



Review Paper

An effort to make Atmanirbhar Bharat mission through National Education Policy – 2020

Naveenkumar G Tippa* and Sangeetha R Mane

Department of Studies and Research in Social Work, Karnatak University, Dharwad, India
naveenkumartippa@gmail.com

Available online at: www.isca.in, www.isca.me

Received 12th December 2022, revised 10th July 2023, accepted 14th July 2023

Abstract

The Hindi word Atmanirbhar means self-reliance, and in 1998, PM Atal Bihari Vajpayee used the term "Atmanirbhar" for the first time. The word Atmanirbhar in itself says that one has to be independent and self-reliant in all dimensions. The mission aims to prepare India for the global market, promote manpower skills and reduce dependence on other countries. Therefore, in 2020, the Government of India has taken a big step in the arena of education and has implemented the New Education Policy-2020. This policy is a milestone among all previous education policies as it suggests directional change from schools to higher educational level. With the motto of expansion and excellence emphasizes on skilling with the principle which is a visionary and futuristic step, and the policy suggests a radical reform of the educational structure so that the students are prepared to meet the new challenges. It also helps students to improve their skills and build well-rounded professional personalities to make India a developed, digital and self-reliant country. In this paper the researcher analysed the efforts of Atmanirbhar Bharat Mission in the new education policy 2020.

Keywords: Atmanirbhar Bharat, Education, Reforms and National Education Policy-2020.

Introduction

India is going to be self-sustaining in all dimensions of functioning like economic, social, environmental, political, cultural and educational. The Indian government has initiated innovations in mission mode in all operational areas of the country and the structure of Atmanirbhar Bharat standing on 05 basic pillars viz., Economy, infrastructure, system, demographics and demand of these 5 pillars, India's dynamic demographics and educated human resources/skilled manpower provides the backbone to support the ambitious mission of self-employment. Centuries ago, India was having the best educational institutes in the form of Nalanda, Taksha Shila noted as Taxila and so on then it was an original destination for international education. NEP-2020 prepared by a committee, headed by scientist Kasturi Rangan, encompasses a vision to transform India to emerge as the Vishwa Guru in education. The NEP can be a milestone on the road to India's independence the vision of quality education and excellence in higher education can be achieved with the principles of andragogy and heutagogy¹.

The NEP-2020 aims to increase the learning beyond the structure of four walls of the expanded classrooms, encourage pupils to need of the learning from their real-world experiences. Since, education is the basis of national economy and social progress, each country shall have a clearly defined, well-planned, and progressive education policy depending on their customs and cultures, different countries has different curricula.

Nearly, after three decades, the last significant policy adjustment in India at 1986. Recently, the Government of India took a serious step by proposing reforms in new education, there are central thematic developments are expected in the NEP-2020. First, an attempt is formed to move from content-based, memorization-based education to applicable of learning, second, to develop a 360-degree assessment approach that takes into account the intellectual, physical, and spiritual well-being of the students and additionally, the policy aimed to teach experiential learning through the development of professional skills, quantitative thinking, and twenty-first-century skills such as data science and coding. The main purpose is to organize Indian students to become true citizens of the world, and to become capable for their future life².

The NEP policy replaces the previous education policy and suggested modification appears mandatory because the previous policy was older and has a plenty of limitations compared to new policy. The gap between the current state of learning outcomes and the demands of the global labor market should be bridged by comprehensive reforms that bring the highest quality, equity and integrity of the system from early childhood to higher education. It proposes to form Multi-Disciplinary Educational and Research Universities and emphasis is being laid on research and innovation and envisions changing the face of education in the country with a special focus on higher education. The world rankings for universities and institutes of excellence and turning the country because a destination for international education is also the objectives of the NEP-2020³.

Indian v/s Western Education System

Every country has its own education policy. No other country uses the same format (5+3+3+4) that India has adopted. The four-level format is also followed by developed countries such as Great Britain, Israel, Finland and Japan. However, the number of years spent in each stage is quite different from NEP. Also, the duration of basic education is not comparable to the education systems of these countries. Therefore, Rhoades analyzes American higher education in the context of a consumer society. Its main features compared to the European system are market-oriented and open (based on student demand) and the undeniable fact that federal or state governments are not involved in the management of higher education. Many private universities receive significant public funding, but their operations are largely driven by consumer and economic decisions, not political parties.

There are probably few Western countries where higher education is wholly organized in state institutions, rather than the formal function of universities, where each institution conducts research as a matter of principle and provides education on that basis at all undergraduate and postgraduate level are supposed to run⁴. Research plays a unique role in different European countries. Under the NEP, the Higher Education Commission of India (HECI) will be established as a single umbrella institution for all higher education except medical and legal education. The specific issues, available opportunities, challenges and further pathways to the trend of internationalization of Indian higher education have been extensively discussed⁵. Higher education is one of the fastest growing sectors of the Indian economy. The number of academics opting for international mobility programs in India is increasing day by day. As most higher education institutions in India do not have the appropriate state-of-the-art infrastructure and facilities to conduct world-class research, these students must select universities and academic centers of excellence around the world. Several institutions rely on UGC, MHRD, and various external funding agencies to build infrastructure such as buildings, classrooms, and laboratories. Even universities do not have sufficient infrastructure for education. Under these circumstances, public institutions of higher education have been hit hard⁶.

