

From Degrees to Skills-An Economic Analysis of Nep 2020's – Impact on India's Human Capital Accumulation

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Abstract: The National Education Policy (NEP) 2020 is a comprehensive framework launched by the Government of India on July 29, 2020, to overhaul the school and higher education systems. It replaces the 1986 policy, aiming to make Indian education more multidisciplinary, flexible, and skill-oriented, while fostering critical thinking, multilingualism, and digital learning to achieve a "global knowledge superpower" status by 2040. This research examines the impact of NEP 2020 on Human capital strategies, focusing on curriculum development, teacher training, skill enhancement programs and attempting to clarify their significance, difficulties, and possibilities for promoting inclusive growth. NEP 2020 integrates vocational education starting from Grade 6, aiming for at least 50% of learners to have exposure to vocational education by 2025. This addresses the widespread gap between academic knowledge and industry needs.

India has long been known for its vast intellectual capability and rich knowledge legacy. The NEP 2020 aims to capitalize on this natural ability by supporting millions of students in both secondary and higher education. To sum, the skill development programs outlined in NEP 2020 (NSQF, Bagless Days, MEES, NSDC) play a vital role in achieving the vision of an empowered and prosperous India, leading the world in innovation and knowledge generation. While promising, the economic success of NEP 2020 faces several hurdles like Infrastructure and financial deficits, shortage of qualified instructors for vocational training and Unequal access to technology and internet connectivity particularly for marginalized, rural, and remote communities. In conclusion, the NEP 2020 holds the potential to significantly enhance India's human capital, but its success depends on a multi-pronged approach focusing on cooperative federalism, phased implementation, teacher empowerment, and technology integration.

KEY WORDS: NEP, Human Capital, NSQF, MEES and NSDC

Introduction

Education has always been regarded as one of the most powerful instruments for social transformation and economic development. In modern economies, human capital has emerged as a critical determinant of national productivity, technological advancement, innovation, and competitiveness. Human capital refers to the stock of knowledge, skills, competencies, and health that individuals accumulate and utilize for productive economic activity. Nations that invest effectively in education and skill formation generally achieve higher levels of economic growth and social progress. India, despite possessing a large youthful population and a rich intellectual heritage, has historically faced significant challenges in translating its demographic advantage into productive human capital. For decades, the Indian education system has been criticized for promoting rote learning, emphasizing degrees rather than skills, and failing to align educational outcomes with labour market needs. The gap between education and employability has resulted in high levels of educated unemployment, underemployment, and skill shortages across various sectors. The National Education Policy (NEP) 2020 was introduced against this backdrop as a transformative framework intended to overhaul India's education system. The policy replaces the National Policy on Education of 1986 and seeks to create an inclusive, equitable, flexible, multidisciplinary, and skill-oriented education system capable of meeting the demands of the twenty-first century. NEP 2020 envisions India as a "global knowledge superpower" by strengthening foundational learning, promoting critical thinking, integrating vocational education, and encouraging innovation and research.

The policy reflects a major paradigm shift from content-based learning to competency-based learning. Instead of focusing merely on the acquisition of degrees, NEP 2020 emphasizes the development of practical skills, creativity, analytical abilities, entrepreneurship,

and lifelong learning. The policy recognizes that economic growth in the knowledge economy requires a workforce equipped not only with academic qualifications but also with technical, digital, and soft skills. India's demographic profile further highlights the urgency of educational reform. According to demographic estimates, India possesses one of the world's largest youth populations. This demographic dividend can become a source of economic strength only if the country successfully equips its youth with relevant knowledge and employable skills. Otherwise, demographic advantage can transform into demographic burden through rising unemployment and social inequality.

NEP 2020 attempts to address these structural challenges through a wide range of reforms covering school education, higher education, teacher training, vocational education, digital learning, and institutional governance. The policy proposes a 5+3+3+4 curricular structure, integration of vocational education from Grade 6 onwards, multidisciplinary higher education institutions, flexible degree systems, Academic Bank of Credits, skill development programs, and technology-enabled learning. This article examines the economic significance of NEP 2020 in relation to human capital accumulation in India. It analyses how educational reforms under the policy may contribute to labour productivity, employability, innovation, inclusive growth, and long-term economic development. The study also evaluates implementation challenges and policy limitations that may affect the realization of NEP objectives.

