An Analytical Study of the National Education Policy 2020: Transformation, Issues and Challenges

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Abstract:

The National Education Policy 2020 (NEP2020) is embarked upon a vision of transforming the system to meet the needs of 21st century India. Education policies worldwide are increasingly being realigned to economic prosperity, vertical mobility, and social citizenship of the people. One of the fundamental principles of the NEP 2020 is "flexibility so that learners can choose their learning trajectories and programmes, and thereby choose their paths in life according to their talents and interests". Here, the NEP 2020 shows us the way, as It recommends an interdisciplinary structure of programmes. Integrative thinking is the need of the hour and our education policymakers may very well start with themselves in this journey.

There is an urgent need to re-examine our education policies at the regional level to provide an environment where individuals can utilize their education and training to gain employment, improve their living standards, and contribute to the social development of the area.

The paper suggested some measures to preserve quality education and promote the transformation of educators towards the changing nature of work.

Keywords: Flexibility, Transformation, Interdisciplinary, Mobility

Objectives:

1. To understand the contribution of the New Education Policy 2020 to the social development of Indian citizens.
2. To preserve quality education and promote the transformation of integrative thinkers.
3. To examine the issues and the way forward that link Education Policies to the wider challenges of the region

Methodology: The humble approach of this paper is a descriptive study based on secondary sources of data which are doctrinal in nature.

1. Introduction

With the introduction of the National Education Policy 2020 (NEP), a new era of transformation has begun. NEP has emerged as a game-changer, promising to bridge the educational divide and empower

students in remote areas. The primary objective is to bridge the gap between rural and urban areas by emphasizing access, equity, quality, affordability, and accountability. It gives utmost priority to recognising, identifying, and fostering unique capabilities to promote each student's holistic development. So, the goal is to nurture talent through critical thinking and problem-solving, and a strong emphasis on a more practical, hands-on, creative, and skill-based approach is the priority.[1]

The policy also envisages a wider and more intensive role for the use of technology for the purposes of improving teaching-learning and evaluation processes, teachers' professional development, enhancing educational access, streamlining educational planning, management, and administration, including processes related to admissions, attendance, assessments, etc. The role of education will also be to assist in raising awareness about the potential disruptive effects of technology and to address related issues.[2]

Further, the recent pandemic compelled us to be prepared with alternative modes of quality education, and blended learning is the future of the 21st century. The benefits of the availability of online education and existing digital platforms need to be optimised and expanded further to meet the current and future challenges of improving quality education for all. In this regard, it has become all the more relevant to invest in public digital infrastructure in the education sector that multiple stakeholders can use, keeping in view India's large-scale diversity, complexity, and device penetration.[3]

2. Historical Development

The first National Education Policy in 1968 was formed during the time of the Indira Gandhi Government. The second National Education Policy was 1986 and was formed during the Rajiv Gandhi Govt. It was modified in 1992 by P.V. Narsimha Rao Govt. Now after 34 years, the new National Education Policy 2020 (NEP2020) is coming to society. In the new Central Government of 2014, a new committee was formed on New Education Policy in 2015 under the chairmanship of T.S.R. Subramanian. The Report was submitted on 7th May 2016. The main objectives of the committee include - (i) To improve the quality of the Education, (ii) Credibility of Education, (iii) Addressing the gaps in implementation. Another New committee was formed and made up of 9 members and they drafted the National Education Policy in 2019 under the chairmanship of Dr. Krishnaswamy Kasturirangan.

a. National Policy on Education, 1986

Historically, since independence, various education policies have emphasized equality in education. Particularly, the National Policy on Education (NEP) 1986/1992 laid special emphasis on the removal of disparities. Education should be used as an agent of basic change in the status of women. It was envisaged that the policy would neutralize the accumulated distortions of the past through a well-conceived edge in favour of women. It would foster the development of new values through redesigned curricula, and textbooks, the training and orientation of teachers, decision-makers and administrators and the active involvement of educational institutions. The removal of women's illiteracy and obstacles inhibiting their access to, and retention, in elementary education will receive overriding priority, through the provision of special support services, setting of time targets and effective monitoring. The policy of non-discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent

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[1] Article by Purabi Pattanayak "Integrating Technology into Rural Education and Capacity Building of Teacher." Kurukshetra, November 2023, p.33.

