



An analysis on national education policy 2020

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Abstract

Different countries adopt different education systems by considering the tradition and culture at school and college education levels to make it effective. Well defined and futuristic education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. Government of India announced its new Education policy which is based on the recommendations by an expert committee headed by Dr. Kasturirangan, Former chairman of the Indian Space Research Organization (ISRO). This paper highlights on various policies announced in the higher education system and compare them with the currently adopted system. Various innovations and predicted implications of NEP 2020 on the Indian higher education system along with its merits are discussed.

Keywords: higher education, national education policy 2020, Nep-2020 etc

Introduction

India, being a growing liberal country for educational reforms, currently has about 845 universities and approximately 40,000 higher education institutions (HIEs), reflecting the overall high fragmentation and many small sized HEIs in the country which are affiliated to these universities^[1]. It is found that over 40% of these small sized institutions are running single programme against the expected reform to a multidisciplinary style of higher education which is an essential requirement for the educational reforms in the country for the 21st century^[2]. It is also noted that over 20% of the colleges have annual enrolment less than 100 students making them nonviable to improve the quality of education and only 4% of colleges enroll more than 3,000 students annually due to regional imbalance as well as the quality of education they offer.

To boost the growth of the Indian education sector, the present government decided to revamp it by introducing a comprehensive National Education Policy 2020. The currently introduced National Education Policy 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all^[4]. The first national education policy after independence was announced in the year 1968 and the second national education policy which was improved version of the first was announced in the year 1986.

NEP 2020

This National Education Policy proposed by the Indian Government in the year 2020. The year 2020 will remain in the memory of the people due to COVID-19 and its effects on the economy but also for the radical changes proposed in the Education Policy. The changes were going to affect all the stakeholders such as students, teachers, educational institutions and parents later on the society and the nation. As education system is the base for the success for any nation. Many of the western countries are successful due to

the education system and brain drain from the various countries India is not untouched from this culture many of our intelligent brains are working in world renowned organizations. India is ranked one of the largest population in the world with different cultures Indian education system is one of the world's largest education platform is going to change and going to shape the Indian future. The main features or the proposed changes mentioned in the National Education Policy 2020 are as follow:

The vision of this policy

1. An education system rooted in Indian ethos
 - a. That contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society
 - b. By providing high-quality education to all and thereby making India a global knowledge superpower.
2. The curriculum and pedagogy of our institutions must develop among the students a deep sense of respect toward
 - a. The fundamental duties and constitutional values
 - b. Bonding with one's country
 - c. A conscious awareness of one's roles and responsibilities in a changing world.
3. To instil among the learners a deep-rooted pride in being Indian.
 - a. Not only in thought but also in spirit, intellect and deeds, as well as
 - b. To develop knowledge, skills, values and dispositions that support.
 1. Responsible commitment to human rights
 2. Sustainable development and living
 3. Global well-being, thereby reflecting a truly global citizen.

Actual policy

There are mainly four parts, the first three being various

levels of learning followed by the actual implementation.

- Part I – School education
- Part II – Higher education
- Part III – Other key areas of focus
- Part IV – Making it happen (implementation)

Part I–School education

1. Ensuring universal access to all levels of schooling from pre-primary to Grade 12

The ultimate target to be achieved shall be 100% gross enrollment ratio (GER). To achieve this, following initiatives shall be undertaken

- a. Provision of effective and sufficient infrastructure
 - b. Alternative and innovative education centers to minimize/reverse the dropout rate
 - c. Careful tracking of learning level of students for their universal participation
 - d. Continuous interaction between the teachers, counselors and specially trained social workers with the students and their parents for their continued attendance.
1. Early childhood care education
 - a. Emphasis on criticality of early years so as to ensure quality early childhood care and education for all the children between 3 and 6 years by 2025
 - b. A National Curricular and Pedagogical Framework for Early Childhood Care and Education for children up to age of 8 years by NCERT
 - c. All of these activities shall be a joint venture of Ministries of HRD, Women and Child Development, Health and Family Welfare and Tribal Affairs.
 2. New curricular and pedagogical structure
 1. Main aims shall be
 - “Experiential learning” to achieve the holistic development, with reduction in “content” to promote essential learning and critical thinking
 - Wider flexibility and choices of subjects for them to pursue the paths of their own liking, according to their talent and interests
 - No rigid boundary or separation between arts and science, curricular and extra-curricular activities, vocational and academic streams. All shall be integrated
 - Equal emphasis accorded to all subjects such as science, social sciences, art, languages, sports and mathematics.
 - The present day 10+2 structure of school curricula is to be replaced by a 5+3+3+4 (total of 15 years) curricular structure corresponding to ages 3–8 (5) + 8–11 (3) + 11–14 (3) + 14–18 (4) years, respectively
 - This will bring the up until now, uncovered group of age group of 3–6 years under school curriculum, globally accepted as the crucial stage of mental faculty development
 - Three years of pre-school/Anganwadi + 12 years of schooling
 - Essentially, there shall be four stages:
 - Foundation stage: 5 years duration: Divided into two parts, namely; 3 years of pre-school/ Anganwadi, covering ages 3–6 years + 2 years of primary school in Grades 1–2, covering ages 6–8 years
 - Preparatory stage: 3 years duration: Grades 3–5, covering ages 8–11 years

