PROJECT REPORT

**NEW EDUCATION POLICY**

**2020: Opening New Avenues for Bright Career**

Submitted by:-

**DEEPAK BHARDWAJ**

Enroll. No. 00726518118

B.VOC (Software Development)

**5th SEM**



Under the guidance of

And

Submitted to:-

Ms. MUKTA GOYAL

GURU NANAK DEV INSTITUTE OF TECHNOLOGY

Affiliated To

GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY

ACKNOWLEDGEMENT

I would like to express my special thanks of gratitude to my teacher Mrs. Mukta Goyal as well as our HOD Mr. Sanjeev verma who gave me the golden opportunity to do this wonderful project on the topic NEP 2020 has for Research and Innovation, which also helped me in doing a lot of Research and i came to know about so many new things I am really thankful to them.

Secondly i would also like to thank my parents and friends who helped me a lot in finalizing this project within the limited time frame.

**INDEX**

Introduction ………………………………………………….. 4-7

Features………………………………………………………...7-13

Significance……………………………………………………….13-15

Objective………………………………………………………….15-18

Litreature Review………………………………………………...18-20

Methodology……………………………………………………….20-21

Analysis and Recommendations…………………………………..21-22

Conclusion………………………………………………………….22-23

Refrences…………………………………………………………...24

INTRODUCTION

The last National Policy on [Education](https://government.economictimes.indiatimes.com/news/education) was framed in 1986. It was modified through the Programme of Action (POA) in 1992. Since then a complete paradigm shift has taken place and new concerns and imperatives have emerged necessitating to frame a New Education Policy to address these concerns so as to gear itself towards the demands of the 21st Century.

Accordingly, the government of India constituted a drafting committee on October 31, 2015 under the Chairmanship of TSR Subramanian with NUEPA to provide administrative assistance. The Committee was to submit its report by December 31, 2015. The Committee submitted its report in May, 2016. Based on this report a document titled , "Some Inputs for Draft National Education Policy 2016" was put in the public domain in order to solicit public opinion.



After receiving a large number of recommendations and suggestions, the MHRD felt that extensive deliberations through a high level committee are needed to frame a National Education Policy. Accordingly, on June 24, 2017, MHRD constituted a committee under the chairmanship of Dr. K. Kasturirangan for preparation of the draft National Education 556

+3 Policy. The Committee submitted its report on May 31, 2019 . The Draft National Education Policy 2019 (DNEP 2019) was uploaded on MHRD’s website eliciting views/suggestions/comments of stakeholders, including the public.

****

A brief summary of the Draft NEP 2019 was also translated in 22 languages and uploaded on the Ministry’s website. According to MHRD around 2 lakh suggestions on the Draft NEP were received from various stakeholders.These were analysed and extensively discussed. After a long wait we now have“ National Education Policy Document” approved by the cabinet on July 29, 2020.

The National Education Policy document looks like a very comprehensive one and a quick glance at it gives an impression that it provides plenty of opportunities. The question remains whether the corresponding interventions required to materialize these opportunities are in place and does the policy provide us a comprehensive framework to guide the educational destiny of the country towards the 21st century.

**FEATURES OF NEP 2020**

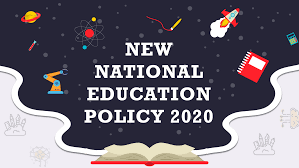
1. 10+2 Board structure is dropped out.
2. The new school structure is5+3+3+4.
3. The levels of studies have been put in simple and focused categories: a) Pre-school: Upto Class 5

b) Middle School: Class 6 to 8 (as before)