Human Capital Theory and Education

Human capital theory provides the conceptual foundation for understanding the economic importance of education. The theory was developed primarily by economists such as Theodore Schultz, Gary Becker, and Jacob Mincer during the mid-twentieth century. According to human capital theory, education and training are investments that enhance the productivity and earning potential of individuals. Theodore Schultz argued that expenditures on education, health, and skill development should be viewed as investments rather than consumption because they increase productive capacity. Gary Becker further developed the concept by explaining how education improves workers' efficiency, adaptability, and innovation. Human capital accumulation contributes to economic growth by

increasing labour productivity, technological progress, and competitiveness.

Education contributes to economic development in several ways:

It improves labour productivity.

It enhances employability and income levels.

It promotes innovation and technological adaptation.

It strengthens social mobility and equality.

It contributes to entrepreneurship and industrial development.

It facilitates demographic transition and social modernization.

Modern economies increasingly depend on knowledge-intensive industries and skilled labour. Therefore, educational systems must continuously adapt to changing technological and industrial requirements. Countries such as South Korea, Singapore, Finland, and Germany successfully transformed their economies by investing heavily in education and vocational training. In India, however, educational expansion often occurred without corresponding improvements in quality and employability. The result has been the emergence of a "degree inflation" phenomenon where large numbers of graduates possess formal qualifications but lack industry-relevant skills. Surveys conducted by various employability agencies repeatedly indicate that a substantial proportion of Indian graduates are not immediately employable. NEP 2020 seeks to correct this imbalance by integrating skill development into mainstream education. The policy recognizes that economic growth requires not only educated citizens but also skilled and adaptable workers capable of functioning in a rapidly changing global economy.

Historical Evolution of Educational Policy in India

India's educational policies evolved through several phases after independence. The University Education Commission (1948 - 49), Secondary Education Commission (1952 - 53), and Kothari Commission (1964 - 66) laid the foundation for post-independence educational planning. The National Policy on Education (1968) emphasized equal access, national integration, and scientific development. The National Policy on Education of 1986 focused on universalization of elementary education, women's education, adult literacy, and teacher training. It was modified in 1992 but retained many traditional features of the Indian educational system.

Despite these policy initiatives, several structural problems persisted:

- Overemphasis on rote memorization.
- Limited vocational education.
- Weak industry-academia linkages.
- Regional disparities in educational access.
- Poor learning outcomes.
- High dropout rates.
- Inadequate teacher training.
- Low public expenditure on education.
- Fragmented higher education system.

Globalization and technological transformation further exposed the inadequacies of India's education system. The rise of the digital economy, automation, artificial intelligence, and service-sector expansion created demand for new skills that traditional curricula failed to provide. Recognizing these challenges, the Government of India initiated consultations for a new education policy. After extensive deliberations involving academics, policymakers, institutions, and stakeholders, NEP 2020 was introduced as a comprehensive reform agenda.

Major Features of NEP 2020

NEP 2020 contains several transformative reforms designed to improve educational quality and strengthen human capital development.

1. New Curricular Structure: 5+3+3+4

The policy replaces the traditional 10+2 structure with a 5+3+3+4 framework corresponding to different developmental stages:

- Foundational Stage (3–8 years)
- Preparatory Stage (8–11 years)
- Middle Stage (11–14 years)
- Secondary Stage (14–18 years)

This structure incorporates early childhood care and education into the formal educational framework and emphasizes experiential learning.

2. Foundational Literacy and Numeracy

The National Education Policy (NEP) 2020 identifies foundational literacy and numeracy as the most important building blocks of education and treats them as urgent national priorities. Foundational literacy refers to the ability to read, write, and understand basic texts, while numeracy includes basic mathematical skills such as counting, addition, subtraction, and problem-solving. The policy emphasizes that every child should achieve these essential learning outcomes by Grade 3.

To accomplish this goal, NEP 2020 proposes several targeted interventions, including improved early childhood education, teacher training, activity-based learning methods, regular assessments, and special support programmes for disadvantaged children. The policy also launched the NIPUN Bharat Mission to strengthen foundational learning across India.

3. Vocational Education Integration

One of the most important features of India's National Education Policy 2020 is the integration of vocational education from Grade 6 onwards. The policy aims to remove the traditional separation between academic learning and skill-based education. Students are encouraged to participate in internships, hands-on activities, crafts, coding, agriculture, carpentry, local arts, and other practical training programmes. This approach helps learners develop employable skills, creativity, problem-solving ability, and self-confidence at an early stage. NEP 2020 also promotes collaboration between schools, industries, and local communities to provide real-world learning experiences. The policy seeks to increase awareness about dignity of labour and prepare students for future employment, entrepreneurship, and lifelong learning opportunities.

