

# Transforming Indian Education: The Five Pillars of The National Education Policy 2020

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**Abstract**—The National Education Policy (NEP) 2020 marks a paradigm shift in India's education ecosystem, replacing the thirty-four-year-old National Policy on Education (1986). Built upon the foundational pillars of Access, Equity, Quality, Affordability, and Accountability, the policy aims to transition India into a knowledge society. This paper analyses five key transformational reforms introduced by the NEP 2020, focusing on the new school curricular structure, multidisciplinary integration, prioritization of foundational learning, overhaul of higher education flexibility, and systemic reforms in assessment and teacher training. The policy's success hinges on a flexible, learner-centric, and holistic approach designed to equip students with 21st-century skills.

## I. INTRODUCTION

The NEP 2020 is a comprehensive framework aligned with the 2030 Agenda for Sustainable Development, seeking to overhaul both the school and higher education sectors. Its core vision is to cultivate an education system rooted in the Indian ethos that directly contributes to transforming India into an equitable and vibrant knowledge superpower. To achieve this, the policy proposes deep structural and pedagogical reforms, summarized below through five critical points of action.

## II. THE NEW 5+3+3+4 CURRICULAR STRUCTURE IN SCHOOL EDUCATION

A fundamental change is the replacement of the rigid 10+2 structure with the 5+3+3+4 curricular framework, which organizes education based on a child's cognitive development. This reform brings the previously unaddressed 3-6 age group under the formal school curriculum and emphasizes holistic development from the earliest stages.

Stage	Years	Age Group	Focus of Learning
Foundational	5 (3 years pre-school + Grades 1-2)	3-8	Early Childhood Care and Education (ECCE), play-based and activity-based learning, development of language and numeracy.
Preparatory	3 (Grades 3-5)	8-11	Introduction of reading, writing, speaking, and basic concepts in subjects like science and mathematics.
Middle	3 (Grades 6-8)	11-14	Introduction to abstract concepts in core subjects, experiential learning, and vocational exposure with internships.
Secondary	4 (Grades 9-12)	14-18	Multidisciplinary study, critical thinking, flexibility in subject choice, and in-depth conceptual understanding.

### III. HOLISTIC AND MULTIDISCIPLINARY CURRICULUM

The policy mandates a revolutionary removal of rigid separations between academic streams (Arts, Science, Commerce), and between curricular, co-curricular, and extracurricular activities. This enables students, particularly at the Secondary stage, to choose their subjects freely across traditional boundaries, fostering creativity, flexibility, and a well-rounded academic experience. Vocational education, including practical internships, is integrated into the mainstream curriculum starting from Grade 6.

### IV. PRIORITIZING FOUNDATIONAL LITERACY AND NUMERACY (FLN)

Recognizing that basic reading, writing, and arithmetic are essential foundations for all subsequent learning, the NEP 2020 assigns the "highest priority" to achieving universal Foundational Literacy and Numeracy (FLN) by Grade 3. This goal is addressed through national initiatives that focus on remedial instruction, teacher capacity building, and the development of high-quality, engaging learning resources to ensure that every child attains these core competencies.

### V. HIGHER EDUCATION REFORMS: MULTIPLE ENTRY/EXIT AND ABC

The higher education system undergoes significant restructuring to enhance flexibility and reduce dropouts. Undergraduate programs are designed with Multiple Entry and Exit Options (MEEEO), allowing students to earn certification based on the duration of study:

- Certificate after 1 year.
- Diploma after 2 years.
- Degree after 3 years.<sup>1272</sup>
- Degree with Research after 4 years.

To facilitate mobility and credit accumulation, the Academic Bank of Credit (ABC) is established. This digital repository stores the academic credits earned by a student, enabling them to transfer credits across institutions or resume studies after a break.

### VI. ASSESSMENT AND TEACHER PROFESSIONAL DEVELOPMENT OVERHAUL

The policy proposes a shift in assessment from high-stakes, summative exams that encourage rote learning to a regular, formative, and competency-based assessment model. A new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), is established to set norms and guidelines for student assessment. Concurrently, the NEP 2020 mandates comprehensive reforms in teacher education, including the standardization of the 4-year integrated B.Ed. degree as the minimum qualification for teachers by 2030, ensuring a highly qualified teaching workforce.

### VII. CONCLUSION

The NEP 2020 presents a bold, student-centric, and holistic vision for Indian education, moving the focus from rote memorization to critical thinking, flexibility, and practical skills. The successful implementation of these five key reforms the 5+3+3+4 structure, multidisciplinary integration, FLN focus, flexible higher education pathways, and improved teacher standards will be instrumental in realizing the policy's goal of creating a truly vibrant and equitable knowledge society.

### REFERENCES

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