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Traditional Education System and National Education Policy – 2020 of India: A Holistic Outlook

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Abstract

A country's education system has immense potential to build the nation by shaping the future of generations through their holistic development. Indian traditional education system followed the Gurukul way of learning. The Gurukul system of education is a value-based and value-added education system that identifies and promotes the uniqueness of each student, allowing them to excel in their area of interest. In the present scenario, we need to comprehend the reason for the requirement of Gurukul training. An ideal education system should provide a personalized learning experience for everyone. However, the current education system has shifted from quality education to education for the masses. The good practices of the Gurukul system should be imbibed in the present model of education for the benefit of mankind. The National Education Policy (NEP) - 2020 is a new educational reform in India. Skill development and self-sustenance are the keys to this system. This study is a critical review of the NEP - 2020 and also investigated the views of undergraduate students through an online survey. This paper proposes an education model that is a blend of a traditional educational system and the latest technological advancements constructing a better educational environment in the country.

Keywords: National Education Policy, Gurukul, Education, Technology, Yoga.

Introduction

Education from time immemorial had been the most important instrument for a glorious society. Education forms the foundation on which nations are built and the educational system should be structured in a way that builds the character of citizens of a nation. In ancient India, the Gurukul system of education was prevalent. The Gurukul system of education was the best educational system of the land during the Vedic age¹. The 'Gurukul' in its name itself specifies the intricacies of this close-net

learning environment. The term 'Gurukul' is an amalgamation of two words 'Guru' meaning teacher and 'kul' meaning extended family or home. The ancient Indian Gurukul system was typically a residential school with pupils leaving their parental home and living in a hermitage for their entire schooling. Education at that time was not marginalised to merely the ability to read, write and understand but was placed at a much higher pedestal to be realized and assimilated as a training to control the mind while being unaffected by the allure of the material world. In the 'Guruparampara' system, a unique method of teaching and learning was developed through the oral tradition. It consisted of three steps: 1) SRAVANA: the process of listening to 'sutra' or verse from 'Guru-mukh' i.e. from the mouth of the teacher. 2) MANANA: the process of intellectual understanding of the subject comprising of discussion, debate and arguments. 3) NIDIDHYANASANA: the process of self-realization. It was a source of illumination of consciousness of the one unperturbed by the consciousness of the others. The Gurukul system flourished all over India with the support of the kingdom and no fees was exchanged with the teacher. However, upon completion of pursuit of learning at the hermitage a gift of reverence was customarily offered to teacher as 'Guru dakshina'. The learning at Gurukul was exemplary in terms of holistic learning, experiential learning, skill-oriented learning, student-centric instruction and above all transformational education.

The decline of the Gurukul system occurred mainly due to the colonisation of the country and the introduction of western or modern education by the British². The Colonial kingdom imparted western education with a vested interest to run the British bureaucracy by giving training to Indians as clerks. The unique vernacular legacy of ancient Indian education began to disintegrate slowly due to withdrawal of grants to indigenous education by the British government.

The colonial hegemony of education replaced the ancient Gurukul system leaving us with an education system full of many flaws. There was a paradigm shift in the teaching-learning process. Nowadays, the present intent of education is to make money; our academic institutions have turned into play-yards of international corporate empires eagerly hunting for our valued human resources³. The education is more syllabi-centric rather than student-centric. The students are being channelized to become data storage houses instead of being creative, thinking of novel ideas to address societal challenges.

Revamping the current educational system with the essence of Gurukul system would yield tremendous results. An innovative approach to aid teachers able to teach a larger number of students with personalized attention, moulding them into individuals with profound knowledge and wisdom of this world can serve to be a game changer.

