

The background features a warm, golden-brown gradient at the top, transitioning into a dark red and brown background. In the center, an open book is shown from a top-down perspective, with its pages fanned out. Below this, a row of several closed books with colorful spines (blue, green, red, yellow) is visible. The text is overlaid on this background.

# **PRINCIPLES & VISION** **OF** **National Education Policy-2020**

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# INTRODUCTION

- ❑ 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.



# Goal 4 of the 2030 Agenda

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.



# NEW EDUCATION POLICY

5+3+3+4

*Before*



*After*



# National Education Policy 2020

- ❑ This National Education Policy 2020 is the first education policy of the 21<sup>st</sup> century and aims to address the many **growing developmental imperatives** of our country.
- ❑ This Policy proposes the **revision and revamping** of all aspects of the education structure, **including its regulation and governance**, to create a new system that is aligned with the aspirational goals of 21<sup>st</sup> century education, including SDG4, while building upon India's traditions and value system.
- ❑ The new education policy **must provide** education to all students, **irrespective of their place** of residence.



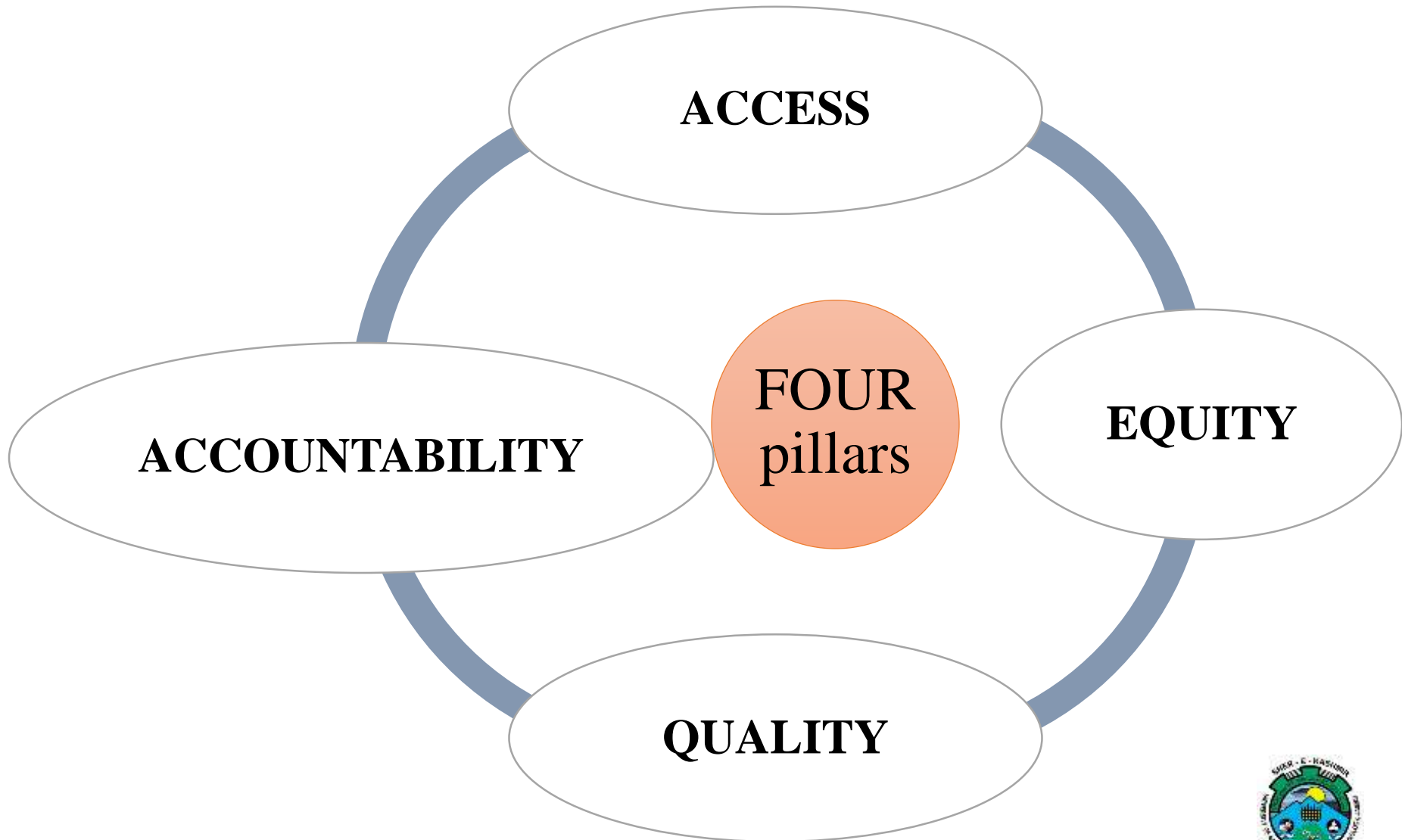
# NEP 2020

- ❑ ECCE (Early Childhood Care and Education) Foundation of learning.
- ❑ Through this policy, the children who are in the age group of 3 to 6 year has access to
  - free
  - safe
  - high quality
  - developmentally appropriate care and
  - education by 2025.
- ❑ Right now there is a severe learning crisis in India because children are enrolled for pre-primary but they fail to attain basic skills.

Vocational education will start in schools from the 6th grade, and will include internships.



