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National Education Policy 2020: Role of UGC-HRDC

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Abstract: ***The world is experiencing significant developments in the knowledge landscape and the pursuit of knowledge, wisdom, and truth is always considered in Indian thought as the highest human goal. India has always believed and utilized education as the single most important instrument for its transformation into a vibrant knowledge society and has come up with a new policy for education National Education Policy (NEP) 2020 which aims at sustainable development of each individual and places a welcome emphasis on a comprehensive, learner centered, adaptable system that seeks to transform vibrant India. The important goal is to bring encourage children to come to school without any hesitation and reduce dropouts which can be achieved with reduction in the burdensome syllabus, focus on vocational education both at Undergraduate and Post graduate level eliminating rigid barriers of streams/specializations and environmental education resulting in empowered students who have the opportunity to choose the subjects they wish to learn. This paper highlights the key features of this policy and shares my experience gained at University Grants Commission-Human Resource Development Centre (UGC-HRDC), Jodhpur in implementing this blueprint at root level.***

Keywords: Knowledge, Transformation, NEP, Comprehensive, Empowered, UGC-HRDC

I. INTRODUCTION

Like the culture and traditions of India, the system of education also has a rich history of its own and is meant to prepare an individual for life, equip him physically, logically, spirit fully and spiritually to confront with the challenges of life with confidence, courage, making the right judgment, and enriching their frame of reference. A temple of learning can be defined as a place where every child feels appreciated, nurtured, safe and a stimulating learning environment exists, in which a wide range of learning occurrence are offered, and where good physical framework and appropriate resources of learning are available to all students equally. World-class institutions of ancient India set the highest standards of Interdisciplinary learning by creating new knowledge through research and to continue this legacy NEP 2020 is an extensive roadmap to design the development of education in the country and it replaces the 1986 NEP, which was in place for 34 years.

II. OBJECTIVES

This National Education Policy 2020 aims to address the many growing developmental imperatives of our country and proposes the modification and remodelling of all aspects of the education structure, including its administration and organisational structure, to create a new system that is aligned with the progressive goals while building upon India's heritage and value systems. The objectives of this study is to highlight growing developmental and sustainable imperatives of our country's education system through NEP 2020, which would bring a new wave of reforms and structural changes in the students way of learning and teachers way of teaching and also to consider the importance of centre's like University Grants Commission-Human Resource Development which may play an important role in surpassing the future challenges faced by teachers/faculties/specially trained instructors.

III.PRINCIPAL POLICIES OF NEP 2020

NEP 2020 ensures universal access to all levels of schooling from pre-primary to Grade 12 resulting in ultimate target of maximum gross enrollment ratio. *There would be a continuous interaction between the trained teachers, counsellors with the students and their parents for their continued attendance and overall growth* **[1]**.

The policy emphasis on:

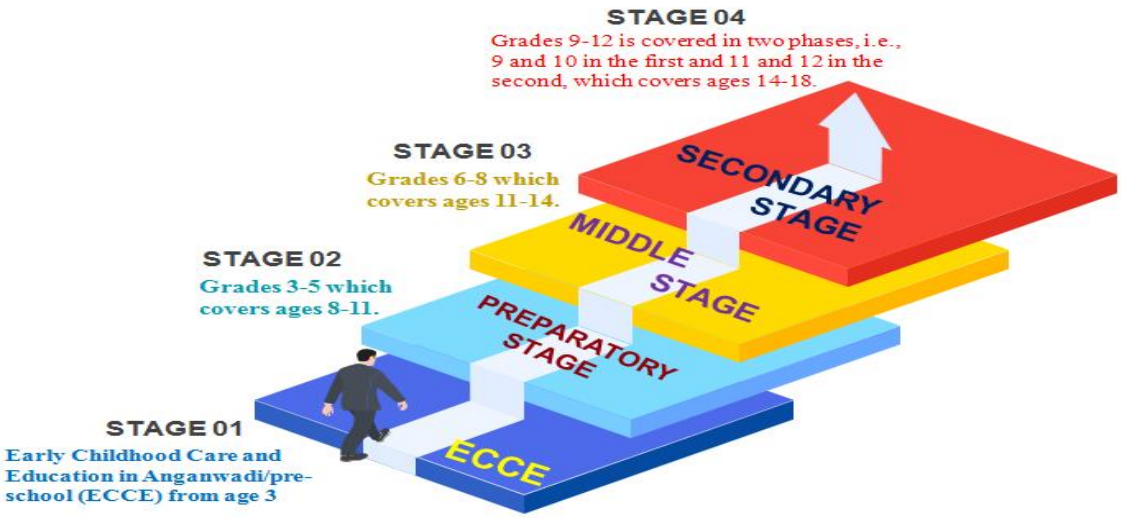
1) To acknowledge, identifying and encourage the unique capabilities of each leaner correspondingly sensitizing teachers as well as parents to promote each student's integrated development in both academic and non-academic spheres.
2) Inter-disciplinary and a integrated education across the sciences, social sciences, arts, humanities and sports to ensure the unity and integrity of all knowledge in the leaner and opening up Indian education for global Institutions.
3) Implementation of technology and vocational training will be encouraged & supported.

