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NEP 2020: AN ANALYSIS

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ABSTRACT: Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

KEYWORDS-NEP-2020, analysis, sustainable, development, educational opportunities, agenda

I.INTRODUCTION

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world. Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment. The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education. The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background. This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities 'of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions. The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. [1,2,3]The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in

ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self. World-class institutions of ancient India such as Takshashila, Nalanda,Vikramshila, Vallabhi, set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries. The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system. The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability. The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system. These elements must be incorporated taking into account the local and global needs of the country, and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration. Previous Policies The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education. Principles of this Policy The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education. The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are: • recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres; • according the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3; • flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests; • no hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning; • multidisciplinarity and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge; • emphasis on conceptual understanding rather than rote learning and learning-for-exams; • creativity and critical thinking to encourage logical decision-making and innovation; • ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice; • promoting multilingualism and the power of language in teaching and learning; • life skills such as communication, cooperation, teamwork, and resilience; • focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture[4,5,6] '; • extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management; • respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject; • full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system; • synergy in curriculum across all levels of education from early childhood care and education to school education to higher education; • teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions; • a 'light but tight'

regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment; • outstanding research as a corequisite for outstanding education and development; • continuous review of progress based on sustained research and regular assessment by educational experts; • a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions; • education is a public service; access to quality education must be considered a basic right of every child; • substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

II.DISCUSSION

Shortly after the release of the policy, the government clarified that the language policy in NEP is a broad guideline; and that it was up to the states, institutions and schools to decide the implementation.[4] A more detailed language strategy would be released in the National Curriculum Framework in 2021.[4] Note was also made that there were already institutions which had implemented this language policy 60 years ago such as Sardar Patel Vidyalaya.[4] Both the Education Policy of 1986 and the Right to Education Act, 2009 promoted usage of the mother tongue too as an advisory guideline.[3]

School education

- Focus on Foundational Literacy and Numeracy: The policy accords the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3. The policy states, "The highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025. The rest of this Policy will become relevant for our students only if this most basic learning requirement (i.e., reading, writing, and arithmetic at the foundational level) is first achieved. To this end, a National Mission on Foundational Literacy and Numeracy will be set up by the Ministry of Education on priority. Accordingly, all State/UT governments will immediately prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools, identifying stage-wise targets and goals to be achieved by 2025, and closely tracking and monitoring progress of the same".[17] Subsequently, the NIPUN Bharat Mission (National Initiative for Proficiency in Reading with Understanding and Numeracy) was launched on 5 July 2021 to achieve this goal.[18]
- The "10 + 2" structure will be replaced with "5+3+3+4" model.[19] This will be implemented as follows:[20][21]
  - Foundational Stage: This is further subdivided into two parts: 3 years of preschool or anganwadi, followed by classes 1 and 2 in primary school. This will cover children of ages 3–7 years. The focus of studies will be in activity-based learning.
  - Preparatory Stage: Classes 3 to 5, which will cover the ages of 8–10 years. It will gradually introduce subjects like speaking, reading, writing, physical education, languages, art, science and mathematics.
  - Middle Stage: Classes 6 to 8, covering children between ages 11 and 13. It will introduce students to the more abstract concepts in subjects of mathematics, sciences, social sciences, arts and humanities.
  - Secondary Stage: Classes 9 to 12, covering the ages of 14–18 years. It is again subdivided into two parts: classes 9 and 10 covering the first phase while classes 11 and 12 covering the second phase. These 4 years of study are intended to inculcate multidisciplinary study, coupled with depth and critical thinking. Multiple options of subjects will be provided.
- Instead of exams being held every academic year, school students will only attend three exams, in classes 2, 5 and 8.[19]
- Board exams will be continued to be held for classes 10 and 12 but will be re-designed. Standards for this will be established by an assessment body, PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development)[19] To make them easier, these exams would be conducted twice a year, with students being offered up to two attempts.[22] The exam itself would have two parts, namely the objective and the descriptive.[1]
- This policy aims at reducing the curriculum load of students and allowing them to be more "inter-disciplinary" and "multi-lingual". One example given was "If a student wants to pursue fashion studies with physics, or if one wants to learn bakery with chemistry, they'll be allowed to do so".[23] Report cards will be "holistic", offering information about the student's skills.[1]
- Coding will be introduced from class 6 and experiential learning will be adopted[24]
- The Midday Meal Scheme will be extended to include breakfasts. More focus will be given to students' health, particularly mental health, through the deployment of counsellors and social workers.[25]