[2] Id.

[3] Id.

technologies.[4] Following the policy directives of NPE, several States and National Education programmes like the Basic Education Programme, BEP, OBB, DPEP, SSA and RMSA. The Right to Children to Free and Compulsory Act, 2009 (RTE Act), was a key milestone for elementary education in the country.[5]

b. Challenges as per New Education Policy 2016

The inputs for NEP 2016 recognize that relatively higher gender gaps in youth and adult literacy rates remain a principal challenge. India continues to be characterized by a higher level of gender gap (8.2 percentage points) in youth literacy rate, with the youth literacy rates for male and female populations (age 15-24) in 2011 being 90 percent and 81.8 percent respectively. India also continues to be the country with a higher level of gender gap (19.5 percentage points) in adult literacy. It is clear that major efforts are needed to raise the literacy levels of girls and women.[6]

c. National Education Policy 2020

The NEP 2020 is embarked upon a vision of "transforming the system to meet the needs of 21st century India." More than two decades ago, UNESCO published a ground-breaking report *Learning The Treasure Within for the International Commission on Education for the Twenty-first Century[7],* chaired by Jacques Delors. It argued for an integrated vision for education and learning worldwide, which influenced our educational policies for many years. With free market economic reforms and the socio-economic transformation of the societies post-1990s, it is relevant to revisit the report and revisit the educational policies adopted. One of the prominent recommendations for the education sector was to underline the concept of 'learning to be', which emphasizes an individual's autonomy to grow in a specific direction of inherent interest, call it a passion, and achieve one's dream in life. Our policymakers in the north east region need to re-emphasize this point in coming years as it is also supported by the guidelines of NEP2020. One of the fundamental principles of the NEP 2020 is "flexibility so that learners can choose their learning trajectories and programmes, and thereby choose their paths in life according to their talents and interests."[8] Here the NEP 2020 shows the way as it recommends interdisciplinary structure of programmes.[9]

3. Initiatives undertaken by the Ministry of Education

Several initiatives have been undertaken by the Department of School Education and literacy towards nurturing the talent in rural India and strengthening the digital infrastructure and online learning facilities.[10]

Nurturing the talent of students

The NEP 2020 aims to focus on the holistic development and critical thinking of students. It promotes experiential learning, creativity, and problem-solving skills, enabling all students to develop a well-rounded personality, initiatives are given below:

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[4] National Policy on Education 1986(as modified in 1992)

[5] Yojana, September 2016, p.58.

[6] Some inputs for draft NEP 2016, MHRD

[7] Delors, J. (1996), "*Learning: the treasure within",*Paris: UNESCO Publishing.

[8] Article by Prof K M Baharul Islam, "*Educational Policy Interventions for the Region*", Yojana, July 2021, p. 34.

[9] Ibid, p. 33.

[10] Supra Note 2.

Pradhan Mantri Innovative Learning Programme-Dhruv has been started to identify and encourage talented children to enrich their skills and knowledge, gifted children are mentored and nurtured by renowned experts in different areas, so that they can reach their full potential. In this regard, a detailed guideline is under process, which will be aligned with the recommendations of NEP 2020.

- **Samagra Shiksha:** The centrally sponsored scheme has various interventions, like the establishment of Youth club and Eco clubs to showcase their innate talents and hone their skills. Also, activities like Kala Utsav, Rangotsav, Ek Bharat Shreshtha Bharat, Band Competition, etc. are supported in the schools, wherein children get an opportunity to exhibit their innate talent.

- **Ek Bharat Shreshtha Bharat (EBSB):** The programme was launched by the Hon'ble Prime Minister on Ekta Diwas (31st 2015) to foster integration through a coordinated mutual engagement process between States, UTs, Central Ministries, Educational Institutions, and the general public through linguistic, literary, cultural, sports, tourism, and other forms of people-to-people exchanges.
  The Ministry of Education issued revised guidelines on 20th November 2020 for the implementation of the EBSB programme in the States/UTs, and an illustrative list of suggested activities has been taken up in schools in accordance with NEP 2020. Till January 2022, 4 crore students participated in EBSB activities at the school level. In addition, 3.5 lakh EBSB clubs have been formed so far in KVS, NVS, CBSE, and other schools in the States and UTs. Bhasha Sangam, an initiative to promote multilingualism under EBSB, marks the unique symphony of languages in our country and is an expression of our shared dreams, hopes, and aspirations for one India. Under this, NCERT has developed 100 sentences in 22 Indian languages under Schedule VIII of the Constitution of India.

