



ANALYSIS OF NATIONAL EDUCATION POLICY, 2020

By Akhil Jindal
From Gitarattan International Business
School

Abstract

Article 21-A of the Indian constitution provides us with the Right to Education. So to promote the education in India government of India introduced its first national education policy in 1968. The 1968 national education policy was replaced by national education policy 1986.

Now after 34 years Narendra Modi government has introduced India's 3rd national education policy. This policy is based on the draft submitted by 9 member committee under the chairmanship of Dr K Kasturirangan. The objectives of this policy are to improve quality of education, address the gaps in implementation, and achieve the global standard of education and to increase the standard of education. This education policy has introduced many changes in the existing structure of education.

This national education policy has changed the existing academic structure of 10+2 to 5+3+3+4. In this structure importance to pre-primary education has also been given. This education policy also focuses on vocational skills and it also provides the schools with the option to teach its students in either local language or in mother tongue up to 5th class.

In higher education this policy has introduced flexibility in choice of subjects. This policy removes all the hard barriers between the streams. In other words now students can do major and minor just like in American schools.

In undergraduate programs this policy has introduced multiple entry and exit option. In this option after completing one or two years students can leave their course and they will be provided with either certificate or diploma. This policy also abolishes MPhil.

This policy has also introduced some changes for the teachers like the qualification required for becoming teacher will be 4 years of B Ed degree by 2030. Also, under this policy, to give importance to a multidisciplinary approach, Multidisciplinary Education and Research Universities (MERU) will be created and to foster research culture in higher education, National Research Foundation will be set up as an apex body. For higher education, excluding legal and medical education, Higher Education Commission of India (HECI) will be created.

This policy also allows foreign universities to set up their campuses in India on their own.

Analysis of National Education Policy, 2020

Introduction-

Article 21-A of the Indian Constitution provides Indian citizens with the right to education. It states that *"The State shall provide free and compulsory education to all children of 6 to 14 years in such a manner as the State, may by law determine."*

According to Supreme Court, "The right to education flows directly from right to life. The right to life under Article 21 and the dignity of an individual cannot be assured unless it is accompanied by the right to education. The State Government is under an obligation to make endeavor to provide



educational facilities at all levels to its citizens.”¹

To promote education the government made a National Education Policy which covers elementary education to college education. This policy was for both rural and urban areas. It is basically a comprehensive framework which guides the development of education in the country.

The first National Education Policy was introduced in 1968 by the Indra Gandhi Government. It was based on the recommendations given by the Kothari Commission (1966-1967). This policy made education compulsory for the children up to 14 years. It also outlined a “three-language formula” for secondary education- English, Hindi and local language of the area. Other than three language program this policy also encouraged the teaching of Sanskrit language. It also proposed equal education opportunities for all children.

The second National Education Policy was introduced in 1986 by the Rajiv Gandhi Government. This policy removed disparities in order to equalize educational opportunities for all the children. This policy also provided incentives to the families of children belonging to Scheduled Caste and Scheduled Tribe so they could send their children to school. This policy also called for recruiting teachers from Schedule Tribes and Scheduled Caste communities. To deal with the special difficulties of handicap children this policy also reoriented the teachers training program. P.V. Narasimha Rao government modified the second education policy in 1992.

National Education policy 2020-

National Education Policy 2020 is the third education policy introduced by the Narendra Modi government. This education policy replaces the education policy of 1986. This policy is drafted by 9 members committee under the chairmanship of Dr K Kasturirangan.

The objectives of this policy is to improve quality of education, address the gaps in implementation, achieve the global standard of education and to increase the standard of education so that students are ready to face the world as soon as they graduate from school.

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one’s country, and a conscious awareness of one’s roles and responsibilities in a changing world. The vision of the Policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, 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.²

¹ Miss Mohini Jain v. State of Karnataka and Ors (1992) AIR 1858

² Ministry of Human Resource Development, (2020), *National Education Policy* (p.6), Available at:



Changes in National Education Policy 2020-

The new National Education Policy has introduced many changes. The 3 most prime changes are-

1. Ministry of Education will be the new name of HRD ministry
2. Investment will be increased in education from 1.6% to 6% of GDP
3. Focus on Gross Enrolment Ratio and it will be increased by 50% by 2035

In this policy entire exams and school structure has been changed. The existing structure of 10+2 has been changed to 5+3+3+4 structure. In this structure, 3-6 years students will also be included in the school curriculum. In 10+2 structure no importance was given to pre-primary education but in this new structure, importance will be given to pre-primary education as it is important and it has been proven that 85% of child's cumulative brain development takes place prior to the age of 6 years. Until now pre-primary education was only taught in private schools but now it will also be introduced in government schools. This has been done with the view of promoting overall learning, development and well being of students.

This structure will correspond to 3-8 years (Foundational stage), 8-11 years (Preparatory stage), 11-14 years (Middle stage) and 14-18 years (Secondary stage).

In the foundational stage, the first 3 years will be of pre-primary education and 2 years will be of primary education. Multilevel,

play/activity-based learning will be focused on in this stage.

