

## New Education Policy 2020: A Systematic Reform

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### Abstract

*By putting an end to 34 years of education policies and aiming to be a global master, India has announced a large scale changes to its education system and that is New Education Policy 2020. The New Education Policy 2020 is the switch to a new 5+3+3+4 education system from the traditional 10+2 education structure by replacing NPE 1986. The new system is map out to provide a more flexible and holistic approach to education, focusing on foundational learning, critical thinking, problem solving, and life skills and additionally, the policy focused on for the establishment of new institutions like digital universities and the use of technology to facilitate learning. The new system includes an emphasis on online learning, more school hours and a shift away from rote learning. Additionally, the policy provides for the establishment of new institutions, such as digital universities, and the use of technology to facilitate learning. It has five pillars naming access, equity, quality, affordability and accountability. with a particular focus on marginalized communities. It also lays emphasis on numerous skills like creativity, critical thinking, and problem-solving. Though the education policy has impacted school, college and universities education equally, this article mainly focuses on NEP 2020 and its impact on School Education, Higher Education and Teacher Education. This paper also outlines the salient features of NEP and compares to the past education policies which are exerting their impact on the present education system.*

**Keywords:** Ancient Education, Viharas, Universities, Higher education, National education policy 2020, NEP-2020

### ANCIENT EDUCATION SYSTEM IN INDIA

The fame of Indian culture, wealth, religions, philosophies, art, architecture, as well as its educational practices had spread far and wide. The education system of ancient times was regarded as a source for the knowledge, traditions and practices that guided and encouraged humanity and that's why the travellers visited India because to them India was a land of wonder. Indian ancient education system evolved over the period and focused on the holistic development i.e., moral, physical, spiritual and intellectual aspects of life. The teaching and learning were focused on healthy mind and healthy body.

Indigenous education was imparted at home, in temples, Pathshalas, tols, Chatuspadis and Gurukuls. Temples were also the centres of learning and teaching was largely oral and the students were asked to remember and mediate.

Women too had access to education during the early Vedic period. Among the prominent women Vedic scholars, we find references to Maitreyi, Viswambhara, Apala, Gargi and Lopamudra, to name a few. The main objective was to have complete learning, leading a disciplined life and realising one's inner potential. Many viharas (monasteries) were set up for monks and nuns to meditate, debate and discuss with the

learned for their quest for knowledge during this period. Around these viharas, other educational centres of higher learning developed, which attracted students from China, Korea, Tibet, Burma, Ceylon, Java, Nepal and other distant countries.

### **Objectives of the study**

The primary objective of this research is to study the impact of New Education Policy 2020 on School Education, Higher Education and Teacher Education. The study also outlines the salient features of NEP and compares to the past education policies which are exerting their impact on the present education system.

### **Research methodology**

This research is a theoretical study. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc. This data was observed and reviewed to arrive at the inferences and conclusions. The research compares to the past education policies with New Education Policy 2020.

### **Viharas & Universities**

The Jataka tales, accounts given by Xuan Zang and I-Qing (Chinese scholars), as well as other sources tell us that kings and society took active interest in promoting education. As a result many famous educational centres came into existence. Among the most notable universities that evolved during this period were situated at Takshashila, Nalanda, Valabhi, Vikramshila, Odantapuri and Jagaddala. In ancient times, Takshashila was a noted centre of learning, including religious teachings of Buddhism, for several centuries. It continued to attract students from around the world until its destruction in the 5th century CE. It was known for its higher. These universities were considered among the best centres of learning in the world. These have been recently declared heritage sites by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

At the same time in the south of India, Agraharas served as centres of learning and teaching. South Indian kingdoms also had other cultural institutions known as Ghatika and Brahmapuri. A Ghatika was a centre of learning including religion and was small in size. An agrahara was a bigger institution, a whole settlement of learned Brahmins, with its own powers of government and was maintained by generous donations from the society. Temples, Mathas, Jain Basadis and Buddhist Viharas also existed as other sources of learning during this period.

During the medieval period, Maktabas and madrassas became part of the education system. During the pre-colonial period, indigenous education flourished in India.