- **Navodaya Vidyalayas** selects students for residential schooling on the basis of an all-India competitive entrance exam. Its significance lies in the selection of talented rural children as the target group and the attempt to provide them with a 'quality education comparable to the best in a residential school system. The identified talented children are nurtured and educated from class 6th to 12th grade in the Vidyalayas until they complete schooling.

- **The National Talent Search Scheme (NTSE)** of the National Council of Educational Research and Training (NCERT) identifies and nurtures students seized through a two-tier process every year. The school helps talented students by providing financial assistance in the form of monthly scholarships and also conducts nurturing programmes for them.[11]

4. Most Important Changes in NEP 2020

The main objective of the new education policy 2020 is universalization of education achieving global standards of education.

Most Important Changes in the new NEP 2020
1. The HRD Ministry is now reframed as the Ministry of Education.
2. GDP investment in Education to increase from 1.6/ to 6/.
3. Focusing on Gross Enrolment Ratio it will be increased to 50/ by 2035.
4. To foster research culture in Higher Education NATIONAL RESEARCH FOUNDATION will be set up as an apex body.
5. To improve the Multidisciplinary Education will establish MERU-MULTIDISCIPLINARY EDUCATION AND RESEARCH UNIVERSITIES.

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[11] Ibid, pp. 33-34

6.	For Higher Education HECI- HIGHER EDUCATION COMMISSION OF INDIA will be set up as a dedicated & soul body excluding Medical & Legal Education.
7.	Single regulator for Higher Education (Excluding Medical & Legal).
8.	MPhil to be discontinued.
9.	Flexibility of subjects.
10.	Public investment in Education to reach 6/ of GDP at the earliest.

4. Significance of Early Childhood

Early childhood is the period from birth to six years of age. There is enough evidence provided by research, which proves that early childhood is a very crucial phase of one's life. Starting from home, almost all families should really take care of their children during early childhood. We have made interventions in the natural development of human beings through education. Education is the all-round development of human beings. Therefore, it can be said that education is a developmental intervention. This intervention is delivered in three ways- formal, informal and non-formal. Out of these, informal education is more natural than formal and non-formal. In general, we have the tendency to believe that informal education is enough for the early childhood stage. But looking at the potential of this stage, we have a lot of opportunities to shape the natural development of the child in a socially desirable way. It would always be worthy to, at least try our best to provide adequate opportunities for development. It would be an injustice on the part of the child if it does not get adequate and appropriate opportunities for its optimum development. Unfortunately, this indeed is happening to a large population.[12]

If we recall history, we find that early childhood education could draw the attention of the people, particularly the policy-makers very late and in fewer numbers. Just after independence, India rationally gave attention to higher education (University Education Commission, 1948-49) and secondary education (Secondary Education Commission, 1952-53). The first national policy on education which came up in 1968 recommended the structure of education in the National educational system as 10+2+3. It did not count early childhood education in the structure. After this, the national policy for children came up in 1974. This policy resulted in the Integrated Child Development Scheme (ICDS) under the department of social welfare. Early childhood education could gain a place in 1986 which recognized the need for holistic and integrated child development. It still is in isolation from the Department of Human Resource development which is responsible for the educational development of the country. The ICDS takes care of both the pre-natal and early childhood stages.[13]

A significant development towards early childhood education was the establishment of Anganwadis/Balvatika as a 'playground' for children of 3-6 years of age. The Anganwadi workers have the huge responsibility of taking care of not only the children of age group 3-6 years but also of those in the 0-3 years group, pregnant mothers, lactating mothers and adolescent girls. But in return, their salary/ wage does not count what they are actually doing, not what they are actually doing on the ground. This, of course, is a situation to cause concern. The child will perform in the matriculation or in the higher secondary examination or in fact, in the later life on the basis of the developmental opportunities it receives during the early years. So, the best and substantial care that the parents need to take for the education of their children is their early years, and not during matriculation or higher secondary examination.

