

## Three Years of National Education Policy 2020: The Incredible Progress Made So Far

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### ABSTRACT

The commemoration of the third anniversary of the National Education Policy (NEP)-2020 will take place on July 29, 2023. Over the course of the past three years, the National Education Policy of 2020 has made notable strides in its implementation and has achieved significant milestones. The National Education policy seeks to effect significant changes in the education system across all levels. The aforementioned initiatives encompass the implementation of a national policy aimed at fostering an educational environment conducive to innovation and entrepreneurship within schools. The primary objective is to cultivate a culture that encourages creativity, ideation, problem-solving, and entrepreneurial skills among students, regardless of their age. Additionally, the introduction of 75 "Bharatiya games" in schools, the initiation of the 'Kalashala initiative' in 750 schools to facilitate the exploration of India's diverse cultural heritage, and the utilization of a public consultation survey to gather recommendations for the new National curriculum framework for schools are also noteworthy endeavours. Among the recently launched initiatives are 200 virtual labs and the Vidya Amrit Portal. The ministry has additionally declared the initiation of a public consultation survey available in 23 languages for NCF 2023 for school education and in April itself, the draft of the National Curriculum Framework for School Education has also come in the public domain.

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The implementation efforts of the Central and State governments, as well as their autonomous agencies, have exhibited disparities in the initial year following the introduction of the National Education Policy (NEP) 2020 on July 29, 2020. The renaming of the Ministry of Human Resource Development (MHRD) to the Ministry of Education (MOE) was promptly executed as the Union Cabinet approved this change in conjunction with the policy itself. The subsequent progress, however, has exhibited irregular patterns. The Department of School Education and Literacy within the education ministry promptly introduced a series of initiatives to effectively execute the National Education Policy (NEP) of 2020. In addition to engaging in consultations with States, Union Territories (UTs), autonomous organisations, and various other stakeholders to deliberate upon the numerous propositions outlined in the National Education Policy (NEP) of 2020 and its

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strategies for implementation, a festival titled "Shikshak Parv" was convened from September 8 to 25, 2020, specifically dedicated to honouring and engaging teachers. On April 8, 2021, the comprehensive implementation plan SARTHAQ (Students' and Teachers' Holistic Advancement through Quality Education) was officially announced. The SARTHAQ framework delineates the specific tasks associated with each guideline outlined in the National Education Policy (NEP) of 2020. The document delineates a total of 297 tasks, specifying the responsible organisations for their execution, and providing explicit information regarding the respective deadlines and objectives associated with each task. The Department of School Education and Literacy has introduced the National Education Policy (NEP) 2020, which includes a notable change in the educational system by replacing the 10+2 structure with the 5+3+3+4 framework. This new approach places significant emphasis on the initial five years of early childhood care and education, commencing at the age of three. Additionally, the department has launched the NIPUN Bharat initiative, which aims to ensure basic literacy and numeracy skills for all children by the academic year 2026-2027. This initiative is of great significance and holds a positive outlook. It is imperative to acknowledge that the remaining aspects of NEP 2020 may not yield substantial results for children unless they have acquired a strong foundation in essential skills such as reading, writing, and mathematics.

#### ***NEP Implementation and progress made so far:***

The Department of School Education and Literacy is actively working on enhancing and modernising existing initiatives, such as the Samagra Shiksha Abhiyan, to align them with the recommendations of NEP 2020, which will bring positive changes to education. The NISHTHA programme for teacher development has been introduced to enhance learning outcomes, which is a great national mission! DoS includes exciting additional initiatives such as the enhancement of Samagra Shiksha's vocational education programmes, the implementation of key stage assessments to evaluate the system's progress and learning outcomes through SAFAL, and the introduction of NDEAR, a cutting-edge public digital education infrastructure that will continuously adapt to technological advancements. Under the inspiring leadership of Dr. K. Kasturirangan, the Department of School Education and Literacy is actively collaborating with the states to bring about positive changes and create State Curriculum Frameworks. These frameworks will pave the way for the development of a National Curriculum Framework, ensuring a brighter future for education.

