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Abstract

Recently, the Government of India launched the National Education Policy (NEP) 2020 approved by Union Cabinet of India on 29th July, 2020. The new policy that aims to transform India by 2030 replaces the National Policy on Education (1986). The present paper is the review of the NEP 2020

Key words:

When the future of the country is nourished and nurtured in the four walls of classrooms, how can one develop if the future of the country is supposed to sit for five to six hours in the over-crowded classes of the schools with rigid structure? This rigid structure includes the fixed timetable; stress on course completion; lack of novel teaching techniques, approaches and methods; stress on convergent thinking depriving the child of divergent thinking; lack of motivation and discussion which kills creativity and innovation etc. In fact these are the reasons that turns the classes suffocating and uninteresting for the students, the impact of which is observed in the society. Here, it doesn't mean that the teacher is a culprit. In fact whereby it is difficult for parents to handle one or two children at home it's really something out of box to think of getting worthy and tangible output of the teachers teaching a class of 50 to 80 students within 40-45 minutes. Education has always been at the core for any society, state and country because education reflects its development. As is the education, so will be the development of the society in any aspect whether science, technology, social, mental, moral, emotional, ethical, spiritual or economic development. Even in 21st century, when there is knowledge explosion, our education chiefly depends upon textbooks. The same textbooks that should serve the potential subjects have turned their master. It's not the problem of the lifeless textbooks which bears the potential to add to the life of the prospects but the problem of the system that failed to understand the utility and the limitations of the text books. Whatever it is, the fact is that the textbooks are the mirror of the development of that society. Look at any textbook and you can gauge the development of that society. Thus education turns an invincible weapon. Infact it is a key to unlock any door. To add to the education and the nation, the government came up with the National Education Policy (NEP). Not restricting only to the NEP even the marketing of NEP was astonishing and the government successfully came up with a new address, in a new dress that is claimed to satisfy the aspirations of the society which shall be proven with passage of time.

No education can work on its own as a single entity. The students, teachers, curriculum and evaluation are considered to be the pillars of the society and thus each of them needs to be addressed in the NEP. No doubt the NEP turns new with respect to the addition of the new concepts, terms and words but it remains to check if it adds to what the potential prospects are applying today. No education policy could prove its worth if it fails to address the students, teachers and their needs and thus if NEP 2020 aims to satisfy the objectives of education, it is necessary to address

the potential prospects of education viz. the students and teachers and their needs. Education, in fact should not be restricted to these pillars rather should be extended to the society because it is this society that needs these young minds to transform itself and add to its development and thus any NEP should be based on the actual needs of the society. The output of the education is thus most important and couldn't be undermined.

The output of any policy depends upon the vision and mission and thus it becomes important to check the vision statement. At a glance, whereas the vision of the NEP claims of contribution to an equitable and vibrant knowledge society by high quality education and presents its rich and enthused goal, the same NEP is demarcating itself by declaring *Board exams will be made 'easier'* as well indicates to offer certificates at any level of education. This claim and demarcation of NEP certainly enables the country to be compared with the developed countries but noteworthy that the development of the developing countries indicate that quality education comes through rigorous efforts and whereby the country is suffering of unemployment of highly educated people, it is simply optimistic that these certificates may certainly add to the number of qualified and certified youths beyond quality education. Education cannot be effective unless, its vision stands to develop the thinking skill. Whereas the numbers of suicides are increasing, the crime rate is increasing, indiscipline is rupturing, values are vanishing, differences, unemployment and poverty is increasing and the autocracy is spearheading, the vision of NEP visualizes itself with distinctive features turning it unique and beyond quality as suggested by many people. Unemployment is the major problem of the country and the fact is that the education hardly adds to the practical experience required by the market which further remains to check if the vision of NEP and its application enables the prospects with the ability to enable its prospect earn their bread and butter.

