Board exams for Grades 10 and 12 will be continued, but redesigned with holistic development as the aim.
- A new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a standard-setting body.
- NEP emphasises on setting up of Gender Inclusion Fund and also Special Education Zones for disadvantaged

regions and groups.

- Every state/district will be encouraged to establish "Bal Bhavans" as a special daytime boarding school, to participate in art-related, career-related, and play-related activities. Free school infrastructure can be used as Samajik Chetna Kendras.
- A common National Professional Standards for Teachers (NPST) will be developed by the National Council for Teacher Education by 2022, in consultation with NCERT, SCERTs, teachers and expert organizations from across levels and regions.
- States/UTs will set up independent State School Standards Authority (SSSA). The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through consultations with all stakeholders.
- NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3 per cent in 2018 to 50 per cent by 2035 and aims to add 3.5 crore new seats to higher education institutions.
- The policy envisages broad-based, multi-disciplinary, holistic Under Graduate education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification.
- An Academic Bank of Credit is to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned.
- Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.
- The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.
- Higher Education Commission of India (HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education.
- Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.
- Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges.
- A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT.
- By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.
- Stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs).
- A National Mission for Mentoring will be established, with a large pool of outstanding senior/retired faculty who would be willing to provide short and long-term mentoring/professional support to university/college teachers.
- The National Scholarship Portal will be expanded to track the progress of students receiving scholarships.
- Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.
- Measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc., will be taken to ensure distance learning is at par with the highest quality in-class programmes.
- A comprehensive set of recommendations for promoting online education consequent to the recent rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional modes of education are not possible, has been covered.
- A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and

- capacity building will be created in the HRD ministry to look after the e-education needs of both school and higher education.
- 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.
 - NEP recommends setting an Indian Institute of Translation and Interpretation (IITI), National Institute (or Institutes) for Pali, Persian and Prakrit, strengthening of Sanskrit and all language departments in HEIs, and use mother tongue/local language as a medium of instruction in more HEI programmes.
 - Internationalisation of education will be facilitated through both institutional collaborations, and student and faculty mobility and allowing entry of top world ranked universities to open campuses in India.
 - Stand-alone technical universities, health science universities, legal and agricultural universities etc will aim to become multi-disciplinary institutions.
 - Policy aims to achieve 100% youth and adult literacy.
 - The Centre and the States will work together to increase the public investment in Education sector to reach 6 per cent of GDP at the earliest.

New Education Policy 2020 Major Changes

Some of the major changes introduced in the New Education Policy are as follows:

By 2030, one large multidisciplinary college in every district:

By 2030, all higher education institutions will become multidisciplinary institutions and each of them will at least have an enrolment of 3,00 students. By 2030, be at least one large multidisciplinary HEI in or near every district. The aim is to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035.

Music, arts and literature to be taught in all colleges:

Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation, and Interpretation, etc. will be introduced in all higher education institutions.

M.Phil to be discontinued:

According to the NEP 2020, M.Phil will be discontinued. The details regarding the same will be released soon.

Sanskrit will be mainstreamed:

It is time that Sanskrit will be mainstreamed with a strong offering in schools and three language formula will be adopted in higher education.

Vocational Skills to be Taught:

Every student will be taught a vocational skill of his/her choice by the time they complete their schooling. Students will also be taught coding from Class VI.

No Rigid Separation Between Arts and Science Curriculum:

There will not be a huge difference between the curriculum of these two streams and all subjects like Music will be taught.

Internships Will be Included from Class VI:

From 6th grade, candidates will have to do internships of 10 days with local trades or crafts.

IITs to follow Holistic approach:

IITs will have to follow a more holistic approach and multidisciplinary education with more arts and humanities as per the New Education Policy

Academic Bank of Credit to be established:

An Academic Bank of Credit (ABC) will be set up which will digitally store the academic credits earned. The 4-year course may also lead to a degree 'with Research' if the student completes a rigorous research project within the respective time frame.

Importance to Practical Assignments, Skill Development:

The New Education Policy lays emphasis on practical knowledge and skill development which will begin from class 6th.

Single Common Entrance Exam for all Colleges:

According to the NEP 2020, there will be a single common entrance exam for admission to all higher education institutes which will be held by NTA. The entrance exam will be optional and not mandatory.

New System of Education:

The 10+2 system will be divided into 5+3+3+4 format. The New Education Policy has changed the school education system to 5+3+3+4 format. This means the first five years of the school will comprise of the foundation stage including three years of pre-primary school and classes 1 and class 2. The next three years will be divided into a preparatory stage (classes 3 to 5), three years of middle stage (classes 6 to 8), and four years of secondary stage (classes 9 to 12). Schools will not have any rigid formation of streams of arts, commerce, science, students can take up whichever courses they want.

Ramp up Digital Learning:

To ramp up Digital Learning a National Education Technology Forum NETF will be created and e-courses in 8 regional languages will be uploaded on the same.

Multiple Entry and Exit System:

With the help of the academic bank of credits, multiple entries and exit system will be introduced in the higher education sector. This will allow students to take a sabbatical and then join back their studies after a period of time, without losing any credits. Students will also be free to choose major and minor subjects for their degree.

India to be Promoted as Foreign Study Destination:

Every institution will have an International Students Office to host foreign students. Colleges will be promoted to provide premium education at affordable costs.

Foreign Colleges Can Set Up Colleges in India:

Top 100 Foreign Colleges will be allowed to set up their campuses in India as per NEP. They will be given special dispensation and regulations to set up the campuses.

Expenditure on Education:

The expenditure on education will be changed to 6 per cent of the total GDP, as opposed to earlier, which was 4 per cent of the GDP. Both State, as well as Central Government, will be working together on the expenditure.

CONCLUSION

The main agenda behind introducing the New Education Policy 2020 is the need of the hour and it will prepare the students to face the challenges of the new world. The NEP will promote skill-based education and enhance the practical skills of the students. Addressing the nation on 74th Independence Day, PM Modi stated that the New Education Policy will play an important role in making India self-reliant. According to him, the NEP has been introduced with an aim objective to strengthen research and innovation in the country. NEP gives a special focus on the National Research Foundation because innovation is one of the most important parts for a country to progress. Only when research and

innovation are strong enough we will be able to progress in this competitive world. Some of the important benefits of the New Education Policy 2020 are as follows:

- The New Education Policy will give importance to students' practical knowledge instead of just pushing them towards rote learning.
- It will help students to develop scientific temper from a young age.
- The NEP aims to make it easier to set up new quality of higher educational institutes which will be at par with the global standards.
- Since NEP will make it easier for foreign colleges to set up their campuses here many students who are unable to go abroad due to multiple reasons will be able to experience it and get global exposure.
- This will promote value-based education.

The new National Education Policy (NEP) 2020, is a good policy as it aims at making the education system holistic, flexible, multidisciplinary, aligned to the needs of the 21st century and the **2030 Sustainable Development Goals**. The intent of policy seems to be ideal in many ways but it is the implementation where lies the key to success.

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