# FOUR PILLARS OF NEP





# Principles of NEP

❑ It aims at producing **engaged, productive, and contributing citizens** for building an equitable, inclusive, and plural society as envisaged by our Constitution.

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are

**recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres**

❑ Highest priority to achieve **Foundational Literacy and Numeracy** by all students by Grade 3

❑ **Flexibility**, so that learners have the ability to choose their learning programmes, and thereby choose their own paths in life according to their talents and interests

Contd



- ❑ In order to ensure the unity and integrity of all knowledge, multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world.
- ❑ Emphasis on **conceptual understanding** rather than **note learning and learning-for-exams**.
- ❑ Creativity and critical thinking to encourage logical decision-making and innovation.
- ❑ Ethics and Human as well as Constitutional values like **empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice**.
- ❑ Focus on **regular formative assessment** for learning rather than the summative assessment that encourages today's '**coaching culture**'.
- ❑ In promoting multilingualism and the power of language in teaching and learning.





- ❑ Outstanding research as a co-requisite for outstanding education and development.
- ❑ Continuous review of progress based on **sustained research and regular assessment** by educational experts.
- ❑ **Extensive use of technology in teaching** and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.
- ❑ A rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions
- ❑ Education is a public service and access to quality education must be considered a basic right of every child
- ❑ Substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

