



## **DIMENSION AND FEATURES OF NEW EDUCATION POLICY 2020.**

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### **Abstract**

*According to tradition and culture, different nations adopted different and updated education policies for schools and college-going students in different stages. India too adopted different education policies since independence with the aim of economic, social and cultural development.*

*The NEP 2020 replaces the National Policy on Education of 1986. This New Education Policy is Built on the foundational Pillars of Access, Equity, Quality, Affordability and Accountability, aligned to the 2030 Agenda for Sustainable Development aims to transform India into a vibrant knowledge society and global knowledge superpower by making education more multidisciplinary, practical oriented, skill development, holistic coverage, development of critical and creative thinking as well as to remove the deficiency prevail in the previous policy.*

*On this theme most of the paper published so far is mainly focused on the Impact of the New Education Policy on Higher Education and Neglect School Education whereas this paper focuses on the whole dimension and features of the New Education Policy, 2020.*

### **Introduction**

Education is the key to bringing change in the nation's society and development. An educated person acts as an asset to society and contributes to the social, cultural, political and economic upliftment of their own and the whole nation. India, being a progressive country for economic and educational reforms needed to update its education system. India's Education System is one of the largest in the world with more than 1.5 million schools, 8.5 million teachers and 250 million children, about 845 universities and 40,000 higher education institutions (HIEs), reflecting the overall large division. It was found that over 40% of small institutions are running a single program. It was also noted that over 20% of the colleges have an annual enrollment of fewer than 100 students, making them unable to improve the quality of education. Only 4% of colleges enroll more than 3,000 students annually due to regional imbalance as well as the quality of education they offer. Lack of teacher's competency, problem of availability, affordability and accessibility, lack of proper infrastructure facility, high fees in private institutions are Some of the reasons found for the division in the education system of India.

Currently, India is the 5<sup>th</sup> largest and it is predicted that India will be the third largest economy in the world by 2030 with estimated GDP of ten trillion dollars. It is evident that the ten trillion economies will be driven by knowledge resources and not by the natural resources of the country. To boost the growth of the Indian education sector, the present government decided to revamp it by introducing a comprehensive National Education Policy 2020 by replacing the national policy on education in 1986. The currently introduced National Education Policy 2020 leads to an India-centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing the best quality education to all.

### **Objectives of the study**

To study the various dimension and features of the New Education Policy, 2020 as per need of the hour and the fundamental changes it tried to bring into the educational system of the country.



## Research Methodology

This research is a descriptive study. The necessary secondary data was collected from various sources including those of the Government of India and states, magazines, journals, other publications, etc. This data was then analyzed and reviewed to arrive at conclusions.

## Issues and challenges of NEP 2020

1. Lack of access to quality education at every stage, especially in socio-economically backward areas, resulting in the low current gross enrollment ratio.
2. India today has around 850 universities all over the country. Doubling the Gross Enrollment Ratio in higher education by 2035 which is one of the stated goals of the policy will need to open 4 new universities every month, for the next 13 years. Opening 4 universities every month on an ongoing basis is near impossible in the current scenario.
3. The National Education Policy 2020 want to bring 2 crore children who are currently not in school, back into the school system. Needs the setting up of around 200 schools every month.
4. Levels of governance and leadership at higher education institutions are not up to the mark.
5. Lack of teachers' and institutions' decision-making power to make innovations in education to attract a large no. of students.
6. Rapid streaming of students into different courses.
7. In order to deliver this curriculum effectively, we need teachers who are skilled and trained to understand the pedagogical needs. Many of the curricular changes need to change in the mindset of the teachers, parents and students.
8. Lack of sufficient mechanisms for career management and development of faculty and organizational leaders.
9. Inefficient and overburdened regulatory system allowing fake colleges to thrive while constraining excellent, innovative institutions.
10. The lack of R&D and innovations at most of the institutions.
11. The National Education Policy 2020 upgrade an increase in education spending from the current 4.6% to 6% of GDP, which amounts to around INR 2.5 lakh crores per year. This money will be well-spent on building schools and colleges across the country, appointing teachers and professors, and for operational expenses such as providing mid-day meals to school children. And in this post Covid recovery phase with prevalent corruption, this is a very difficult task.

