

# AREAS OF NEW NATIONAL EDUCATION POLICY 2020

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## Introduction

National Education Policy of 1986, now replaced by the New National Education Policy (NEP)- 2020 by Central government of India [1]. In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organization (ISRO) chief K. Kasturirangan. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received" [2] The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. 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 [3].

## Analysis of National Education Policy

The currently introduced National Education Policy 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. It is predicted that India will be the third largest economy in the world by 2030-2032 with estimated GDP of ten trillion dollars. India, being a growing liberal country for educational reforms, currently has about 845 universities and approximately 40,000 higher education institutions (HIEs), reflecting the overall high fragmentation and many small sized HEIs in the country which are affiliated to these universities.

## Resolution of new National Educational Policy 2020

The National Education Policy 2020 (NEP 2020), launched on 29 July 2020, outlines the vision of India's new education system. NEP 2020 focuses on five pillars: Affordability, Accessibility, Quality, Equity, and Accountability – to ensure continual learning.

## Challenges with major changes in NEP 2020

In policy, amongst others, aims to address pedagogical issues, structural inequities, broadening of access apart from making the learners future ready while meeting the demands of a 21<sup>st</sup> century India. Simultaneously, the NEP has the most challenging task of addressing multiple crises in the education system.

The four-year arts and science degrees with multiple exits: The NEP had proposed that instead of the current three-year undergraduate system for arts and science degrees, the structure be broken down into four years, where the students will get certified based on the period of the course they take.

## Basic goals of National Education Policy

The NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including

vocational education from 26.3% (2018) to 50% by 2035. 3.5 Crore new seats will be added to Higher education institutions.

### **The major recommendation of National Education Policy in higher education**

It aims 100% Gross Enrolment Ratio (GER) in school education by the year 2030. NEP 2020 promotes Open schooling system by bringing 2 crores out of school children back into the main stream through recognized open schools.

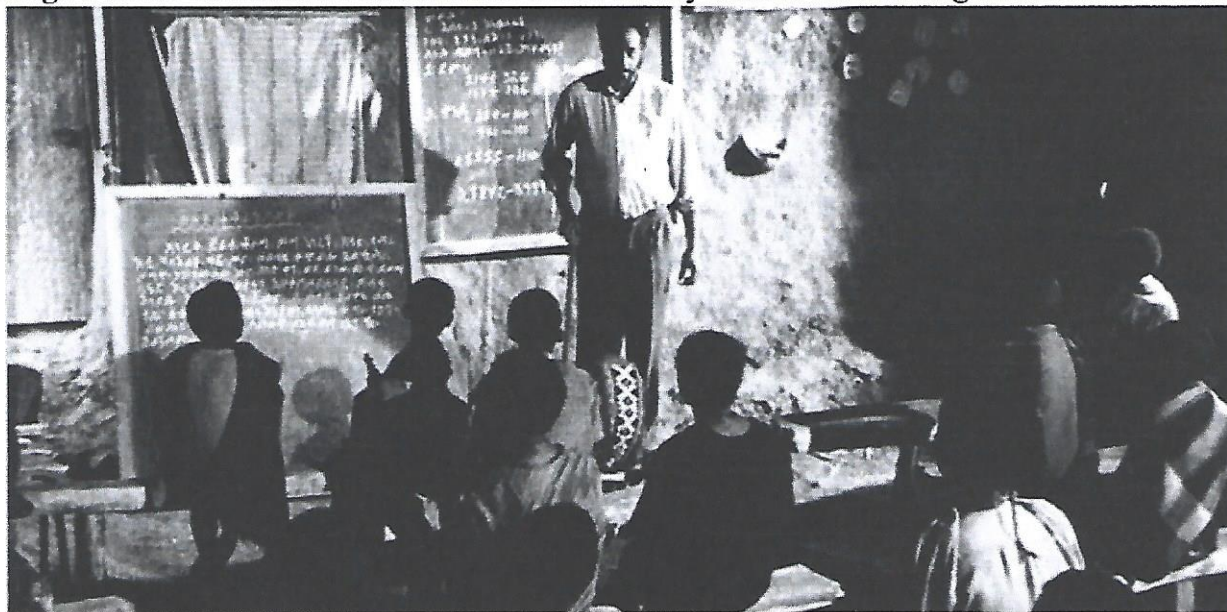
### **The successful of National Education Policy**

The success of NEP 2020 and the pace of its implementation depends to a large extent, on how successfully the government, universities and schools can tide over the practical challenges facing it. The new education policy is a positive re-imagination of India's existing education regime.

### **Areas of National Educational Policy 2020**

1. Lack of teacher and institutional autonomy to make innovations in HE to attract many students.
2. Lack of access to HE, especially in socio-economically disadvantaged areas which resulted in the current gross enrolment ratio (GER) of 25% only.
3. Early streaming of students into different disciplines.
4. Insufficient mechanisms for career management and progression of faculty and institutional leaders.
5. The most important issue is, how to implement it in a rural area where most of the colleges are located in Tahsil places. Due to poverty, most of the students will not be bear fees.

**Image 1** clears the situation in rural area where no any kind of Networking even mobile Towers.



**Image 1**

6. A corrupted regulatory system allowing fake colleges to thrive while constraining excellent, innovative institutions.
7. Suboptimal levels of governance and leadership at higher education institutions. clears the situation in rural area where no any kind of Networking even mobile Towers. institutions.
8. The lack of research and innovations at most of the universities and colleges.

**Summary**

1. The NEP 2020 puts forward many policy changes when it comes to teachers and teacher education. To become a teacher, a 4-year Bachelor of Education will be the minimum requirement needed by 2030
2. According to committee, NEP provides an important opportunity to move Indian education from "sorting and selection" to "human development," enabling every student to develop to their maximum potential. India, and the world, will be better off if this vision is realised in practice.
3. The new NEP is based on four pillars which are Access, Equity, Quality, and Accountability. In this new policy, there will be a 5+3+3+4 structure which comprises (Table 1) 12 years of school and 3 years of Anganwadi/ pre-school replacing old 10+2 structure.

**Table 1**

Age	Class	Year of Scholarship	Types
6-8	1-2	2	Foundational
8-11	3-5	3	Preparatory
11-14	6-8	3	Middle
14-18	9-12	4	Secondary

4. NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. 3.5 Crore new seats will be added to Higher education institutions.

**References :**

1. National Informatics Centre. pp. 38–45. Archived from the original on 19 June 2009. Retrieved 12 July 2009.
2. IJMER, VOLUME:10, ISSUE:2(5), February:2021.
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