4. Multidisciplinary Higher Education

The National Education Policy (NEP) 2020 strongly promotes multidisciplinary higher education to create a flexible, holistic, and student-centered learning system. Under this approach, students are encouraged to study subjects from different disciplines such as sciences, humanities, social sciences, commerce, arts, and vocational education according to their interests and career goals. For example, a science student may also study music, economics, or political science, while an arts student can learn data science or computer applications. This removes the traditional separation between academic streams and helps students develop critical thinking, creativity, communication skills, and practical knowledge. The policy also aims to transform single-discipline colleges into large multidisciplinary institutions by 2040. NEP 2020 further supports flexible curricula, multiple entry and exit options, skill-based learning, and research-oriented education to prepare students for the changing demands of the modern world and global employment opportunities.

5. Multiple Entry and Exit System (MEES)

The Multiple Entry and Exit System (MEES) introduced under the University Grants Commission and the National Education Policy 2020 aims to make higher education more flexible, student-friendly, and inclusive. Under this system, students can leave a course at different stages and receive appropriate qualifications based on the credits they have earned. A student who completes one year receives a certificate, after two years a diploma, after three years a bachelor's degree, and after four years a bachelor's degree with research. This system reduces the fear of losing academic years due to financial, personal, or health-related problems. Students can also rejoin their studies later through the Academic Bank of Credits (ABC), which digitally stores academic credits earned from recognized institutions. MEES encourages lifelong learning, skill development, and multidisciplinary education while increasing access to higher education and improving student mobility across institutions in India.

6. Academic Bank of Credits (ABC)

The Academic Bank of Credits (ABC) is an innovative initiative introduced under the National Education Policy (NEP) 2020 to make higher education more flexible, student-friendly, and multidisciplinary. It functions as a digital repository where students can securely store the academic credits earned from recognized higher educational institutions. These credits can later be transferred, accumulated, or redeemed while pursuing a degree, diploma, or certificate programme. The ABC system supports the concept of multiple entry and exit, allowing students to pause their education due to personal, financial, or professional reasons and resume it later without losing their previously earned credits. It also encourages academic mobility by enabling students to study courses from different universities and institutions. Through this mechanism, the Government of India aims to promote lifelong learning, interdisciplinary education, and greater accessibility in higher education, thereby improving the overall quality and inclusiveness of the Indian educational system.

7. Teacher Education Reforms

The National Education Policy (NEP) 2020 introduced major reforms in teacher education to improve the quality of teaching and learning in India. One of the most important reforms is the introduction of the four-year integrated B.Ed. programme, which will become the minimum qualification for school teachers

by 2030. This programme combines subject knowledge with professional teacher training in a single course and is designed to create skilled, motivated, and professionally trained teachers. It will be offered in multidisciplinary higher education institutions and includes training in pedagogy, classroom management, educational psychology, inclusive education, foundational literacy and numeracy, and practical teaching experience. The policy also emphasizes Indian values, ethics, culture, and modern teaching methods. In addition, teacher trainees will participate in internships and school-based practice to gain real classroom experience. These reforms aim to standardize teacher education across the country and prepare teachers who can meet the educational needs of the 21st century.

8. Digital Education

The National Education Policy 2020 gives great importance to digital education as a means to improve the quality, accessibility, and flexibility of learning in India. The policy encourages the use of online learning platforms, virtual classrooms, digital libraries, and technology-enabled teaching methods in schools and higher educational institutions. It also supports the development of virtual laboratories, educational apps, and interactive learning materials to make education more student-centered and experiential. Platforms such as DIKSHA, SWAYAM, and PM e-Vidya were promoted to provide quality digital content to learners across the country. NEP 2020 also emphasizes teacher training in Information and Communication Technology (ICT) so that educators can effectively use digital tools in teaching. In addition, the policy aims to reduce the digital divide by improving internet connectivity and access to affordable devices. Through digital education, NEP seeks to create a modern, inclusive, and technology-driven education system suitable for the twenty-first century.