- Middle stage: 3 years duration: Grades 6–8, covering ages 11–14 years
- Secondary stage: 4 years duration: Grades 9–12 in two phases, first phase – Grades 9 and 10, while second phase – Grades 11-12, covering ages 14–18 years.
- NCERT shall be entrusted to develop a new and comprehensive National Curricular Framework for School Education (NCFSE 2020–21).
- NCERT and SCERT shall develop high-quality textbooks and other materials. States will take the initiative in preparing their own curricula/textbooks incorporating their own local state flavor and material, with prioritizing the availability of these in all regional languages. Reducing the textbooks load and school bag weight shall be ensured.

▪ Attaining foundational literacy and numeracy

A national mission on foundational literacy and numeracy will be set up so as to focus on early language and mathematical skills from Grades 1–3 by 2025. A national book promotion policy shall be created

▪ Multilingualism and power of language

The medium of instruction at least until Grade 5, but preferably till Grade 8 and beyond will be in local/regional language/mother tongue. A project “Languages of India shall be conducted between Grades 6 and 8, for every student. “Sanskrit” will be offered as an option, at all the levels of school/higher education under three language formulas. Classical Indian languages as well as many foreign languages will be at the secondary level. Indian Sign Language will be standardized, for offering.

▪ Reforms in assessment

A new National Assessment Center, performance assessment, review and analysis of knowledge for holistic development (PARAKH) will be set up. There shall be a paradigm shift from summative to regular and formative assessment, which shall be competency based. The board examinations of 10th and 12th shall continue, but for each of them, the individual will be allowed to take each of these on two occasions during one school year, one main examination and one for improvement. The school examinations in the 3rd, 5th and 8th grade will be conducted by the designated authority.

▪ National entrance test

The principles for university entrance examinations will be similar. The National Testing Agency (NTA) will work to offer a high-quality common aptitude test, as well as specialized common subject examinations in the sciences, humanities, languages, arts and vocational subjects, at least twice every year.

▪ Equitable and inclusive education

Special emphasis will be for socially and economically disadvantaged group (SEDGs) inclusive of gender identities (female and transgender), sociocultural (SC, ST, OBCs and minorities), geographical (rural), disabilities (specially learning disabilities) and socioeconomic (migrants, low income, orphans and any other vulnerable) groups. Special attention will be provided to the children with disabilities, both physical and learning. Special “Bal Bhavans” and

“Samajik Chetna Kendras” will be established to assist the students.

Support for gifted students/students with special talents
There are innate talents in every student, which must be discovered, nurtured, fostered and developed. Teachers will aim to encourage students with singular interests and/ or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement. Topic-centered and project-based clubs and circles will be encouraged and supported at the levels of schools, school complexes, districts and beyond. Examples include science circles, math circles, music and dance performance circles, chess circles, poetry circles, language circles, drama circles, debate circles, sports circles, eco clubs, health and well-being clubs/ yoga clubs and so on. Olympiads and competitions in various subjects will be conducted across the country.

▪ **Teacher recruitment and career path**

Recruitment, promotions, assessment of Teachers will be carried out, through, a robust, transparent and merit based process. “National Professional Standards for Teachers (NPST)” will be developed by 2022, by National Council for Teacher Education (NCTE), in collaboration with NCERT, SCERTs. There shall be a review/revision in 2030 and every 10 years thereafter.

For School governance

▪ **Accreditation and standard setting of school education**
A State School Standards Authority will be set up. SCERTs shall develop, school quality assessment and accreditation framework. There shall be same assessment and accreditation criteria, benchmarks and processes for both public and private schools.

▪ **Vocational education**

The target of at least 50% of learners being exposed to vocational education, both at school and the higher education level, has been planned to be achieved by 2015. The students are planned to be oriented with vocational education at middle and secondary school, which will then be integrated into higher education, through it is, polytechnics, even local industry. They will learn at least one vocation, with orientation to many. Ten days of internship between 6 and 8 grades with, local experts such as carpenters, potters and gardeners same program being followed every year during vacation in Grades 6–12.