On the other hand, the situation in higher education has changed considerably more gradually. For instance, the University Grants Commission's (UGC) list of recognised degrees currently does not include the four-year undergraduate programme, one of NEP 2020's pillars for providing a comprehensive, multidisciplinary, or liberal education. The creation of a new framework for the control and maintenance of standards in higher education as per its constitutional mandate is one of the crucial duties of the Department of Higher Education, as anticipated under NEP 2020. According to the new framework, distinct, autonomous, and empowered bodies will fulfil the unique functions of regulation, accreditation, funding, and standard-setting. An effective system of checks and balances, minimization of conflicts of interest, and elimination of concentration of power all depend on the separation of duties. To ensure their functional cohesion, NEP 2020 mandates the creation of these four structures as distinct verticals inside the Higher Education Commission of India (HECI), an umbrella organisation. An Act of Parliament will be required to create HECI and the related verticals, but there are currently no signs that such a bill is close to being ready.

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To attain the freedom offered by NEP 2020, numerous other laws will also need to be modified at the federal and state levels. These include the laws governing the many kinds of universities as well as those that specify the functions of the numerous professional bodies, like the Council of Architecture, the Pharmacy Council of India, and others. Many of the latter have taken on regulatory functions over time, resulting in institutions having to comply with various, frequently competing sets of regulations. The councils will probably need a lot of convincing to comply with NEP 2020's requirement that they forego regulation and limit themselves to setting standards for the curriculum, outcomes, and ethics of their various disciplines. In a radical move, the Bar Council of India (BCI) has decided to regulate all facets of legal education, including post-graduate, doctorate, executive, clinical, and vocational education, starting in January 2021. The majority of issues are unrelated to BCI's legal obligation to recognise advocates' enrollment qualifications. This self-empowerment also occurs at a time when the majority of law students are beginning careers in fields like corporate law, international commerce and finance, and international arbitration, among others, before they are admitted to the bar. Since it prevents multidisciplinary HEIs from fully benefiting from the proposed new regulatory architecture, NEP 2020's decision to depart from the draught NEP 2019's vision and exclude medical and legal education from the proposed new regulatory architecture may need to be reconsidered in the future. Learning in vernacular language has always been an impediment to the Indian education system, as there is always a divide between the haves and have-nots. To address this issue, NEP 2020 has prioritised the delivery of classes/lectures in regional languages.

The Ministry of Education has announced the draught suggestions for the fifth revised version of the National Curriculum Framework, which was produced in light of the National Education Policy 2020 goal. The proposed revisions in the drafted National Curriculum Framework 2023 might have a significant impact on how children learn in India, from Class 1 to Class 12. The National Curriculum Framework 2023 is a topic that has acquired traction among educationists.

The ability of the accrediting framework to certify all HEIs at least once every five years is a key component of NEP 2020's recommendation to gradually grant autonomy to all colleges and universities. Due to the difficulty of the task and the urgency with which it must be completed, this need presents a significant implementation problem. A plan for swiftly modernising the accreditation system must be included in the HECI bill and its implementation strategy. There is no evidence in the public domain that work on this important task has started as urgently as is required.

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UGC, the current regulator and financing organization, has started making big adjustments to assist the NEP. The Academic Bank of Credits (ABC), however only for a few universities, has been launched to allow students to accrue credits and acquire different degrees over time. Credit accumulation is likely to be helpful for low-income students,

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especially women, who are frequently forced to drop out for social and economic reasons. The ABC will assist youth and adult lifelong learning, which is crucial in a technologically rapidly changing environment. It will also support student mobility among HEIs. Other UGC initiatives include, among others, rules for multiple exits and numerous entries in HEIs, degree programmes with embedded apprenticeships, and recommendations for the globalisation of higher education.

It could be worthwhile to create a Programme of Action (PoA) for NEP 2020 in order to assist quicker implementation, much as the 1986 policy was accompanied by a 1992 PoA. Overall, HEIs and all other stakeholders tried and understood the policy's spirit in 2021, and they made their own implementation plans in the spirit of the policy. As we anticipate many of the transformational events that will be on the horizon in 2022, the year comes to a thrilling conclusion.

The University Grants Commission has begun implementing initiatives to Internationalize higher education in India in response to the recommendations of the National Policy on Education. Foreign universities will now be able to establish campuses in India. For the creation and operation of international universities in India, the University Grants Commission has published a draught titled 'creation and Operation of Campuses of international Higher Educational universities in India-2023'. As a result, there will be a major shift in higher education in India, as well as a revolution in higher education and international relations.