These qualities of international programs include study abroad programs, dual degree/master's programs, postgraduate programs, semester exchange programs, short-term internships or research projects, session programs, research programs, etc., and are mostly top study destinations for this student group in the United States, Canada, Australia and the United Kingdom. For several years, due to severely tightened immigration regulations, students are currently choosing universities mainly based in Germany, Singapore, New Zealand, Ireland, Italy, China, France and the United Arab Emirates and Bulgaria. Therefore, as mentioned above, international liquidity tends to increase continuously.

New education policy 2020 and Atmanirbhar Bharat

India is one of the most young countries in the world. With 62 % of the population aged between 15 and 59, it is also considered to be the next economic superpower. Furthermore, it was believed that the need of the hour was to capitalize on the demographic bonus by imparting skills through education and creating employability. As per Shettar 'Make in India' program shows extraordinary adjustment in different areas like aeronautics, vehicles, and biotechnology. Numerous scientists attempted to address that Foreign Direct Investment and nonstop expansion in interest in Innovative work will help in creating business and this is the main schooling strategy of the 21st-century new approach that is outlined for 'Aatmanirbhar' Bharat⁷.

The NEP-2020 and the National Research Foundation (NRF) will further strengthen the Centers of Excellence of Indian Educational Institutions, imparting competencies, integrating interdisciplinary institutions with technology at all levels of learning, social and economic Develop a culture that engages Socially and Economically disadvantaged groups (SEDGs), Gender Inclusion Funds, Special School Districts for Disadvantaged Areas and Groups, Innovation, Access, Equity, Quality, Affordability, Universal Access, and Registration and Accountability are the themes of national education policy. It is holistic, flexible and interdisciplinary, in line with UNESCO's 21st Century Competence and Knowledge Society Manifesto⁸.

Development of every country is dependent on research and innovation and the expertise it offers in various fields. Now is the time for universities to leveraging the NEP-2020 encourage the young researchers to invent patents that offer greater opportunities at the global level. In academics professional bodies and research need to work together to promote research, development and innovation. It is essential that Atmanirbhar Bharat is based on how the country promotes science, technology and meets its own requirements in various sectors and reduces dependence on other countries and thereby saves huge import bills. For that reason the NEP-2020 has laid a greater focus on research and innovation to encourage indigenous technologies and come up with indigenous solutions to our need.

The Central Government has envisioned transforming India as the five Trillion Dollar Economy and a Global Economic Power House by 2024-25. In order to achieve this vision into reality, educational institutes must become vibrant and implement contemporary approaches on academics and research. Hence, the govt. has decided to set up the National research Foundation (NRF) as an independent body envisaged under the New Education Policy 2020. It can take care of funding, mentoring, and building the standard of research in India⁹.

According to the Global Data, Indian e-Commerce business is estimated to reach a massive size of 120 Billion Dollars by 2025. This is the most happening sector in Commerce. The e-Commerce area is throwing open employment opportunities in good numbers in our country. The e-commerce is witnessing massive expansion and people are buying food, groceries, medicines, electronic gadgets, clothes, even vegetables and everything through e-Commerce. This is set to witness even greater massive growth in the days to come. In order to revive the country's glory as the hub of international education, the NEP-2020 proposes greater autonomy and flexibility and emphasized on the vocational, skill based, practical-oriented learning. As our country is witnessing unprecedented all-round development in many sectors, the world is looking at India for its talent pool of youth. Our educational institutions must focus on improving the employability skills and entrepreneurial skill. In terms of the market size too; India is fast emerging as global market with massive expansion and even greater potential as the market at the global level. Various reports by the International Monetary Fund and other agencies project India to emerge as the World's 3rd Largest Consumer Market. Hence, the educational institutes need to produce Job-Creators instead of the Job-Seekers as mandated by the NEP-2020. If it is to be realized all these potentials, the education sector must unlock and expand. There must be equitable growth, and emphasis must be on inclusive growth and employability skills for the future workforce. Promotion of excellence in higher educational institutes and creating bench marks in research and innovation need to be taken up on a priority basis as suggested by the NEP-2020. Educational institutes need to impart the best possible skills and offer training to the students so as to create the future leaders in their respective fields. In higher education the internationalization of the Quality Assessment policies can create knowledge-based economies, citizens, and countries. Knowledge-based economies, countries stand at high in providing sustainable employment opportunities, with world-class living standards¹⁰.

According to the Global Innovation Index 2020 and report realised by the Confederation of Indian Industry (CII) and the World Intellectual Property organization (WIPO) India ranks 48th under Lower middle Income Economies on GII most innovative countries from India's rank in GII is 81 six years back and NRF can improve the status of Indian Institute of Technology Bombay, IIT Delhi and Indian Institute of Science Bengaluru and other institution in terms innovation¹¹.