The advent of National Education Policy – 2020 (NEP2020)⁴ is a silver lining to the dark clouds symbolic of present-day education system. With NEP 2020, the

dream of customized education i.e. skill-based education according to the needs of the local community will be lived in reality. The gap between course curriculum and practice in community will be bridged. The challenges faced by rural India⁵ will be solved by knowledge sharing and knowledge mobilization from higher education institutions. The formation of student self-help groups will inculcate participative, democratic and leadership qualities in students empowering them to indulge in economic activity for mutual benefit of themselves and the community. The field assignments based on the welfare of the community will help the students to transcend their knowledge for the betterment of the society at large. The training of students at their respective universities will help them to explore a sustainable business model, experiment its feasibility, earn their livelihood, train and employ others and finally contribute in uplifting a local community. The initiation of such a social entrepreneurship has primarily five pre-requisites i.e. 1. Material 2. Procedure 3. Time 4. Place and 5. Instruments / Tools. This type of pragmatic learning of the students is the need of the hour as it will make our youth independent, self-employed and socially responsible while contributing towards community.

Through the medium of NEP2020⁶, huge component of skill education is introduced in the formal education system with the objective of presenting the local art on the global platform. Thus designing the roadmap for implementation of NEP to its fullest is a challenge for the state. The intrinsic elements of the policy include skilful and employable education right from the level of school itself in mother tongue of the students, hands on training of imparted skills, outcome based education, improving quality of teaching and learning by community participation, linking learning with community service, linking research with community knowledge, knowledge sharing and knowledge mobilization between universities and local communities, inculcating social responsibility and bonding with local community, including practitioners of local art as teachers, harnessing local technology for social innovations by students, drawing programmes according to the needs and challenges of a community, giving back to the society, feeling pride for nation and working towards a developed nation.

NEP 2020 has come with a capability to rejuvenate Indian education system. Now, language will no longer be barrier in the learning process of students, students have the opportunity to propose their innovative ideas in their own language without the colonial burden of using English as the only medium of their novel discourse. With the provision of multiple entry and exits into and out of the education system, education will now become a life-long process with no age sealing at any level. The so called literate but unemployed youth after attaining skill education will become self-employable. This will bring a change in the mind sets of people, raising the dignity of skilled labourers finally leading to no or minimized skill deficit in young Indians.

With a huge population majorly residing in rural areas of Indian subcontinent, the foremost challenge is to bring large portion of this population under formal education system. For this, the primary necessity is to establish digital library and digital university so as to reach out to students in remote and rural areas. The supply of e-books and e-resources to the hapless youth will bring the deprived in rural India to the same platform as the privileged in urban India. The other major task is to revamp University Grants Commission (UGC), a statutory body founded for deployment of grants before independence. This can be accomplished by establishment of four verticals i.e. 1. Regulatory 2. Accrediting 3. Financing and 4. General Education Council under one umbrella i.e. Higher Education Council of India (HECI). This action is underway and may see the light of the day in near future.

There is another paradigm in NEP 2020 i.e. community service. The requirement of community service is due to changing demographics, economic pressures, technological changes, environmental degradation and prevailing social and political unrest. The domains of community service include public health, education, infrastructure, public safety and social welfare. The skill of community service can be learnt from defence forces. Defence forces are known for their role in community service with respect to maintaining territorial integrity during external aggression, assistance to friendly nations in times of conflict, aid to civil authorities during natural calamities etc. To achieve the task of community service, the defence forces particularly emphasize on three components viz. physical component (manpower and tools), moral component (values and virtues) and conceptual component (philosophy and procedures). The strong organisational culture of defence forces is a derivative of their value system which includes values like loyalty, integrity, duty, respect, courage, service before self and collective pride for nation. With this belief system, any organisation is likely to attain victory in whatever field they may choose to. Thus, the teaching fraternity must become the key players in transforming the society through community service. It becomes the responsibility of the teachers to develop a deep sense of respect towards fundamental duties and constitutional values in the upcoming generations. The education imparted by teachers must be holistic in terms of creating manpower that is creative, critical thinker, skilful, compassionate and empathetic much needed for community service. The effectiveness of the community service can be further improved or derailment of the community service programme can be prevented by carrying out the following measures viz. meaningful collaborations, community involvement, clarity in goals and objectives, sustainable model, acceptance to change, appropriate resources, trained manpower, continuous self-assessment, and sufficient prior planning.

