

India's New Education Policy Framework-A Study

Dr. Sanjeev Kumar Sharma*

*Librarian, Rajdhani College, University of Delhi

Dr. Rajeev Vashisht**

**Assistant Professor, Rajdhani College, University of Delhi

Abstract

The union cabinet on 29th July, launched the new National Education Policy (NEP 2020) which aims to address many growing and developmental changes that are important for the country. The new policy proposes revising the decades old educational policy of India and revamp each and every aspect of the currently prevalent educational structure including its regulating and governing procedure, and to build a structure which is rightly in tune with the aspiring goals of the 21st century education system while keeping India's traditions as well as its value systems in consideration. It is first such policy in Thirty-four years since the last changes in the education system were made in 1986. The Government claims that these changes will help transform India into a "Global knowledge Superpower". The Government is aiming to introduce the new system in the upcoming session. The objective for undergoing educational training in erstwhile India was not merely to acquire knowledge, as groundwork for leading a meaningful life on earth or for the ensuing life after education, apart from attaining self-realisation or what is termed as moksha. India's ancient educational system gave birth to the likes of eminent scholars such as Sushrut, Kautilya, Aryabhata, Bhaskaracharya, among other noteworthy names. Their contribution in spheres of medicine, politics, astronomy, mathematics, astrology, economics have been invaluable in today's world. The Indian government formulated its new education policy called the NEP. **National Education Policy 2020** will be brought into effect by the Karnataka government from the present academic year 2021-22. This policy will mark the beginning of a new era for India. The policy underwent several examinations since then, including the latest modification of making it ready for an education system suitable with the current scenario of Covid-19 spread. Prime Minister Narendra Modi also reviewed the bill earlier in the month of May 2020 following which the bill was passed by the cabinet on 29th July. The aim of this study to discuss about the newly announced & approved education plan talks about major transforming reforms in the Indian education sector which are being appreciated by many. Along with acceptance & appreciation, there is also much criticism which ultimately focuses on the cons of this new educational policy.

Keywords:- NEP, Expansion, Educational Framework, New Education Policy, Government, Higher Education

Introduction

One of the crucial factors that induce evolution and expansion within a society is education. Greater the number of educated persons within a society, greater benefits are bestowed upon the society. This

greatly enhances the significance of education within a society and resultantly, governments are seen making bigger investments in educational set-ups and structures. Education becomes the medium of transferring all necessary skills, technology and knowledge to its people, that makes them into responsible citizens who comprehend their rights and duties to their country and the society they live in. Education widens the personal vision and enhances the potential to pinpoint the shortcomings like corruption, injustice and related issues. Education marks a major differentiating factor of a human being when compared to other creatures. Ever since gaining independence, India has paid great attention to augment its literacy rate in urban as well as rural areas. Several literacy programs have been initiated by the Indian government to boost primary and higher education in our country.

Previously, the Government began with the process of structuring a new education policy by the means of a consultation platform for an inclusive, participatory and holistic approach, and considering different expert opinions, empirical research works, field experiences, stakeholder feedback as well as the lessons learned from all best experiences. Keeping this in mind, a nine-member panel was framed and the former ISRO scientist, Krishnaswamy Kasturirangan was appointed the head of the panel. Experts from various fields were appointed into the panel by the Human Resource Development (HRD) Ministry. The committee submitted its report in May 2019 and the draft of the National Education Policy was uploaded on the website of the Human resource Development Ministry and other government portals to invite the views, suggestions and comments of different stakeholders, including the public. The draft of NEP was based on the fundamental pillars of access, equality, accountability, quality and affordability. It was also uploaded on MyGov portal and was open for public opinions. After the submission of the draft report, the Governments of all the states/UTs and different ministries of the Indian Government were asked to give their opinions and comments on the draft of the National education Policy 2019. Also a briefly detailed summary of the proposed draft was then circulated among different stakeholders, and was translated in 22 different languages and uploaded on the Human Resource Ministry website. Certain meetings and educational dialogues with the State Secretaries of Higher & Technical Education and the State Education Secretaries of School Education were held.

