

## NEW EDUCATION POLICY 2020

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**Abstract :** *A country's economy and society cannot be developed without education; therefore, it is considered as a milestone in the way of nation's development. Education provides knowledge, wisdom and necessary skills to the nation which is foundation of every country's population's development. For achieving full human potential, developing an equitable and just society, and promoting national development, education play a fundamental role. Universal high-quality education is the best way forward for developing and maximizing one's country's talents and resources for the good of the individual, the society, the country, and the world. Education is a powerful agent of change and improves health and livelihoods, contributes to social stability and drives long-term economic growth. Keeping in view the importance of education for a country, Union Cabinet on 28 July 2020, cleared a new National Education Policy (NEP) proposing sweeping changes in school and higher education. This paper focuses on the takeaways and their implications for students and institutions of learning.*

### Introduction :

India is known for its sound and prominent educational system since the emergence of civilization in the view of Ancient Indian thinkers, education is regarded as an equipment, which puts an ignorant person on the path of a progressive, intellectual, moral and virtuous course of life. After independence, India's education policies have been framed by education commissions time to time to pave the gap between the existing and required education system. The first Commission to be appointed in independent India was the in 1948, the University Education Commission of under the chairmanship of Dr. S. Radhakrishnan, to report on the status of Indian university education and suggest improvements and extensions that would be desirable to suit the present and future requirements of the country. This Commission had aimed at creating universities which would provide knowledge and wisdom for a comprehensive development of the personality.

### Objective of this paper :

- This paper emphasizes on the key points of the new education policy and understanding why it is much needed.
- The focus is also on how it is different from the other two policies implemented after independence.

- It also emphasizes on how new education policy is the more superior than the previous one.
- Through this paper we will also try to understand what need to be done to implement it more effectively in this dynamic, unexpected and uncertain world.

Based on the report and recommendations of the Kothari Commission (1964–1966), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and proposed equal educational opportunities in order to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India and specialized training and qualification of teachers.<sup>1</sup>

In 1986, the government led by Rajiv Gandhi introduced a new National Policy on Education. The new policy called for "special emphasis on the removal of disparities and to equalize educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. The 1986 National Policy on Education was modified in 1992 by the P. V. Narasimha Rao government. In 2005, Former Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government Programme of Action 1992, under the National Policy on Education (NPE), 1986 envisaged to conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country.

For admission to Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid down a Three – Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions – with an option to join AIEEE). This takes care of varying admission standards in these programmes and helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations.

The Ministry of Human Resource Development in 2019, released a Draft New Education Policy 2019, which was followed by a number of public consultations. The Draft NEP discusses reducing curriculum content to enhance essential learning, critical thinking and more holistic experiential, discussion-based and analysis-based learning. It emphasizes on pedagogical structure from a 10+2 system to a 5+3+3+4 system design in an effort to optimize learning for students based on cognitive development of children and also talks about a revision of the curriculum.

**Some of the Major Highlights of the National Education Policy 2020 are :**

**Schooling to begin from the age of 3 years :**

The revised new education policy expands the age group of mandatory schooling from 6-14 years to 3-18 years. This new system will include 12 years of schooling with three years of Anganwadi/ pre-schooling. The existing 10+2 structure of school curriculum will be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. Co-curriculum and vocational subjects like sports, arts, commerce, science will be treated at the same level. Students can opt for courses as per their preference. Students will be allowed to take up coding from class 6 onward. Skills, such as analysis, critical thinking and conceptual clarity will be taught in school.

### **Mother tongue to be instated as medium of instruction :**

In new National Education Policy 2020, the focus is directed on students' mother tongue as the medium of instruction even as it sticks to the 'three language formula' but it also mandates that no language would be imposed on anyone. The policy indicates that wherever it is possible, the medium of instruction till at least Grade 5, but preferably up till Grade 8 and beyond, will be the mother tongue/local language/ regional language, both public and private schools, are to follow this norm.

