



India National Education Policy (NEP) 2020

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ABSTRACT

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. 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 under represented groups. Education the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be 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. 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.

INTRODUCTION

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.

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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. With various dramatic scientific 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 third largest economies in the world.

The first education policy was in 1968, introduced by the administration of Mrs. Indira Gandhi. This was replaced by the National education policy in 1986, by her son Mr. Rajiv Gandhi who was Prime Minister at that time. A few years later in 1992, it was slightly modified again by Prime Minister P V Narasimha Rao. And now in 2020, approximately three decades later, a new education policy with drastic changes has been brought in by the ruling government. The details of the policy were released to the nation after cabinet approval on 29th June. It was said that this National Education Policy or NEP 2020, would be a comprehensive framework to guide the development of education in the country.

The NEP 2020 :

Which proposes sweeping changes, since its introduction. The policy is supposed to address seven key issues of educational development namely easy access

for the students, ease of participation and quality of courses offered, equity, system efficiency, governance and management, facilities of research and development, and financial commitment involved. Does NEP 2020 truly satisfy these criteria? What are the hits and misses of the policy?

The new policy proffers a single regulator for higher education institutions, multiple entry and exit options in degree courses, and discontinuation of MPhil programmes, low stakes board exams and common entrance exams for universities. It also aims to universalize access to school education at all levels, pre-primary to secondary level with 100 per cent Gross Enrollment Ratio (GER) in school education by 2030 and proffer foundational literacy and numeracy for all.

The school curriculum structure, which is now 10+2, will be replaced with a "5+3+3+4" structure thereby ensuring inclusion of children of all ages (3-18 years) under the ambit of formal schooling in a significant shift from the 1986 policy. This new policy also seeks to ensure that no student is at a disadvantage because they are from a socially and Economically Disadvantaged Group (SEDG). Gender Inclusion Fund and Special Education Zones will be instituted for this purpose.

It is also suggested in the policy that the medium of education until at least grade 5 should optionally be in the regional language, mother tongue or local language. Sanskrit, an Indic language of the ancient Indian subcontinent, will now be mainstreamed in schools as one of the language options in the present three-language formula. Indian Sign Language (ISL) will also be standardized throughout the country and a new curriculum will be developed for deaf children.

The new policy proposes a shift from an assessment that is based on the outcome of a programme to a year-round assessment structure. This entails reduction of curricular content and rote learning and supplements it with conceptual learning, experimentation and critical thinking. The aim is for this era of Indian students to receive a holistic model of learning, well equipped with cutting edge skills necessary to excel in the 21st century.

Tilak (2013) Higher education: A public good or a commodity for trade? Describes of the shift in perception on the nature of higher education from a public good to a private and tradable good and of dangerous implication the shift brings about.

Agarwal (2009) It identifies the needs and gaps in

higher education in India. This book presents some Suggestions for improvement in higher education, which are drawn from other countries' experiences and outlines a framework applicable to create a competitive environment in higher education.

Altbach and Patti (2007). The work analyses six key challenges in higher education: academic profession, access the work and equity, higher education and social cohesion, private higher education, international student flows and research universities.

Educational Policy Educational planning as defined by Douglas Windham is the "examination of many feasible alternatives, then making a choice among them according to an objective" (Windham, 1975). And this very process of finding the "feasible alternative" can be quite challenging as the educational planner, on one hand, "is told to gear the expansion of the educational system to quantitative forecasts of the demand for highly qualified man-power. On the other hand, he is urged to project what is quaintly called "social demand" for education, that is, the private Literature Review December 11, 2007 consumers' demand, and to provide facilities accordingly.

The National Knowledge Commission (NKC) (a Government of India appointed commission with a singular goal of analyzing current sociological shifts and mapping them with the existing education system and making recommendations every five years to educational policy makers based on the analysis) in their report, released in 2006, stressed 5 aspects of the knowledge paradigm; namely, Access to Knowledge; Knowledge Concepts; Creation of Knowledge; Knowledge Applications and Delivery of Services (National Knowledge Commission, 2006). In the report the NKC stresses how all these aspects are interrelated and how a complete educational change cannot be brought about if all the above mentioned aspects are not all addressed. However, in their recommendations, based on the five aspects of the knowledge paradigm that the commission identifies, the NKC suggests that changes be made in the following areas: (a) Libraries; (b) Translations and consolidation of knowledge resources.

Prakash (2007) developed a detailed methodology for the calculation of the unit cost of education. Moreover, he has developed input-output models of education with an application to the Indian data. He has made estimates of cost of higher education in the country. He has tried to develop the educational deflators by using various inputs

and their prices over the time. In the case of education, no separate educational deflators are available and most of the time the consumer price index or income implicit deflators are used. He identified various determinants of cost of education and developed the cost of education function.