Furthermore, there should be an effective way of measuring the progress of this policy with respect to its goals. This may be achieved by the means of feedback from stakeholders and beneficiaries, to assess the real impact in the society. The

evaluation of the policy may be carried out through self-appraisal and outside review in a time bound manner.

Hitherto, the heart of this policy lies in fostering social responsibility, community engagement in students, to encourage deeper interaction as well as increased partnerships between Higher Education Institutions (HEI) and local communities for knowledge exchange leading to mutual benefit. The role of HEI's in this scenario requires transformation with respect to the courses and the curricula offered to the students. The offered courses need to instil appreciation of local wisdom and pride for nation. HEI's are required to become the catalysts for reformation of their adjoining areas. Since, teacher is an instrument who can transform information into knowledge and is able to create a good community with critical minds, values and virtues; they must revise the pedagogies so as to rise to the level of pivotal role model in the life of their pupils. The behaviour of 'Walk the Talk' and 'Teach to transform' of the teachers can bring the required change in the society as envisioned by the ancient Indian Gurukul system where 'guru' was accorded worshipful respect as 'Acharya Devo Bhava' (Taittiriya Upanishad) meaning 'Let the teacher be like God'.

Comparative Analysis of Education Systems of India and other Countries

While comparing the Indian education system with another commonwealth country Australia, it looks as if NEP is imbibing some of the aims and objectives of the Australian system of education. The NEP 2020 and the Australian education system aims for the future ready, comprehensive and a tangible educational framework. India is undergoing a massive remodelling of the British education system where learning was emphasised based on understanding and memorising of subjects. Australia is refining a long standing query based decentralised educational pattern. School education system of Australia has changed from the earlier 10+2 system to 5+3+3+4 model. The new model emphasises on the importance of development of neuro cognitive function of the child up to six years and then provides multidisciplinary secondary education from class 9 to 12. The traditional focus on Science, Commerce and Arts has been replaced with multidisciplinary focus. The education system is decentralised both in India and Australia. It is mainly governed by respective state governments in coordination with the national policy. Australia has long back opted for multi-disciplinary approach where student can take Drama with Physics or Mathematics with Physical education. India is undergoing this combination of subjects in NEP 2020 and the change is gradually being accepted by the students.

Changing the "culture of assessment" and learning styles is one of NEP 2020's main goals. The Indian system has historically been accused of being "content-heavy," which has resulted in a culture of high-stakes coaching. With a focus on "core essentials" and critical thinking, NEP 2020 seeks to shift curricular

content toward competency-based learning. However, the Australian curriculum emphasizes general capabilities, such as ethical understanding and critical and creative thinking. Inquiry-based learning, which encourages students to solve issues and pose questions rather than memorizing facts, is the foundation of the pedagogy. In Australia, a teacher is more of a "facilitator" of learning than a "sage on the stage."

The main area where NEP 2020 looks to systems like Australia's for inspiration is in Vocational and Skill-Based Education. The Vocational Education and Training (VET) system in Australia is among the best in the world. Senior high school students can enrol in VET courses that count toward their diploma, frequently attending TAFE (Technical and Further Education) institutions. A respected and practical substitute for a university education is vocational training. By offering vocational education as early as Grade 6, including a "10-day bagless period" for internships with local craftsmen, India is making an effort to de-stigmatize it. In an effort to emulate Australia's "skills-first" approach, the objective is to guarantee that at least 50% of students have access to vocational education by 2025.

Teachers are the centre of focus in Australia as well as in India. However, the difference in scale is staggering. While Australia manages a system for roughly 4 million students, India must implement these changes for over 250 million. If India successfully implements NEP 2020, its education system will begin to look much more like Australia's: decentralized, skill-oriented, and focused on producing "active and informed citizens" rather than just "test-takers."