### **Common entrance exam for admissions -**

From school to colleges, it is advised that there should be a single gateway. The National Testing Agency (NTA) will **conduct a common entrance examination (CEE) for admissions to universities across the country.** A common aptitude test, as well as specialized common subject exams in the sciences, humanities, languages, arts, and vocational subjects, will be held at least twice every year. It will allow "most universities to use these common entrance exams – rather than having hundreds of universities each devising their own entrance exams, thereby drastically reducing the burden on students, universities and colleges," the NEP read. It will not be mandatory and will be left to individual universities and colleges to use NTA assessments for their admissions.

### **A Single Overarching Body of Higher Education :**

The Higher Education Commission of India (HECI) will now set up a single overarching umbrella body for entire higher education, excluding medical and legal education. The same set of norms for regulation, accreditation, and academic standards, to be applied to both public and private higher education institutions. The Government aims to phase out the affiliation of colleges in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges.

### **Sparation between subject streams to be blurred :**

As per NEP 2020, the rigid separations between subjects' stream will be done away with. Students will have the liberty to choose subjects they would like to study across streams. Vocational education to be introduced in schools from Class 6 and will include internships as well.

**Foreign colleges :**

High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, selected universities, those from among the **top 100 universities in the world will be facilitated to operate in India**. A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.

**Academic credit bank :**

An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. Departments in languages, literature, music, philosophy, Ideology, education, mathematics, statistics, art, dance, theatre, pure and applied sciences, etc. Credits will be given in all Bachelor's Degree programmes for these subjects if they are done from such departments or through the ODL mode when they are not offered in-class at the HEI.

New Policy aims for universalization of education from pre-school to secondary level with 100 % Gross Enrolment Ratio (GER) in school education by 2030. This will definitely help India to achieve a more better and skilled population which will definitely help in growth and development of the nation in coming future.

**NEP 2020 : A comparison with the previous education policies:**

The difference between the previous policy and the new education policy 2020 is primarily revolves around three major dimensions namely, social purpose, vision of the society, and purpose of education. Before 1980s, world economies were mostly closed economies, and very few of them were in the transient phase. But today scenario is different; the world economies today are operating as complex global entities. Keeping the same in mind, the NPE 2020 focused on standardization and equal opportunities to all.

NEP 2020 focuses on developing, fostering and nurturing individual capacity and achieving excellence in the field of their choice by offering customizable options for education while reducing regulation through provision of more internal autonomy to institutions. This will be achieved by reducing number of educational regulators to one and also it is evident from interdisciplinary selection of subjects. Transfer of credits, Software training in schools, multiple entries, and exit system are some of more features of NEP 2020 which is distinctly differentiate it from others.

The second point of difference is with respect to social purpose. The previous education policies were focused towards providing standard educational opportunities to all social groups therefore, their primary purpose was largely centered on the inclusion of underprivileged groups. While, the NEP 2020 retains the focus on social inclusivity, it also emphasizes on the creation of special education zones in the areas having a significant

proportion of disadvantaged groups. Additionally, NEP 2020 also emphasizes on the economic value arising out of educational learning and training. It focus on skill-based learning and employability arising out of it. This is evident from an increased focus on providing technical skills at various levels to those seeking secondary and post secondary education.

Third difference lies in the aims of education. The previous policies emphasized more on understanding the world and human life. According to NPE 1986, the aim of education is threefold, namely, international co-operation, , the overall development of the human resource and peaceful co-existence, development of socialism, secularism, and democracy. The present policy focused more on national development by creating citizens with skills, knowledge, and individual development. Specifically, the aim of education as defined by NEP 2020 is to achieve full human potential, development of a just and equitable society, and promoting national development.

### **Conclusion:**

NEP has addressed the social and gender gap in the education system. The policy has pointed that there is an eminent gap in the representation of the various social groups in the education system. It has drawn attention on the need to overcome the same with regulated interventions. NEP also identified the gender gap in the education system and suggested a solution and mechanism to address it. Quality of teaching is one of the agendas of the New Education Policy 2020. Teachers are integral to the education system, and without improving the way teachers are trained, it will be difficult to improve the quality of education. National Education Policy 2020 is an attempt to address most of the drawback of the previous education policy and current education system, which have been pending for decades. This is certainly a historic moment for all the stakeholders involved, be it the teachers, students or parents. It is interesting to see how the norms of this policy will be implemented, but we can be sure that if implemented properly new revolution in Indian Education system will definitely come.

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