c) High school: Class 9 to 12

d) Degree: Class 12 onwards

1. 6th standard onwards vocational courses will be available.
2. From 8th to 11th student can choose subjects.
3. All graduate courses will have one major course which will be their core subject and one minor subject which will be additional in order to enhance the students’ interest in the subjects by giving flexibility. For example, for science students, a student with mathematics as major subject can opt for music as the minor subject.
4. All higher education systems would be governed by a single authority.
5. UGC and AICTE will merge as one body.
6. All universities — government, private, deemed/deemed to be, open universities and vocational training institutes — will have the same grading pattern and regulations.
7. The duration of all graduation courses would be four years, thus giving ample time students to master their respective subjects.
8. New teacher training Board will be set up for all kind of teachers in the country, no states can change.
9. The accreditation of the institutes will be based on similar criteria and they will be able to avail autonomous rights and central funds based on their ratings.
10. The new Basic learning program will be created by te government for parents to teach children up to 3 years at home and for preschool 3 to 6.
11. Multiple entry and exit from any course.
12. The credits earned by students in any semester in their graduation courses can be continued and utilised by them when they rejoin the course after study breaks.
13. All school examinations will run semester wise and thus two exams will be held annually.
14. The entire school syllabus will be limited to their respective core knowledge level only.
15. The focused will be on practical and application based knowledge.
16. If a student completes one year in any graduation course, then he/she will get the basic education certificate or diploma certificate upon the completion of second year and degree on completion of the entire course. This way, the student will not waste any year if he drops out from the course in between.



The preparation of the Education Policy document is a serious exercise which should provide us with an overall framework to be materialised by operational implementation strategy to govern the education system in a country. It has to clearly define the purpose of education, objective methods to be used to attain given objectives and instruments to measure quality, success or failure. The present document looks like focussing more as [educational reforms](https://government.economictimes.indiatimes.com/tag/educational+reforms) than on a policy framework. Let us examine some of its important aspects in order to draw some inferences:

**Universalization of Education**

One of the important goals of NEP stated to be is Universalization of Education from pre-school to secondary level with 100% Gross Enrollment Ratio (GER) in school education by 2030. In my opinion, the RTE Act could have been one of the main instruments to achieve this. The policy document admits that a major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education. Interestingly, the policy document is silent on extension of RTE Act to cover children up to the age of 18.

The extant 10+2 structure in school education is envisaged to be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18. Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included.

It is a huge challenge to replace the current 10+2 system with a new 5+3+3+4 curricular structure. The necessary strategy for achieving this is not clearly stated in the policy document.

**Vocational Education**

The Policy document envisages ‘Vocational Education' to start from Class 6 with Internships. It is envisaged that by 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education. It needs a complete structural and academic revamping of the School Education system. The policy documents does not provide any framework for such massive revamping and does not recognize the importance and relevance of ODL which could play a major role in skilling a large number of learners by providing the support in skilling and re-skilling



**Open Schooling**

For the first time, the menace of drop out has been recognised by the policy document and the first intervention envisaged is to provide effective and sufficient infrastructure so that all students have access to safe and engaging school education at all levels from pre-primary school to Grade 12. I don’t think that lack of effective and sufficient infrastructure is the cause for drop out. Nor providing regular trained teachers, can attract students back to school.

It is also envisaged to bring 2 crore out of school children back into the mainstream through an open schooling system. Drop out is a big challenge which has never been seriously addressed. A recent study by G. Sampath on, “Why children drop out from primary school” published in December, 2016 concludes that, “Poverty, availability and accessibility are the three big reasons why children drop out of school”. Are we addressing these contributory factors?

It is also envisaged that National Institute of Open Schooling (NIOS) will develop high-quality modules to teach Indian Sign Language, and to teach other basic subjects using Indian Sign Language. NIOS and State Open Schools are also expected “to offer A, B and C levels that are equivalent to Grades 3, 5, and 8 of the formal school system; secondary education programs that are equivalent to Grades 10 and 12; vocational education courses/programs; and adult literacy and life-enrichment programs.”

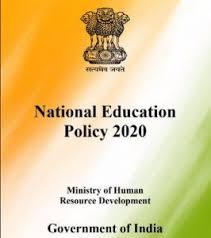
NIOS was established to provide education up to pre-degree level to those who for one or the other reason could not make use of the formal education system. There is no clear cut strategy or roadmap in the policy document as to how NIOS can achieve this target of 2 crore, teach Sign language and make other necessary interventions. It is not only a question of achieving physical targets but more importantly how to deliver quality educational interventions.