Under the aegis of the National Council for Teacher Education (NCTE), open house discussions on the draft National Professional Standards for Teachers have been held in universities across the country in which educationists, subject experts, educationists, policy makers, school principals, There has been active participation and brainstorming by representatives of private school management, government and private school teachers. This includes the need for 360 degree evaluation of school teachers and promotion of teachers based on their performance rather than their tenure or seniority. The National Professional Standards for Teachers focuses on the preparation, practice and performance of teachers based on a range of experience. It also mentions the annual evaluation of teachers in each school to be conducted by NCTE. It recommends that teachers undergo continuous skill up gradation and 50 hours of compulsory professional skill up gradation in a year, NPST According to the draft policy, a teacher's career will be divided into four stages according to their seniority – *Pragammi Shikshak*", "*Praveen Shikshak*", "*Kushal Shikshak*" and "*Pramukh Shikshak*" according to their seniority. An entry-level teacher From, as per the draft manual, there is an opportunity to demonstrate basic levels of teaching knowledge and grow in their career to reach the next level. However, it is important to note that a draught of the National Curriculum framework for Teacher Education has not been released yet. Despite this, the National Testing Agency has initiated the application process for admission into the 4-year integrated B.Ed. programme(ITEP). It is perplexing to consider that the curriculum for B.Ed. has not been established yet, yet the admission process has already commenced.

National Education Policy (NEP) 2020 will be a welcome move in the direction of implementing quality education effectively. Through the transformation of elementary and higher education, it offers chances for lifelong learning and skill growth. The NEP also emphasises pedagogical innovation and research to enhance outcome-based learning. Early education was entirely content-based, with minimal emphasis placed on practical

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components. The transition from content-based to outcome-based learning will be made possible by the NEP. To improve the viability and efficiency of the new education policy 2020, the various pedagogies will embrace teaching practices.

National Education Policy 2020, which was put forth last year, has not yet been put into action. The attempt to modernize and revitalize the Indian educational system is a bold one. No matter how appealing this may seem, the actual implementation of any policy is crucial. A policy can become a big success with effective execution, or it can become a huge disaster with poor implementation. This article talks about the problems and difficulties in implementing NEP 2020. The most crucial three elements, infrastructure, money, and a well-thought-out plan strategy, are still lacking in practise. This review study has covered a lot of different factors, many of which are true in their own right. It is very vital to highlight the examination of the positives and negatives. The NEP 2020 may appear appealing on paper, but in practise it is considerably more difficult to implement. The way this new educational approach is put into practise will determine its effectiveness. India has the youngest population of any nation, thus it is safe to say that giving these children access to high-quality educational opportunities will be crucial to India's future. In order to exercise their right to education and to receive high-quality education that is appropriate for their needs and skills, everyone in democratic countries should have access to equal opportunities. But inclusiveness should also be a goal of quality education. Public authorities are required to provide quality education in this regard for persons who are unable to participate in mainstream educational programmes for a variety of reasons, ranging from limited language competence to severe physical or mental disabilities.

#### **CONCLUSION**

In conclusion, the implementation of the National Education Policy (NEP) represents a significant stride towards effecting the transformative reforms required in the Indian Education System, as evidenced by the strategic allocation of resources. A three-year timeframe is relatively brief for the assessment of any policy, and considering the New Education Policy (NEP), there lies an extensive journey ahead. The policy aims to revolutionize the landscape of education, and we are currently in the initial stages of its implementation. There is immense scope for continuous development in education and education policies! The National Education Policy 2020 to enhance the quality of education and boost employability is progressing encouragingly, implementation initiatives have started with great enthusiasm! Educational institutions have the opportunity to collaborate closely with direct industries. Points like engaging in research work and exploring online opportunities and courses are being taken seriously! The foundation of the National Education Policy is built on these points, which provide a promising framework for positive change. I believe that by providing education to the new generation, we can empower them with the necessary skills to secure employment opportunities. In the light of changing national development goals and societal needs, the objectives of education, curriculum content and process are being revitalized using available resources. I hope that the benefits of this change will reach every section of the society. National Education Policy 2020 will undoubtedly prove to be an important milestone in this positive direction.

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#### ***Conflict of Interest***

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