Ramachandran (1987) attempted to analyze the problems of higher education in India with special reference to the Kerala state for the period 1952-75. The study revealed huge growth in students' enrollment, number of institutions and expenditures during the study period. But the growth of expenditure was found to be higher as compared to enrolment and institutions. The bulk of public expenditure on higher education was spent on development and maintenance of arts and science colleges in Kerala and the salary constituted the largest component in the total cost of education.

National Education Policy 2020:

Different approach. There are numerous 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. Certain types of courses/subjects, such as performing arts and science practical have limitations in the online/digital education space, which can be overcome to a partial extent with innovative measures. 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.

Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, this Policy recommends the following key initiatives:

The government has introduced vocational and polytechnic education for school students through the new policy under the title 'Reimagining vocational education', which aims to remove the hard separation between academic and vocational streams. Vocational subjects will be introduced as early as grade 6, including internship opportunities from grades 6 to 12. This however, ignores the importance of ensuring basic mainstream education to all students till at least grade 10. Students opting for such courses will certainly not be from privileged

backgrounds. Children who are economically backward and belonging to lower castes who struggle in English, coding, etc would end up opting for these streams. Introducing this at such an early age will form a barrier for first-generation learners and those from disadvantaged backgrounds to access higher education.

NEP recommendations for multidisciplinary higher education in India:

NEP discusses the ancient Indian education system in which subjects such as science and medicine were clubbed as 'arts' or 'Kalaas' along with subjects such as communication, vocational skills, singing etc. It plans to bring the practice of liberal arts or knowledge of many arts into the Indian education system. NEP aims to take a more holistic approach towards providing higher education in India. Given below are the highlights of the NEP's recommendations to move India towards a more multidisciplinary higher education system.

Complete revamp of HEIs in India:

NEP does not plan merely an incremental but a complete revamp of higher education in India. It wants to shift the image of a university to a place of higher learning providing education in multiple streams. The policy will assess humanities subjects along with the STEM studies and increase the level of research in Indian universities.

Multidisciplinary education and research universities (MERU) :

NEP talks about setting up public universities offering multidisciplinary education. These universities will maintain educational standards comparable to those of IITs and IIMs and will be the face of quality education in India.

While NEP 2020 aims for many much-needed positive changes, the backdoor passing of the bill and the possibility of amplifying existing fault lines in Indian society needs to be looked into. The policy will seemingly increase the economic divide in a country that is already divided by religion, caste, gender and wealth. It makes it nearly impossible for disadvantaged classes to climb up the social ladder.

Education:

– Universalization of education from pre-school to

secondary level with 100 per cent Gross Enrolment Ratio (GER) in school education by 2030.

– To bring 2 crore out of school children back into the mainstream through an open schooling system.

– The current 10+2 system to be replaced by a new 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14 and 14-18 years, respectively.

It will bring the uncovered age group of 3-6 years under school curriculum, which has been recognized globally as the crucial stage for development of mental faculties of a child.

– It will also have 12 years of schooling with three years of Anganwadi/ pre-schooling.

– Class 10 and 12 board examinations to be made easier, to test core competencies rather than memorised facts, with all students allowed to take the exam twice.

– School governance is set to change, with a new accreditation framework and an independent authority to regulate both public and private schools.

– Emphasis on Foundational Literacy and Numeracy, no rigid separation between academic streams, extracurricular, vocational streams in schools.

– Vocational education to start from class 6 with internships.

– Teaching upto at least Grade 5 to be in mother tongue/regional language. No language will be imposed on any student.

– Assessment reforms with 360 degree Holistic Progress Card, tracking student progress for achieving learning outcomes.

– A new and comprehensive National Curriculum Framework for Teacher Education (NCFTE) 2021, will be formulated by the National Council for Teacher Education (NCTE) in consultation with.

– National Council of Educational Research and Training (NCERT).

– By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.

Higher education:

Gross enrolment ratio in higher education to be raised to 50 per cent by 2035. Also, 3.5 crore seats to be added in higher education.

– The current Gross Enrolment Ratio (GER) in higher education is 26.3 per cent.

– Holistic undergraduate education with a flexible curriculum can be of 3 or 4 years with multiple exit options

and appropriate certification within this period.

- M. Phil courses will be discontinued and all the courses at undergraduate, postgraduate and Ph. D. level will now be interdisciplinary.

- Academic bank of credits to be established to facilitate transfer of credits.

- Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.

- The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.

- Higher Education Commission of India (HECI) will be set up as a single umbrella body for the entire higher education, excluding medical and legal education. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards. Also, HECI will be having four independent verticals namely,

- National Higher Education Regulatory Council (NHERC) for regulation,

- General Education Council (GEC) for standard setting,

- Higher Education Grants Council (HEGC) for funding,

- National Accreditation Council (NAC) for accreditation.

- Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism to be established for granting graded autonomy to colleges.

- Over a period of time, every college is expected to develop into either an autonomous degree-granting College, or a constituent college of a university.

Other changes:

- An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.

- National Assessment Centre- ‘PARAKH’ has been created to assess the students.

- It also paves the way for foreign universities to set up campuses in India.