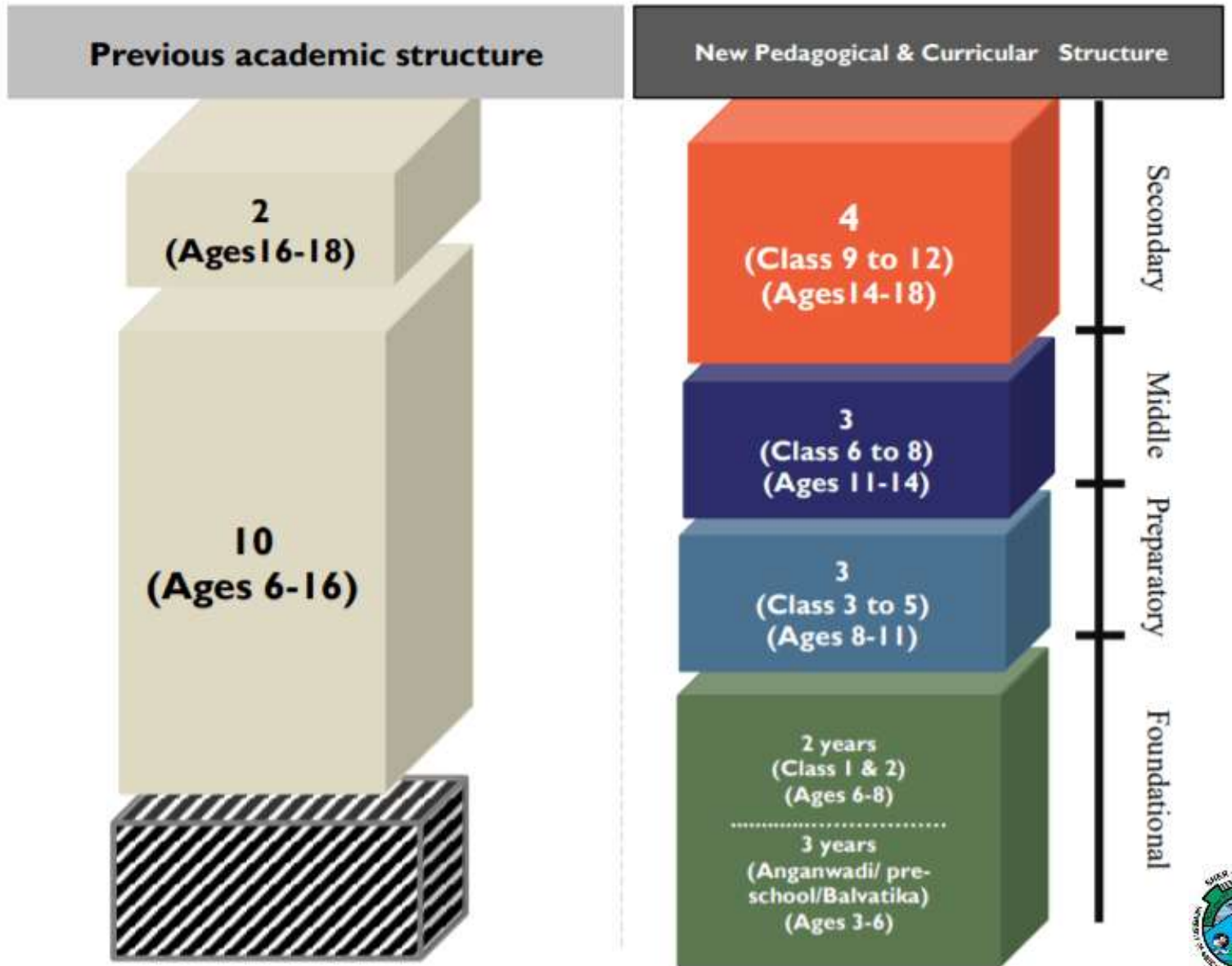


# Vision of this Policy

- ❑ The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students **a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles** and responsibilities in a changing world.
- ❑ The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.



# New Curriculum Structure



# 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.



# Major problems currently faced by the Higher Education System in India

- ❑ A severely fragmented higher educational ecosystem
- ❑ **Less emphasis** on the development of skills and learning outcomes
- ❑ A rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study.
- ❑ Limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages.
- ❑ Limited teacher and institutional autonomy.
- ❑ Inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders.
- ❑ Lesser emphasis on research at most Universities and colleges, and lack of competitive peer reviewed research funding across disciplines.
- ❑ An ineffective regulatory system and large affiliating Universities resulting in **low standards of undergraduate education**.





# MOTHER TONGUE AS A MEDIUM OF INSTRUCTION



অসমীয়া (Assamese) বাংলা (Bengali)

ગુજરાતી (Gujarati) हिन्दी (Hindi) ಕನ್ನಡ (Kannada) کٲشُر (Kashmiri)

മലയാളം (Malayalam) মৌজেলোত্ (Manipuri/Methei)

मैथिली (Maithili) मराठी (Marathi) नेपाली (Nepali) ଓଡ଼ିଆ (Oriya)

ਪੰਜਾਬੀ (Punjabi) संस्कृत (Sanskrit) संताली (Santali)

தமிழ் (Tamil) తెలుగు (Telugu) اردو (Urdu) العَرَبِيَّةُ (Arabic)

ବିହାରୀ (Burmese) ဘာသာ မြန်မာ (Mon) සිංහල (Sinhalese)

Teaching up to **at least Grade 5 (and preferably till Grade 8)** to be in **mother tongue/regional language**. No language will be imposed on any student.