Objectives of the New Education Policy

- To provide high-quality education to all.
- The academics of all educational establishments must nurture within the students a deep sense of regard for the country and instil the value of fundamental duties, commitment to the country, and a conscious understanding awareness of their duty in view of the evolving scenario.
- To develop a deep sense of respect towards the fundamental rights, duties, and Constitutional values, bonding with one's country, and conscious awareness of one's role and responsibilities in a changing world.
- To instil skills, values, and dispositions that support responsible commitment to human rights, sustainable development, and living and global well-being, thereby reflecting a truly global citizen.
- To make each one feel proud to be an Indian, not merely in principle, but in spirit, too, and to acquire all relevant skills, knowledge, and aptitude that uphold commitment to human rights, values, sustained development and global welfare and hence the image of an authentic world citizen.

- An education system grounded in Indian ethnicity that helps to transform India into a just, impartial, knowledgeable society, through ensuring superior-quality education to each, to scale India into a global knowledge superpower.

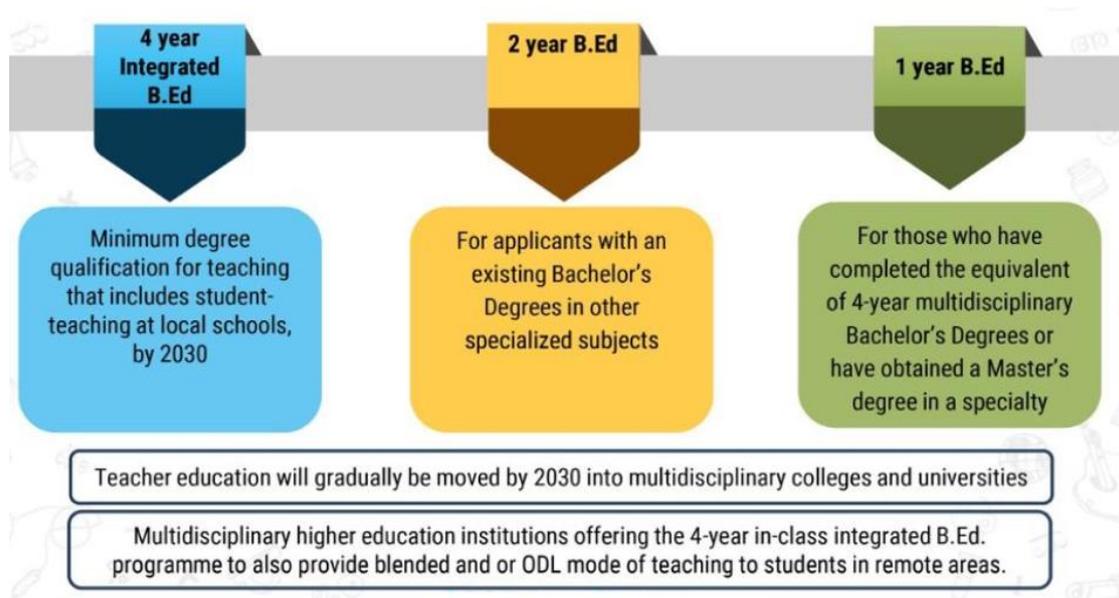
RESEARCH METHODOLOGY

This paper is based on new education policy framed by government of India in 2020. Secondary study material has gathered from various websites and published reports of government. Research design is descriptive in nature. Authenticity has been checked by government reports & gazettes.

HEI – THE WAY OF EFFECTUAL HEADSHIP & SYSTEMS

Through a period of 15 years of suitable system of graded accreditation & graded autonomy, phase wise, the Indian HEIs shall aspire towards becoming independent self-governing establishments pursuing quality and modernisation.

- The BoG will remain accountable to all stakeholders by honest self appraisal and disclosures of every relevant record, and will also remain responsible for following all regulatory guidelines specified by HECI through the National Higher Education Regulatory Council (NHERC).
- A Board of Governors (BoG) will be set up, once the right graded accreditations that determine the capacity for each establishment are established. Equity considerations shall be attended to in the selection of members.
- The BoG of an establishment shall hold the power to govern it without any outside intrusion. It is hoped that all HEIs will gain support and mentorship during such a process, and will aim at becoming independent, and also possess an empowered BoG by the year 2035.



MAJOR FEATURES OF NEP 2020: HIGHER EDUCATION

1. BASIC POLICY PRINCIPLES:

More stress on conceptual detailed understanding instead of rote learning & studying-for-exam.

Encourage creative & critical thinking to promote logical decision-making and modernisation.

Introduce ethical, human & constitutional values such as courtesy, equality, liberty, justice, cleanliness, respecting public property.