Higher education[7,8,9]

- It proposes a 4-year multi-disciplinary bachelor's degree in an undergraduate programme with multiple exit options. These will include professional and vocational areas and will be implemented as follows:
  - A certificate after completing 1 year of study
  - A diploma after completing 2 years of study
  - A Bachelor's degree after completion of a 3-year programme
  - A 4-year multidisciplinary bachelor's degree (the preferred option)
- MPhil (Masters of Philosophy) courses are to be discontinued to align degree education with how it is in Western models.[26]
- A Higher Education Commission of India (HECI) will be set up to regulate higher education. The council's goal will be to increase gross enrollment ratio.[19] The HECI will have 4 verticals:[27]
  - National Higher Education Regulatory Council (NHERC), to regulate higher education, including teacher education, while excluding medical and legal education.[28]
  - National Accreditation Council (NAC), a "meta-accrediting body".[28]
  - Higher Education Grants Council (HEGC), for funding and financing of universities and colleges. This will replace the existing National Council for Teacher Education, All India Council for Technical Education and the University Grants Commission.[28]
  - General Education Council (GEC), to frame "graduate attributes", namely the learning outcomes expected. It will also be responsible in framing a National Higher Education Qualification Framework (NHEQF).[28] The National Council for Teacher Education will come under the GEC, as a professional standard setting body (PSSB).[29]
- Other PSSBs will include professional councils such as Veterinary Council of India, Council of Architecture, Indian Council of Agricultural Research and National Council for Vocational Education and Training.[27]
- The National Testing Agency will now be given the additional responsibility of conducting entrance examinations for admissions to universities across the country, in addition to the JEE Main and NEET.[30]
- The policy proposes that higher education institutes like the IITs make changes with regard to the diversity of learning.[19]
- The policy proposes to internationalize education in India. Foreign universities can now set up campuses in India.[31]
- The fees of both private and public universities will be fixed.[32]

International branch campuses

After a failed attempt to import international branch campuses in 2012,[33] the NEP 2020 renewed the effort by explicitly allowing for foreign universities to establish campuses in India as well as giving permission for IITs to set up campuses overseas.[34] The policy sets a grand goal of utilizing international education to reestablish India as a Vishwa Guru (or world teacher), which was reiterated by India's vice president, M. Venkaiah Naidu, who expressed a desire to establish India to attract global academic talent.[35] Scholars have raised question about the idea of importing higher education institutions from other countries in order to advance a goal of positioning the country as a world teacher.[36]

Teachers

The NEP 2020 puts forward many policy changes regarding teachers and teacher education.[37] To become a teacher, a 4-year Bachelor of Education will be the minimum requirement needed by 2030.[38] The teacher recruitment process will also be strengthened and made transparent.[38] The National Council for Teacher Education will frame a National Curriculum Framework for Teacher Education by 2021 and a National Professional Standards for Teachers by 2022.[38]

EdTech

Under NEP 2020, EdTech companies and startups are provided with necessary guidelines and impetus to develop learning management systems, ERP software, assessment platforms, online labs etc. for schools and universities. National Educational Technology Forum (NETF), an autonomous body is also created to facilitate exchange of ideas on technology usage to improve learning.[39] In September 2021, in line with NEP, NITI Aayog partnered with Byju's to provide free access to its tech-driven learning programmes to engineering aspirants from 112 districts.[40]

