



“Thank you for sending the first issue of the Policy Brief brought out by the Institute. I congratulate you for the concept and presentation.

The topic of Atmanirbhar Bharat dealt in the 'Brief' is of great significance for the MSMEs. I believe that the idea of a self-reliant India should be instilled in the emerging entrepreneurs through recurrent training programs.

You can think of an issue of the 'Brief' on Social Business, a subject being deliberated in different forums including SEBI.”

**Shri Prabhat Kumar,**  
Former First Governor, Jharkhand;  
Former Cabinet Secretary &  
Chairperson, One-Man Committee  
for making Recommendations for  
a National Policy for MSMEs.

### Key Points

- Introduction of vocational education from Class 6
- Formulation of a new and all-inclusive National Curriculum Framework for Teacher Education based on the principles of NEP 2020
- 'Gender-Inclusion Fund' to be constituted for equitable education
- National Committee for Integration of Vocational Education (NCIVE) shall be formed to emphasize the importance of vocational education
- Formation of 'National Research Foundation (NRF)' to catalyze the growth of high quality research in the nation
- Educational softwares to be designed in regional languages and made accessible to Divyang students
- Central Advisory Board of Education (CABE) to be strengthened, empowered and remodeled for successful implementation of the policy

### About EDII:

The Entrepreneurship Development Institute of India (EDII), Ahmedabad was set up in 1983 as an autonomous and not-for-profit Institute with support of apex financial institutions - the IDBI Bank Ltd., IFCI Ltd., ICICI Bank Ltd. and State Bank of India (SBI). The Government of Gujarat pledged twenty-three acres of land on which stands the majestic and sprawling EDII Campus. A National Resource Institute in entrepreneurship training, research, education and institution building, EDII has conceived and implemented developmental projects and programmes across sections and sectors of the economy. Today this effort has also been broad-based internationally too, with the setting up of Entrepreneurship Development Centres in Cambodia, Laos, Myanmar, Vietnam and Uzbekistan, in addition to efforts in the process, in select African countries. The institute works closely with several Govt. department and ministries.

EDII in-house Departments of Policy Advocacy, Knowledge and Research, Entrepreneurship Education; Projects; Business Development Services & National Outreach and Developing Economy Engagement have brought about a change in the way entrepreneurship is perceived. Institute's Business Incubation Centre, CrAdLE, set up with the support of Department of Science and Technology, Govt. of India, is focused on incubating start-ups in the potential areas of food/agri business, renewable energy and healthcare.

EDII has successfully brought about a change in the way entrepreneurship is perceived. The Institute has earned regional, national and international recognition for boosting entrepreneurship and start-ups across segments and sectors through innovative models and by intermediating creatively among stakeholders such as; new age potential entrepreneurs, existing entrepreneurs, incubation centres, and venture capitalists.

### Department of Policy Advocacy, Knowledge, and Research:

The Department of Policy Advocacy, Knowledge and Research (DPA) is a dedicated department for formulation and advocacy of 'Public Policies', creation of 'Knowledge Products', and publication of 'Research Studies'. The DPA conducts various government-supported and inhouse sponsored research studies as well. The DPA focuses on the creation of indigenous 'Knowledge Products' for institutions, entrepreneurs, students, and policymakers.



**Entrepreneurship  
Development Institute of India**  
(Via Ahmedabad Airport & Indira Bridge)

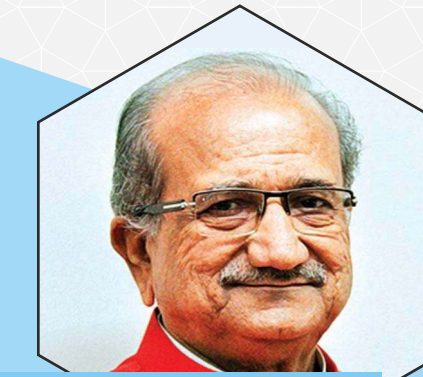
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### POLICY BRIEF

No.: 2020/EDUCATION/002



**Message from  
Education Minister, GoG**

### “National Education Policy 2020: Key Contours and Entrepreneurship Dimension

Education is the backbone of a nation's growth and overall development. The National Education Policy (NEP) 2020, implemented by the Ministry of Human Resources and Development, Govt. of India is truly a welcome step to move the country forward in the direction of better productivity, inclusion and prosperity. This policy, aimed at making India a global knowledge superpower, includes revised guidelines for all levels of education- from school to higher education, professional as well as online and digital education, skill building, etc. This policy brief, which is a part of Policy Brief Series by Department of Policy Advocacy, Knowledge and Research at EDII, presents the highlights of the National Education Policy 2020 and provides an entrepreneurial perspective on the same. I am glad to read this policy brief and would like to send my words of appreciation to EDII- an internationally reputed institution in the area of Entrepreneurship, for this important and timely policy discourse !”