- It emphasizes setting up of Gender Inclusion Fund, Special Education Zones for disadvantaged regions and

groups.

- National Institute for Pali, Persian and Prakrit, Indian Institute of Translation and Interpretation to be set up.

- It also aims to increase the public investment in the education sector to reach 6 per cent of GDP at the earliest.

- Currently, India spends around 4.6 per cent of its total GDP on education.

Education in India:

Constitutional provisions:

- Part IV of Indian Constitution, Article 45 and Article 39 (f) of Directive Principles of State Policy (DPSP), has a provision for state-funded as well as equitable and accessible education.

- The 42nd Amendment to the Constitution in 1976 moved education from the State to the Concurrent List.

- The education policies by the Central government provides a broad direction and state governments are expected to follow it. But it is not mandatory, for instance Tamil Nadu does not follow the three-language formula prescribed by the first education policy in 1968.

- The **86th Amendment in 2002** made education an enforceable **right under Article 21-A**.

Related laws :

- Right To Education (RTE) Act, 2009 aims to provide primary education to all children aged 6 to 14 years and enforces education as a fundamental right.

- It also mandates 25 per cent reservation for disadvantaged sections of the society where disadvantaged groups.

Government initiatives :

- Sarva Shiksha Abhiyan, Mid Day Meal Scheme, Navodaya Vidyalayas (NVS schools), Kendriya Vidyalayas (KV schools) and use of IT in education are a result of the NEP of 1986.

Way forward:

- A New Education Policy aims to facilitate an inclusive, participatory and holistic approach, which takes into consideration field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices.

- It is a progressive shift towards a more scientific

approach to education. The prescribed structure will help to cater the ability of the child – stages of cognitive development as well as social and physical awareness. If implemented in its true vision, the new structure can bring India at par with the leading countries of the world.

The Union Cabinet approved a new National Education Policy on July 29, after a 34-year gap. The National Education Policy, 2020 is meant to provide an overarching vision and comprehensive framework for both school and higher education across the country. The new NEP, approved by the Cabinet, has not been presented in Parliament. It is the first to be formulated by a Bharatiya Janata Party government and the first in the 21st century. It is only a policy, not a law; implementation of its proposals depends on further regulations by both states and the Centre as education is a concurrent subject.

The National Testing Agency will introduce a pilot version of the common entrance test by December 2020, which will be used for admission to all IoEs and central universities in 2021. Some Indian Institutes of Technology are working on developing the technical structure of the Academic Credit Bank, which will also be established by December, and become applicable to all new students joining central universities next year.

Where do the difficulties lie?

Some of the proposals require legal changes. The draft Higher Education Commission of India Bill has been languishing in the Ministry for over a year, but is likely to be published for feedback by September. The proposal for a Board of Governors for universities may also require amendments of the Central and State Universities Acts. A Cabinet note has already been moved to set up the National Research Foundation as a trust under the government, but in order to make it a fully autonomous body, an Act may be required.

Others require funding. Free breakfasts can only be considered in the next academic year if a budget allocation is made to cover it. The process of converting affiliated colleges into degree granting autonomous institutions and then further into fully fledged universities is estimated to take at least 15 years, as the Centre will have to provide financial assistance for this purpose. The Ministry feels that an increase in government funding of education to 6 per cent of GDP will be sufficient to cover the financial implications of the NEP. However, such an increase in

funding has been proposed but not achieved for the last half-century, point out experts. The proposal to make the mother tongue the medium of instruction till class 5, which has stirred up the fiercest debates, is dependent on State governments, according to the Education Minister, who would not even confirm that the policy will be implemented by centrally-run schools.

Expenditure (2017-18) and only around 10 per cent of the total Government spending towards education (Economic Survey, 2017-18). These numbers are far smaller than most developed and developing countries. In order to attain the goal of education with excellence and the corresponding multitude of benefits to this Nation and its economy, this Policy unequivocally endorses and envisions a substantial increase in public investment in education by both the Central government and all State Governments. The Centre and the States will work together to increase the public investment in Education sector to reach 6 per cent of GDP at the earliest. This is considered extremely critical for achieving the high-quality and equitable public education system that is truly needed for India's future economic, social, cultural, intellectual and technological progress and growth. In particular, financial support will be provided to various critical elements and components of education, such as ensuring universal access, learning resources, nutritional support, matters of student safety and well-being, adequate numbers of teachers and staff, teacher development and support for all key initiatives towards equitable high-quality education for underprivileged and socio-economically disadvantaged groups.

Conclusion:

Any policy's effectiveness depends on its implementation. Such implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and National Education Policy 2020 systematic manner. Therefore, the implementation of this policy will be led by various bodies including MHRD, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools and HEIs along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education. Finally, careful analysis

and review of the linkages between multiple parallel implementation steps is necessary. This will also include early investment in some of the specific actions (such as the setting up of early childhood care and education infrastructure) that will be imperative to ensuring a strong base and a smooth progression for all subsequent programmes and actions.

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