The NEP adds to itself with *new pedagogical and curricular structure of school education (5+3+3+4): 3 years in Anganwadi/pre-school and 12 years in school*. With this it ensures compulsion for the parents to admit their child in a pre-school at the age of three. Hereby this structure will enable opportunity to those children also whose hard working and enthusiastic parents once enjoyed the liberty to teach their child with the play way techniques and admit their child directly in class 1. Maybe the NEP undermined inculcating values and discipline till 10 years of age but it boasts of liberal education and turns equality for all by insisting on admitting a child at the age of three. This is likely to add to the revenue of the government as well add to the formal structure without any relaxation.

The best part of the NEP lies with existence, inclusion and explanation of liberal education but where the mindset of the society (parents of students and even teachers) is inclined towards medical and engineering, it remains to see if students will accept or it adds to the problems of the parents and their ward. Again, the NEP adds to itself and thus boasts that anyone can learn anything of their choice but with the limited infrastructure, instructional facility and lack of human resources; its worth remains questionable. In the densely populated cities, where the schools don't even have a

parking place, it's beyond imagination to think of a playground. Again, the attraction of NEP comes with celebration of *bagless days* but only if the poor infrastructure without playgrounds, library and laboratories doesn't turn it a daydream.

The NEP turns special when it talks about the Municipality/government schools where still it remains to check if those students and their career are at risk. With this special feature and association of schools, the NEP has added new terms to add to itself but it remains on the management, schools and teachers to find ways and measures to add value to the schools having less than 30% results in board. With the basis of Gandhian philosophy of selfless action, although the idea of association and support of schools sounds good but looking to the human instinct in this modern era, it seems strange to think of any institute to help other institutions especially with the same infrastructure, instructional facility and human resources. Whereas with the craze for medical and engineering, even the good and reputed schools run short of students and the spurring craze for highly charged classes keeps them flooded with students, the NEP remains to assure about the ways to add to the presence of the students in the schools and colleges.

In last ten years, multidisciplinary education has spurred and the NEP establishes it in black and white by suggesting that multidisciplinary education is to be promoted which is the most special feature of NEP. This can be pretty attractive only with the job prospects, absorption of the candidate etc. especially when most of the job advertisements are rigid with the requirement of specialization. With this feature, its noteworthy that most of the institutions that didn't even count the teaching experience earned in different faculty will now have to frame new rules and regulations to accept it. Apart of these many issues related to the need of the society will have to be addressed now.

It won't be an exaggeration to assert that not only the marketing of NEP but even the NEP is pretty good, attractive, likely to add to the government revenue and turn the education more formal and structured. Maybe for some people, at a glance the six years efforts seem to be the same skeleton with a minor plastic surgery or an old lady in a new dress with a veil on her face but the fact is if the NEP is driven with strong efforts, appropriate support, and placements it is likely to change the face of the society. With the restructuring of the stages of education, it may seem as if the old wine in new bottle but the fact is not the same. It may work as a booster if appropriate placements are available. With the addition of liberal education, it is special but looking to the existing system and the mindset of the society, it is just uncertain to say, if it will work. Thus, there are opportunities of social change, reforms and transformation of the society. The NEP framed after 36 years with the efforts of the indigenous people for 6 years could prove to cater and carve the human resources, if the government is able to create equal number of jobs and employment. The NEP promotes the structure as well infrastructure and instructional facility but it can add to itself and its beauty if it is capable to care for the human resources which are the heart of education. For it is the fact that education can progress only with understanding of the importance of human resources. With practical experience to the students through

compulsory internship in the area or faculty of their graduation or post-graduation, NEP could have added to its potential to increase the chances of an individual for appropriate selection of job as well could have benefitted the employer to select appropriate candidate. Maybe the NEP remains to present it but still it presents many aspects of education and the fact remains that only if the needs of teachers, students and society are addressed then the educational policy would serve the country. Education can be successful only if it adds to the novel thinking and application of learned theories. It's pity that merit base selection of the system turned the society as a mark oriented society that strives more towards knowledge than for application of that knowledge which affects the creativity and innovation adversely. Hope the NEP is able to cope up with these delimitations of society.