Education was free and not centralised. Its foundations were laid in the rich cultural traditions of India thereby helping in the development of the physical, intellectual, spiritual and artistic aspects of life holistically. Our contemporary education system has a lot to learn from the ancient education system of India. Therefore, the stress is being laid on connecting learning to the world outside the school. Today educationists recognise the role and importance of multilingual and multicultural education, thereby connecting the ancient and the traditional knowledge with contemporary learning.

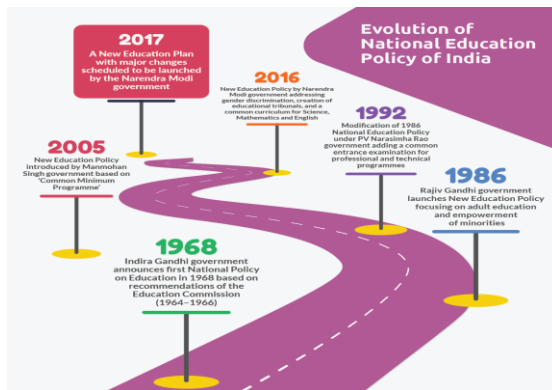
## ADVANCEMENT OF NATIONAL EDUCATION POLICY IN INDIA

The modern school education system was brought to India originally by Lord Macaulay in 1830s. Finally, in 1952, the Central Board of Secondary Education (CBSE) a national level education board was introduced in India.

*Maulana Abul Kalam Azad*, the first Minister of Education in India, emphasized the need for robust governance by the centre over education throughout the country by implementing a uniform educational system. The Government of *Jawaharlal Nehru* formed the National Council of Educational Research and Training (NCERT) in 1961, as an autonomous organization to formulate and implement education policies. However, the urgency for an education policy was experienced in 1964 when Congress Member of Parliament Siddheshwar Prasad criticized the then government for lacking a vision for education.

### **First National Policy on Education-1968**

The first National Policy on Education was introduced by the Prime Minister Indira Gandhi in 1968, which was based on the recommendations of the Kothari Commission (1964–1966). The policy was meant to improve the quality of education and provide education to all the citizens in the country irrespective of caste, creed and sex would have access to education of a comparable quality up to a given level. It realised a common educational structure i.e. 10+2+3 (first 10 years is schooling, the next 2 years is higher secondary education and then followed by graduation) and which was accepted pan India. The policy advocated use of mother tongue as medium of instruction in early school years, and three language formula, which is followed by most schools. The subjects such as Science and Maths were now getting more precedence. Further the NPE, 1968 focused on strengthening the research in the universities. The first Policy on Education, 1968 was not very successful because education was in state list, so role of centre was little on how the states would implement this scheme.



Source: indianera.com

### **Second National Policy on Education-1986**

The 1986 policy was introduced by Prime Minister Rajiv Gandhi and it was revised in 1992 when PV Narsimha Rao was prime minister. This policy focussed on modernization and role of IT in education. More attention was paid on restructuring the teacher education, early childhood care, women's empowerment and adult literacy. It

also accepted autonomy of universities and colleges, something which was resisted in past.

### **Performance of NEP-1986**

In comparison to the 1968 policy, the 1986 policy performed better. There were several reasons to this. *Firstly*, this policy came after 42<sup>nd</sup> amendment in 1976. In this amendment, five subjects were transferred from State to Concurrent List including Education, Forests, Weights & Measures, Protection of Wild Animals and Birds; and Administration of Justice. *Secondly*, now centre was able to accept wider responsibility and introduced a number of programmes in line with this policy. Most of our classic government schemes such as Sarva Shiksha Abhiyan, Mid Day Meal Scheme, Navodaya Vidyalayas (NVS schools), Kendriya Vidyalayas (KV schools) and use of IT in education were started under the NEP of 1986.

### **Third National Policy on Education-2020**

So, India's education sector needed to update itself according to the 21st-century requirements. The NEP, after a gap of 34 years, has put in place a slew of education reforms in both the higher education and school sector. It intends to bring a systematic reform in the education sector rather than an incremental reform. The quality, innovation and research are the essential pillars to become a knowledge super power and have an holistic approach in education. In July 2020, the Union Cabinet of India has approved the 3<sup>rd</sup> national Education Policy 2020 to replace the previous National Policy on Education, 1986.