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[12] Article by Dr Krishna Kalita, "*Significance of early childhood*", The Assam Tribune, Date (15-06-22)
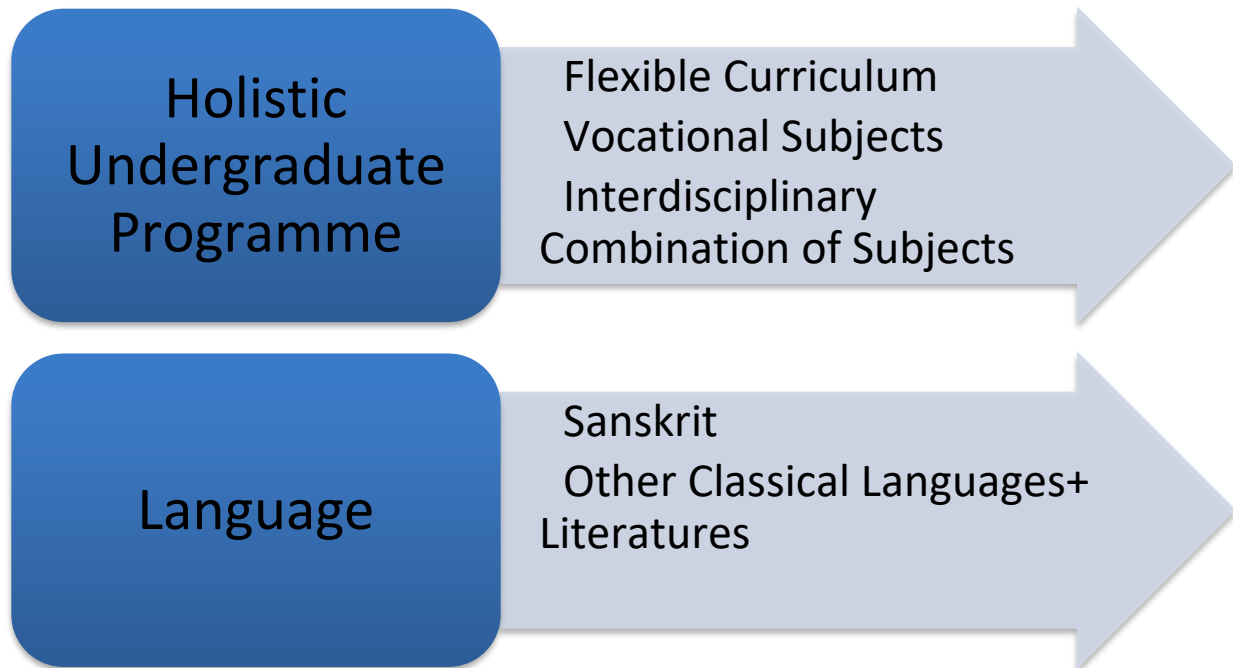[13] Ibid.

Fortunately, the National Educational Policy 2020 has accepted the fact that over 85 percent of a child's cumulative brain development occurs prior to the age of 6. And it has also accepted the loophole that quality early childhood education is not available to a large population. It is gratifying to see that for the first time our national policy has emphasized universalization of quality early childhood education by 2030. It is also good to see that early childhood education is able to secure its due place in the educational structure (5+3+3+4).[14]

S. No.	Comparative Analysis of Existing and Revised Academic Structure of NEP		
1	Exiting Academic Structure	● 10yrs- age-(10-16) ● 2yrs- age-(16-18)	
	Pedagogical System		
2	Revised Academic Structure	● 5yrs-(Anganwadi/Pre-school/Balvatika) -Age(3-6) Class(1&2) Age(6-8)	Formal Education as per Global Standards
		● 3yrs-Class (3-5) Age (8-11)	
		● 3yrs-Class (6-8) Age (11-14)	
		● 4yrs-Class (9-12) Age (14-18)	

Table – 1

Holistic Undergraduate Programme

Flexible Curriculum
Vocational Subjects
Interdisciplinary
Combination of Subjects

Language

Sanskrit
Other Classical Languages+
Literatures

6. Visionary Approach of NEP 2020

Let education accept the challenge to assist in creating an environment for the individualized action plan that aims to transform every person into a personality. It is only possible by inculcating various innovative practices of value education as well as correlation of subjects. We need holistic education for our present and future generation because society needs creativity, problem solving capacities, co-operation, cultural and moral sensitivity, care and craftsmanship. In order to enhance the self-esteem of all young people and

[14] Ibid.

provide optimal living conditions to all, we need this type of education which is concerned with both individual freedom and social responsibility for the development of humanity's inherent morality and spirituality in our educational system.

