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## Constitution of India and new education policy - 2020: In present scenario

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### Abstract

India's initial Education Policy was enacted and put into effect in 1986. After a span of thirty-four years, the National Education Policy (NEP) for India underwent a comprehensive update, revision, and approval on 29 July 2020. This policy marks a significant milestone for India's education system, poised to elevate the country as an appealing destination for higher education on a global scale. The NEP 2020 stands on the strong pillars of "Access, Equity, Quality, Affordability, and Accountability," promising to transform India into a vibrant knowledge hub. It emphasizes essential systemic and institutional enhancements to regulate, govern, and promote multidisciplinary academics and research in Indian Higher Education Institutions (HEIs). Numerous aspects of this policy present new opportunities for UK HEIs. For instance, modifications to the basic education system will better equip Indian school graduates to directly enter UK undergraduate programs. The introduction of a nationwide academic credit system will facilitate seamless credit recognition partnerships between UK and Indian universities. Additionally, a forthcoming legislation will allow top-ranked overseas universities (within the global top 100) to establish branch campuses in India. Concurrently, there may arise consultancy prospects tied to the policy's focus on enhancing educational quality.

**Keywords:** NEP education access, equity, quality, affordability, accountability, education policy

### 1. Introduction

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

These elements must be incorporated taking into account the local and global needs of the country, and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration<sup>[1]</sup>.

### 2. Previous Education Policies

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 (NEP 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.

#### 2.1 Salient Features of NEP

The new National Education Policy (NEP) aims to implement significant changes across all levels of the educational system, from schools to colleges and universities. The revamped curriculum will emphasize key concepts, ideas, applications, and problem-solving skills. This policy is anticipated to have a positive and enduring impact on the higher education landscape in the country. A notable feature of the NEP is the allowance for foreign universities to establish campuses in India, which will enable students to access global-quality education domestically. Additionally, the introduction of multi-disciplinary institutes will enhance the focus on diverse fields such as arts and humanities, fostering a holistic

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learning environment. As a result, students will develop a stronger and more comprehensive knowledge base [2].

The introduction of a single common entrance test is another positive step aimed at reducing the stress associated with multiple competitive exams and easing the pressure of preparing for numerous tests. This measure will also ensure a level playing field for all student applicants moving forward. The establishment of the Academic Bank of Credit (ABC) is a robust initiative to store the academic credits students earn from various recognized higher education institutions. Students can accumulate scores by completing courses, which will be credited to their ABC accounts. These credits can be transferred if students decide to switch colleges. Additionally, if a student drops out for any reason, their credits will remain intact, allowing them to resume their education years later from where they left off.

The new higher education regulatory structure will ensure that distinct administrative, accreditation, financing, and academic standard-setting roles are performed by separate, autonomous, and empowered bodies. These four structures will be established as independent verticals within a single umbrella institution, the Higher Education Commission of India (HECI). The NEP introduces numerous reforms and developments in the higher education sector. Some of the salient features include [3]:

- i) **Single regulatory body for higher education:** The NEP aims to establish Higher Education Commission of India which will be the single regulatory body except for legal and medical education.
- ii) **Multiple entry and exit programme:** There will be multiple entry and exit options for those who wish to leave the course in the middle. Their credits will be transferred through Academic Bank of Credits.
- iii) **Tech- based option for adult learning through apps, TV channels:** Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centers, etc. will be developed.
- iv) **E-courses to be available in regional languages:** Technology will be part of education planning, teaching, learning, assessment, teacher, school, and student training. The e-content to be available in regional languages, starting with 8 major languages – Kannada, Odia, Bengali among others to join the e-courses available in Hindi and English.
- v) **Foreign universities to set-up campuses in India:** World's top 100 foreign universities will be facilitated to operate in India through a new law. According to the HRD Ministry document, "such (foreign) universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India [4]."
- vi) **Common entrance exam for all colleges:** The common Entrance exam for all higher education institutes to be held by National Testing Agency (NTA). The exam will be optional.
- vii) A Higher Education Council of India (HECI) will be set up to regulate higher education. The council's goal will be to increase gross enrollment ratio. The HECI will have 4 verticals:
  - a) National Higher Education Regulatory Council (NHERC), to regulate higher education, including teacher education, while excluding medical and legal

education.

