



NEW EDUCATION POLICY 2020: OPPORTUNITIES FOR STAKEHOLDERS

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Abstract: Education plays a powerful role in building nation, education decides the future of the nation, the destiny of its people. The impact will be a long-lasting one in terms of growth and development of the nation and citizen. The role of education and its importance cannot be ignored in today's scenario. The growth and development can be seen if we compare the pre independence and post - independence era. After 34 years Indian Govt. is going to change the way we study, this is the third amendment in the education policy. There are many changes proposed in new National Education Policy 2020 that would certainly effect all the stakeholders. In this paper the author is going to explore about National Education Policy 2020 and its effects on the stakeholders and also try to bring awareness and future impact of National Education Policy 2020 by asking a series of questions floated on all the available social media and analyzing the same.

Keywords: Indian Education, NEP 2020, National Education Policy 2020, Future of Indian Education, Effects on the Stakeholders, NEP 2020 - students, NEP 2020 - Teachers, NEP 2020 - Parents.

INTRODUCTION

India was a well-known name in the world in reference to the education system form ancient time. The Gurukul system of imparting education is very well known to all of us. As the time changes there are some changes in the Indian Education system has been observed after post-independence. The first education policy was formed in 1968 there later on in 1986 with small



amendment in 1992 since then we are following the same education pattern for the last 34 years. After 34 years, a new education policy has been proposed by the Indian government in the year 2020. This proposed system bears the acceptance of the cabinet and soon it will be passed by the two houses and president permission to attain the shape of a Law to apply all over the Indian education system.

Since there is some time to take the final shape but more or less the things that has been proposed will remain unchanged or may alter their shape if required. This policy was made the suggestion of students- parents, educationalist and lots of other members who are directly or indirectly involved in the education sector. This is for the first time in India that for making any policy suggestion and consultation were taken at such a large scale. All the details will be discussed in the forthcoming sections of this research paper with the help of questionnaire the understanding and awareness of the NEP 2020 and what could be the possible outcomes of the changes in the new education policy and the views of the stakeholders will be analyzed.

INDIAN EDUCATION SYSTEM

Current education system was active and running from last 34 years and in the year 2020 a new radical reform could be seen after supplementation of NEP 2020 in forthcoming years.

Starting from Gurukul system of education to the British influenced education system, many up gradation and changes has been accepted implemented or modified in the education system. Many of us are one through the system that would be replaced soon, there are many prominent changes that could bring some expected positive outcomes like the old 10 + 2 system will be replaced by 5+ 3 + 3 + 4 system and another important change is that the stream system [Arts, Science and Commerce] has been



removed now students are free to choose the available combination of subjects.

Education system of the country should prepare future ready and skilled students so that in their future they could achieve the success at personal level and community level to make a successful and developed nation in all aspects. It is expected that removing the boundaries of subject stream and giving liberty of choosing what a students want to learn and excel in that area. Indian education system consists of various players like the education provider institutes that includes both govt. And private, teachers/ professor, students and parents.

INDIAN EDUCATION POLICIES

India has gone through two major education policy after independence, first in 1968 and second in 1986 this is the third change that is proposed in 2020. The changes are made according to the need of the time. The main objective of the education policy after independence to make literate and educate the people of India made the skill set improved to the world level.

1968

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. The policy called for a focus on the learning of regional languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English language, the official language of the state where the school was based, and Hindi. Language education was seen as essential to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for the use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians.



The policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six percent of the national income. As of 2013, the NPE 1968 has moved location on the national website.

1986

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. To achieve such a social integration, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The NPE called for a "child-centered approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the Open University system with the Indira Gandhi National Open University, which had been created in 1985. The policy also called for the creation of the "rural university" model, based on the philosophy of Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India. 1986 education policy expected to spend 6% of GDP on education.

1992

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 (PoA) 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.

2020

In 2019, the Ministry of Human Resource Development 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 also talks about a revision of the curriculum and 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.