**Flexibility in choice of subjects**

The NEP has also laid emphasis on increased flexibility and choice of subjects of study particularly at secondary school level. In my opinion it entails that students will have to be equipped with analytical and decision making skills to make choice of subjects. There is no indication how these skills will be developed. I was greatly impressed by the Educational Framework followed by some countries considered to be imparting the best of school education in the world. For example in Singapore, one of the measures taken to build a broad and deep foundation for lifelong learning is “Student-Centric and Values- Driven Holistic Education" with a clear-cut roadmap. We only fix numerical targets at times, never to be achieved.

**Teacher Education**

As far as Teacher Education is concerned, although the policy document has made a number of statements including to ‘improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession,’ and the Regulatory System to be empowered. The main intervention seems to be through a 4-year B.Ed programme with multidisciplinary institutions by 2030. This may be a good long-term strategy but Teacher Training may not be able to wait and needs immediate attention through well modulated short term quality training programmes, which seems to have been overlooked.



**Open and Distance Learning (ODL)**

The NEP has underlined the significance of Open and Distance Learning (ODL) by stating that all types of institutions could offer ODL programs, provided they are specifically accredited to do so. The intent seems to be that it will help realise the goal of 50% GER.

The existing data shows that “out of 21.1% GER in higher education, 3.5 million students are enrolled in the open and distance institutions that comprises 12% of the total enrollment of 29.6 million in higher education in the year 2012-13.” Is then ODL only an instrument to achieve targeted GER?

Actually the biggest challenge with ODL is to address the issue of perceived notion of its equivalence with the formal system. We have not given it much needed equivalence nor have we accepted it as supplementing and reinforcing formal education systems.

Having spent decades in imparting education through distance mode, I was shocked to see how ODL was ignored both in the earlier documents as well as in the constitution of NEP committee.

It has the greatest potential to democratize education in general and higher education in particular in the country. It seems to have been completely neglected for reasons best known to policy makers. I only hope that it will receive due attention in the implementation strategy document.

**Equitable and Inclusive Education**

Finally, I would like to touch upon an important aspect relating to equity and access. Under section 6 of the policy document on “Equitable and Inclusive Education: Learning for All", it is categorically stated that, “Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation.” The intention seems to be noble but not fully translated into action. The Muslim minority seems to be main target of negligence.

In a research paper on “Educational Development of Muslim Minority: with Special Reference to Muslim Concentrated States of India” published in Journal of Education and Research, NIEPA , New Delhi, the researcher Manju Narula categorically concludes that “in spite of being the largest minority, they are lagging behind in education in comparison with other religious minorities. Literacy which is a first step to education is lowest among the Muslim minority and inter- state variation in their literacy rates is also very high.”

One also notices that the policy document also does not mention about “Madrasa Modernization Programme” which was suppose to have been planned for upliftment of the Muslim community. It could have been a great step towards Equitable and Inclusive Education if the “Scheme to Provide Quality Education in Madrasas (SPQEM)” was recognized as an policy intervention to provide "modern, quality education" in every madrasa across the India.

**Universal access to Education**

The NEP states that the Right to Education Act, 2009 has been successful in achieving near universal enrolment in elementary education, however retaining children remains a challenge for the schooling system. As of 2015-16, Gross Enrolment Ratio was 56.2% at senior secondary level as compared to 99.2% at primary level. GER denotes enrolment as a percent of the population of corresponding age group. Further, it noted that the decline in GER is higher for certain socio-economically disadvantaged groups, based on: (i) gender identities (female, transgender persons), (ii) socio-cultural identities (scheduled castes, scheduled tribes), (iii) geographical identities (students from small villages and small towns), (iv) socio-economic identities (migrant communities and low income households), and (v) disabilities. In the table below, we detail the GER in school education across: (i) gender, and (ii) socio-cultural identities.