Sweden has recently rolled back the smart education system and has gone back to traditional pattern of education. India has to remain cautious about undertaking smart education in totality. Comparing the NEP 2020 of India and the education policy of Sweden reveals two major differences. India is moving towards skill-based occupational learning while Sweden which had a flexible student-centric education is moving back to knowledge-based traditional pattern and is trying to reduce the internet-based learning. NEP 2020 aims at multidisciplinary higher education where an engineering student can opt for minor degree in dance. Sweden already has a flexible mode of education but now it is trying to go back to traditional mode. India has both private and government educational institutions. NEP 2020 aims to increase public investment in education to 6% of GDP where education and mid-day meal is sponsored by the government. However, Sweden has a unique "School Voucher" system where private (independent) schools compete for public funds but this system is currently under scrutiny by government to ensure uniform grading. Sweden is also introducing a limit on teaching hours (proposed for 2026) to ensure teachers have more time for planning and less for administration. India is aggressively digitizing classrooms to bridge the urban-rural divide but Sweden is implementing a policy correction emphasising on study with physical books and reducing screen time.

Objectives of Study

The objectives of the present study primarily aimed to make undergraduate students of science disciplines aware of National Education Policy- 2020, to have opinion of stakeholders on various goals of National Education Policy- 2020 and to propose an education system inclusive of both traditional methods of learning and modern technology.

Methodology of Study

Online survey was carried out through a Google form (<https://forms.gle/GKRws4iEGWqcw994A>) consisting of 32 objective and 03 subjective questions. The questionnaire for the present study is tabulated as Table 1. The responses of each participant were automatically generated and recorded through the form. After collecting responses for a period of 10 days, the survey was discontinued. The collected data was used to calculate the percentage of response. On the basis of percentage of response, pie charts were prepared.

Table 1: Questionnaire of the Online Survey

| Question No. | Type of Question | Question |
|--------------|------------------|--|
| 1. | Objective | Course year of respondents |
| 2. | Objective | Sex of respondents |
| 3. | Objective | Have you heard about National Education Policy (NEP) 2020? |
| 4. | Objective | Where have you heard about NEP 2020? |
| 5. | Objective | Do you know about Indian Education Policy which was followed earlier? |
| 6. | Objective | Who was the chairman of National Education Policy 2020 committee? |
| 7. | Objective | When did the Union Cabinet approve the new National Education Policy-2020? |
| 8. | Objective | What are the four pillars of National Education Policy-2020? |
| 9. | Objective | According to NEP 2020 the Indian education system produced great scholars such as Charaka, Nagarjuna. Find the odd one out of the list. |
| 10. | Objective | NEP 2020 aimed to achieve equitable access to the highest quality education for all the learners regardless of social or economic background. This target will be achieved up to which year? |
| 11. | Objective | What is the guiding light for the National Education Policy-2020? |

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| 12. | Objective | World class Indian institutions set the highest standards of multi-disciplinary teaching and research and hosted scholars and students from across backgrounds and countries. Find the name of the institution which is not in the list of NEP 2020. |
| 13. | Objective | NEP 2020 lays particular emphasis on the development of a. the best infrastructure in the world b. the provision to give 100 per cent employment c. the provision to give free education d. the creative potential of each individual. |
| 14. | Objective | The pedagogical structure of 10 + 2 system has been revised to a system in NEP 2020. |
| 15. | Objective | Do you know in NEP 2020 there will be no streams i.e. science, commerce, humanities. The students will be allowed to choose their subject combinations in schools. |
| 16. | Objective | The concept of "no bag days" in school will help the children in developing interest in skills like carpentry, pottery, plumbing, tailoring etc. Do you think this will promote self-employment? |
| 17. | Objective | The mother tongue will be the medium of instruction in schools. No language (Hindi/English will be compulsory for study). Do you think this decision will benefit the students who are not comfortable in either English or Hindi or both as medium of instruction? |
| 18. | Objective | Do you think three languages formula of NEP 2020 will promote all the languages of modern India and relieve India of the colonial burden of using English as the sole medium of instruction in schools? |
| 19. | Objective | The option of selecting duration of course (certificate will be awarded after completing one year, diploma after two years, degree after three years and degree with specialization after four years) and the combination of disciplines (Music, Dance, Drama, Fine Arts with science disciplines) by the stakeholder in NEP 2020 will impart flexibility of completing degrees at your own pace and choosing subjects of their liking beyond their stream. Do you agree? |
| 20. | Objective | NEP 2020 has the provisions of multiple entry and exit into and from a graduate programme. Is this scheme beneficial for the students? |
| 21. | Objective | Maths will no longer be mandatory at pre-university level for students aspiring to become engineers. According to you will this decision promote the local technology developed by local people for the benefit of local community? |