On 29<sup>th</sup> July 2020, the Government of PM Narendra Modi approved the **National Education Policy 2020 (NEP 2020)**, with an aim to transform India's education system by 2040. The new policy, released on 23<sup>rd</sup> September 2020, will focus on innovation, research, and quality to fulfil India's dream of becoming a knowledge powerhouse. The New Policy also renamed the Ministry of Human Resource Development (MHRD) as **the Ministry of Education** in a bid to bring the focus back on education and learning.

### **Principles of National Education Policy 2020**

- Pillars of NPE are access, affordability, accountability equity and quality
- Light but Tight regulatory framework to promote integrity, transparency and resource efficiency of the educational system
- Teachers/Faculty as the heart of the learning process
- Holistic development -academic and non-academic
- Achieving Foundational Literacy and Numeracy in all students by class 3<sup>rd</sup>.
- Flexibility for learners to choose their paths as per their talents and interests
- Teaching of Life Skills- communication, teamwork, cooperation, and resilience
- Promotion of Multilingualism in learning and teaching
- Full Inclusion as the basis of all educational decisions
- Encouraging innovation through autonomy, good governance and empowerment
- Recognizing the unique capabilities of each student
- Regular Formative Assessment for learning instead of summative assessment

- No hard uncoupling between arts and sciences, curricular and extra-curricular activities in areas of learning
- Multi-disciplinary education across the sciences, social sciences, arts, humanities, and sports to ensure the unity and integrity of all knowledge

## Objectives and Reforms of National Education Policy (NEP) 2020

### *New Structure of Education*

1. **Foundational Stage (5 years):** Pre school for three years followed by grades 1 & 2
2. **Preparatory Stage (3 years):** This stage consists of three classes 3, 4, & 5
3. **Middle Stage (3 years):** It consists of class 6 to 8
4. **Secondary Stage (4 years):** The final stage of schooling classes 9 to 12

### *Foundational Stage (5 years)*

The foundation stage will comprise the first 5 years of a child’s schooling. In the first three (3) years of education, children will be taught in Anganwadi, Balvatika or community-based nurseries. The other 2 years of schooling include multilevel, play/activity-based learning, during which they will develop the basic skills and knowledge required for learning.

### *Preparatory Stage (3 years)*

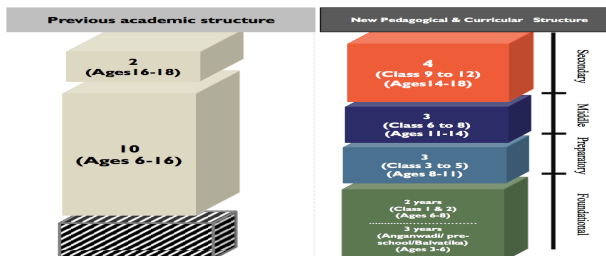
The preparatory stage will be from age **8 to 11** and focus on foundational learning, including developing basic literacy and numeracy skills among students. The preparatory stage will help students develop their understanding of concepts in various subjects.

### *Middle Stage (3 years)*

The middle stage will be from age **11 to 14** years. During the middle stage, students will be expected to develop core academic skills such as reading, writing, and basic language competencies. They will also be expected to develop life skills such as teamwork, problem-solving, and critical thinking.

### *Secondary Stage (4 years)*

The secondary stage will be from age **14 to 18**. During this stage, students will be expected to complete a core curriculum consisting of English, Mathematics, Science, and Social Studies. In addition, they will have the opportunity to choose from a range of electives, including languages, arts, and vocational subjects. The secondary stage aims to provide students with the skills and knowledge they need to prepare for further education or enter the workforce.