On 29th July 2020, the cabinet approved a new National Education Policy with an aim to introduce several changes to the existing Indian education system.

If we look at the previous policies there are some gradual changes as per time the focus is more on the education, to improve primary education, more teachers from socially backward classes, entrance exams for engineering colleges at national level to enhance the quality of the education, in the proposed NEP 2020 the old system of 10+2 education was removed and it is being replaced by 5+3+3+4. It's a radical change which was never done in past there are some other proposed changes which were discussed by the author in forthcoming section.

What is NEP 2020

NEP 2020, is a National Education Policy proposed by the Indian Government in the year 2020.



The year 2020 will remain in the memory of the people due to COVID-19 and its effects on the economy but also for the radical changes proposed in the Education Policy. The changes were going to affect all the stakeholders such as students, teachers, educational institutions and parents later on the society and the nation. As education system is the base for the success for any nation. Many of the western countries are successful due to the education system and brain drain from the various countries India is not untouched from this culture many of our intelligent brains are working in world renowned organizations. India is ranked one of the largest population in the

world with different cultures Indian education system is one of the world's largest education platform is going to change and going to shape the Indian future.

The main features or the proposed changes mentioned in the National Education Policy 2020 are as follow:

- The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. It will include 12 years of schooling and three years of Anganwadi and pre- schooling.
- NCERT will develop a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of eight.
- NEP 2020 calls for setting up of a National Mission on Foundational Literacy and Numeracy by the Education Ministry. States will prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025.
- A National Book Promotion Policy is to be formulated.
- All students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. Board exams for Grades 10 and 12 will be continued, but redesigned with holistic development as the aim.
- A new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a standard-setting



body.

- NEP emphasizes on setting up of Gender Inclusion Fund and also Special Education Zones for disadvantaged regions and groups.
- Every state/district will be encouraged to establish “BAL Bhavans” as a special daytime boarding school, to participate in art-related, career-related, and play-related activities. Free school infrastructure can be used as Samajik Chetna Kendras.
- A common National Professional Standards for Teachers (NPST) will be developed by the National Council for Teacher Education by 2022, in consultation with NCERT, SCERTs, teachers and expert organizations from across levels and regions.
- States/UTs will set up independent State School Standards Authority (SSSA). The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through consultations with all stakeholders.
- NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3 per cent in 2018 to 50 per cent by 2035 and aims to add 3.5 crore new seats to higher education institutions.
- The policy envisages broad-based, multi- disciplinary, holistic Under Graduate education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification.
- An Academic Bank of Credit is to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned.
- Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.
- The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.



- Higher Education Commission of India (HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education.
- Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.
- Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges.
- A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT.
- By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.
- Stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs).
- A National Mission for Mentoring will be established, with a large pool of outstanding senior/retired faculty who would be willing to provide short and long-term mentoring/professional support to university/college teachers.
- The National Scholarship Portal will be expanded to track the progress of students receiving scholarships.
 - Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.
 - Measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc., will be taken to ensure distance learning is at par with the highest quality in-class programmes.
 - A comprehensive set of recommendations for promoting online education consequent to the recent rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional modes of education are not possible, has been covered.



- A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the HRD ministry to look after the e-education needs of both school and higher education.
- An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.
- NEP recommends setting an Indian Institute of Translation and Interpretation (IITI), National Institute (or Institutes) for Pali, Persian and Prakrit, strengthening of Sanskrit and all language departments in HEIs, and use mother tongue/local language as a medium of instruction in more HEI programmes.
- Internationalization of education will be facilitated through both institutional collaborations, and student and faculty mobility and allowing entry of top world ranked universities to open campuses in India.
- Stand-alone technical universities, health science universities, legal and agricultural universities etc. will aim to become multi-disciplinary institutions.
- Policy aims to achieve 100% youth and adult literacy.
- The Centre and the States will work together to increase the public investment in Education sector to reach 6 per cent of GDP at the earliest.