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| 22. | Objective | Do you support the idea of introducing disciplines like 'Garbology' (Science of garbage) which involve social stigma with them in NEP 2020? |
| 23. | Objective | Do you know music, dance, drama, fine arts, yoga, sculpture, social service, physical education etc. will be regular courses with full credits instead of additional courses? |
| 25. | Objective | Digital education in remote and rural areas of India through Digital University will bring all the aspirants of education at one platform. Do you agree? |
| 26. | Objective | In NEP 2020, top 100 Universities of the world will be allowed to set up their campuses in India. Do you think that this decision will improve the education standards as well as boost the economy of India? |
| 27. | Objective | Do you know in NEP 2020 there is a provision of Academic Bank of Credit (ABC) which will store the credit scores of the students? |
| 28. | Objective | Do you know that in NEP 2020 UGC, AICTE, NCTE will be abolished and one Higher Education Commission of India will be constituted? |
| 29. | Objective | Will NEP bring job opportunities in all sectors? |
| 30. | Objective | Do you agree that Government of India should assure government jobs after completion of vocational courses? |
| 31. | Objective | Is NEP 2020 more inclined towards self-entrepreneurship? |
| 32. | Objective | Society level meetings and scientific projects involving community will help in better implementation of NEP 2020? |
| 33. | Subjective | What challenges will be faced in the implementation of NEP 2020 across India? Write suggestions on the remedial measures. |
| 34. | Subjective | What challenges universities will face while running two education policies simultaneously during the transition from the earlier education policy to the new National Education Policy-2020. |
| 35. | Subjective | Skill based education is the key of NEP 2020. According to you what should be added to Undergraduate Curriculum of Science Disciplines for skill development of students. |

Results

The responses of 32 objective questions in the form of pie charts are depicted in Figure 1 and Figure 2 (Questions 1-32 except questions 6, 7, 8 and three subjective questions 33, 34 and 35). The responses of objective questions evaluate the knowledge and awareness of students with respect to various features of

National Education Policy-2020 of India. The undergraduate students were found to be aware of the various aspects of this policy and understand the sensitivity of the contentious issues of the policy. The subjective questions makes the students list the challenges that may be faced in the implementation of NEP 2020 across India and also state the remedial measures of the listed challenges. The challenges listed by the students include: 1) Lack of co-ordination between multiple levels of governance because of diversity and huge size of the country 2) Lack of availability of resources due to grossly underfunded education sector 3) Lack of capacity building because of the resistance to change. The remedial measures to overcome the challenges in the timely implementation of NEP 2020 include developing a roadmap for the implementation of NEP 2020, creating awareness among the masses, mobilizing adequate financial and human resources and encouraging Public-Private Partnership.