The pandemic has emphasized the importance and need for online education, due to which, a hybrid model of teaching, which involves offline as well as online classes, has now become a new trend in India. Considering the present scenario and the need for time, the university grants commission (UGC) has also recommended the application of modern teaching techniques, which include hybrid mode. Moreover, AI has also started playing an important role in the education system of India, the adoption of which needs to be further expanded. New Education Policy (NEP) has also been drafted and implemented incorporating all modes of teaching. It is realized that AI techniques can fill this quality gap in the education sector and hence should be given due importance.[15]

The widely known Delores commission report (UNESCO,1996) that presented a vision of education in the 21st century identified seven tensions that human beings are facing at present: *a. Global and the local, b. Universal and the individual, c. Tradition and modernity, d. Long term and short term considerations, e. Competition and equality of opportunity, f. Knowledge explosion and capacity to assimilate, g. Spiritual and material.*

The consequences of these tensions are now not only obvious to one and all on the planet earth, this calls for immediate corrective initiatives in several areas. All this leads to the visible presence of '*some sort of a moral crisis*' that every nation is facing at present.

A great visionary Mahatma Gandhi could see what would result in value erosion in future, if necessary, caution is not exercised by the systems of governance, and more importantly, by the people. In 1925, he published seven social sins in the *Young India*[16] as *1. Commerce without morality, 2. Education without character, 3. Pleasure without conscience, 4. Politics without principles, 5. Science without humanity, 6. Wealth without work, 7. Worship without service.* These seven present the comprehensive guidelines for the planners and implementers of every country. India needs to acknowledge that unless it presents a model of value-based society in action, its dream of leading the world in spirituality shall remain a distant dream. Convert the above seven sins to Seven Individual Action Points; putting with instead of without; and witness the miracle!

We should keep in mind to define our policy objectives or strategic plan for the North East. Our students were dependent on 'permanent' government jobs for a long time, but these are now minuscule compared to a large number of 'educated' persons. The education systems, especially at the college and university level, are still focused around traditional subject areas granting degrees in specific domains. Hence, when an average student takes admission in any undergraduate programme, neither the student nor the educational administrators are ready with any plans to fit into a modern workplace in the coming years. The focus is on gaining a degree with knowledge in a specific domain that may be a very idealistic mission, but pragmatics demand that such a linear vision will not materialize if the need to 'get a job' in the near future. While keeping in mind that we need highly knowledgeable people and fundamental researchers to develop a subject area, there is also a practical necessity to think about a large number of students who will need some life skills or value-added training during these formative years to gain employment in a

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[15] Article by Dr G P Dang, *et.al.*, *"AI in Education"*, Yojana, June, 2022, p.27.
[16] Young India, October 22, 1925

very competitive market. Our education policy restructuring for the region should start with this basic understanding.[17]

Prof Srikant Datar[18], the globally acclaimed Indian-American economist and the dean of Harvard business school in his seminal co-authored work *"Rethinking the MBA: Business education at a crossroads,"* argues for a shift from 'knowing' to 'doing' and 'being' in education. Extending his argument to the education policymakers of the North East, we can say that our education systems need a similar rethinking whereby our governments, institutions, administrators and faculty should focus on restructuring our courses and programmes to incorporate three major elements – globalization, leadership and integration.