EFFECT ON THE STAKEHOLDERS

The NEP 2020 is going to affect all the stakeholders in one way or other, most direct affect is on the students and teachers. If we consider the education pattern old times 10+2 system that is going to be replaced by 5+3+3+4 system, in which there are some new things like introduction of vocational courses from class sixth and removal of the stream system. These are some radical changes that will shape the students in a new way. Earlier the system was going to teach students what they have in their hand not by



choice of the students, they are having three choices Arts, Commerce and Science in that a very few combination that are mostly opted by the students and many of the available subject combinations are remain untouched. The students most likely choose the combination of their subjects by strongly suggested by their parents or under the peer pressure groups. This time students will have open options to choose the subjects without the restriction of any stream.

Choosing of subject or choosing what you want to learn should be the decision of

students him/ herself, depending on the inbuilt talent and skill set.

If a student is very good at calculation he must opt for those subjects in which logic and calculation is needed. On the other hand if a student is very good at fine art he/ she should go into that subject line. It should be like that only, but in real life skipping our talent area or skill set we choose those thing which are “assumed good” for students by others. The situation is like the decision maker are others and the effect/ outcome of the decision is on the student itself. Many times as per the education structure we are somehow bonded to follow the “walls of stream” many among us are successful examples but the question is there did they user their skill set or talent actually.

Usually people measure the “success” of a person in terms of money earned, but is that his real area of working, maybe there are some other areas also there yet to be explored. Increased focus on skill and competency development will result into future ready student.

The sponsor of the paper is Brain Impression, Brain Impression works in that particular area to seek the inbuilt talent of a person to explore the unlimited success in life. The technique is called “Dermatoglyphy”.

BENEFITS TO THE SOCIETY

Education, is necessary to build well developed and progressive society which in turn



leads to the developed nation. All the stakeholders are the part of the society, it's a moral duty to return the favor to the society. New venture or startup gives more employment opportunity to the job seekers, imagine how many people are directly or indirectly associated to the "Flipkart" e-commerce platform. The money is rotating in the Indian economy although some part of it is going back to the investors too.

Effect on Academia / Industry

Students with proper skill set are very successful and useful for industry, for their personal growth and development as well as for the growth of the industry. There are many new things proposed in the NEP 2020 to get the right skill set at the right time like vocational courses along with the regular studies if the students opt the right course or subject combination according to the inborn talent the gap between industry and academia will be bridged in near future.

Anything new requires some time to yield the results. NEP 2020 proposal has many new things, yet to be implemented and tested there are many areas where people need more clarifications.

CONCLUSION AND SUGGESTIONS:

To conclude this big policy that has been proposed by Indian government to improve the Indian Education System is a big task. There was the need for a big change after 34 years of education system there was the gap that could be seen between Industry and academia and this gap result into the production of the skilled and educated students that won't find their place in Industry or corporate results into unemployment scenario or if employed they are under paid. In both the situation a person gets frustrated and leads towards depression and similar other things. New Education policy is still a proposal may be there could be some corrections needed that could be done either before implementing or after seeing the outcomes of the policy in practical. Mostly all the proposal that have been proposed in NEP 2020 are having great potential to give success



to all the stakeholders in future.

Introduction of vocational courses is a new concept, lowering the tension of board exams, introduction of new subjects, diminishing the wall of streams and many more positive things are proposed.

Now students can choose their subject combination, in practical sense now they will learn what they want to learn. The education system has shifted the focus from learn what the system want to provide to learn what the students wants to learn according to

their choice and preferences . In choosing the potential areas the Dermatoglyphics can reveal students intrinsic qualities and talents. The Fingerprints of the person remain unchanged during a lifetime of an individual. If an individual plans the selection of subjects according to the skill set and internal talent there are more chances of getting success.

The final words to conclude, it is yet a proposal in coming few months it will take its final shape and ready for implementation. The implementation and execution of the plans in real ground level will yield the actual results, just wait and watch the outcomes of the NEP 2020.

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