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4) Promoting multi-linguistic and the power of language in teaching and learning.
5) Replacing the UGC and AICTE with one umbrella institution, the Higher Education Commission of India (HECI).
6) Faculties and teachers form the basis of transforming India and are at the heart of the learning process.
7) Adjustability is introduced in the process of learning, so that leaner's had the ability to choose their direction of learning and courses by choosing their own paths in life according to their talents and interests.

A. Part I – School education

The New Education Policy 2020 which will replace the existing **10+2** School System with a new **5+3+3+4** School System and emphasizes on access, affordability, equity, quality, responsibility & generalization of Early Childhood Care Education. Along this the age group for the Right to Education (RTE) has now been upgraded from 3 to 18 years (earlier 14 years). I have depicted the age-wise and class-wise breakdown of the 5+3+3+4 curricular and pedagogical structure of New Education Policy 2020 in below Info graphics.



B. Part II – Higher education

In these programs the learners would be inclined towards a more holistic and multidisciplinary education be it professional, technical, vocational streams. Their duration will be of 3/4 years duration with multiple exit options in built and with appropriate certification in any discipline/field. The ultimate purpose is to create good, thoughtful, well rounded and creative individuals who may be allowed to study one or more specialized area in depth and to also to establish a National Research Foundation for catalysing research and academic quality in the country. As per the new framework the international students shall also be facilitated to take admission in Indian Universities and simultaneously top foreign universities will also be permitted to operate in India, by executing special legislative structure. Various new multidisciplinary programmes will be started and the M.Phil. Programme has been discontinued.

C. Part III- Implementation part

For execution of NEP2020 various administrative and structure reforms have been introduced like: Strengthening Central Advisory Board of Education, Re-designation of Ministry of Human Resource and Development as Ministry of Education and Financial/infrastructural support.

D. Part IV- Life Long Learning

The policy proposes lifelong learning and research to avoid human beings becoming extinct in terms of knowledge, skills, and experience. It is expected that education and research at any stage of life to lead an enjoyable life and further provide maturity for satisfaction in life.

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IV. ROLE OF TEACHERS/FACULTIES

In my view education is basically art of orientation and a good teacher can inspire hope, ignite the imagination, and instil a love of learning and hence it is important to have teacher/faculties/specially trained instructors are at the heart of the NEP 2020 as they are the building block of new vibrant society and we must ensure everything to empower them to do their job as effectively as possible. In an effective learning environment, students should not only know what they are doing, they should also know why and how and instructors should be aware and sensitive about the matter that a number of children they are teaching would be the very first generation in their families to attend school and learning this is very critical because of the high dropout rates in rural India. If teachers are able to make students more comfortable at schools and make them feel like second home where they are safe to make mistakes and fail it would in return improve their learning capabilities and would increase gross enrollment rate. Teachers should identify and foster unique capabilities of each child and encourage them to holistic development in academics as well as co-curricular activities. To achieve all these measure be the main concern in the New Education Policy should be that the very best and brightest are to enter the teaching profession at all levels.

V. ROLE OF UGC-HRDC IN FACULTY DEVELOPMENT

As per the NEP 2020, the new teaching and learning methods will be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning and one of the major challenges will be ensuring the quality of teachers/faculties both at school level and graduation level. In order to achieve the above objectives, an initiative was already taken by University Grants Commission in the year 1986, by establishing Academic Staff Colleges currently known as UGC-HRDC, in different universities for building up quality and excellence among teachers community in higher education through imparting knowledge, updating teaching skills/technology periodically, promoting critical and innovative thinking , application of ICT. Keeping the changes that are unfolding in higher education, we at UGC-HRDC strive hard **[2]**:

1) Organized blended learning programmes like orientation programs and refresher courses for in-service teachers, with a focus on outcomes rather than the output, so that they may nurture themselves as designers with particular goals in mind.
2) Organized one week programme on a theme based topics like Academic leadership, Technology Enhanced Learning, Disaster Management, Gender Sensitization, IPR, Social Connect Programme and Learning Outcome Based Education including evaluation.
3) Encouraged teachers to develop in-house education-technology incubators that help entrepreneurial start-ups get off the ground by providing them with research, mentorship and connections and linking them to capital and to participate in seminars, symposia, workshops, etc.