## Targets of the new Education Policy 2020

1. Full implementation by 2040.
2. Universalize early childhood care and education till 2030.
3. Achieve 100% GER from Pre-School to Secondary level by 2030.
4. Focus on foundational numeracy and literacy of all students by 3<sup>rd</sup> standard.
5. Educators to be prepared for assessment reforms till 2030.
6. Common standards of learning in public and private institutions.
7. Vocational training for at least 50% of learners by 2025.

## Salient features of New Education Policy 2020

### 1. School Education System

#### • School Curriculum and Content

The NEP seeks to introduce a shift from the existing 10+2 structure to the 5+3+3+4 structure, where early childhood education will be a part of formal school education. Also, the NEP 2020 focuses on reducing the curriculum content to develop critical and creative thinking and in turn, make individuals



learn with 21st-century skills. So, all aspects of the syllabus and teaching need to be reorganized to attain the target.

The main hurdles in successfully implementing these changes include changing the syllabus in line with the National Curriculum Framework (NCF), 2005. Also, educators need to rethink the learning content rubric and modification of textbooks.

NCERT will focus on the development of a new curricular and pedagogical structure for early childhood care and education. The policy also emphasises to the development and training of Anganwadi trainers through different courses.

A separate national book policy to develop libraries around the country and create love of reading in children. Public libraries in India are scarce, this needs to be strengthened through public education funds.

- **Availability and Training of Teachers**

This policy gives emphasis on the reorganization of the school syllabus. Although, in order to deliver newly framed curriculum efficiently and effectively, institutions and related authorities need to train instructors and understand the children's needs to make a smooth change to the new education system. Furthermore, they need to shift the focus from teacher-centred learning to student-centred learning to foster collaborative skills, critical thinking, and problem-solving and decision-making abilities in the youth.

Approx 250 million students are estimated to enrol in K-12 schools in India by 2030. This means that we need nearly 7 million more teachers to handle this large number of the student population. As teaching is one of the low-paying jobs in India, experiential learning and concept-oriented teaching is a problematic work. Until the teacher remuneration is not updated, the implementation of the NEP 2020 will remain a challenge.

- **Examination Structure**

The New Education Policy give emphasis on continuing formative assessment for learning rather than at the end summative assessment. The main purpose of changing the assessment system is to promote continuous tracking of teaching-learning outcomes. However, continuous assessment needs schools and teachers to use innovative evaluation approaches and assignments. These approaches demand the use of technology and active cooperation of teachers and students.

Out of the 1.5 million schools currently in India, 75 per cent are run by the government. Of the remained private schools, nearly 80 per cent of schools are 'budget private schools, so using a continuous assessment framework is a challenging task in these schools.

- **Technology to be Used**

The NEP 2020 give importance to using the advantage of technology in making the youth updated and future-ready. But, developing technological infrastructure such as digital classrooms, remote expertise-driven teaching models, and AR/VR tools to bridge gaps in physical teaching and laboratory infrastructure is a great challenge because a maximum number of schools don't have a well-established



infrastructure to support these tools. Also, the huge cost associated with building digital infrastructure might not be affordable for most educational institutions.

In remote areas and villages of the country where Internet connectivity is nearly absent, deploying digital learning tools is so difficult. So, the government should work on improving the basic digital infrastructure.

- **Availability of E-courses in local languages:**

Technology will be part of education planning, teaching, learning, assessment, and teacher and student training. The e-content is to be available in regional languages, starting with 8 major languages – Kannada, Odia, and Bengali among others to join the e-courses available in Hindi, English and Regional Languages.

- **Assessment of Learning**

Emphasis on attaining foundational numeracy and literacy by 3<sup>rd</sup> class. Ministry of Education will strengthen this, and run it in a mission mode through a different national mission.

PARAKH is a new body to focus on assessments such as NAS (National Achievement Survey) and SAS (State Achievement Survey). PARAKH could be an important instrument to look at the learning gaps and support the targeting of different ministry goals and programs.

- **Medium of instruction**

What will be the medium of education had received a lot of unnecessary attention. Although, this part remains flexible to avoid all types of tensions. A low level of understanding and market emphasis on the English Language and paternal perception of ‘quality’ could’ve led to this flexibility. The policy also doesn’t prefer any particular language over other languages and encourages learning multiple languages. This also suggests teaching foreign languages at the secondary level: Spanish, Russian, Korean, Japanese, Thai, French, Portuguese and German.

- **Social justice**

Design of structure and interventions to reduce the issue of dropouts by the Ministry of Social Justice and Empowerment.

