

## A Study of National Education Policy 2020 and Higher Education

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### Abstract

*The NEP 2020 is the first education policy of the 21st century and replaces the thirty-four year old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student*

**Keyword :-** Policy, Sustainable Development, Education Policy, Knowledge

### Introduction

**T**he National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021

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.

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 inspirational 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.

### Objective of the Study

1. To discuss the Features of NEP 2020 Policy
2. To discuss The fundamental principles of the Policy are

### Research Methodology

This part of the research furnishes the research methodology used in this study. The review uses secondary data. The data is collected through various magazines, newspapers, and government websites for this study.

### Vision of NEP 2020

The National Education Policy 2019 envisions an India-centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all

**Features In Nep 2020**

- **School Education Ensuring Universal Access at all levels of school education**

NEP 2020 emphasizes on ensuring universal access to school education at all levels- pre school to secondary. Infrastructure support, innovative education centres to bring back dropouts into the mainstream, tracking of students and their learning levels, facilitating multiple pathways to learning involving both formal and non-formal education modes, association of counselors or well-trained social workers with schools, open learning for classes 3, 5 and 8 through NIOS and State Open Schools, secondary education programs equivalent to Grades 10 and 12, vocational courses, adult literacy and life-enrichment programs are some of the proposed ways for achieving this. About 2 crore out of school children will be brought back into main stream under NEP 2020.

- **Early Childhood Care & Education with new Curricular and Pedagogical Structure**

With emphasis on Early Childhood Care and Education, the 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This will bring the hitherto 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. The new system will have 12 years of schooling with three years of Anganwadi/ pre schooling.

NCERT will develop a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8. ECCE will be delivered through a significantly expanded and strengthened system of institutions including Anganwadis and pre-schools that will have teachers and Anganwadi workers trained in the ECCE pedagogy and curriculum. The planning and implementation of ECCE will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.

- **Attaining Foundational Literacy and Numeracy**

Recognizing Foundational Literacy and Numeracy as an urgent and necessary prerequisite to learning, NEP 2020 calls for setting up of a National Mission on Foundational Literacy and Numeracy by MHRD. States will prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025. A National Book Promotion Policy is to be formulated.

- **Reforms in school curricula and pedagogy**

The school curricula and pedagogy will aim for holistic development of learners by equipping them with the key 21st century skills, reduction in curricular content to enhance essential learning and critical thinking and greater focus on experiential learning. Students will have increased flexibility and choice of subjects. There will be no rigid separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams.

Vocational education will start in schools from the 6th grade, and will include internships.

A new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be developed by the NCERT.

- **Multilingualism and the power of language**

The policy has emphasized mother tongue/local language/regional language as the medium of instruction at least till Grade 5, but preferably till Grade 8 and beyond. Sanskrit to be offered at all levels of school and higher education as an option for students, including in the three-language formula. Other classical languages and literatures of India also to be available as options. No language will be imposed on any student. Students to participate in a fun project/activity on 'The Languages of India', sometime in Grades 6-8, such as, under the 'Ek Bharat Shrestha Bharat' initiative. Several foreign languages will also be offered at the secondary level. Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed, for use by students with hearing impairment.



• **Assessment Reforms**

NEP 2020 envisages a shift from summative assessment to regular and formative assessment, which is more competency-based, promotes learning and development, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. All students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. Board exams for Grades 10 and 12 will be continued, but redesigned with holistic development as the aim. A new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a standard-setting body .

• **Equitable and Inclusive Education**

NEP 2020 aims to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background. Special emphasis will be given on Socially and Economically Disadvantaged Groups (SEDGs) which include gender, socio-cultural, and geographical identities and disabilities. This includes setting up of Gender Inclusion Fund and also Special Education Zones for disadvantaged regions and groups. Children with disabilities will be enabled to fully participate in the regular schooling process from the foundational stage to higher education, with support of educators with cross disability training, resource centres, accommodations, assistive devices, appropriate technology-based tools and other support mechanisms tailored to suit their needs. Every state/district will be encouraged to establish “Bal Bhavans” as a special daytime boarding school, to participate in art-related, career-related, and play-related activities. Free school infrastructure can be used as Samajik Chetna Kendras

• **Robust Teacher Recruitment and Career Path**

Teachers will be recruited through robust, transparent processes. Promotions will be merit-based, with a mechanism for multi-source periodic performance appraisals and available progression paths to become educational administrators or teacher educators. A common National Professional Standards for Teachers (NPST) will be developed by the National Council for Teacher Education by 2022,