1. Globalization –

The World Development Report 2019[5][19] makes three major recommendations that will feed into our 'globalization' strategy for education. First, we need to focus on new skills in demand, invest in rural areas and disadvantaged communities, and include 'high-order cognitive and socio-behavioural components in our programmes. Developers of graduate and postgraduate programmes in the region should come together state-wise or even at the regional level, form inter-disciplinary groups and explore how courses, workshops and training components can be added to the mainstream curriculum to globalize them. By globalizing, we mean to incorporate a set of understanding and training that will lead our students to understand the larger economic contexts of the country, demands of the market and trends of the global economy. In a narrower sense, students in a rural college in Mizoram or Tripura, while undertaking a course, should be familiarized with the prevalent working conditions, cultural nuances of other parts of the country and the world as part of their education.[20]

2. Leadership -

A re-orientation is necessary to include 'leadership skills' whereby our graduates are trained to develop a problem-solving approach, inter-cultural understanding to work with a diverse set of peers, and a sense of responsibility for their actions and influence on others. These qualities are not acquired in a day or just before a job interview. Specific courses should be introduced with motivational sessions mainstreaming across the programmes, and faculty-mentors should be assigned to guide them. Presently, it is left to individual students to acquire these skills outside of the programmes and often fail to impress a potential recruiter on these counts. Our universities and colleges need to launch 'leadership development' as a core component of all courses.[21]

3. Integration –

The third major redefining feature of our education policies in the region should include 'integration' skills in our education system. Our education programmes must offer training on acquiring a holistic approach to analyse any given issue from multiple perspectives involving other knowledge domains. Here the NEP2020 shows us the way as it recommends interdisciplinary structure of programmes. Today, students of political science should be able to join courses from computer science to look into social media politics. It will enhance their core learning in political theories and deal with the implications of technology in politics. We will need such professionals in the coming days with new jobs in domains like political

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[17] Supra Note 6, p.32

[18] Srikant Datar, *et.al*.,(201), *Rethinking the MBA: Business Education at a Crossroads*. Boston: Harvard Business Press.

[19] World development report(2019): *The changing nature of work*, Washington DC, The World Bank.

[20] Supra note 7.

[21] Id.

campaigns or social media management. With a combination of statistics courses, the same graduates will be able to gain entry into the world of election result forecasting. Integrative thinking is the need of the hour, and our education policymakers may very well start with themselves in this journey.[22]

7. Findings

An average educated youth in the NorthEast Region rarely has any clue about how he or she can utilize his knowledge and focus on entrepreneurship, professional career or even the job markets in the far east, especially with increased linkages with ASEAN countries.[23]

The Indian constitution originally inserted education in the State List, and it was only during the Emergency and through the 42nd amendment to the Constitution that it was transferred to the Concurrent List. In actual practice though, it has almost become a subject of the Union List with the union government deciding and imposing its decisions on the architecture, funding and the actual operational guidelines on education from the primary to the higher levels. With the National Education Policy (NEP) 2020, this centralization will move to newer heights.[24]

As the NEP 2020 pledges to bring to an end the affiliating system, it will create enormous challenges for the existing public universities and also the universities to be established in the near future in conformity with the NEP 2020. The private universities will be benefited through the NEP 2020 due to their capacity to enhance fees, etc., to meet the requirements of the policy as well as for their commitment to drive as per the requirements of the market. Lowly paid teachers and officials in those universities will of course face the heat.[25]

The NEP 2020 also provides a complete architectural shift in leadership and management of the universities. Under it the universities are all set to work in a corporate style with the VC's position becoming like that of a CEO of a company. The public universities will gradually be forced to go in for the public-private-partnership model, and in the long run, may result in the private partners taking over. There is already a crunch of avenues for critical thinking in the university system. Freedom of expression will be a rare thing in universities.[26]

Policies have been made and implemented. But the situation does not seem to improve. The Anganwadi workers are the lowest paid teachers (if at all they are considered teachers) in the whole education system.[27]

The infrastructural facilities of the Anganwadi centers are least taken care of. The professional development of elementary teachers is ensured through programmes like Diploma in Elementary Education (D.El.Ed.) and that of secondary level teachers is ensured through Bachelor of Education (B.Ed.) programmes. Both these programmes are in a way compulsory for the teachers. Diploma in Early Childhood Education/ Diploma in Pre-School Teaching provided by various universities and institutions is yet not compulsory for entering into the profession of an anganwadi worker. The National Policy on Early Childhood care and education has mentioned that the staff running an early childhood care and education programme are the single most important factor in determining the quality of the programme,

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[22] Ibid, p.34.