Mid-day meals program in schools needs up gradation in nutrition component, wherever possible, according to local needs. Eggs in Mid-day meals are still a critical policy issue.

This Policy inserts a new term called socio-economically disadvantaged groups (SEDGs). This highlights categories as caste, transgender, tribe, and disability, and has passing references to the term minority. Technical criticism aside, policy envisages multiple schemes to be targeted at these groups to increase enrollment and retention in the education system.

## **2. Higher Education**

- **Cuet**

NEP introduces the single common university entrance test which will reduce the stress of multiple competitive exams, and cut-throat marks competition and ease off the pressure of preparing for them. It will provide a common ground for all the students to take further admission in higher education institutions.



#### • **Multiple entry and exit option and ABC**

IN NEP multiple entry and exit options for students who wish to leave the course in the middle. Their credits will be transferred through the Academic Bank of Credits (ABC). Introducing the Academic Bank of Credit is a brilliant idea to store the academic credits that students earn by taking courses from various recognized higher educational institutes. A student can earn their credit scores by completing a course and these will be credited to their ABC account. Any student can shift their credit score if he/she decides to switch institutions. If he/she drops out for some reason, these credits will remain intact, and he or she will come back years later and pick up from where the student had left.

#### • **Single regulatory body for higher education**

The replacement of UGC (University Grants Commission) and AICTE (All India Council for Technical Education) by a new body called the Higher Education Commission (HECI) of India is based on the idea of division of work and this will be the single regulatory body except for legal and medical education.

#### **The HECI is divided into 4 bodies namely**

- a) National Higher Education Regulatory Council (NHERC), for regulating higher education, including teacher training education but excepting medical and legal education.
- b) National Accreditation Council (NAC), as a "meta-accrediting body" for higher education.
- c) Higher Education Grants Council (HEGC), for the funding and financing of the universities and colleges of higher education. This will be in place of the existing National Council for Teacher Education, All India Council for Technical Education, and the University Grants Commission.
- d) General Education Council (GEC), to frame "graduate attributes", namely the learning outcomes expected. It will also be responsible for constructing a National Higher Education Qualification Framework (NHEQF). And the National Council for Teacher Education will come under this General Education Council, as a professional standard-setting body (PSSB).

Focus on an updated curriculum makes sense, and a separate body dedicated to focusing on integrating technology in institutions is an important step.

National Research Foundation is a great idea. However, if these spaces get filled by individuals who are ideological biased, very less we can achieve.

#### • **Privatization and Internationalization**

It is opposed to the commercialization and privatization of education. On the other hand, allowing foreign universities to come and opens their campus in India. A significant improvement in the number of private institutions. If the idea is to increase competition, it will be better.

Indian Universities are allowed to set up campuses in other parts of the world. there is a strong potential for this as there is a huge demand for quality education by the Indian diaspora all over the world.

#### **Criticism of New Education Policy**

1. This seems only a document that fails to be inclusive of the marginalized section of society and does not solve the concern of the poor, women and low caste and religious minorities to get access to the education system. There is no comprehensive strategy to solve this issue.





2. The NEP 2020 remains mute on the RTE Act and universalization of education will not be achieved without legal support. There is no mechanism to link primary and secondary education with RTE. Without the RTE Act, universalization will be very difficult.
3. Three Language formula is also an issue, although the policy does not mandatory this provision, it is created in a manner that leaves little flexibility to the students, teachers and schools.
4. Another issue is not clearly solving the issue of finance for implementation.

## Conclusion

Education is a vital aspect in deciding the economy, social status, technology adoption, and healthy human behaviour in any nation. Improvement in the GER to include each individual of the society in education offerings is the responsibility of the education department of the country government. National Education Policy of India 2020 is marching towards achieving such an objective by making innovative policies to improve the quality, attractiveness, and affordability, and increasing the supply by opening up the education for the private sector and at the same time with strict controls to maintain quality in every educational institution. By encouraging merit-based admissions with free ships & scholarships, merit & research based continuous performers as faculty members, and merit-based proven leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfil its objectives by 2030.

There is also an unbiased agency National Research Foundation, which will provide funding for innovative and critical projects in important research areas of basic sciences, applied sciences, social sciences & humanities. It promotes an updated education system according to the need of this century. Emphasis on internationalization at home. We can summarize it as a more holistic, inclusive and multidisciplinary education approach.

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