

## **A CRITICAL ANALYSIS OF NATIONAL EDUCATION POLICY-2020**

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### **INTRODUCTION**

Under the leadership of Prime Minister Narendra Modi, the Union Cabinet approved the National Education Policy 2020 in July 2020 with the aim of paving the way for transformational change in education both at school and higher level.

This policy will replace the 34 year old National Policy on Education (NPE), 1986. On Wednesday, July 29 2020, the Union cabinet cleared a new National Education Policy (NEP) proposing sweeping changes in school and higher education. A new NEP usually comes along every few decades . India has had three till date. The first came in 1968 and the second on 1986, the NEP of 1986 was revised in 1992 . The third is the NEP after over 30 years.

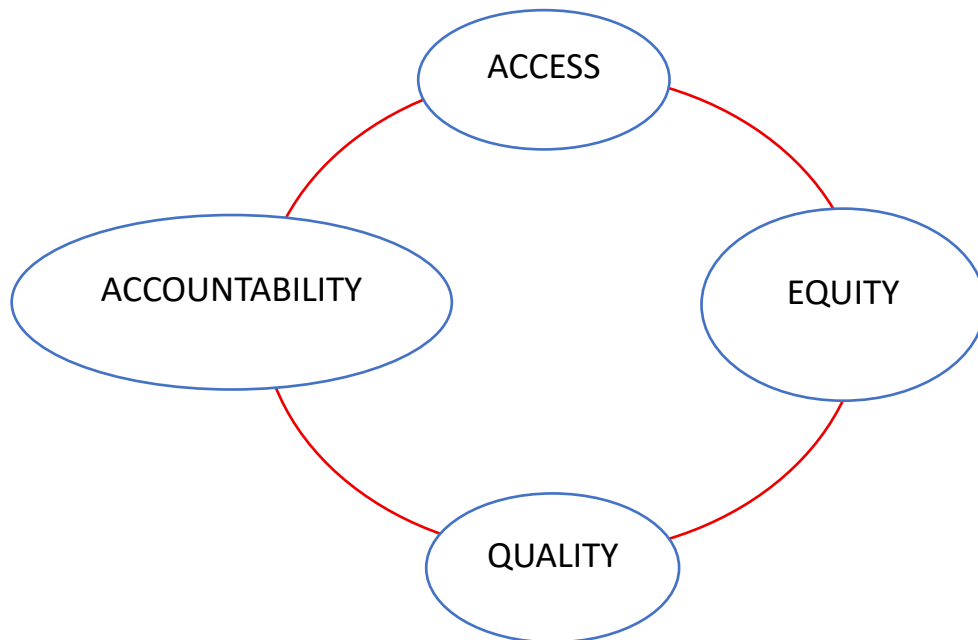
Education is fundamental for achieving full human potential and promoting national development. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful , fulfilling employment.

In this new policy, there will be a 5+3+3+4 structure which comprises 12 years of school and 3 years of Anganwadi/pre school replacing old 10+2 structure.

The background of the work done by various committees is mentioned here in below:

Month / Year	Nature of committee	Concerned person	Submission of Report
May 2016	Committee for Evolution of the New Education Policy	Shri T.S.R. Subramanian, Former Cabinet Secretary	Submitted its report. Based on this report, the Ministry prepared Some Inputs for the Draft National Education Policy, 2016
June 2017	Committee for the Draft National Education Policy	Dr. K. Kasturirangan	Committee constituted
			Submitted the Draft National Education Policy, 2019
May 2019			This draft was made public and opened for suggestions and feedback after the Lok Sabha election
July 2020	Union Cabinet, approved the National Education Policy 2020	Chaired by Prime Minister Narendra Modi	New Education Policy has been formulated after the consultation process that involved nearly over 200000 suggestions from 250000 Gram Panchayats, 6600 Blocks, 6000 ULBs, 676 Districts.

## FOUR PILLARS OF NEP



\* **Accountability:**

It is a key pillar of the National Education Policy-2020, aiming to improve transparency, responsibility, and outcomes across all levels of the Indian education system.

\* **Access:**

It refers to ensuring that every child and learner in India, regardless of socio-economic background, location, gender, etc; has the opportunity to receive quality education at all levels of education.

\* **Equity:**

It refers to the principle of ensuring that all students- regardless of their background- have equal access to quality education and the opportunity to succeed.

\* Quality:

It goes beyond infrastructure and test scores-it encompasses inclusive, engaging, and relevant education that nurtures the intellectual, emotional, and social growth of every learner.

## **OBJECTIVES OF THE STUDY**

The present study aims to achieve the following objectives:

- \* To understand the significance of the National Education Policy -2020.
- \* To highlight the challenges in Higher Educational System.
- \* To analyse key highlights of National Educational policy – 2020.

## **FEATURES OF THE POLICY**

The main features of the new policy are:

- \* A transformative restructuring of education in India.
- \* Paving way for vibrant, accessible , equitable and quality education .
- \* Students will be able to pursue education with greater flexibility in a seamless learning – environment.
- \* Higher Education in India will now be holistic and multidisciplinary with a shared focus on Science, Arts and Humanities.
- \* It is first education policy in the present century.
- \* It will replace the National Policy on Education announced in 1986 .
- \* Aligned to the 2030 agenda for sustainable development.
- \* Based on foundation pillars of access, equity, quality, accountability, and affordability.