Another subjective question included the challenges universities will face while running two education policies simultaneously during the transition from the earlier education policy to the new National Education Policy-2020. The students recorded several challenges that may be faced by the universities during the transition phase. The major challenges include: 1) Faculty Training: Investment of time and resources to prepare teachers to teach new courses and subjects 2) Infrastructure and Technology: Incorporation of digital learning platforms and the development of new teaching methodologies 3) Curriculum Development: Development of new curricula that align with the new policy and incorporation of new subjects and interdisciplinary approaches 4) Assessment and Evaluation: Development of new methods of assessment and evaluation that align with the new policy and measurement of the learning outcomes 5) Funding: Challenge for universities in rural areas or with limited resources. The last subjective question was based on Skill based education and required the students to enlist the desired additions in the Undergraduate Curriculum of Science Disciplines for skill development of students. The students made a comprehensive list of skills for the holistic development of science discipline students. The skills enlisted include: 1) Technical Skills: Laboratory techniques, data analysis, and software tools used in the relevant field 2) Problem-solving Skills: Training to analyse and solve complex problems by developing critical thinking, decision-making, and analytical skills 3) Research Skills: Training in research methodology, experimental design, and data interpretation 4) Communication Skills: Scientific writing, presentation skills and report writing 4) Teamwork and Collaboration Skills: Involved in internships, research projects and industry collaborations 5) Entrepreneurship Skills: Training in business planning, financial management and marketing 6) Interdisciplinary Education: In fields like biotechnology, environmental science and artificial intelligence 7) Spiritual Education: Motivational and inspirational lectures for the holistic development.

The questionnaire of the survey serves to be a nice critique for the policy and tries to dissect the controversial features of NEP-2020. The study undertaken with the undergraduate science students was effective in creating awareness of the policy, making the students sensitive towards contentious features of the policy, highlighting the superficiality of the apprehensions regarding the various aspects of the policy and gathering wide acceptance for the new National Education Policy-2020 among the students. The clarity of the students with respect to the dimensions of the policy was clearly evident through their responses. The implementation of the policy in its entirety is difficult for many central universities due to several administrative hitches. Hitherto, the effectiveness of the policy depends on the ways through which it is implemented.

Implications of the Research

It is evident from the above-mentioned facts that the ancient Gurukul system is the path towards self-realization, a unique approach that has the prowess to develop a healthier and conscientious world. The soul of our traditional Gurukul system of education lies in the pursuit of knowing rather than knowledge and perceiving the truth rather than mere logical understanding of the subject. The method of achieving self-realization was 'Yoga' literally meaning 'to unite' i.e. a practice to unite individual consciousness with the universal consciousness or in other words, the art and science of the construction of self through discipline and meditation.

The implementation of NEP-2020 is an experiment with a vision to bridge the gap between employment and education. The education will now open the opportunity for jobs through various exit points in the completion of a course. Skills will be emphasized more than a mere degree and skilled people from all walks of life can be teachers to impart the skills. However, it will be a challenge to scrutinize the recruitment of skilled but less formally educated personnel who learned through conventional system of education. There might be a lot of nepotism and interference of power centres in the recruitment process which in turn may lead to massive discontent. The second challenge is the management of several exits throughout the higher education and their re-entry in the system. Since, the exit and entry doors may be different depending upon the choice of individual; therefore, it is a challenge to keep the number of pupils in an institution at equilibrium. Further, the lack of trained teachers, infrastructure, language barrier and funds may pose a tangible challenge which needs to be tackled.

Amid the several challenges in the implementation of the policy, we should progress with the vision to educate young minds and foster ethical, social, moral, and spiritual values through holistic learning. The core purpose of education should be established as discovering the true meaning of being human. The scholars at all academic institutions should gain from a hybrid education system that have elements

of modern infrastructure and advanced technological teaching aids along-with age old principles of the Gurukul tradition. The Gurukuls in ancient India were dedicated to achieve the highest ideals in individuals that included physical, mental and spiritual development as well as leading an ethical life above materialistic success, establishing connection between man and nature, preserving cultural heritage and protecting national tradition that finally culminated in a divine experience of the eternal infinite truth. The implementation of NEP-2020 in conjunction with principles of Gurukul tradition will definitely fulfil the mission of developing compassion, empathy, and scientific temper in humans capable of leading society through addressing global challenges like food security and environmental change.

