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## **National Education policy 2020- Changes and Challenges in Perspective of our School and Higher Education System**

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### **Abstract:**

Education scenario of a country reflects its priority for education in that nation. We need an education policy which can change the academic and learning atmosphere in the country and produce citizens who can face the challenges of present and future. With these things in mind the union Govt. constituted a committee in the year 2017 under the chairmanship of Professor K. Kasturirangan, former ISRO chief, to draft a new education policy for the country. The new education policy, called NEP-2020, was adopted by the Indian union on 29<sup>th</sup> July 2020. The policy has proposed changes in the education system right from school level to higher education level. The ministry of Human resource and Development has been replaced by Education Ministry. The right to education has been extended from six to twelve years to three to eighteen years. This policy places focus on our heritage on one hand and new skill based and technical education on the other. It has stressed to revive our old languages like Pali, Pharsi and Prakrit so that old literature can be studied and followed. Indian Institute of Translation and Interpretation (IITI) will be established which would provide a truly important service for the country. Keeping in view the changing scenario there has been stress on developing multidisciplinary higher education institutions.

**Key words:** Multidisciplinary, Gross enrolment ratio, Vocational education, coding, NEP-2020.

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## **Introduction:**

Our education system so far had been working under major education policy, national policy of education 1986, amended in 1992. Due to invasion of technology and information and communication technology (ICT) in education, different skill requirement of modern times, economic needs of 21st century, internationalization and sustainable development etc. a new education policy was the need of the hour. The Govt. of India in the year 2017 thought of bringing a new education policy. It was called agenda 2030 for sustainable development. Under this agenda it was proposed to ensure inclusive and equitable quality education and promote lifelong learning opportunities to all by 2030. The five pillars of this policy are: Access, Equity, Excellence, Accountability and Affordability.

This policy has been formed on the bottom to top citizen centric approach. This has been an outcome of thematic consultations between all stakeholders of education like UGC, AICTE, NCTE and AIU etc. which provided core inputs to the committee constituted for the policy. Apart from this the union Govt. invited suggestions from grass root level by uploading questions on various themes on school and higher education on MY GOV. in Portal. The present policy is an outcome of inputs from 2.5 lakh panchayats, 600 blocks, 600 urban local bodies (ULB) and 676 districts, apart from consultations from bodies like UGC, AICTE, NCTE and AIU etc. This policy has been formed by a committee of academicians and bureaucrats headed by Prof. K. Kashturirangan, former chairman ISRO. It has been passed by union cabinet on 29th July 2020. It is believed that this policy will catapult the nation into a new phase in quality education and will meet the requirements of 21st century.

## **Changes in school education:**

The old 10+2 system of school education has been replaced by the new 5+3+3+4 structure. The NEP 2020 proposes the entry age into education as three years instead of six years in the previous policy. 100% gross enrollment ratio, GER, for students from pre schools to secondary stage is desired to be achieved by 2025. Out of four stages, the first one is foundation stage for 3-8 year old children. In this stage the students will join the preschools at the age of three years. The preschools will be based on play style of learning. After three years of pre -schooling the students will complete first two years of schooling. There shall be no exam in the preschools. The next stage is called preparatory stage for 8-11 for years old. Here the students will learn in either his mother tongue or a

national level language. Even the schools can have English as the medium of learning. Middle stage is for 11-14 year old students. In this stage the students will learn science, maths, arts and humanities. They will be introduced to computer coding and vocational education of his/her choice. They will learn at least one vocation, with orientation to many. Ten days of internship for students of 6-8 classes with local experts such as carpenters, potters and gardeners will be carried out each year and same program will be followed every year during vacation.

The students can learn one Indian language of choice during this stage. The next is secondary stage for 14-18 years old. The students in this stage will pass ninth to twelfth classes. There will be semester system and the students will be examined twice a year. The students will be offered multiple subjects and there will be stress on critical thinking. The students can learn one foreign language during this stage as there is stress on internationalization in this policy.