**Bhupendrasinh Chudasama**

Minister  
Education(Primary, Secondary and Adult)  
Higher and Technical Education, Law and Justice  
Legislative & Parliamentary Affairs  
Salt Industry, Cow-Breeding and Civil Aviation  
Gujarat State



**Entrepreneurship  
Development Institute of India**  
Ahmedabad

## National Education Policy 2020: Key Contours and Entrepreneurship Dimension

### 1. Introduction

Swami Vivekananda has rightly said - "Education is the panacea to all evils." He dreamt of an education system which was value based and knowledge driven, thus striking a balance between traditional and modern scientific insights.

The Ministry of Human Resource Development, Govt. of India put forth the National Education Policy (NEP) 2020, after 34 long years of introduction of the previous policy in 1986. This policy envisions transforming India into global knowledge superpower by providing a high quality education to all its citizens. NEP 2020 maintains a striking balance between traditional and contemporary approaches at all levels of education, which is the need of the hour. This policy has the potential of positively channelizing the skills and education of Indian youth.

### 2. Historical overview of Indian Education system

The National Policy on Education 1986 had five main goals for higher education, which included better access, equity, quality, relevance and values. This policy was later revised in 1992. An important act pertaining to education which was laid down in 2009 was the Right of Children to Free and Compulsory Education Act, delineating the legal guidelines for fundamental education.

### 3. National Education Policy 2020<sup>1</sup>

The National Education Policy 2020 was released by the Ministry of Human Resource Development (MHRD) on July 29, 2020. It addresses the key issues relating to education at all levels- school education, higher education as well as professional and vocational education.







“The new Education Policy will give a fresh direction to our Education System. With this new policy, the country will achieve a higher level of academic excellence. While innovation and technology related insights will come from campuses, more entrepreneurs will be created for the economic empowerment of the country. This Policy Brief puts forth the major highlights of India's New Education Policy for its readers. My best wishes to Department of Policy Advocacy, Knowledge and Research at EDII for this endeavor.”

Dr. Sunil Shukla  
Director General, EDII

### • School education

NEP 2020 has put forth several radical changes in the fundamental school education system and associated curriculum design. The key changes with respect to school education include, a 5+3+3+4 system. National Council of Educational Research and Training (NCERT) is to be entrusted with the task of developing a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCFECCE) for children upto 8 years. Among some other prominent measures, Ministry of Human Resource Development (MHRD) will set up a National Mission on Foundational Literacy and Numeracy, and State School Standards Authority in each state. It has been suggested in the policy that the local language/home language/ regional language / mother tongue should be adopted for the medium of instruction till Grade 5 and preferably till Grade 8. In addition to the educational curricula, the students should be equipped with skills across all contemporary subjects. It is proposed to set up a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) as a standard regulatory body for assessment and evaluation of school education. The policy also underlines the importance of teachers' education and proposes formulation of a new and all-inclusive National Curriculum Framework for Teacher Education, (NCFTE) 2021, by the National Council for Teacher Education (NCTE) by 2021 in consultation with National Council of Educational Research and Training (NCERT) based on the principles of NEP 2020.

### • Higher education

In higher education, NEP 2020 includes several noteworthy changes. Four institutional structures with respect to regulation, accreditation, financial support, and maintenance of academic standard are proposed to be set up under one central institution- Higher Education Commission of India (HECI). This is expected to bring transparency in the system and attract investment. The policy also proposes to set up a National Research Foundation to provide financial support to outstanding peer-reviewed research in universities and colleges. Other key changes proposed by the policy include, multiple entry and exit options in higher education; letting foreign universities set up base in India; improved access, equity, and inclusion through a range of suggested measures; academic and administrative autonomy to the respective governing board for governance of Higher Education Institutions (HEIs); incentivization in the form of capacity expansion for HEIs and delivering quality education.

### • Professional education

NEP 2020 stresses on the importance of work ethics, analytical skills and public purpose in professional education fields, like medicine and healthcare, law, agriculture, etc. NEP 2020 envisions to strengthen capacities in the areas of artificial intelligence, big data analysis, machine learning, biotechnology, nanotechnology, neuroscience, etc. for applications in sectors such as health, environment and agriculture to reduce unemployment of skilled and unskilled youth.

### • Online and digital education

The policy also recognizes the importance of alternative modes of education like online/ digital forms in the absence of traditional modes in the wake of epidemics/pandemics like the current COVID-19 situation. Several foreseen initiatives include, availability of affordable digital and computing devices, training to teachers to be effective online educators, innovative and effective ways of online assessments as well as creation of open digital infrastructure and improving existing digital tools and platforms.