Indigenous knowledge

The NEP emphasises the importance of India's native knowledge traditions and inspiring 'Indianness' in people; in this vein, various Indian Knowledge Systems (IKS) initiatives have been undertaken to guide research and propagate understanding of indigenous knowledge.[41][42]

Other changes

Under NEP 2020, numerous new educational institutes, bodies and concepts have been given legislative permission to be formed. These include:[1]

- National Education Commission, headed by the Prime Minister of India[43]
- Academic Bank of Credit, a digital storage of credits earned to help resume education by utilising credits for further education[44]
- National Research Foundation, to improve research and innovation[45][46]
- Special Education Zones, to focus on the education of underrepresented group in disadvantaged regions[47]
- Gender Inclusion Fund, for assisting the nation in the education of female and transgender children[48]

The policy proposes new language institutions such as the Indian Institute of Translation and Interpretation and the National Institute/ Institutes for Pali, Persian and Prakrit. Other bodies proposed include the National Mission for Mentoring, National Book Promotion Policy, National Mission on Foundational Literacy and Numeracy.[10,11,12]

Reception

Krishnaswamy Kasturirangan, chairperson of the National Education Policy (NEP) drafting panel, commented "No language is being imposed. Multi-lingual flexibility is still the basis for the new NEP 2020".[49] The UGC has asked that awareness about the policy should be spread among students and teachers.[50] Prime Minister Narendra Modi stated that the policy focuses on 'how to think' rather than 'what to think'.[51]

The IIT Kanpur Director, Abhay Karandikar, supported the new policy, while the IIT Delhi director, V. Ramgopal Rao, compared the new education policy with the Morrill Land-Grant Acts of United States and called it a "Morril Moment" for India. He emphasized that the policy promotes educational opportunities for all, aiding the country's development by removing barriers and increasing accessibility to education.[52] The chancellor of Jawaharlal Nehru University (JNU), M. Jagadesh Kumar, as well as the vice-chancellor of JNU called the policy a "positive step forward" while Najma Akhtar, the vice-chancellor of Jamia Milia Islamia, called the policy "ground-breaking".[53][54] Former Delhi University vice-chancellor Dinesh Singh, said "the policy lays down the road map pretty nicely".[54] Venkaiah Naidu, the Vice President of India, welcomed the policy's flexibility and appreciated its "loftier" goal of bringing out-of-school children into the school system and reducing dropouts.[55]

Lok Sabha MP and Congress leader Shashi Tharoor welcomed the decision but stated his concerns about the implementation of the new policy.[56] A report by the Observer Research Foundation stated the same.[57]

Dhiraj Kumar Nite from Ambedkar University Delhi stated that the removal of the MPhil course was not in harmony with the principles of the NEP. While multiple exit points are offered at the undergraduate level, those interested in a Ph.D. do not have a quick exit point, which the MPhil could have provided if it had been repurposed.[26] The JNU Student's Union (JNUSU) and Delhi University Teacher's Association criticized the government for approving the policy amidst the COVID-19 pandemic in India, stating that they had opposed the policy since its draft stage.[58] CPI(M) leader Sitaram Yechury alleged that suggestions made by academicians were not taken into account, while the politburo of the party condemned the commercialization encouraged by the policy.[59] Kumkum Roy of the Centre for Historical Studies, JNU, stated that the subjects on the studies of Gender Studies, Media, Environment and Development, Culture, Dalit, Discrimination and Exclusion, and Media have not been mentioned for development. In the study of the Constitution, Fundamental Rights have been left out.[60] President of the DMK, M. K. Stalin, stated that the policy was passed without a discussion in the Parliament and would undermine the Tamil language, due to its "compulsory" option of Sanskrit at every level of education.[61] Aishe Ghosh of the JNUSU tweeted that internships under the policy might lead to legalizing child labour.[62][63]