The next stage will be the preparatory stage which will include grade 3rd-5th. This stage will focus on play, discovery and activity-based and interactive classroom study.

The next stage will be the middle stage which will include grade 6th-8th. Experimental learning in sciences, mathematics, arts, social sciences and humanities will be focused on in this stage.

The last stage of the school curriculum will be the secondary stage. This stage will include grades 9th-12th. This stage will focus on multidisciplinary study with greater critical thinking. This stage will also have greater flexibility and a student's choice of subjects.

This structure is similar to the western education system.

In this policy, the exam structure in schools has also been changed entirely. According to this policy annual examination will take place only in 3rd, 5th, 8th, 10th and 12th classes and even in these exams the main focus will be on high order skill rather than on rote learning. Analysis, critical thinking and conceptual clarity will be included in high order skills.

Boards will also take place but it will take place in two parts: objective and descriptive. Rather than rote learning, these exams will focus also focus on knowledge application and will be conducted twice a year.

The result of these exams will be declared in the 360-degree holistic report card. These

https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf (last accessed: 16th August 2020)



report cards will measure students based on holistic development rather than on textbook learning. Holistic development will include curricular activities, co-curricular activities and extracurricular activities. In these report cards, equal footing will be given to all these activities. This is a good change as it is important to measure children holistically as different children are good at different things. These report cards will also include self-assessment with addition to teacher's evaluation. Self-assessment is very important as this will improve decision-making skills in children and will also prepare them to face the world.

This education policy also gives the importance to vocational subjects. It is very crucial as vocational skills helps in developing the country. According to this policy, coding will also be taught in schools from class 6th onwards. It is very crucial as it is done in China and China has become a much-developed country.

Other than coding other vocational subjects will also be taught in school from 6th-8th class such as carpentry, pottery making, electric work, metalwork, etc. It is estimated that by the year 2025, 50% of the students will have exposure to vocational skills.

In addition to this schools will also have a 10-day bag less period in which students have to do an internship under vocational experts such as electricians, carpenters, plumbers, etc. Exposing students to internships from such a young age is very important. Students can also refer to vocational subjects online.

This policy also provides the school with the option to teach their students in their mother tongue or in their local language up to 5th class. For this, the example of Europe has been given. This thing will help children to

get an advantage in understanding the concepts of the subjects clearly. However, this option has been left to schools whether they want to adopt it or not.

Other than mother tongue and local language, Sanskrit will also be offered in every level of education. Other classical languages will also be offered.

In high school education, this policy removes all the hard barriers between arts, commerce and science subjects. There is flexibility in the selection of subjects. This means that now students can study any subject of their choice from any stream. They can do major and minor just like in American schools. This is very important as different students have different interests and dividing them on the basis of their marks was unjust. Also this change will help in removing the stigma that science students are intelligent and arts students are not intelligent.

Undergraduate and postgraduate programs are also made flexible under this policy. This policy provides undergraduate students with multiple entry and exit option. In this option, students can exit college after completing one or two years of the course. If they leave after completing one year they will be provided with a certificate of the course and if they leave after two years they will be provided with a diploma and if they leave after three years they will be provided with bachelor's degree. They can also do one extra year of multidisciplinary bachelor's program.

In this policy, students can also transfer credits of one course to another course if they don't wish to continue their course. This policy also provides students with the option in which they can take a one-year sabbatical



after which they will be able to continue their course from where they left off.

Also according to this policy students who have four-year undergraduate degree have to do only one year of MA and MSc. Also under this policy, MPhil will be abolished.

For teachers, this policy provides that, after consulting with the NCERT, National Curriculum Framework for Teachers Education, 2021 will be created. Furthermore, by 2030 minimum qualification for becoming a teacher will be changed to 4-year B Ed degree and for those who have a Bachelor's degree in any other specialized course, 2-year B Ed degree will be considered.

Also to give importance to a multidisciplinary approach, Multidisciplinary Education and Research Universities (MERU) will be created on IITs and IIMs level and to foster research culture in higher education, National Research Foundation will be set up as an apex body. For higher education, excluding legal and medical education, Higher Education Commission of India (HECI) will be created. This education policy also allows foreign universities to open their campuses in India. This will help in opening of top universities' campuses in India in the coming years. Provisions related to this were also given in Foreign Education Institution Bill 2010 but in that bill, foreign universities were only allowed to open their campuses in India with the partnership of Indian institutions and they were also required to give 50 crores as surety amount to the Indian government. But now there is no such requirement. Campuses can be opened in India by foreign universities on their own. This change will help in increasing

education quality in India and will also increase competition.

Conclusion-

Overall this National Education Policy is convincing. This education policy transforms the education system as per the needs of 21st century. This education policy prepares the children from the young age to face the world as soon as they get out. Respect to vocational subjects has also been given in this policy which will help to remove the stigma that vocational subjects are inferior. Also by giving respect to vocational subjects this policy equips students with skills which are very crucial for their development and also for the country's development.

However, effectiveness of any policy depends on its implementation. Therefore, the implementation of this Policy will be led by various bodies including MHRD, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education.³

³ Ibid