To conclude, it is difficult to overhaul a hundred year old education system. The acceptance of NEP 2020 by the society should not be enforced as a policy decision but it should be modified with due feedbacks from different strata of society. The philosophy behind NEP 2020 is cultivating good moral character with honesty, courage and justice. The British system of education which was introduced during British Empire in India was scientific and contemporary in nature but it took away the traditional Gurukul based education and gradually the education confined its limit within the pages of the books. The ethical values became dormant and the traditional skills gradually lost its place from the education system. Hence, it became necessary to revamp the education system with a system that is contemporary, scientific and have backbone of the Gurukul system. After independence, the early focus of education in India was literacy and now with NEP 2020 it is skill development and value based education which is a welcome change. The benefits of NEP 2020 will be gauged after a decade when the virtuous pupils of NEP system of education will carve out niches for themselves in the society.

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Declarations

Author's Contribution

VB and AA developed the questionnaire for survey and conducted the data analysis. VB wrote the initial draft of the manuscript. AA supervised the study, technically reviewed and edited the final version of the manuscript. Both authors reviewed the final version of the manuscript and approved it for publication.

Availability of data and materials

The datasets used and/or analysed during the current study are available in the manuscript.

Data Transparency

All data and materials supporting the claims made in this article are in full compliance with field standards. It is important to note that the individual journal policies regarding research data sharing, considering the norms and expectations of our discipline have been considered.

Conflict of Interest

The authors have no potential conflict of interest.