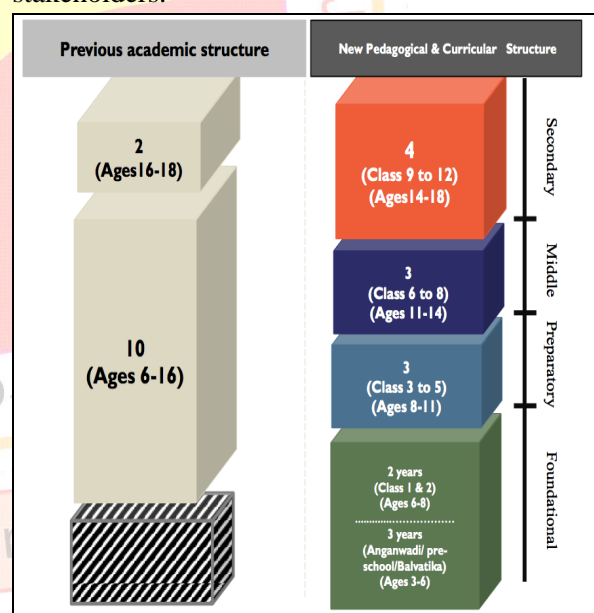
in consultation with NCERT, SCERTs, teachers and expert organizations from across levels and regions.

• **School Governance**

Schools can be organized into complexes or clusters which will be the basic unit of governance and ensure availability of all resources including infrastructure, academic libraries and a strong professional teacher community.

• **Standard-setting and Accreditation for School Education**

NEP 2020 envisages clear, separate systems for policy making, regulation, operations and academic matters. States/UTs will set up independent State School Standards Authority (SSSA). Transparent public self-disclosure of all the basic regulatory information, as laid down by the SSSA, will be used extensively for public oversight and accountability. The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through consultations with all stakeholders.



**Higher Education**

• **Increase GER to 50 % by 2035**

NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. 3.5 Crore new seats will be added to Higher education institutions.

• **Holistic Multidisciplinary Education**

The policy envisages broad based, multi-disciplinary, holistic Under Graduate

education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification. UG education can be of 3 or 4 years with multiple exit options and appropriate certification within this period. For example, Certificate after 1 year, Advanced Diploma after 2 years, Bachelor’s Degree after 3 years and Bachelor’s with Research after 4 years.

An Academic Bank of Credit is to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned.

- **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.

- **Flexibility** for learners to choose their learning trajectories and programs, and thereby choose their paths as per their talents and interests
- **No hard separations** between arts and sciences, curricular and extra-curricular activities, vocational and academic streams, among others to eliminate harmful hierarchies and silos in areas of learning
- **Multi-isciplinary** and **holistic** education across the sciences, social sciences, arts, humanities, and sports to ensure the unity and integrity of all knowledge
- **Promotion of Multilingualism** and the **Power of Language** in learning and teaching
- **Life Skills** such as communication, teamwork, cooperation, and resilience
- **Regular Formative Assessment** for learning instead of summative assessment
- **Full Equity and Inclusion** as the basis of all educational decisions
- **Teachers and Faculty** as the heart of the learning process
- **‘Light but Tight’** regulatory framework to promote integrity, transparency and resource efficiency of the educational system
- Encouraging innovation and out-of-the-box ideas through **Autonomy, Good Governance and Empowerment**

**NATIONAL EDUCATION POLICY 2020**

Higher Education curriculum to have **Flexibility of Subjects**  
**Multiple Entry/Exit** to be **allowed** with appropriate certification

Academic Bank of credits to be established to <b>facilitate transfer of credits</b>	<b>National Research Foundation</b> to be established to foster a strong research culture	<b>Affiliation System</b> to be phased out in <b>15 years</b> with <b>graded autonomy</b> to colleges
NEP 2020 advocates increased <b>use of technology with equity</b> ; National Educational Technology Forum to be created	NEP 2020 emphasizes setting up of <b>Gender Inclusion Fund</b> and <b>Special Education Zones</b> for <b>disadvantaged regions and groups</b>	National Institute for Pali, Persian and Prakrit, Indian Institute of Translation and Interpretation to be set up

**The fundamental principles of the Policy are**

- **Recognizing, Identifying, and Strengthening** the unique capabilities of each student
- **Promoting** each student’s holistic development in both academic and non-academic spheres
- Achieving **Foundational Literacy and Numeracy** in all students by Grade 3

**Outcomes of NEP 2020**

- Universalization from ECCE to Secondary Education by 2030, aligning with SDG 4
- Attaining Foundational Learning & Numeracy Skills through National Mission by 2025
- 100% GER in Pre-School to Secondary Level by 2030
- Bring Back 2 Cr Out of School Children
- Teachers to be prepared for assessment reforms by 2023
- Inclusive & Equitable Education System by 2030
- Board Exams to test core concepts and application of knowledge

- Every Child will come out of School adept in at least one Skill
- Common Standards of Learning in Public & Private Schools

**Conclusion**

**National Education Policy (NEP) 2020** is a big revolution replacing the 34-year-old policy idea and envisioning to bring about the much-needed modification in the Indian Education System. The Policy has maintained a delicate balance between the traditions and the interdisciplinary approach, which is the need of the 21<sup>st</sup> century. NEP has the potential to revamp the skills of the youth of our country and has all the right tools that are needed to be competitive at the global level.

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