Part II – Higher education

1. Establishment of new quality universities and colleges
1. Aim: The main aim is to create good, thoughtful, well rounded and creative individuals. Such individuals may be allowed to study one or more specialized area in depth so that values such as intellectual curiosity, creativity, ethics & morality, scientific temperament and social commitment are allowed to develop, without the rigid barriers of streams, specializations
2. To create more universities and colleges (HEIs) which offer multidisciplinary undergraduate as well as graduate programs/education with medium of instruction in local/Indian and other languages
3. To establish a National Research Foundation
4. Institutional and faculty autonomy

5. Increased access, equity, inclusion by revamping of curriculum, pedagogy and assessment.
2. Institutional Restructuring and consolidation
1. All HEIs to be multidisciplinary by 2040. Single stream HEIs shall either be phased out or will have to move to be multidisciplinary or as a part of multidisciplinary HEI clusters
2. By 2030 at least one large multidisciplinary HEI, in or every district
3. GER to be increased from 26.3% (2018) to 50% (2035)
4. Public as well as private HEIs, but emphasis on PUBLIC
5. University will get redefined as: Those which place equal importance on teaching and research as Research-Intensive Universities (RIU) or those which place greater emphasis on teaching but still conduct significant research as Teaching-Intensive Universities (TIU)
6. Large multidisciplinary institutions, which have main focus on undergraduate teaching and grant mainly the undergraduate degrees, will be labeled as Autonomous Degree Granting College (AC). Concept of “affiliated colleges” shall be gradually phased out in next 15 years (by 2035)
7. These and HEIs, shall undergo a gradual, stage wise assessment mechanism before granting graded autonomy. HEIs can have autonomy to gradually move from one category to other
8. There shall be essentially no rigid categorization between these three institutions, namely, these three different institutions, RIUs, TIUs and AC, shall be in continuum. These shall impart both professional and vocational education in an integrated manner
9. There shall be cooperation between HEIs, in their development, community engagement and service, support to school education in various fields and faculty development
10. The HEIs have an option to run open distance learning (ODL) and online programs, after getting due accreditation
11. All the present-day confusing and complex nomenclature pertaining to HEIs such as, “Deemed to be University,” “Affiliating University,” “Affiliating Technical University,” and “Unitary University” shall be replaced by simply “University” after fulfilling stipulated criteria and norms.
3. Toward a more holistic and multidisciplinary education
1. All undergraduate (UG) programs, be it professional, technical and vocational streams, shall be more holistic. For example, even a purely technical profession such as engineering shall offer humanities, arts, vocational and soft skills and vice versa
2. The UG degree programs will be of 3 or 4 years duration with multiple exit options in built and with appropriate certification in any discipline/field inclusive of professional/vocational/technical streams. For example;
 - a. A certificate after completion of 1 year
 - b. A diploma after completion of 2 years
 - c. A bachelor’s degree after completion of 3 years
 - d. Preference shall be for multidisciplinary degree after 4 years.
1. A 4-year program may also culminate in to a “Degree

education, except medical and legal

- a. **Accreditation:** National Accreditation Council (NAC), which will base its assessment of the institutions on the basis of basic infrastructure, public self-disclosure, good governance and outcomes
- b. **Funding:** Higher Education Grants Council (HEGC) will do funding/financing using transparent criteria
- c. **Education:** General Education Council (GEC) will frame the learning outcomes on the basis of specially formulated National Higher Education Qualification Framework (NHEQF)

All the four bodies as well the mother body shall function on the basis of transparency, public self-disclosure and the use of technology to avoid the human bias

Existing professional councils such as Indian Council of Agricultural Research, Veterinary Council of India, NCTE, Council of Architecture and National Council for Vocational Education and Training will act as Professional Standard Setting Bodies.

Curbing commercialization of education

All education institutes will be audited at similar standard and disclosure as “not for profit” entity NAC shall provide complementary check and NHERC will take this in to consideration as one of the key regulations All HEIs including private shall transparently disclose all fees and charges and there shall not be any arbitrary increase of fees/charges during enrolment.

Effective governance and leadership for HEIs

Over next 15 years, with graded accreditation and associated graded autonomy, all the HEIs in India, will aim to become, independent self-governing institutions pursuing excellence and innovation under specially selected BOG

BOG of an institution will be empowered to govern the institution free of any external interference

BOG will be accountable to hold all the regulatory guidelines of HEI through NHERC.

Part III – Other key areas of focus

1. Professional education: Health-care education
 - a. All stand-alone universities be it, agricultural, health sciences, legal, technical shall transform themselves as multidisciplinary and holistic education providing HEIs
 - b. All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly and in an integrated manner by 2030
 - c. Health-care education needs to be re-envisioned so that the duration, structure and design of the educational programs need to match the role requirements that graduates will play
 - d. Students will be assessed at regular intervals on well-defined parameters primarily required for working in primary care and in secondary hospitals
 - e. Given that people exercise pluralistic choices in health care, our health-care education system must be integrative meaning thereby that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy and vice versa
 - f. There shall also be a much greater emphasis on

preventive health care and community medicine in all forms of health-care education.