The Experts view on New Education Policy

Dr Anuja, Assistant Professor, JNU – author in the Article NEP 2020: making education more inclusive gives a holistic view of NEP is a frame work to guide the development of education in the country author suppose that GER, Equity and Inclusion through curriculum, pedagogy, different languages, community participation, government policy and Schemes, ECCE, skill courses and vocational courses, inclusion of Graduation analysis

and Exclusion of M. Phil. Multidisciplinary university settings. The NEP inculcate knowledge integrated Indian Culture and Ethos¹².

Panwar Explored the new term Socio-economically Disadvantaged Groups (SEDGs) also Special Education Zones (SEZs), strategy additionally distinguishes explicit topographical areas as Aspirational Districts. The school advanced /cluster goal is higher resource efficiency and more effective functioning, coordination, leadership, governance and management of schools within the cluster; the redesign curriculum and pedagogy to be strongly rooted ancient ways in which of learning. The stories, arts, games, sports, examples, problems, etc, will be chosen from the Indian and local geographic context, as much as possible. Other measures include setting up of rural libraries and reading rooms in disadvantaged regions the world education development agenda reflected in the Goal four (SDG4) of the 2030 Agenda for sustainable Development, adopted by India in 2015, seeks to “ensure inclusive and equitable quality education and help in lifelong learning opportunities for all”¹³.

Dr. Gurjar explored the progressive and uplifting changes in the education system, focuses on higher education in particular to bring about the much needed changes. Real-world application-orientated education in science, technology, engineering and mathematics (STEM), Multidisciplinary Education and Research Universities, a Single Regulator for Higher Education to empower and increase the competition of college students. Academic Bank of Credit (ABC) and International universities offer the economic support to individual college students through a National Fund created especially for offering scholarships, developing resources and facilities for college students. Unique features of NEP 2020, is the NRF and NETF. The education system is being transformed for preparing the students for the social, economic and environmental challenges of the 21st century. The goal is to provide learners a suitable environment for promoting creativity and innovation. The National Education Policy (MHRD, 2020) document also mentions that higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy¹⁴.

Conclusion

The NEP is an urgently needed and very important step in the transformation of the Indian education system. Most people accepted the government's decision and welcomed NEP 2020, assuming that the system was good if it delivered the prescribed results. It is a vision document that has the potential to transform the education sector. Students will become more independent, they will become more responsible citizens, they will have more time to pursue their passion, and they will build their own start-ups, and help towards creating a Atmanirbhar Bharat. To achieve this goal, educational institutions have to try to redesign their curriculum and implement NEP effectively in

their respective institutions for the betterment of the future of the students¹⁵.

References

1. Chattopadhyay, S. (2020). National Education Policy, 2020. *Economic & Political Weekly*, 55(46), 23.
2. Education Today (2020). How to implement National Education Policy 2020. *India Today*. Retrieved from <https://www.indiatoday.in/education-today/featurephilia/story/how-to-implement-national-education-policy-2020-1751335-2020-12-20>
3. Jyothi, M. N. (2021). National Education Policy-2020: A New Roadmap for Future of Higher Education in India. *Zeichen Journal*, 7, 11-13.
4. Kivinen, O., & Rinne, R. (1991). Changing higher-education policy Three Western models. *Prospects*, 21(3), 421-429.
5. Sunder, M. V. (2014). Quality excellence in higher education system through Six Sigma: student team engagement model. *International Journal of Six Sigma and Competitive Advantage*, 8(3-4), 247-256.
6. Nigam, D., Ganesh, M. P., & Rana, S. (2020). Review of the expansion of higher education in India: Cardinal concerns in the traverse. *Journal of Critical Reviews*, 7(2), 97-102.
7. Shettar, R. M. (2017). Impact of make in India campaign: a global perspective. *Journal of Research in Business and Management*, 5(2), 1-6.
8. Mahesh, K. M., & Shruthi, M. S., (2021). A Study On national Policy On Education (Nep)-2020 and National Research Foundation (Nrf) is the game-changer for the education quality up grading and inclusion program (equip) to develop a culture of research in the country for economic growth. *Sambodhi*, 44 (1), 7-16.
9. Panditrao, M. M. & Panditrao, M. (2020). National Education Policy 2020: What is in it for a student, a parent, a teacher, or us, as a Higher Education Institution/ University?. *Journal of Medical Sciences & Research*, 8(2), 1-10.
10. Bhandari, R., & Chakravaram, V. (2022). Internationalization of quality assurance in Indian higher education system. *The Empirical Economics Letters*, 19, 103-116.
11. Dutta, S., Lanvin, B., & Wunsch-Vincent, S. (Eds.). (2020). Global innovation index 2020. Johnson Cornell University.
12. Anuja, D. (2020). NEP 2020: Making education more inclusive. *The Times of India*.
13. Panwar, M., (2020). NEP -2020 Envisages Inclusive and Equitable Quality Education For Rural India. 22 August, 2020.
14. NEP 2020 (2020). New education Policy to revamp the education System of 21st Century. *India Today*. 2020 August 15.
15. Naidu, M, J. (2020). The New Education Policy 2020 is set to be a landmark in India's history of education. *The Times of India-Blogs*.