The Draft NEP of 2019 was criticized for multiple reasons. A social media campaign protested over the inclusion of Hindi in schools in the south Indian states.[64][65] The Student's Federation of India stated that it threatened the federal character of the educational structure, commercialized education and undermined independent research activity.[66] Madhu Prasad of Frontline pointed out how the draft's merit-based college admissions criteria did not take

into account reservations and the caste-based discrimination and oppression faced by many in the country.[67] DP Sharma appreciated the current initiative of end to end transformation of Indian education system but expressed his concerns about the implementation with care and honesty and,[68] connected the self reliant India mission with education transformation.[69]

The multiple-exit option for undergraduate programs might lead institutions to view student exits as individual choices that could be ignored, without initiating a case management process to identify and address underlying socioeconomic issues. Some argue that this reform exposes the inadequacy of current supportive measures even more starkly. Some experts argue that internationalization may not benefit the entire country, potentially favoring only the wealthy. To enhance India's position in higher education, partnerships with international academic publishers should be considered. Establishing universities in these publishers' names, providing them with brand value, and offering a percentage of profits gained through the use of their educational solutions, such as textbooks, learning support websites, and assessment tools, could be more beneficial. These publishers can also provide competent program structures based on their extensive subject-specific resources, ensuring that citizens receive internationally recognized education.[69]

Such partnerships could prevent teaching jobs from being outsourced to foreigners by internationalization and would naturally improve the quality of domestic teaching staff due to the rich content and support provided by these publishers. Additionally, this approach might attract more international companies to India, drawn by the availability of high-quality talent at a comparatively lower cost. If all states adopt this model, the cost of education would be significantly lower compared to private university fees. Forming alliances with publishers like Wiley, Routledge, and Pearson, and offering them substantial benefits, could strategically improve the higher education landscape in India.[69]

Moreover, there are concerns about expanding the responsibilities of the National Testing Agency. Conducting entrance examinations for university admissions has been increasingly viewed as unscientific and impractical in Western countries, where many institutions are phasing out such tests in the post COVID-19 era. These exams are found to be not reflective of a person's true abilities and act only as gatekeepers of higher education due to the significant time and money required to invest. Western universities consider previous academic performance, research activities, and extracurricular activities as better predictors of graduate school success. The credibility of exams like JEE Main and NEET, conducted by National Testing Agency, is further questioned due to frequent test cheating scandals, raising doubts about their effectiveness and viability as entrance tests.[70][71] They also consider the transfer of instructor duties to private edtech companies over academic professors and online modules over classroom learning as emphasizing a distributed learning framework centered around training and skilling the masses;[72] with direct, socially structured, and traditional learning reserved for the privileged few with higher financial capacity through either specialized institutes and private universities,[13] which are becoming increasingly exempt from the regulations related to affirmative action.[73]

III.RESULTS

1. THE FUNDAMENTAL PRINCIPLES OF THE POLICY: recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing• teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres. according the highest priority to achieving Foundational Literacy and Numeracy by all• students by Grade 3.; flexibility, so that learners have the ability to choose their learning trajectories and programmes,• and thereby choose their own paths in life according to their talents and interests; no hard separations between arts and sciences, between curricular and extra-curricular• activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning. multidisciplinary and a holistic education across the sciences, social sciences, arts,• humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge; emphasis on conceptual understanding rather than rote learning and learning-for-exams.;• creativity and critical thinking to encourage logical decision-making and innovation;• ethics and human• & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice; promoting multilingualism and the power of language in teaching and learning;• life skills such as communication, cooperation, teamwork, and resilience;• focus on regular formative assessment for learning rather than the summative assessment that• encourages today's 'coaching culture'; extensive use of technology in teaching and learning, removing language barriers, increasing• access for Divyang students, and educational planning and management; respect for diversity and respect for the local context in all curriculum, pedagogy, and policy,• always keeping in mind that education is a concurrent subject; full equity and inclusion as the cornerstone of all educational decisions to ensure that all• students are able to thrive in the education system; synergy in curriculum across all levels of education from early childhood care and education• to school education to higher