2. Technology in education
 - a. An autonomous body National Educational Technology Forum (NETF) will be created to provide a platform for free exchange of ideas on the use of technology for
 1. Learning
 2. Assessment
 3. Planning
 4. Administration.
 - a. Technology-based education platforms such as “Diksha/Swayam” will be better integrated.
 3. Online and digital education
 - a. New circumstances and realities require new initiatives. The recent epidemics/pandemics necessitate that the alternative modes of quality education are utilized whenever and wherever traditional and in-person modes of education are not possible
 - b. Need to carry out carefully designed and appropriately scaled pilot studies to determine advantages/disadvantages
 - c. In the meantime, the existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all
 - d. The use of technology for online and digital education must adequately address concerns of equity
 - e. Teachers require suitable training and development to be effective online educators, as good teacher in a traditional classroom may not be a good teacher in an online classroom
 - f. Aside from changes required in pedagogy, online assessments also require a different approach, with multiple challenges to conducting online examinations at scale, including limitations on the types of questions that can be asked in an online environment, handling network and power disruptions and preventing unethical practices
 - g. Certain types of courses/subjects, like health sciences practical have limitations in the online/ digital education space, which can be overcome to a partial extent with innovative measures
 - h. Further, unless online education is blended with experiential and activity-based learning, it will tend to become a screen-based education with limited focus on the social, affective and psychomotor dimensions of learning.
 4. The recommended key initiatives
 - a. Pilot studies for online education involving appropriate agencies – To evaluate the benefits of integrating education with online education while mitigating the drawbacks such as, student device addiction, most preferred formats of e-content
 - b. Digital infrastructure – There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India’s scale, diversity, complexity and device penetration
 - c. Online teaching platform and tools – Existing e-learning platforms such as SWAYAM and DIKSHA will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring

- progress of learners. Tools, such as two-way video and two-way audio interface for holding online classes, are a real necessity as the present pandemic has shown
- d. Content creation, digital repository and dissemination – A digital repository of content including creation of coursework, learning games and simulations, augmented reality and virtual reality will be developed
 - e. Addressing the digital divide – The population whose digital access is highly limited, the existing mass media, such as television, radio and community radio will be extensively used for telecast and broadcasts. A special focus on content in all Indian languages will be emphasized
 - f. Virtual labs – Existing e-learning platforms such as Diksha, Swayam and Swayamprabha will also be leveraged for creating virtual laboratories so that all students have equal access to quality practical and hands-on experiment-based learning experiences
 - g. Training and incentives for teachers – Teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools
 - h. Online assessment and examinations – Appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, NTA and other identified bodies, will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics, standardized assessments and assessment analytics
 - i. Blended models of learning – The importance of face-to-face in-person learning is not forgotten. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects
 - j. Laying down standards – As research on online/ digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology and pedagogy for online/digital teaching-learning for setting up guidelines.

Part IV–Making it happen (implementation)

1. Strengthening Central Advisory Board of Education
2. Redesignation of MHRD as Ministry of Education
3. Financial and other infrastructural support.

Summary and Conclusion

NEP2020 has been unveiled, with lot of thought process, optimism, as well as fanfare by Government of India. The proposed delivery of education is extremely broad based, circumspect and all-encompassing. There are no specific compartments, boundaries and divisions. The predicted timespan is significantly prolonged, with nearly 20 + years of duration envisaged. It starts at the grass root; school level goes through the graduate and even higher level of education. Main thrust as contemplated is on multidisciplinary, holistic and broad-based education. There is also main emphasis on vocational education, which is supposed to start earlier in school phase itself. The policy is mainly divided in to three parts of delivery as per the level of the learner and fourth part as the ways to make it happen. The levels are school, higher education and other areas, specifically professional education.

At school level, the old 10+2 system shall be replaced with new 5+3+3+4. More stress on the local/Indian languages, more help to SEDGs and teachers to be assisted in self-improvement and thus upgradation.

At university/HEI level, no single stream/discipline university shall remain in existence but transformed into multidisciplinary, holistic delivery systems. A single nomenclature, “University,” shall prevail. There shall be MERUs, research shall be on forefront. A single body National Research F shall be the controlling body. There shall be HECI to govern the higher education. Four aspects, namely, regulation – will be under NHERC, accreditation by NAC, funding by HEGC and education by GEC with the help of NHEQF.

At professional level, a health-care education shall undergo tremendous transformation, by integrating the various systems of medicine. In view of the ongoing pandemic and possibility of such things happening, a strong stress on online and digital modality of the delivery of the content is not only warranted, but is imperative.

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