Promotion of multilingualism in teaching & learning.

Life skills like cooperation, communication, team spirit & flexibility.

Highlight general formatted assessment for learning instead of summative assessment responsible for present day 'coaching culture'.

Wide-ranging technological modes of teaching & learning, eliminating language barriers, greater outreach to Divyang students & educational planning & management.

Respect for multiplicity & the ethnic context in all learning curriculums & policies, as education is a concurrent subject.

Total impartiality & inclusion as the foundation of all educational kind of decisions so that each student may flourish in the new education system.

Uniformity in curriculums at all levels of education from kindergarten level, to school education and higher education.

To recognize, identify, and nurture the distinctive capability of every individual student, by making the teachers and parents sensitive towards the promotion of the student's holistic development in scholastic as well as extra-curricular fields.

Giving utmost priority to achievement of basic literacy and numeracy, to every Grade 3 student.

Flexible curriculum, providing every student the choice to select his learning programs and trajectories selecting his career in line with his personal aptitude and talent.

Non-compartmentalized distinctions between professional and scholastic streams, arts & science, between curricular & non-curricular activities, etc., so that harmful hierarchies are totally eliminated diverse spheres of learning.

Multidiscipline and holistic education in social sciences, arts, science, humanities, and sports, to warrant the unity & integrity of the different fields of knowledge.

Faculty part of learning process – its recruitment, continued professional involvement, positive working ambience, and good service conditions; 'light but tight' regulating system framework to guarantee uprightness, honesty, and resource efficacy of the educational system through audit & public disclosures, as also to encourage modernization ingenious ideas through sovereignty and empowerment.

Superior quality research as a core-requisite for quality education & development.

Ongoing review based on progress on sustained research & customary evaluation by educational experts.

Grounding and pride in Indian culture and its manifold, prosperous, ancient knowledge & tradition.

Education as a public service and basic right must be accessible to all children.

Extensive investment in a robust, quality of public educational system alongside encouraging and promoting dedicated philanthropic private and community involvement.

ONLINE DEGREE COURSES

An all-inclusive group of recommendations for promotion of online education owing to uprising epidemics and pandemics so that the country is well prepared with optional systems of quality education where conventional education systems are not available, has been outlined. A fully committed unit with the aim of orchestrating the creation of digital infrastructure, digital content & capacity building shall be formed in the MHRD to attend to the E-education requirements of primary as well as higher education.

NEP 2020 allows the top 100 universities in India to offer online degree courses to make them affordable and improve accessibility. Following this, online platforms are offering a range of courses in partnership with institutes.

Last year, Upgrade announced E-degree courses including Bachelor of Business Administration, Master of Computer Applications and Master of Business Administration with Jamia Hamdard in New Delhi and a one-year degree in corporate and financial law and a two-year MBA in digital finance and banking with OP Jindal Global University.

Edtech firm Great Learning is offering MBA, MCA, and BBA courses in partnership with JAIN (Deemed-to-be University) and an MBA with Shiv Nadar University.

Imarticus Learning has launched an online BBA degree course in banking and finance with Bengaluru-based JAIN (Deemed-to-be University).