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Consent for Publication

Not Applicable

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Figure Legends

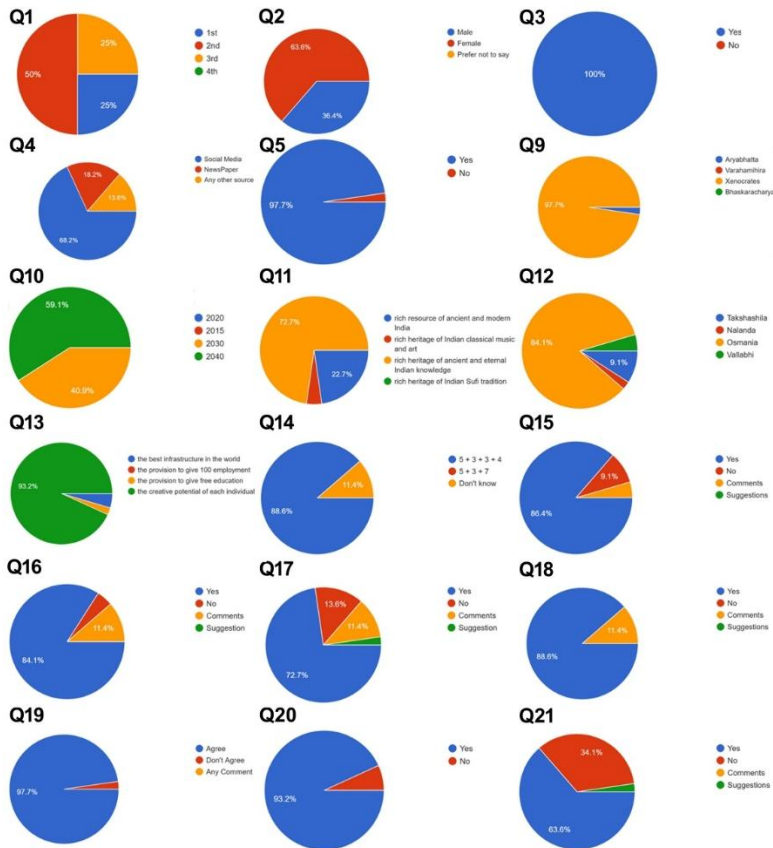


Figure 1: Pie charts depicting the percentage of response of different objective questions (Questions 1-21 except questions 6, 7, 8) Q1: Course year of respondents, Q2: Sex of respondents, Q3: Awareness about National Education Policy (NEP) 2020, Q4: Source of acquaintance about NEP 2020, Q5: Knowledge about the earlier followed Indian Education Policy, Q9: Great scholars produced by the Indian education system, Q10: Target year to achieve equitable access to the highest quality education for all the learners, Q11: Guiding light for the National Education Policy 2020, Q12: World class institutions listed in NEP 2020 for setting the highest standards of multi-disciplinary teaching and research, Q13: Major emphasis of NEP 2020, Q14: Pedagogical structure of NEP 2020, Q15: Subject combinations for school students in NEP 2020, Q16: Promotion of skills and self-employment through NEP 2020, Q17: Medium of instruction in schools under NEP 2020, Q18: Three languages formula of NEP 2020, Q19: Flexible selection of duration of course and combination of disciplines in NEP 2020, Q20: Multiple entry and exit provisions of NEP 2020, Q21: Promotion of local technology through NEP 2020.

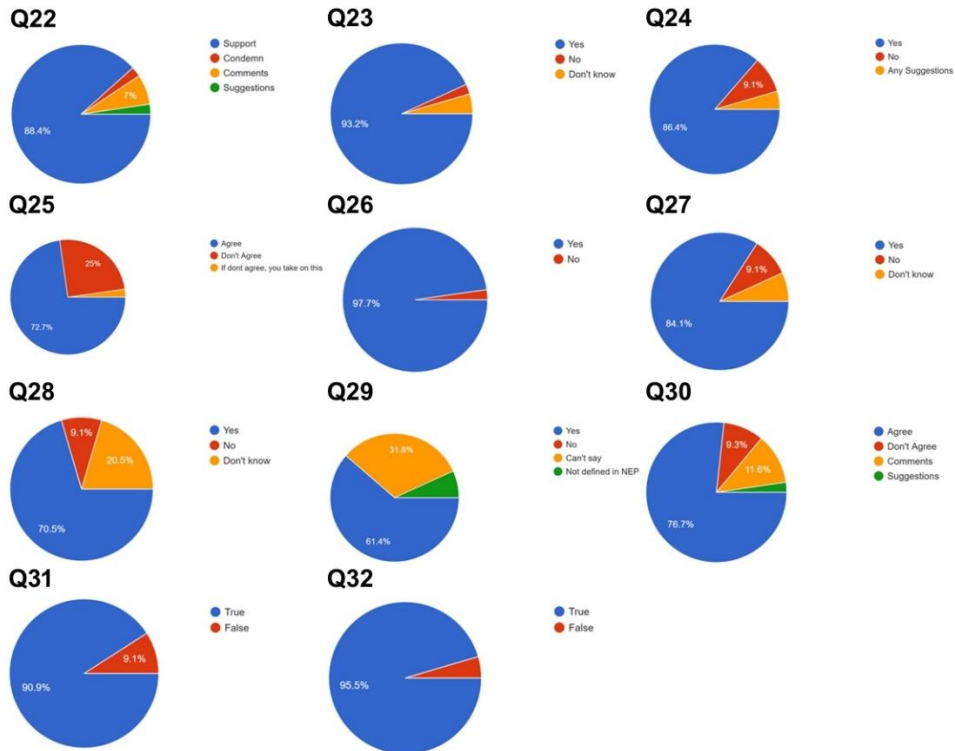


Figure 2: Pie charts depicting the percentage of response of different objective questions (Questions 22-32) Q22: Introduction of novel disciplines like 'Garbology' (Science of garbage) in NEP 2020, Q23: Inclusion of otherwise additional courses into the spectrum of regular courses in NEP 2020, Q24: Revision of curriculum to have holistic development of students through NEP 2020, Q25: Digital education in remote and rural areas of India under NEP 2020, Q26: Setting up of campuses of top 100 Universities of the world in India through NEP 2020, Q27: Provision of Academic Bank of Credit (ABC) in NEP 2020, Q28: Constitution of Higher Education Commission of India in NEP 2020, Q29: Boost in job opportunities in all sectors through NEP 2020, Q30: Opportunity of government jobs in NEP 2020 after completion of vocational courses, Q31: Inclination towards self-entrepreneurship in NEP 2020, Q32: Involvement of community for better implementation of NEP 2020.

