

Quality of Education and National Education Policy of India 2020

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Abstract

Growth and development of a country depend upon the quality of human capital which in turn depends upon the quality of education. Quality of education may be determined by several factors such as infrastructure, syllabus content, socio-economic conditions of the teachers and the taught, psychological behaviors of teachers and students, work culture and working environment and the level of compensation to the staff and so on. In fact, teaching – learning process may play a major role in enhancing the quality of education. National Education Policy 2020 sets a bench mark standard and appropriate educational policy to improve the quality of education with research orientation and employability.

Key words: Quality of education, Human resource development, teaching – learning process, quality of teachers and taught and National Education Policy 2020.

Introduction

Economics in general, conveys that the output or the over all production is determined by the quantity and quality of input which includes land, labor, capital, entrepreneur and the level of technology. Inventions, innovations and introduction of new technologies are the outcome of human capital. In fact, the quality of human capital is determined by the level of investment in education and health which in turn facilitate economic growth and development. Therefore, the government of India has introduced the National Education Policy in 2020 which gives a comprehensive framework to restructure and improve the education system in India. The prime objective of the New Education Policy is to enhance the quality of education across all levels from Elementary education to Higher education by fostering critical thinking, creativity, digital literacy among the teachers and students.

Objectives and Methodology

The authors made an attempt in this article to examine how the restructured and reframed National Educational Policy enhances the quality of education in India. This article is based on both secondary and primary information. The methodology is descriptive and normative in nature. The authors pinpointed the captions in the National Education Policy which supposed to promote the quality of education.

Quality of Education

Academic programmes are not only means to getting degrees and certificates but they should make the learners knowledgeable in their discipline and also apply the knowledge for the betterment of the individual as well as nations. Quality of education is highly commended if it makes the learners stand on their own legs. To Swami Vivekananda education is a process of manifestation of perfection already in every individual.

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The quality of education should be man making, character building, developing spirituality, self-reliance and service- bent of mind. Quality of education should make the learners creative thinkers, productive, innovative, patriotic, good citizens, citizen with civic sense and ethics and value loaded persons. In short, it should promote socio-economic conditions, political and social harmony and they should participate with national outlook and align with the goals and objectives of the government. In fact, UNESCO emphasizes that quality of education should “align with inputs, processes and outcomes that foster life long learning”.

Indicators of Quality Education

Quality of education is characterized by equity in learning, effective teaching-learning process, conducive teaching- learning environment, appropriate and updated curriculum, effective learning outcomes. It should facilitate the learners with purposeful learning, holistic growth and development, acquiring new knowledge, skills, values and ethics and proficiency in their respective programs.

Factors Determine the Quality of Education

There are several factors determining the quality of education. The authors highlight some important determinants.

1. Syllabus and Learning Content

- The curriculum should be relevant and need of the industry and society and job oriented.
- It should compatible with national quality bench mark.
- The updated curriculum should be available in both soft and hard copy.
- It should be based on values and ethics of our society.

2. Teachers Eligibility and Carrier Development

- Teachers' qualification and subject expertise as per the norms of the UGC.
- Teachers trained in pedagogical skills and class room management.
- Orientation and subject enhancement skill programmes must be compulsory.
- Offering proper encouragement and professional autonomy.
- Teacher -taught cardial relationship.

3. Effective Teaching – Learning Process

- Teaching should be learner – centered method.
- Effective use of modern and updated technology.
- Effective learning, critical thinking and problem-solving classroom practices.
- Assessment should emphasize creativity, originality, adaptability and understanding.

- Not memorization.

4. Infrastructure and Learning Environment

- Classrooms should be safety and adequate in numbers.
- Basic amenities like drinking water, electricity and sanitation should be provided adequately.
- High-tech libraries, labs and ICT enabled smart rooms should be ensured.
- Feasible student-teacher ratio should be ensured.
- Well maintained and adequate space must be provided for playground within the campus.
- Learners and eco-friendly campus must be ensured.

5. Management Leadership and Good Governance

- Effective planning and execution
- Efficient and transparent administration.
- Effective supervision and accountability should be ensured.

6. Students Profile

- Past learning credentials.
- Achievement motivation and involvement socio-economic conditions.
- Physical and mental health profile.
- Stipulated attendance is mandatory.

7. Parents Community Support

- Parent support in learning.
- Community involvement in college/school management.
- Values and ethics in cultural development.
- Favorable home environment for learning.

8. Financial Mobilization and Management Policy

- Policy investment should be encouraged.
- Well defined and suitable policies and reform.

- Equity should be ensured in a teaching learning process.
- Stakeholders' involvement in policy making and implementation.
- Support schemes like, scholarship and free ship, psychological counselling should be provided.

9. Assessment and Evolution Pattern

- Proper continuous assessment method should be ensured.
- Assessment method should be simple and transparent and honest.
- Technology based assessment, conduct of exam must be simple and fearless.
- Modernization and mechanization.
- Access to digitalized environment for teachers – taught.
- Online platform for learning.

National Education Policy and the Quality of Education

This essay organizes NEP's quality agenda into a set of clear captions, explains how each contributes to the improved educational outcomes, challenges and recommendations for implementation. In doing so the NEP seeks to create an education ecosystem that is equitable, accessible, and globally competitive. The key pillars of Quality Enhancement under NEP are presented in the following paragraphs.