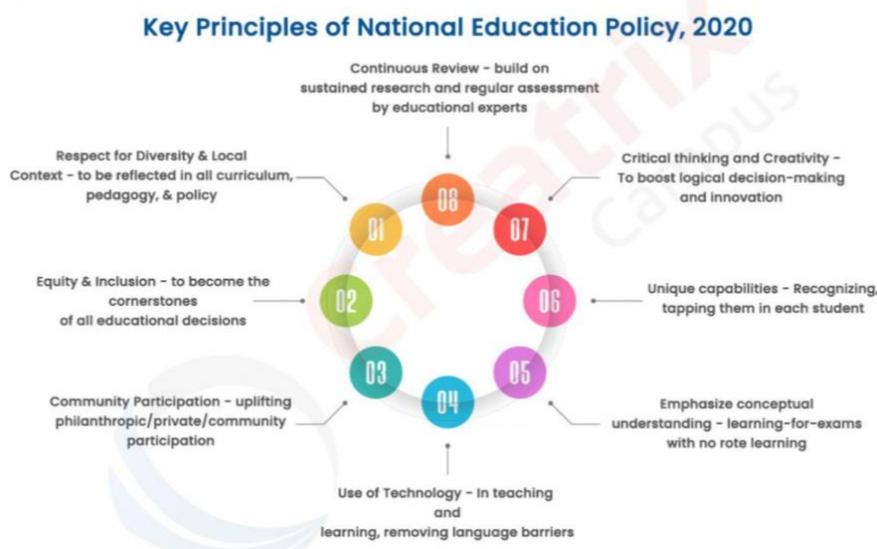


Figure:- Key Principles of National Education Policy - 2020

Emphasis on Regional Languages

A key aspect of NEP 2020 was the promotion of all official languages of India, apart from English. It was suggested that schools and higher education institutes give students the option to study in their mother tongues. A few hundred schools in the country are now offering this option on a pilot basis. The translation of books is under way.

Education minister Dharmendra Pradhan said on July 26 that technical education will be offered in eight regional languages in certain institutions on a pilot basis from 2021-22. The regional languages are Hindi, Bengali, Tamil, Telugu, Marathi, Gujarati, Kannada and Malayalam. At the school level, the first step will be to invest in teachers who can speak multiple languages. At present most of the teachers speak English, a regional language and/or Hindi. Under NEP 2020, schools and colleges must train teachers in additional languages or hire more staff.

RK Gupta, principal of Kolkata-based Aim High School, said this will be an additional expense. He said a decision on hiring new teachers and translating academic content will be taken in 2022, depending on how many students want to study in regional languages.

The education ministry has informed schools and higher education institutes that regional language-based curriculum will be optional. However, it reiterated that no student can be denied entry to a course only because he/she is not fluent in English.

The NEP visualizes ensuing major alterations in current education system:

- shifting to multidisciplinary educational institutions with larger number of HEIs all over India which provide medium of instruction in local Vs. Indian languages;
- a shift to versatile multidisciplinary different undergraduate education;
- shift towards autonomous faculty & institutional sovereignty;
- restructuring syllabus, evaluation, and student support
- re-establishing the honour of staff and institutional leadership positions
- establishing a National Research Foundation
- governing HEIs by autonomous boards holding academic & administrative independence;
- autonomy;
- “light but tight” regulation by a single regulator for the higher educational system;
- augmented access, equity, and inclusion.

Technology & Usage of Technological Devices– A Boom for NEP

HEIs shall also perform a major part in conducting studies on disruptive technologies and in making instructional curriculum and relevant teaching materials that will include online courses in cutting-edge areas. An independent body, the National Educational Technology Forum (NETF), would be formed to make a platform available for the open exchange of technological concepts to augment planning strategies, learning, evaluation and administration. Appropriate amalgamation of technological concepts into all stages of education will be undertaken to enhance classroom learning, support professional faculty development, augment educational learning for disadvantaged societies and bring in line educational planning, administration and management. Technology-based

India's New Education Policy Framework-A Study

educational platforms, like DIKSHA/SWAYAM, shall be spread across primary and higher education institutions.

Table:- Developments in the education system of India

| Year of commencement | Regulations |
|-----------------------------|--|
| 1948- 1949 | University Education Commission |
| 1952- 1953 | Secondary Education Commission |
| 1964- 1966 | Education Commission under Dr. D.S. Kothari |
| 1968 | National Policy on Education under the Indira Gandhi government |
| 1976 | Education included in the concurrent list under 42nd Amendment |
| 1986 | National Policy on Education (NPE) under the Rajiv Gandhi government |
| 1992 | Program of Action (1986's NPE modified) by the P.V. Narasimha Rao government |
| 2016 | T.S.R. Subramaniam committee report |
| 2019 | K. Kasturirangan committee report |
| 2020 | National Education Policy |

Monetary aspect of Education

Education must not be looked upon as a profit-making commercial activity; it is in fact a service rendered to the public. Manifold check-and balance mechanisms will fight and deal with commercializing higher education. All educational establishments shall be subject to uniform audit and admission as 'not for profit' entities. The states as well as the Centre shall cooperate to enhance public investment in the sector of education to scale to 6 percent of GDP, as soon as possible.

The CAGE - Central Advisory Board of Education shall be strengthened to warrant synchronization to bring focussed attention on quality education. The restructured and new CAGE will additionally remain responsible for evolving, assessing, articulating, and reviewing the educational vision across the country on an ongoing basis & in the close collaboration with MHRD & the related top bodies of states. Also, it will build and continually review the institutional labelling's that aid in actualizing this vision.