Data for all groups indicates decline in GER as we move from primary to senior secondary for all groups. This decline is particularly high in case of Scheduled Tribes. Further, we analyse the reason for dropping out from school education. Data suggests that the most prominent reason for dropping out was: engagement in domestic activities (for girls) and engagement in economic activities (for boys).

The 1986 National Education policy focussed on the modernization of the education sector using information technology. More attention was given to restructuring teacher education, early childhood care, women’s empowerment, and adult literacy. It also proposed that the autonomy of universities and colleges will improve the quality of education services. But NEP 1986 failed to improve the quality of education in terms of creating graduates with employability skills and failed to generate research output in terms of patents and scholarly publications. To compensate for the failure of previous NEPs, NEP 2020 has proposals of a liberal education to support multidisciplinary and cross-disciplinary education and research in under-graduation and post-graduation levels.

|  |  |  |
| --- | --- | --- |
| **S.**  **NO** | **NEP1986** | **NEP 2020** |
| 1 | The role of education is the all-round  Development of student. | Objective is to provide Multidisciplinary &  interdisciplinary liberal education. |
| 2 | Common education structure of 10  (5+3+2)+2+3+2 is followed | Common education structure of 5+3+3+4+4+1 is suggested |
| 3 | The first preliminary education starts at 6th  year of a child as Primary school level | The first preliminary education starts at 3rd year of a  child as a Foundation stage |
| 4 | Two years higher secondary level and two  years pre-university levels were separately  considered and both had board exam | Four years Secondary education stage is designated by clubbing Two years higher secondary level and two years pre-university levels. Exams are  suggested at the school level except for Board level exams at 10 th and 12 th. |
| 5 | Two years of higher secondary level,  students choose specialization areas and  subjects like Science subjects or Commerce  subjects or Arts subjects | Four years Secondary education stage contains  common subjects and elective subjects. Choice is  based on liberal education policy |
| 6  7 | All undergraduate and postgraduate  admissions are based on the entrance exam  conducted at the college level or state level  except NITs & Medical Colleges. | All undergraduate and postgraduate admissions of  public HEIs are based on National Testing Agency  (NTA) scores conducted by the national level |
| 8 | Undergraduate programmes are for three to  four years. | Undergraduate programmes are of four years with a provision to exit after one year with a diploma, after two years with an advanced diploma, after three years with a pass degree, and after four years with  project based degree. |
| 9 | Postgraduate education is of two years with  specia  lization focus | Postgraduate education is of one to two years with  more specialization & research focus |
| 10 | Students have the freedom to choose  subjects across their area of study. | Students have the freedom to choose subjects  outside and across their area of study. |
| 11 | Teaching learning method mainly focuses on classroom training and fieldwork | Teaching-learning method mainly focuses on classroom training, fieldwork, and research projects. |

**Significance of the study**

* The New Education Strategy would give priority to students' technical skills instead of simply driving them into rote learning.
* It will allow students to improve their experimental temper from a young age.
* The goal of the New Education Policy 2020 is to make it easier to create a new quality of higher education institutions that will be in line with global standards.
* New Education Policy 2020 would make it possible for international colleges to set up their campuses here more students who are unable to travel abroad for various reasons will be able to experience it and gain global exposure.
* This will support value-based schooling.

**OBJECTIVES OF THE STUDY :**

The National Education policy 2020 has many initiatives to improve the quality and the broadness of the education system in India. The objectives of this study on National Education Policy 2020 are :

(1) To highlights and overview the policies of the newly accepted higher education system (New Education Policy 2020

(2) To compare National Education Policy 2020 with the currently adopted policy in India

(3) To identify the innovations in new national higher education policy 2020.

(4) To predict the implications of New Education Policy 2020 on the Indian higher education system.

(5) To discuss the merits of Higher Education Policies of New Education Policy 2020.

**LITERATURE REVIEW**

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India’s continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

My analysis ofNEP 2020 is based on my dispassinate reading of the latest version of NEP2020 which was uploaded in the MHRD’s website on 30th july .I assumed that this was the document approved the cabinet. As i study it, in the backof my mind, i still doubt that there may be alliteration in the cabinet approved document as this document is not a signed document. The presen document is the version of NEP2020 during 2015-20.