- b) National Accreditation Council (NAC), a "meta-accrediting body".
- c) Higher Education Grants Council (HEGC), for funding and financing of universities and colleges. This will replace the existing National Council for Teacher Education, All India Council for Technical Education and the University Grants Commission.
- d) General Education Council (GEC), to frame "graduate attributes", namely the learning Outcomes expected. It will also be responsible in framing a National Higher Education Qualification Framework (NHEQF). The National Council for Teacher Education will come under the GEC, as a professional standard setting body (PSSB)

### 3. Restructuring school curriculum and pedagogy in a new 5+3+3+4 design

The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi /pre-school +2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18) [5].

The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning, following the curriculum and pedagogy of Early Childhood Care and Education (ECCE) as mentioned in paragraph 1.2. The Preparatory Stage will include three years of education, building on the play, discovery, and activity-based approach of the Foundational Stage, and will introduce light textbooks and more formal but interactive classroom learning. This stage aims to establish a solid foundation across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics.

The Middle Stage will encompass three years of education, expanding on the pedagogical and curricular style of the Preparatory Stage. This stage will introduce subject teachers who will facilitate learning and discussion of more abstract concepts in subjects such as sciences, mathematics, arts, social sciences, and humanities. Despite the introduction of specialized subjects and teachers, experiential learning and the exploration of interrelations among different subjects will be encouraged and emphasized. The Secondary Stage will comprise four years of multidisciplinary study, building on the subject-oriented approach of the Middle Stage. This stage will focus on greater depth of knowledge, critical thinking, attention to life aspirations, and increased flexibility and student choice in subjects. Students will have the option to exit after Grade 10 and re-enter later to pursue vocational or other courses available in Grades 11-12, including at more specialized schools, if desired [6].

### 4. National Curriculum Framework for School Education (NCFSE)

The NCERT will develop a new and comprehensive

National Curricular Framework for School Education (NCFSE) 2020-21, based on the principles of the National Education Policy 2020 and addressing frontline curriculum needs. This process will involve discussions with all stakeholders, including State Governments, Ministries, relevant Central Government Departments, and other expert bodies, and the framework will be made available in all regional languages. The NCFSE document will be revisited and updated every 5-10 years to reflect current curriculum needs.

### 5. Transforming Assessment for Student Development

The aim of assessment in our schooling system will transition from a summative approach, which primarily tests rote memorization skills, to a more regular and formative one. This new approach will be competency-based, fostering learning and development, and will assess higher-order skills such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will be to enhance learning. It will support teachers, students, and the entire schooling system in continuously refining teaching and learning processes to optimize development for all students. This principle will underpin assessment at all levels of education.

The students' progress report for school-based assessment, communicated by schools to parents, will undergo a complete overhaul through the collaborative efforts of States/UTs, guided by the proposed National Assessment Centre, NCERT, and SCERTs. This revamped progress card will be holistic, 360-degree, and multidimensional, providing a comprehensive account of each learner's advancement in the cognitive, affective, and psychomotor domains. It will incorporate self-assessment and peer assessment, tracking the child's progress in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, and other activities, alongside teacher evaluation.

### 6. Advantages and disadvantages of new education policy

**Changes within the School Structure:** The current 10+2 system of school education is being replaced with a 5+3+3+4 pattern, aimed at reducing the burden of board exams on students.

**7. Broader Options to Learn:** Students in classes 9 to 12 will now have access to multidisciplinary course options, allowing for more flexible subject combinations across various streams.

**8. Making Education a Basic Right:** The government previously ensured compulsory education for children aged 6 to 14 through programs like "Sarva Shiksha Abhiyan." However, this excluded many children. The updated NEP aims to universalize education for children from ages 3 to 18, providing free education in government-run establishments <sup>[7]</sup>.

**9. Option to Learn Coding in School:** Introducing computer and coding classes as early as class 6 is a positive step towards modernizing the educational process.

**10. Focus on Critical Thinking:** The board exam system, which primarily tested students' memorization abilities, will be reformed to foster critical thinking, rationalization, and

creativity through the practical application of knowledge.