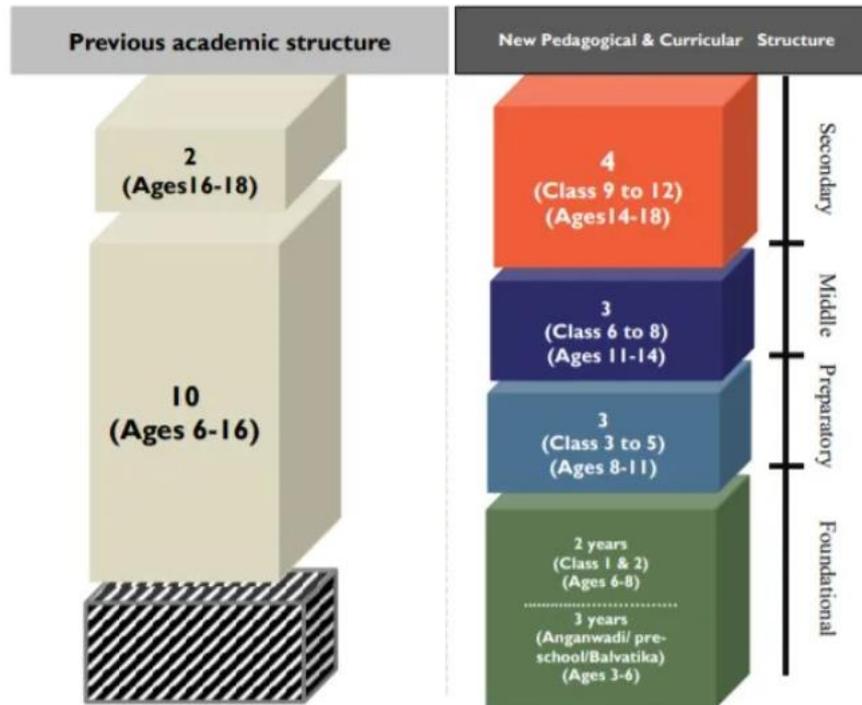


Chart- New Education Policy 2020 – Previous & New Pedagogical

One to One Comparison for the NEP 2020 with Old NEP 1986

The HRD Ministry replaced the thirty four-year-old NPE or National policy on Education of 1986, with the 2020 new Education Policy that is called (NEP- 2020).

This NEP 2020, has been approved by the members of union cabinet, shall endeavour to bring significant educational reforms. The aim of this new policy is the universalization of education, beginning from pre-school education to secondary level with a hundred percent gross enrolment ratio (GER) in every school education by the year 2030.

The post-independent, India framed 3 educational policies. The very first one was framed in 1968, which chiefly focussed on compulsorily education for children upto the 14 years of age. The 2nd policy drafted in 1986 emphasized on removal of discrepancy between different social groups. Although this policy focussed on attaining uniform education amongst various social groups, it failed to consider the competitive global scenario, which was the focal point in modern world owing to the globalization of the Indian economy, after the 1991 reforms.

NEP 2020 is an effort at balancing regional & global human resource requirements of the expanding Indian economy. With the introduction of NEP-2020, it is critical to rightly comprehend the changes set forth by NEP - 2020 in relation to NPE 1986.

At tactical level, the policies differ mainly in 3 vital areas, which are societal vision, social purpose & purpose of education. Both kinds of the educational policies were drafted in tandem with the existent social structure. The policy of 1986 and that of 2020 have distinctly differing visions of the Indian social structure. During the 1980s, world economies were mainly local, while others were in the transitory stages. Today's world economies are seen functioning as complex global entities. In keeping with this, the 1986 NPE put its entire focus on standardization and equal opportunity for all.

Considering that by 2020, several organisations have matured and possess crucial inertia, NEP 2020 remains focussed on enhancing individual capability and attaining excellence in the selected area, by facilitating customised educational alternatives and also aspiring towards reduction of regulation via provision of greater internal independence to all educational institutions will also assist in the choice of subjects, software skills in schools, credit transfer, manifold entries, and exit system.

While, the NEP- 2020 mainly remains focused on social inclusivity, it aspires towards creating special education zones in those fields that have large proportions of disadvantaged groups. Also, NEP 2020 has focused on financial value created through educational learning and training. It additionally focuses significantly on skill-based learning and employability through education.