## **CHALLENGES IN INDIAN HIGHER EDUCATION ECOSYSTEM**

The various challenges in the Indian Higher Education Ecosystem can be highlighted below:

- \* A severely fragmented higher education ecosystem;

- \* Limited teacher and institutional autonomy;
- \* Sub-optimal governance and leadership of Higher Educational Institutions;
- \* An effective regulatory system;
- \* Less emphasis on the development of cognitive skills and learning outcomes;
- \* Large affiliating universities resulting in low standards of undergraduate education;
- \* Limited access particularly in socio-economically disadvantaged areas, with few Higher Educational Institutions that teach in local languages;
- \* A rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study;
- \* Lesser emphasis on research at most universities and colleges and lack of competitive peer-reviewed research funding across disciplines;
- \* Inadequate mechanisms for merit based career management and progression of faculty and institutional leaders;

### **ACADEMIC BANK CREDIT**

To be established to digitally store the academic credits earned from various recognised higher education institutions so that the degrees from an higher education institutions can be awarded taking into account credits earned.

### **DURATION OF DEGREE COURSE**

- \* Certificate after completing one year in a discipline or field including vocational and professional areas.
- \* Diploma after two years of study.
- \* Bachelor's degree after three years programme for those students who do not have to take higher education.

- \* At the same time students doing higher education will have to do a four year degree course. Students doing four year degree course will be able to do post graduate.

### **DURATION OF MASTER PROGRAMME**

- \* 2 year programme with the second year devoted entirely to research for those students who have completed the 3 year Bachelor's programme.

- \* 1 year programme for those students completing a 4 year Bachelor's programme with research.

- \* There may be an integrated 5 year Bachelor's/Master's programme.

### **FOCUS ON VOCATIONAL STUDIES AT THE SCHOOL LEVEL**

- \* In 12<sup>th</sup> five year plan from 2012-2017, it is estimated that not more than 5% of Indians from the age group of 19 to 24 years have received formal vocation education which is too low if we compare it to the other countries like USA 52%, GERMANY 75%, and SOUTH KOREA 96%. That's why under this policy every child from grades 6 to 8 must learn at least one vocational or more.

- \* The importance of basic knowledge of various livelihood and life skills such as gardening, woodwork, pottery, electric work, and others.

- \* They aimed that by the end of 2025 they have at least 50% of learners from school and higher education who have to get exposure of vocational education.

### **KEY HIGHLIGHTS REGARDING MBA FINANCE COURSE**

New education policy for master's degree:

- \* The policy aims to take advantage of the enormous potential of online pedagogy and learning approaches to boost gross enrolment in higher education.

- \* It encourages multidisciplinary education, allowing MBA and PGDM students to choose electives across diverse domain such as data science, psychology, or sustainability-beyond just traditional business subjects. This promotes holistic development and makes students more industry-ready.

- \* It includes several recommendations for improving PG education in India :  
2 year PG programme : for students with a 3 year Bachelor's degree, a 2 year PG programme may be introduced, with the second year focused entirely on research.

- \* Internationalisation of education
- \* Autonomy for institutions and Recognition of PGDM programs
- \* Credit – Based Learning and Academic Bank of Credits (ABC).

### **MBA teaching styles and their benefits to students -**

- \* Lectures
- \* Case Studies
- \* Team Projects
- \* Schools Pioneering team Projects

### **Implications for MBA Students and Institutions –**

- \* **For Students:**

1. Enhanced Flexibility: The ability to choose electives across disciplines and transfer credit offers personalized learning paths.
2. Skill Development: Emphasis on outcome-based education ensures the development of essential skills for the business world.
3. Global Exposure: Collaborations with International institutions provide broader perspectives and networking opportunities.

- \* **For Institutions:**

1. Curriculum Innovation: Autonomy allows institutions to design and update curriculum in alignment with industry trends.
2. Accreditation and Recognition: The Establishment of the Higher Education Commission of India (HECI) and the Academic Bank of Credits streamlines accreditation processes and enhances the recognition of degrees.

### **SALIENT POINTS AND WAY FORWARD**

The salient points and the way forward for the policy are highlighted below:

- \* Policy recommendations for institutional architecture and consolidation are not to be seen in isolation from reforms envisaged across meta, macro and micro level - Reforms in school education, regulatory system, institutional governance, NRF and so on.
- \* Emphasis on our indigenous model (For e.g.- Nalanda and Takshashila).
- \* Shift from ownership to function could be critical to ensure utmost autonomy and transparency across Higher Educational Institutions.
- \* Transformation in pedagogy, curriculum and roles of faculty members.
- \* Fine balance between equity, excellence and expansion is the order of the day-not mutually exclusive.
- \* Enable holistic and multidisciplinary education .

## **OUTCOME OF NEP 2022**

- \* Generalisation from Early Childhood Care and Education (ECCE) to Secondary Education, aligning with Sustainable Development Goal (SDG)-4.
- \* Attain 100% Gross Enrolment Ratio in Pre-school to Secondary Level.
- \* Prepare all teachers for assessment reforms.
- \* Impartial and Inclusion education system.
- \* Board Exams to examine key concepts and application knowledge.
- \* Students will achieve at least one skill before coming out of school.
- \* Same standards of learning for students in both public and private schools.
- \* Schools students will have 10 bag-less days in which they will be taught a vocational course of their choice (informal internship).

## **CONCLUSION**

The new National Education Policy (NEP) 2020 is a good policy as it aims at the making the education system holistic, flexible, multidisciplinary, aligned to the needs of the 21<sup>st</sup> century and the 2030 Sustainable Development Goals.



Students will have increased flexibility and choice of subjects so that they choose their own paths according to their talents and interests. There will be no rigid separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams.

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