### • Skill building and competencies

NEP 2020 also emphasizes the importance of vocational education, skill building and developing competencies. The policy stresses on inclusive, interdisciplinary and outcome-based education where it envisages the formation of a National Higher Education Qualification Framework (NHEQF) to ease integration of vocational education in higher education. This regulatory body will also be in-charge of aligning the Indian standards with International Standard Classification of Occupations prescribed by the International Labour Organization. The policy also highlights the importance of technology development and its role in boosting the technopreneurial interests among students. Skill building in school education is the need of the hour, and is in conjunction with the ongoing Skill India initiative. In this context, it is also proposed that MHRD will create a National Committee for Integration of Vocational Education (NCIVE) at all levels of education.

## 4. Empowering India to become a leading Entrepreneurial state

- In this era of Industry 4.0, entrepreneurial education and skills are of immense importance to fulfill the great Indian dream of 'becoming self-reliant'.
- Some key points mentioned in NEP 2020 to boost entrepreneurship in the country include, integration of technology in education and entrepreneurship; emphasis on developing 'entrepreneurship' educators/instructors in schools; inclusion of entrepreneurship skills and training in various fields and levels of professional education; initiation of technology incubation centers in Higher Education Institutions (HEIs) in partnership with industries; setting up of Agricultural Technology Parks to encourage development of technology, its incubation and diffusion in the Agriculture sector.
- NEP 2020 lays stress on research partnerships and collaborations with foreign universities of repute. While Indian universities will be encouraged to build campuses abroad, 100 top ranking global universities would be invited to set up campuses in India. Also, NEP 2020 envisages to introduce a transparent and open learning culture in the Indian Education system, where multi-disciplinarity would be encouraged in all forms and at all levels, with expansion of individual institutional capacities to accommodate 3,000 and more students. Moreover, emphasis has also been laid on strengthening the Industry-Academia collaborations to promote technology development, diffusion and entrepreneurship in India. In this era when the world is becoming a global village, encouraging such open knowledge transfer mechanisms would foster a healthy entrepreneurial mindset and culture across disciplines, in addition to opening up a plethora of opportunities for the Indian youth.
- Overall, NEP 2020 is conceived well to boost an entrepreneurial climate in the country, thereby pulling India out from the 'herd mentality' as rightly quoted by Hon. Prime Minister Modi<sup>2</sup>. NEP 2020's successful implementation would be much crucial and keenly watched. Successful implementation of NEP 2020 would lead to creation of more R&D focused institutions and resources, judicious utilization of existing resources and development of entrepreneurial human resource, all of which would in turn result in 'more jobs and entrepreneurs', as stated by Honorable Union Education Minister Ramesh Pokhriyal Nishank<sup>3</sup>, on September 22, 2020.

- As per the World Bank data on Entrepreneurship<sup>4</sup>, India ranks third in terms of new firms created. According to the Global Entrepreneurship Monitor (2018-19) for India<sup>5</sup>, the highest entrepreneurial activity (13.3%) was observed in the youth of ages (25-34). This revelation endorses the correlation between literacy rate and new firm creation as observed in the Economic Survey of India (2019-20)<sup>6</sup>. There is a need to nurture an 'entrepreneurial spirit' in the new generation of the country right from early education for higher entrepreneurial incidence.

- Along these lines, two important initiatives proposed under the policy are :

1. Participation of the private sector in introducing internship programs to spark a desire for business during early stages of education, and
2. Inclusion of 'Entrepreneurship' as a subject in the curricula from elementary education level.

These measures can bring about a radical transformation in terms of establishing entrepreneurship as a lucrative career choice.

## 5. Conclusion

The flexibility of education mentioned in NEP 2020 may be crucial to uplift India's position on the global knowledge map. Moreover, this year, when India is credited as the youngest country in the world in terms of demographic dividend<sup>7</sup>, NEP 2020 has set the stage for India to use its enormous human capital for becoming a leading global knowledge powerhouse. Successful implementation of the policy across the nation will certainly help achieve this goal.

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## Key Points

- 5+3+3+4 model of school education
- 3 language policy where 2 must be Indian languages, also recommending primary education in regional/ mother language
- Strengthening foundational literacy and numeracy
- Investment of 6% of GDP in education
- Ministry of HRD to be renamed as the Ministry of Education
- Emphasis on multi-disciplinarity, skills, competencies
- Top 100 universities will be invited to set up campuses in India
- Higher Education Commission of India (HECI) to replace UGC and AICTE and act as a chief regulatory body for regulation, accreditation, financial support, and maintaining academic standard of higher education in India
- Encouraging Public Philanthropic Partnership models in HEIs
- Formulation of National Higher Education Qualification Framework (NHEQF) for facilitating integration of vocational education in higher education
- National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) as a standard regulatory body for assessment and evaluation of school education