Lastly, the dissimilarity laid in their comprehension of educational objectives. The previous policy laid stress on comprehending the world scenario & human life. As per NPE 1986, the goal of education is the threefold: the general growth of human resources, peaceful coexistence, international cooperation, development of democracy, socialism, and secularism. This policy centred on national growth by producing citizens with required skills, knowledge & personality development. The chief goals of education are to gain optimal human potential, create a just and fair society, and promote national growth. The curriculum in this policy aims at developing analytical learning, critical thinking, and ability to discuss, in order to enhance the talent and human resource pool of India.

No Hard Separation of Streams Under NEP 2021

Every student will get the opportunity to engage in arts and humanities as well as in the study of arts and science and social science because of this no hard separation going to be done between 'curricular' and 'extra-curricular activities' or 'co-curricular activities'

Every school subject will be considered as curricular rather than extra or co-curricular which includes yoga, sports, dance, music, sculpting, woodworking, gardening, and electric work.

NCERT will prepare syllabi and textbooks as per the NCF (national curriculum framework) so that these subjects could be incorporated into the curriculum which SCERTs (State councils of educational research training) in states may edit, rewrite, and supplement as per their needs.

Physical education will be incorporate strongly throughout their curriculum with a consideration that what is interesting and safe at each age.

Also, there is no hard separation between ‘vocational’ and ‘academic’ stream because they wanted every student will get equal opportunity to develop their both capabilities.

Findings, Recommendations & Conclusion

Obviously, no policies are completely flawless. NEP, 2020 too, has certain shortcomings that shall be visible only once it is implemented. However, if the government seeks to wilfully implement the new education policy with full vigour, all hurdles and difficulties shall crumble down. Summing it up it may be said, that the onus rests on the government and the executing authorities to see the manner in which they implement the policy to obtain optimal results, while simultaneously taking relevant steps to surmount the difficulties that may stand in the pathway to success. The modern day education system of India is now more in tune with the west and is also seen competing with western system and culture. A new Indian education policy has been framed, and it received approval by the cabinet on 29th July, 2020. The new policy is centred on holistic development of a student, focusing on core relationship between academic curriculum and practical activities. This policy brings out the significance of practical field knowledge and applying theory to practice. Education is the cornerstone of a civilized society and India has awarded a very significant place to education. A child’s first school is his own home and Indians have paid great heed to the intellectual development of a child. Initially, the ancient formal Indian education system was the Gurukul, where the student studied under a guru, living together with other students, in his ashram. It promotes providing education in regional languages and augmenting liberal sphere to all-round development. The greatest test that the Indian government will need to meet is in the applicability of the policy, as it will mean a total reversal in current teaching and learning methods. This remains an area of great interest to many, waiting to see how the government implements this new policy, as it is the first vital change in teaching methodologies after 1986, when the education policy was introduced.

To conclude, the NPE-1986 evolved a pool of education to train available human resources that contributed to the appropriate value chain; NEP-2020 aspires to create human resources which could add value propositions. The implementation of the new NEP 2020 means that the Indian educational systems is all set to compete with the current international standards. Through conducting an the online survey of around 1103 students across all over India, almost 96.4 percent were positive regarding the outcomes of implementing this new policy.

References

1. <https://www.moneycontrol.com/news/business/economy/national-education-policy-nep-2020-one-year-steady-reforms-miles-to-go-7242741.html>
2. <https://www.edumilestones.com/blog/details/new-education-policy-in-india-2020-a-much-needed-change>
3. <https://www.edumilestones.com/blog/details/new-education-policy-in-india-2020-a-much-needed-change>
4. https://www.ugc.ac.in/pdfnews/5294663_Salient-Featuresofnep-Eng-merged.pdf
5. <file:///C:/Users/vikagar/Downloads/Critical-Comparison-of-Indias-new-Education-Policy-with-Global-Education-Policies.pdf>

India's New Education Policy Framework-A Study

6. https://idronline.org/nep-2020-hits-and-misses/?gclid=CjwKCAjwndCKBhAkEiwAgSDKQcFFpXmONUoKPascHI6vQ3XdgiyGJnX0VAhbJprocMhB2bFkgxylgxoCcFUQAvD_BwE
7. <https://electiontamasha.in/new-education-policy-2020-how-it-will-shape-indias-future/>
8. <https://blog.ipleaders.in/overview-national-education-policy-2020/>