### **New Architecture in Higher Education:**

At present we have about 993 universities, 50000 colleges and about 25000 stand alone institutions in the country. Now a days it was felt that a person cannot remain in one type of job for a longer time so he need different skills. In a quest to create thoughtful and creative individuals, they will be allowed to develop without barriers of streams and specializations. The NEP 2020 proposes multidisciplinary institutes at undergraduate as well at graduate level with medium of instruction in Indian and other languages for holistic growth of the students. By the year 2040 every institution will become multidisciplinary having 3000 or more students. Every district will have one multidisciplinary higher education institute (HEI) by the year 2030. Single stream HEI will be either phased out or will have to move to multidisciplinary institutions.

The basic undergraduate degree of B.A.,B.Sc. and [B.Com.](#) will be done away with and will be replaced by a degree in Bachelor of liberal arts (BLA). It will be of three or four years duration depending on whether the student want to join job or research in higher education. There will be multiple entry and exit options. A person exiting after one year will get a degree with a certificate, diploma after two years and degree after three years. A four year degree will be degree with research if rigorous research project in major area of study has been carried out. 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. A candidate having three year degree will have two year master degree whereas those having four year degree will have one year masters degree. The students will pursue Ph.D degree without M. Phil. as this course has been discontinued.

The universities will be of two types:

Multidisciplinary Teaching University

Multidisciplinary Educational Research University (MERU)

There will be more teaching universities than research universities but with the passage of time the teaching universities will convert into the research universities. Presently the number of colleges affiliated to a university is very large which is resulting in low standard undergraduate education as maximum time is consumed in examination process. To improve the academic standards the concept of affiliation of a college to a university will be stopped. The colleges will be made autonomous and degree granting colleges in due course of time.

The gross enrolment ratio (GER) would be increased to 50% by the year 2035 from existing about 26%.

### **Internationalization:**

International students will be facilitated to get enrolled in Indian universities in order to project India as global study destination. This will be accomplished by opening office for these students at all HEI. Indian universities having high reputation can start offshore campuses in foreign countries. Foreign universities can also operate in India.

### **Faculty motivation:**

There will be autonomy to faculty to design their own curriculum and methods of teaching within approved framework. There shall be no adhoc appointment and faculty appointment and promotion will be under a transparent and well defined process.

### **Governance and Regulations in Higher education:**

So far the governance and leadership in HEI is optimal and the regulatory system is ineffective. In NEP 2020 there will be a Higher Education Commission of India (HECI). It will have four pillars of different bodies for setting academic standards, regulations, funding and accreditation. All of these will be independent and empowered.

National Higher Education Regulatory Council (NHERC), the first pillar, will be a super regulator excluding medical and legal education. The public and private institution will be

treated at par. There will be transparency in the working of private institutions. These will be allowed to work on no profit no loss basis.

Second pillar will be National Accreditation Council (NAC). Accreditation of institutions will be based primarily on basic norms, public self-disclosure, good governance, and outcomes, and it will be carried out by an independent ecosystem of accrediting institutions supervised and overseen by NAC. By the year 2030, if a HEI is not accredited, it will be closed because it is not fulfilling the requirements of academic standards.

The third vertical of HECI will be the Higher Education Grants Council (HEGC), which will carry out funding and financing of higher education based on transparent criteria. HEGC will be entrusted with the disbursement of scholarships and developmental funds for launching new focus areas and expanding quality programme offerings at HEIs across disciplines and fields.

The fourth vertical of HECI will be the General Education Council (GEC), which will frame expected learning outcomes for higher education programmes, also referred to as 'graduate attributes'. A National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC and it shall be in sync with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education into higher education. Higher education qualifications leading to a degree/diploma/certificate shall be described by the NHEQF in terms of such learning outcomes.

The professional councils, such as the Indian Council for Agricultural Research (ICAR), veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET) etc., will act professional standard setting bodies.

### **National Research Foundation:**

To promote research in HEI, a national research foundation (NRF) will be set up at the national level. The overarching goal of the NRF will be to enable a culture of research to permeate through our universities. In particular, the NRF will provide a reliable base of merit-based but equitable peer-reviewed research funding, helping to develop a culture of research in the country through suitable incentives for and recognition of outstanding research, and by undertaking major initiatives to seed and grow research at State

Universities and other public institutions where research capability is currently limited. The NRF will competitively fund research in all disciplines. Successful research will be recognized, and where relevant, implemented through close linkages with governmental agencies as well as with industry and private/philanthropic organizations.