Source: NEP 2020

## **SCHOOL EDUCATION**

- A new pedagogical and Curricular structure of 5+3+3+4 corresponding to 3-18 years replacing 10+2 structure covering 6-18 years
- Single Regulations for All Levels of School Education
- Annual exams only in standard 3<sup>rd</sup>, 5<sup>th</sup> & 8<sup>th</sup> instead of annual examinations.
- MDM Scheme to be extended to include breakfasts
- Breakfasts to be included in MDM scheme.
- Mental health the prime concern- to deploy counsellor and social workers.
- Mother tongue/regional language as medium of instruction from 5<sup>th</sup> to 8<sup>th</sup> class.
- The exams will have two parts-objective and subjective. Class 10 and 12 Board Exams will be conducted as usual, but the exams will be made easier by allowing students to take exams twice a year (semester system).
- Focus on core concepts in the curriculum.
- Holistic Progress Card- a comprehensive report on skills and capabilities instead of marks and grades.
- New NCF for Early Childhood Educator, schools, teachers and adult students.
- Achieving 100% Gross Enrolment Ratio in school education by 2030.
- Open schooling System for out of school children.
- Vocational Education and coding will be introduced from 6<sup>th</sup> standard.
- Universalisation of education from early to secondary level.

## **HIGHER EDUCATION**

- M. A. pass can directly apply for Ph. D.
- M. Phil. (Master of Philosophy) courses to be discontinued
- Undergraduate program with multiple exit options where the bachelor's degree can be 3 or 4 years
- PG programs can be 1 or 2 years
- Students will have the freedom to do multiple other courses simultaneously
- Entrance exams to universities pan India to be conducted by the National Testing Agencies except the JEE Main and NEET
- Increasing Gross Enrolment Ratio (GER) in higher education to 50% by 2035 from the current 26.3%.
- Establishment of Academic Bank of Credits (to facilitate Transfer of Credits)
- Addition of 3.5 crore seats in higher education
- Phasing out the Affiliation System at university level over a period of 15 years
- Setting up MERUs (Multidisciplinary Education and Research Universities) to maintain global standards
- Establishment of National Research Foundation, for fostering research culture in higher education
- Establishment of Higher Education Council of India (HECI) to regulate higher education by preparing the same set of regulations, accreditation and academic standards for private and public institutions. The HECI will replace the existing National Council for Teacher Education (NCTE), All India Council for Technical Education (AICTE) and the University Grants Commission (UGC)

## TEACHER EDUCATION

- B.Ed. Standalone institutions must convert themselves into multidisciplinary institute.
- Emphasis on transparency of the recruitment process of teacher
- NCTE to formulate a new and comprehensive National Curriculum Framework for Teacher Education (NCFTE) 2021
- NCTE to frame National Professional Standards for Teachers (NPST) 2022

## OTHERS

- Gender Inclusion Fund, for education for female and transgender children
- Establishment of National Assessment Centre- PARAKH – to assess the students.
- Gigantic usage of technology in education planning, teaching, learning & assessment
- Increasing the education expenditure to 6% of the GDP at the earliest, from the current 4.6%.
- Establishment of National Education Commission
- Establishment of a platform naming National Educational Technology Forum (NETF), to facilitate the free exchange of ideas on technology usage in education.
- Establishment of Special Education Zones (SEZs) to improve education among underrepresented groups in disadvantaged regions.
- Establishment of new language institutions like the Indian Institute of Translation and Interpretation (IITI) and the Institutes for Pali, Persian and Prakrit.

## CONCLUSION

The new education policy introduces a whole change in education system and reads largely as a very progressive document as well as a very positive impact on School Education, Higher Education and Teacher Education. The new education policy has a admirable vision, but its strength will depend on whether it is able to effectively integrate with the other policy initiatives of government like Digital India, Skill India in order to effect a coherent structural transformation. Hence, policy linkages can ensure that education policy addresses to and learns from Skill India's experience in engaging more dynamically with the corporate sector to shape vocational education curriculum in order to make it a success. New Education Policy has reassuringly provisioned for real-time evaluation systems and informative inspection of present education system. This will be a remarkable achievement. The NEP 2020 is a defining moment for School Education, Higher Education and Teacher Education. Effective and time-bound implementation is what will make it truly path-breaking.

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