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## Features of New Educational Policy At Present 2022

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### Introduction

The concern for the improvement of education had been at the top of India's development agenda since independence. Several commissions were appointed by the government of India from time to time to formulate policies and programmes required to enhance access to and participation in education and improve quality of education.

The Resolution on National Policy on Education (1968) formulated on the basis of the recommendations of the Education Commission, laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and the development of science and technology, the cultivation of moral and social values, and a closer relation between education and the life of the people. The Resolution stressed the role of education in promoting national progress, a sense of common citizenship and culture, and in strengthening national integration.

The 42<sup>nd</sup> Constitutional Amendment in 1976 brought about a fundamental change by transferring education from the State List to the Concurrent List thereby recognizing the importance of the federal structure of our country and giving equal primacy to both the central and state governments as partners in furthering the educational goals in a cohesive manner. Any policy on education has to acknowledge the inter-sectoral and inter-ministerial nature of a holistic education process and the important role to be played by the states. New Education policy 2017 therefore recognizes the role to be played by the other national level policies such as, the National Policy on Early Childhood Care and Education (ECCE) adopted in 2013, National 2014 and numerous other State level policies.

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### Vision

Envisioning a credible and high-performing education system capable of ensuring inclusive quality education and lifelong learning opportunities for all and producing students/graduates equipped with the knowledge, skills, attitudes and values that are required to lead a productive life, participate in the country's development process, respond to the requirements of the fast-changing, ever-globalising, knowledge-based economy and society.

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### Mission

- Ensure equitable, inclusive and quality education and lifelong learning opportunities for all – children, youth, and adults – and to promote the realization the nation's human potential to its fullest, with equity and excellence.
- Ensure that school and higher education as well as adult education programmes inculcate an awareness among children, youth and adults of India's rich heritage, glorious past, great traditions and heterogeneous culture, and promote acquisition by the learners at all levels of values that promote responsible citizenship, peace, tolerance, secularism, national integration, social cohesion and mutual respect for all religions, as well as universal values that help develop global citizenship and sustainable development;
- Foster quality education with a strong focus on reforms relating to curricular, learning materials, pedagogic processes, learning assessment, teacher quality and performance, and institutional leadership and management with a view to enabling all students at all levels of education to attain the specified learning outcomes (knowledge, skills, attitudes and values) that are required to lead a productive life, participate in the country's development process and respond to the emerging global challenges;
- Promote acquisition by all learners of relevant skills, including technical and vocational skills, for work and entrepreneurship as well as skills and competencies that replace rote learning and allow them to be more creative and innovative, to think critically, to communicate effectively, to solve problems independently, and to be able to contribute to the national development process.

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### Goals and objectives

The overall goal is to foster quality and relevance of education and raise the credibility of India's education system, improve employability of the products of school and higher education system, ensure equitable access to education, from early childhood education to tertiary education, including technical and vocational education and training (TVET) as well as lifelong learning opportunities, and ensure that educational

opportunities are available to all segments of the society.

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## Objectives

- Expanding early childhood education services to ensure that all pre-school age children aged 4-5 years attain the learning and developmental readiness required for smooth transition to primary education, with particular attention to children belonging to disadvantaged population groups;
- The national education policy was approved on 29 July 2020 by the union cabinet of India. This policy brings positive change in the education of India. The main aim of launching the **National Education Policy 2022** is to remodel India's education policy.
- To Reduce curriculum content to enhance essential learning and critical thinking.
- Experiential learning-An engaged learning process whereby students "learn by doing" and reflecting on the experience.

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## Conclusion

The direction of the future education agenda is anchored in a lifelong and sector-wide perspective. The policy envisages broadening the scope of education to facilitate various pathways to learning depending on learners' choice and potential and in relation with skills required for the world of work while ensuring recognition and certification of learning modalities, including open and distance learning modes.

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## References

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