Research funding Institutions like Department of Science and Technology (DST), Department of Atomic Energy (DAE), Department of Bio-Technology (DBT), Indian Council of Agriculture Research (ICAR), Indian Council of Medical Research (ICMR), Indian Council of Historical Research (ICHR), and University Grants Commission (UGC), as well as various private and philanthropic organizations, will continue to independently fund research according to their priorities and needs.

### **Translation and Interpretation:**

India has high quality learning material and other important written and spoken material available with it from the past. To make this material available to the public in various Indian and foreign languages the need of translating and interpreting was felt. As per this policy an Indian Institute of Translation and Interpretation (IITI) will be established which would provide a truly important service for the country, as well as employ numerous multilingual language and subject experts, and experts in translation and interpretation, which will help to promote all Indian languages. The IITI shall also make extensive use of technology to aid in its translation and interpretation efforts.

### **Professional education:**

Universities in agriculture, health sciences, legal and technical shall be transformed into multidisciplinary and holistic HEI. Health care education will have pluralistic choices. All students of Allopathic must have a basic understanding of Ayurveda, Yoga, Naturopathy, Unani, Siddha and Homeopathy and vice versa.

Apart from these, there is lot of stress on improvement in legal, technical, management and even adult education.

### **Online and digital education:**

The existing digital platforms and ongoing ICT platforms must be expanded to meet the current and future challenges in providing quality education to our students. Teachers will

be suitably trained and developed to impart online education. Online teaching portals like SWAYAM and DIKSHA will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners. Tools, such as two-way video and two-way audio interface for holding online classes will be developed so as to make online teaching effective.

### **Teacher's education:**

All stand alone teachers education institutions to be converted in to multidisciplinary HEI and will offer integrated four B.Ed. programme by 2030. Till then there will be two year B.Ed. programme for three year UG degree and one year B.Ed. for four year UG degree holders. M.Ed. will be of one year with research. Interested senior and retired faculty will be appointed as mentors and professional trainers for research and training.

There will also be stress on promoting Indian languages, art and culture in NEP-2020.

### **Challenges:**

Though the NEP-2020 is a visionary document which has been formed to harness capability of each student, universalize the education and transform the learning landscape of India, still there are numerous problems in its implementations. The huge size and diversity of our education system makes the implementation an uphill task. The heavily bureaucratized education system lacking innovation need overhauling from grass root to top level. The proposed overhauling of regulating system requires lot of legislative initiatives. The policy proposes a budget of 6% of GDP on education. Even the NPE 1986 had proposed the same amount for education but it was never practically provided. In the year 2017-18 only 2.7% of GDP was used for education. In the year of launch of NEP 2020 the education budget, for the year 2020-21, was decreased by 6%. In school education the entry age at three years will require upgrading all schools at government level because at present these institutions are enrolling students at age of six years. This transformation will require a large number of trained teachers in preschools. The idea of teaching in one's mother tongue in foundation stage will not be possible in big cities where people with differ mother tongue are living together. Achieving 100% GER in school education require effective and sufficient infrastructure. An effective interaction of the teachers with the students and their parents for their continued attendance will be

required. 70% of HEIs and lot of schools are from private sector. Government has to apply strict regulator to evolve a workable mechanism and recognize the privately managed institutions on equal footing.

Increasing the GER from 26% to 50 % in HEI by 2035 will be an uphill task as it will require a large number of HEI with big infrastructure and lot of faculty and another positions. Every HEI cannot offer all subjects to the students as it will require a huge infrastructure in terms of building and faculty. India being a federal country and education being in the concurrent list will also raise challenges. Few of states have raised questions regarding NEP2020 before implementing. The state of Tamilnadu has even refused to implement this policy.

### **Conclusion:**

New education policy 2020 has been framed after lot of feedbacks form different stakeholders and has great thrust on multidisciplinary education both at undergraduate and post graduate levels. There is a shift from 10+2 to 5+3+3+4 at level of school education. Multiple entry and exit in higher education. The autonomy at institutional level and adequate regulatory and governing changes has been proposed in HEI, which is a welcome decision. Both the state and union governments must work in tandem to ensure that the policy is implemented in the true spirit. The NEP 2020 if implemented can catapult the nation into a new phase in quality education.



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