The first committee under the chairmanship of late Dr TSR Subramanian was formed by october end of 2015 and whatever the consultations claimed was done before the first committee was formed.During june to august 2016, the MHRD brought out a paper titled, “Some inputs for Draft National Education Policy 2016” and the same was tabled in Rajya sabha for a short discussion under rule 176. It was also claimed that there were dialogues on Educatio with Honorable MPs though no details of the discussion are available in public domain as of today.There was a long gap and then another committee was formed under chairmanship of DR. Kasturiangan. This newly formed committee came out with draft NEP 2019 by the end of 2018 and it was uploaded in MHRD’s website in june 2019. This report clearly said that the draft submitted by the early committee and the input collected during 2015 was inadequate. And the consultation amongst the new committee members compelled him to restructure and reformulate the draft policy. Post draft NEP 2019, suggestions to the same draft were invited upto mid- august 2019. This was later summarized and ca,e out as summary as final and titled, “ NEp-final 2019”, uploaded in MHRD website in October 2019.

The present NEP 2020 as approved by the Cabinet is incomplete. It misses several necessary definitions without which one cannot give an informed opinion. It does not define the structure of the new institutions created by the new policy. It also removes the description of the structure and some names of the structure as it was mentioned in the previous draft version. One of them was the replacement of RSA ( Rastriya Shiksha Aayog) as it was mentioned in earlier draft by “remodeled and rejuvenated CABE” .

**METHODOLOGY**

The methodology consists of a conceptual discussion on highlighting the gist of the national educational policy framework, highlighting various sections of the policy of NEP 2020and comparing it with currently adopted education policy. Identifying the innovations made using the focus group discussion method . The implications of the policy are analysed using the predictive analysis technique. Many suggestions are given based on Focus group analysis.

**ANALYSIS AND RECOMMENDATIONS**

(i) Redesigning the structure of school curriculum to incorporate early childhood care and education,

(ii) Curtailing dropouts for ensuring universal access to education,

(iii) Increasing gross enrolment in higher education to 50% by 2035,

(iv) Improving research in higher education institutes by setting up a Research Foundation.

**CONCLUSION**

To conclude , in my opinion the New Educational Policy framework has to be a document which guides the nation to turn India into a knowledgeable and learning society. These policies are not frequently framed; therefore there is a need to have a serious look at the above concerns before an implementation strategy is designed and finalized. It is clearly stated in the policy document that implementation will be guided by various principles and the important principle to be kept in mind while framing , implementation strategy is that “the spirit and intent of the Policy will be treated as the most critical matter.”

Education is a great leveller and is the best tool for achieving economic and social mobility, inclusion, and equality. I am looking forward to seeing how our Ministry of Education will ensure that every school is a good school by creating opportunities for all.

Cristian Aedo and others in a World Bank Blog considers Finland: A miracle of education and states that “the Finnish education policy values more quality and less control and competition. Schools, teachers and local authorities are trusted and there is a political consensus about the commonly agreed goals of education.” The big question remains: “Do we trust school teachers and have we got political consensus?”

REFRENCES

<https://government.economictimes.indiatimes.com/news/education/nep-2020-focuses-more-on-educational-reforms-than-policy-framework/77688517>

<https://www.researchgate.net/publication/343769198_Analysis_of_the_Indian_National_Education_Policy_2020_towards_Achieving_its_Objectives>

<https://indianexpress.com/article/explained/reading-new-education-policy-india-schools-colleges-6531603/>

<https://www.collegedekho.com/news/new-education-policy-in-india-2020-20262/>

<https://www.newskarnataka.com/opinion/opening-the-door-to-a-bright-future-the-new-education-policy-2020>

https://indianexpress.com/article/education/new-education-policy-recommends-multiple-disciplines-system-single-regulator-in-higher-education-6529385/