# Education in Mother Tongue/ Regional Language

- ❑ As we know **young children grasp** new things quickly when we taught in their own language instead of some other language which they are not used to, and this policy also recognizes the same thus they added a point in this new policy that **children up to grade 5 will be taught in their mother language but it can also prefer to grade 8 if required.**
- ❑ For this, textbooks will also be made available in their language but if somehow it was not possible to provide, the language of interaction between teacher and students will be their home language.
- ❑ From grade 1 onwards young children will get **exposure to two to three languages** which may increase their speaking proficiency, interaction, and ability to recognize the same by grade 3



# Higher Education Under New National Education Policy

- ❑ Higher education plays an important role in improving human well-being and developing countries like India through this NEP aim to increase their Gross Enrolment Rate (**GER**) **from 26.3% to 50% by 2035**, and around 3.5cr new seats will also be added to higher education institutions.
- ❑ Under this, UG education could be of 3 or 4 years with numbers of entry and exit options.
- ❑ Multidisciplinary Education and Research University will be set up of global standards.
- ❑ Higher Education Commission of India (HECI) **will be the only body for entire higher education** (except medical and legal education)



- ❑ HECI will have 4 independent verticals such as **National Higher Education Regulatory Council (NHERC)** for a directive, General Education Council (GEC) for standard setting, Higher Education Grants Council (HEGC) for sponsoring and National Accreditation Council (NAC) for recognition.
- ❑ Globalization of higher education.
- ❑ An **Academic bank of credit** will be established in which credit earned by the students during their academics from different HEIs could be stored and transferred at the time final degree.
- ❑ National Research foundation will act as a peak body that fosters a strong research culture and builds research capacity covering higher education.



# Key Difference: Existing vs New

Differences	Existing	New
<b>Streams</b>	There are three stream -Arts -Commerce -Science	No separation of streams. A student can choose his stream according to his/her interest or desire
<b>Pedagogical Structures</b>	10+2+3	5+3+3+4
<b>Board Exams</b>	Based on memorizing facts and held once a year	Based on core competencies with students allowed to take the exam twice.
<b>Award of Degree</b>	The degree is provided after completion of 3 or 4 years	Multiple exit options with certificate after 1 year and diploma after 2 years
<b>Vocational Education</b>	Nil	Vocational education from class 6 <sup>th</sup> with internships
<b>Mark sheet Scoring</b>	Based on marks obtained in exam	360 degree performance evaluation
<b>Entrance Test</b>	Multiple	Single



# The policy's vision includes the following key changes to the current system

- ❑ Moving towards a higher educational system consisting of large, multidisciplinary Universities and colleges, with **at least one in or near every district**, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages
- ❑ Moving towards a more multidisciplinary undergraduate education
- ❑ Moving towards faculty and institutional autonomy
- ❑ Revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences
- ❑ Reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research, and service



- ❑ Establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;
- ❑ Governance of HEIs by high qualified independent boards having academic and administrative autonomy;
- ❑ “**Light but tight**” regulation by a single regulator for higher education;
- ❑ Increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic Universities for disadvantaged and underprivileged students;
- ❑ **Online education and Open Distance Learning** (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.



# Outcome of NEP 2022

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





# Students Financial Aid

- The National Scholarship Portal (NSP) will be expanded to support, encourage children and their progress will be tracked so that they can receive scholarships.
- Private HEIs will be encouraged so that they can offer several studentships and fellowships to their children.



# No hard separation of streams under NEP 2022

- ❑ Every student will get the opportunity to engage in arts and humanities as well as in the study of arts and science and social science because of this no hard separation going to be done between **‘curricular’ and ‘extra-curricular activities’ or ‘co-curricular activities**
- ❑ Every school subject will be considered as curricular rather than extra or co-curricular which includes yoga, sports, dance, music, sculpting, woodworking, gardening, and electric work.



# No hard separation of streams under NEP 2022

- ❑ NCERT will prepare syllabi and textbooks as per the NCF (National Curriculum Framework) so that these subjects could be incorporated into the curriculum which SCERTs (State Councils of Educational Research Training) in states may edit, rewrite, and supplement as per their needs.
- ❑ Physical education will be incorporated strongly throughout their curriculum with a consideration that what is interesting and safe at each age.
- ❑ Also, there is no hard separation between ‘**vocational**’ and ‘**academic**’ stream because they wanted every student will get an equal opportunity to develop both capabilities.



# Future Impact of New National Education Policy

- ❖ **The NEP 2020 envisions an India Centered education system that directly contributes to the evolution of our nation enduring into an equitable and vibrant knowledge society by giving them a top-class quality of education.”**
- ❖ **Through this NEP, our country’s education system and research facility will become more robust and with the help of this, students who spent lot of money on education in foreign countries will get global standards in line with India.**