education; teachers and faculty as the heart of the learning process – their recruitment, continuous• professional development, positive working environments and service conditions; a 'light but tight' regulatory framework to ensure integrity, transparency, and resource• efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment; outstanding research as a corequisite for outstanding education and development;• continuous review of progress based on sustained research and regular assessment by• educational experts; a rootedness and pride in India, and its rich, diverse, ancient and modern culture and• knowledge systems and traditions. education is a public service; access to quality education must be considered a basic right of• every child; substantial investment in a strong, vibrant public education system as well as the• encouragement and facilitation of true philanthropic private and community participation.[14,15,16]

IV.CONCLUSION

The promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. Indian arts of all kinds must be offered to students at all levels of education, starting with• early childhood care and education. Teaching and learning of Indian languages need to be integrated with school and higher• education at every level. For languages to remain relevant and vibrant, there must be a steady stream of high-quality• learning and print materials in these languages including textbooks, workbooks, videos, plays, poems, novels, magazines, etc. Languages must also have consistent official updates to their vocabularies and dictionaries,• widely disseminated, so that the most current issues and concepts can be effectively discussed in these languages. A number of initiatives to foster languages, arts, and culture in school children: greater• emphasis on music, arts, and crafts throughout all levels of school; early implementation of the three-language formula to promote multilingualism; teaching in the home/local language wherever possible; conducting more experiential language learning; the hiring of outstanding local artists, writers, craftspersons, and other experts as master instructors; accurate inclusion of traditional Indian knowledge including tribal and other local knowledge throughout into the curriculum, across humanities, sciences, arts, crafts, and sportsetc. Strong departments and programmes in Indian languages, comparative literature, creative• writing, arts, music, philosophy, etc. will be launched and developed across the country, and degrees including 4-year B.Ed. dual degrees will be developed in these subjects. Every higher education institution and even every school or school complex will aim to have• Artist(s)-in-Residence to expose students to art, creativity, and the rich treasures of the region/country. [17,18,19] More HEIs, and more programmes in higher education, will use the mother tongue/local• language as a medium of instruction, and/or offer programmes bilingually. High-quality programmes and degrees in Translation and Interpretation, Art and Museum• Administration, Archaeology, Artefact Conservation, Graphic Design, and Web Design within the higher education system will also be created. Touring by HEI students to different parts of the country, which will not only give a boost to• tourism but will also lead to an understanding and appreciation of diversity, culture, traditions and knowledge of different parts of India. Indian Institute of Translation and Interpretation (IITI) will be established. The IITI shall also• make extensive use of technology to aid in its translation and interpretation efforts. Sanskrit will be mainstreamed with strong offerings in school - including as one of the• language options in the three-language formula - as well as in higher education. Sanskrit Universities too will move towards becoming large multidisciplinary institutions of higher learning. India will similarly expand its institutes and universities studying all classical languages and• literature, with strong efforts to collect, preserve, translate, and study the tens of thousands of manuscripts that have not yet received their due attention. Sanskrit and all Indian language institutes and departments across the country will be• significantly strengthened Classical language institutes will aim to be merged with universities, while maintaining their• autonomy, so that faculty may work, and students too may be trained as part of robust and rigorous multidisciplinary programmes. Universities dedicated to languages will become multidisciplinary• National Institute (or Institutes) for Pali, Persian and Prakrit will also be set up within a• university campus. For each of the languages mentioned in the Eighth Schedule of the Constitution of India,• Academies will be established consisting of some of the greatest scholars and native speakers. These Academies for Eighth Schedule languages will be established by the Central Government in consultation or collaboration with State Governments. Academies for other highly spoken Indian languages may also be similarly established by the Centre and/or States. All languages in India, and their associated arts and culture will be documented through a• web-based platform/portal/wiki, in order to preserve endangered and all Indian languages and their associated rich local arts and culture. Scholarships for people of all ages to study Indian Languages, Arts, and Culture with local• masters and/or within the higher education system will be established.[20]

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