[23] Id.

[24] Article by Dr Akhil Ranjan Dutta, *"Public Universities: Trapped in Multiple Crises"*, The Assam Tribune, Date (03-06-22)

[25] Id.

[26] Id.

[27] Supra note 4.

and yet they are the most neglected aspect of the educational system. It has also rightly indicated that preparation and training of the teachers of Early Childhood Care and Education (ECCE), which is very crucial, is hardly emphasized. The long overdue importance and status of early childhood education has been at least realized by the recent education policy.[28]

The National Education Policy (NEP) 2020 has laid a lot of focus on building foundational literacy and numeracy skills among children. Accordingly, the Government of India has launched the NIPUN Bharat scheme to attain foundational literacy and numeracy for children by 2026-27 in a mission mode. The NEP 2020 has laid equal emphasis on imparting digital skills, vocational training and entrepreneurial training both at the school level and university level and has considered these activities as an integral part of the curriculum.[29]

It is noteworthy that the National Education Policy 2020 takes a formidable step in the promotion of experiential education and vocational internships. This will encourage students, who are the future of tomorrow, to sensitize them and the people around them about the pressing need to promote and preserve our cultural heritage. This will also lead to Edu-Tourism and join Rural Tourism as a tributary.[30]

Skilling and vocational education are integral parts of the National Education Policy 2020 and steps are being taken to strengthen and expand the skilling ecosystem in Ladakh also.[31]

8. Suggestions

We may hope that the good intentions of the policy are reflected in its implementations and the children and the nation reap its benefit as thought for. It is obvious that there are challenges at the ground level; but there are ways too.

1. We as parents, teachers, policy-makers or anyone caring for national development, need to focus, in idea and in action, from the early childhood period.

2. The North Eastern Region needs to convert knowledge into a real power that will drive this region and people in the coming decades. Following the traditional routes of degree-granting programmes producing only educated youth with mark sheets will no longer be an option.

3. While keeping high-end fundamental research avenues open for a very select few, most students must be given an option to join as part workforce, career or profession with a clear roadmap to achieve the required skill sets while studying within a mainstream programme.

4. There is an urgent need to re-examine our education policies at the regional level to provide an environment where individuals can utilize their education and training to gain employment, improve their living standards, and contribute to the social development of the area.

5. NITI Aayog's Atal Tinkering Lab (ATL) has created a curriculum and a handbook on entrepreneurship for school students. The students have used the training on design thinking at the ATLs to create product ideas which were further incubated with the support of Atal Incubation Centers (AIC). The curriculum and handbooks have been created as a public good which could be used by the education department of the states/UTs to customize the curriculum as per their own contexts. NITI Aayog has also been providing support to interested states in this regard. It's only through the right skills and

[28] Id.

[29] Article by Piyush Prakash, et.al., "*Changing Face of Rural Industries*", Kurukshetra, August, 2022, p.9.

[30] Article by Hemanth Menon, "*Rural Tourism-Culture and Heritage*", Kurukshetra, June, 2022, p.20.

[31] Article by Padma Angmo, "*Education & Skilling*", Yojana, September, 2022, p.33.

mindset that the students from rural India can bring about transformative change in their communities, in the nation and globally. Our education system must facilitate such training as an integral part of the curriculum.

6. There is an urgent need to develop appropriate curriculum on entrepreneurship, contextualize the existing national skills qualifications framework (NSQF), curriculum for skilling at school level from grade 6 onwards and universalize digital skills training across all schools.

7. Without a trained set of counselors, course planners and mentors within the institutions, such a policy cannot be implemented. Therefore, we need to identify champions within our educators and administrators, reorient them towards the *changing nature of works*[32] and convert them into mentors. Perhaps such a transformation is long overdue.

Addressing the students and teachers on the auspicious occasion of Teacher's Day, the Governor of Assam Jagadish Mukhi said that National Education Policy, extensive changes have been made in the education system from school education to university level. With the cooperation and support of the people, the NEP is being fully implemented.[33]

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[32] World development report(2019): *The changing nature of work*, Washington DC, The World Bank.
[33] The Assam Tribune, 6th September, 2022.