In current situation these training centre's may play a pivot role in training the newly as well as in-service teachers/faculties to empower the vision and expectation of higher education towards the future of learning by periodically organizing subject-specific and inter-disciplinary sessions. *Refresher Courses, Orientation Programmes, In-service training conducted at UGC-HRDC, Jodhpur* helped faculties to get a holistic vision and enhance their teaching competencies by making them understand their roles and responsibilities.

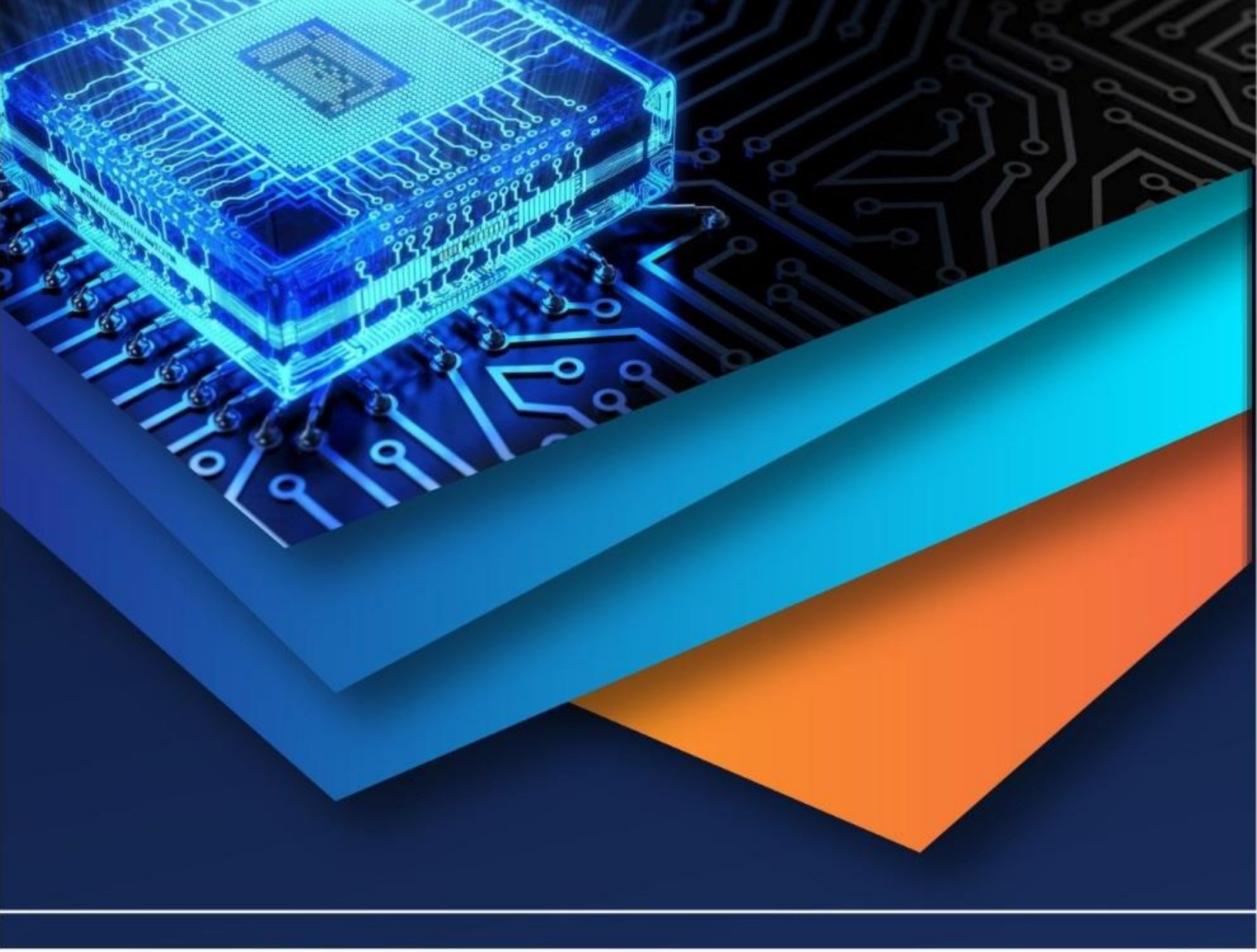
VI. CONCLUSION

In every epoch of humankind, knowledge represents the sum of what is created by all previous generations, to which the present generation adds its own and as per my experience at UGC-HRDC, Jodhpur for successful implementation of this truly visionary and comprehensive New Education Policy 2020, first and foremost the faculty/teacher/instructor should be motivated and empowered in every aspect as their efforts create an engaging, passionate and inspiring human being and no stone should be left unturned in this national rebuilding project. The role of these centres may be expanded in holistic manner to shape and drive the 21st century education.

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