**11. More Inclusive Policy:** The new NEP emphasizes funding provisions, the creation of education zones, and gender inclusion funds for underprivileged students to ensure equitable access to education. The establishment of Bal Bhavans in every state will support students in remote areas.

**12. Improvement in Teaching Quality:** By 2030, a 4-year B.Ed. course will become mandatory to enhance the quality of education provided by teachers. This course will equip teachers to address various issues within the education system, offer support and mentorship to students, and be trained to teach students with disabilities.

**13. Upgraded Undergraduate Program:** The current 3-year undergraduate program will be replaced with a 4-year program. This new structure will allow students to earn a certificate after completing the first year, a diploma after the second year, and a degree after three years. The fourth year will be research-based. Students will also have the flexibility to change their discipline, with their accrued credits remaining transferable and valid throughout their educational journey <sup>[8]</sup>.

### 14. Disadvantages of NEP 2020

**14.1 Enforcement of Languages:** The NEP emphasizes the introduction of a first language for primary classes, which will be used to teach principal subjects, while English will be introduced at a much later stage.

**15. Delay in Teaching English:** The NEP suggests that government schools will start teaching English after class 5. This could be a setback for students who can only afford to attend government-run institutes, whereas private schools will continue introducing English from the beginning, benefiting their students significantly.

**16. Focus on Digital Learning:** While promoting digital learning and e-learning under NEP 2020 is practical and timely, it overlooks the fact that nearly 30% of Indians can afford smartphones, with even fewer having access to computers.

### 17. Reforms in the Higher Education throw NEP

India's National Education Policy aims to streamline the country's higher education system by merging numerous universities, colleges, and other institutions into large, multidisciplinary entities. This approach will reduce fragmentation within the system. The policy outlines the gradual phasing out of single-stream Higher Education Institutions. Undergraduate degrees will span three or four years, with flexible certification options available for those who exit early. Higher education institutions will offer various master's degree programs tailored to the student's undergraduate background. For students who have completed a three-year undergraduate degree, a two-year master's program will be available, with the second year focused on research. Additionally, there will be one-year and five-year integrated master's programs for students who have completed a four-year undergraduate degree with research <sup>[10]</sup>.

Ph.D. programs will require either a master's degree or a

four-year bachelor's degree with research experience. Doctoral candidates can gain necessary teaching experience through teaching assistantships, shifting the focus of Ph.D. programs. Furthermore, professional and technical education will be integrated into the higher education system (National Education Policy, 2020). As privatized higher education continues to grow more than in any other developed country, it is time for the government to implement new, large-scale education policies that can effectively generate human capital. The higher education system must prioritize research and innovation by establishing centers for start-ups, technology development, frontier research, and cross-disciplinary research, including social sciences <sup>[10]</sup>.

### 18. Conclusion

The education system of a nation decides the condition and direction of that country. Fortunately our country has been advanced in the field of education since ancient times. Although attempts more made to introduce western education during British rule in India. Through a several act British Government implement oriental as well as western education in India. After that our constitution makers also worked to make the constitution keeping education in mind. Fundamental rights and directive principles of state policy selfless it.

On 26<sup>th</sup> January 1950 when Indian Constitutions was reinforced, it had in its Article 45 a directive principle promising free and compulsory education to all children until the age of 14. This was to be attained within 10 years, but not at all it was achieved for last sixty years. So on 1<sup>st</sup> April 2009 Right to free and compulsory education was implemented. But after thirteen years it also failed to achieve purpose. Equity, quality and inclusive education are far away in primary of India and lack of political willpower hindrance to full fill the aim.

Education impacts the economic growth of nations, individual incomes, and the social well-being of all the citizens of a country. The attainment of education provides an opportunity for all to grow and improve their life chances. So my suggestion is that Education should be ethical moral as well job oriented.

Even today, due to lack of awareness or information, the children, parents and students of remote areas are unknown of many scholarships schemes and education projects sun by the government. Therefore, those are a need to identify such areas and sun a special awareness campaign. Overall we can say that there is no lack of laws, Act or budget, there is a lack of will power, deep rooted carte system, class system, gender equality. Which hindrance the development of country. Although Education is the most powerful means to get rid of it but it has to be intensified.

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