1. Foundational literacy and numeracy (FLN).

NEP places foundational literacy and numeracy as the highest priority for the earliest grades (primary to grade 3) arguing that later learning depends on early master of basic skills. FLN is operationalized through learning outcomes, remedial programmes, continuous formative assessments and community participation. NEP aims to arrest early learning deficits early in a child's academic journey, thus laying a strong foundation for lifelong learning.

2. Curriculum Renewal and Reduced Rote Memorization.

NEP promotes a shift from rote learning to experiential, holistic and competency- based education. Reduction in curriculum content allows deeper understanding and application of knowledge. Integration of multi-disciplinary subjects, project-based learning, emphasis on art, physical education, socio emotional learning are the practical elements of this policy. Text book revision and improved learning resources will be essential.

Pedagogical transformation and teacher professional development.

The policy recognizes that teachers are the single most important determinant of classroom quality. The policy proposes significant reforms for teacher education. Improved initial teacher orientation and ongoing professional learning translate directly into teaching practices, Improved initial teacher orientation and ongoing professional learning translate directly into teaching practices, stronger classroom management and improved student learning outcomes. Continuous professional

development and merit-based career progression are core strategies to elevate teaching quality.

3. Assessment Reforms: From Summative To Formative

Traditional high-stakes examinations are to be replaced with the formative, competency-based assessments that test higher-order thinking skills rather than memorization. Formative assessment leads teachers to identify and address individual learner needs, promoting mastery.

4. Multidisciplinary and flexible higher education.

The policy's higher education reforms aim for liberal multidisciplinary undergraduate programmes, credit transfer, multiple exit options, and the phasing out of rigid single-discipline degrees. The goal is to produce graduates under broader skills and stronger research instincts. Multi-disciplinary programmes encourage critical thinking, creativity and employability.

5. Quality Assurance, Accreditation and Ranking

NEP strengthens the role of accreditation, creating a phased more robust quality assurance system. The policy promotes transparent ranking and accreditation for higher education Institutions and proposes performance-based funding levers.

6. Use of Technology and Digital Learning

NEP highlights technology as an enabler- digital infrastructure, online and blended learning and personalized education through tools like AI. It empowers learners by providing solutions that drive growth, innovation and efficiency. During the Covid 19 Pandemic, India learned both the promise and pitfalls of digital education.

7. Vocational and Skill Integration

The policy highlights vocational education from grade 6 onwards, integrating it with academic streams and enabling students to develop employability skills alongside main stream learning.

8. Equity, Inclusion and Special Needs

NEP stresses the importance of giving quality education to all marginalized groups--- disadvantaged castes, linguistic minorities, children with disabilities and those in remote rural areas. This encompasses medium of instruction, support, scholarships, remedial programmes and localized curriculum options. It emphasizes the dictum 'quality for all'.

9. Local languages and Multilingualism.

The policy advocates for instruction in the mother tongue or regional language at least till grade 5 preferably till grade 8, while ensuring English and other languages are taught as additional languages. Research shows that comprehension and learning in early grades are stronger when instruction is in a language the child understands well. This approach aims to enhance comprehension and cognitive skills while promoting India's rich linguistic heritage.

10. School Leadership and Institutional Development

Beyond classroom teaching, NEP highlights the importance of school leadership, strong school management committees and systems for school development. Institutions will be graded based on

performance and school clusters will foster resource sharing and mentorship. Effective School leadership influences teacher motivation, instructional quality, community engagement and implementation of reforms.

11. Research, Innovation and Higher Education Quality

NEP elevates research by proposing increased public funding, institutional autonomy, and emphasis on multi-disciplinary research at universities. The policy envisages an expanded competitive funding ecosystem. Research- active institutions tend to attract better faculty and provides higher- quality postgraduate and undergraduate education and enhancing critical thinking and innovation capacity in students.

12. Financing and Resource Allocation

Adequate, well- targeted funding is essential for teacher development, reduced pupil- teacher ratios, learning materials, and infrastructure (lab, libraries, ICT). The policy also encourages public- private partnerships where they enhance quality and equity. Funding must be efficiently used and accompanied by transparent accountability to avoid wastages.

13. Monitoring, Data and Evidence

Without timely reliable data reforms cannot be course corrected. Learning outcomes, teacher performance metrics and school resource reporting are indispensable for continuous quality improvement. Evidence- based monitoring helps identify gaps and scale up proven practices' points out the need for a robust data ecosystem.

14. Implementation and Capacity Building

The most important caption is implementation capacity training bureaucrats, district functionaries, teacher educators and school leaders to convert NEP's vision into class room reality. NEP itself recognizes that transformation will take time and calls for phased, context sensitive rollout and strong institutional mechanisms. Clear timelines, pilot phases, financial plans and robust monitoring are required for implementation.

Challenges in the Implementation of NEP

Despite its progressive vision the NEP faces multiple implementation challenges.

1. Variability in state- level capacity and resources.
2. Digital divide and infra structural deficits.
3. Shortage of qualified teachers especially in rural areas.
4. Phased implementation with the monitored pilots.
5. Targeted funding for low- capacity states and rural/ tribal schools.

Conclusion

India's NEP 2020 is an ambitious and forward-looking policy that prioritizes quality education across India. Its success will depend not just on visionary design, but just on effective, inclusive and the sustained implementation. By focusing on learner – centered pedagogy, teacher development capacity, equity, and technological integration, the NEP has the potential to transform India into a knowledge society driven by innovation, empathy and excellence.

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