9. Research and Innovation

The establishment of the National Research Foundation (NRF) under the National Education Policy (NEP) 2020 aims to strengthen the culture of research and innovation in India. The NRF seeks to provide financial support, guidance, and encouragement for high-quality research in universities and colleges across all disciplines, including science, technology, social sciences, arts, and humanities. It promotes interdisciplinary and problem-solving research to address national and global challenges such as healthcare, climate change, agriculture, and digital

development. The NRF also encourages collaboration between educational institutions, industries, and government agencies. Through merit-based funding and academic support, the NRF aims to transform India into a knowledge-driven and innovation-oriented society.

10. Gross Enrolment Ratio Targets

The National Education Policy (NEP) 2020 sets an ambitious target of increasing the Gross Enrolment Ratio (GER) in higher education to 50 percent by 2035. GER refers to the percentage of students in the eligible age group who are enrolled in colleges, universities, and vocational institutions. The policy aims to improve access, equity, and quality in higher education across India. To achieve this goal, the government plans to establish multidisciplinary institutions, expand online and distance education, provide financial support, and encourage vocational education. The policy also proposes adding nearly 3.5 crore new seats in higher education institutions to ensure wider participation of students from rural, disadvantaged, and marginalized communities.

NEP 2020 and Human Capital Accumulation

National Education Policy 2020 places strong emphasis on the development of human capital, which is considered one of the most important drivers of economic growth and national development. Human capital accumulation refers to the process through which individuals gain education, skills, knowledge, values, and competencies that improve their productivity and contribute to the economy and society. In modern economies, the quality of human capital determines innovation, industrial growth, technological advancement, and global competitiveness. NEP 2020 recognizes that India's large youth population can become a major economic strength only if it is supported by quality education and skill development.

Skill-Oriented Education

One of the major transformations proposed under NEP 2020 is the shift from rote memorization and examination-centered learning toward competency-based and skill-oriented education. Earlier, the Indian education system largely focused on theoretical knowledge, leaving many graduates without practical skills required in the labour market. The new policy encourages experiential learning, critical thinking, practical applications, and problem-solving abilities. Skill-oriented education improves employability by preparing students for real-world work

environments. It also enhances labour productivity because workers with practical and technical skills can perform tasks more efficiently. By integrating vocational subjects, internships, coding, and project-based learning into the curriculum, NEP 2020 aims to bridge the gap between education and employment.

Cognitive and Non-Cognitive Skills

Modern economies require more than technical knowledge alone. Employers increasingly demand both cognitive skills and non-cognitive or soft skills. Cognitive skills include analytical thinking, reasoning, mathematics, scientific understanding, and digital literacy. Non-cognitive skills include communication, teamwork, leadership, emotional intelligence, creativity, adaptability, and time management. NEP 2020 promotes holistic and multidisciplinary education to develop well-rounded individuals. The policy seeks to nurture intellectual, emotional, social, ethical, and creative capacities among learners. Such competencies are essential in the twenty-first-century knowledge economy, where innovation and collaboration are highly valued.

Employability Enhancement

India faces a serious employability challenge because many graduates do not possess industry-relevant skills. NEP 2020 attempts to address this issue through several reforms. The policy integrates vocational training into mainstream education and promotes internships and apprenticeships from an early stage. Technical education institutions are encouraged to modernize their curriculum according to industrial needs. The policy also promotes entrepreneurship education, innovation, and startup culture among students. Stronger collaboration between industries and educational institutions is expected to improve curriculum relevance, practical exposure, and job readiness. As a result, students are likely to become more employable and economically productive.

Innovation and Creativity

Innovation-driven economies require education systems that encourage inquiry, experimentation, and creativity rather than memorization. NEP 2020 emphasizes flexible curricula, multidisciplinary learning, research orientation, and critical thinking. Students are encouraged to explore diverse disciplines and engage in creative problem-solving. The establishment of the National Research Foundation is intended to strengthen India's research ecosystem by

promoting quality research across universities and institutions. Research and innovation contribute to technological advancement, patents, scientific discoveries, startups, and industrial modernization. Thus, NEP 2020 seeks to transform India into a knowledge-based economy driven by innovation and creativity.

Lifelong Learning

Rapid technological changes and automation are continuously transforming labour markets. Workers must regularly upgrade their skills to remain employable. NEP 2020 recognizes the importance of lifelong learning and flexible educational pathways. The policy supports modular courses, online education, open learning systems, and digital platforms that allow individuals to continue learning throughout their lives. Multiple entry and exit options in higher education provide flexibility for learners to re-enter education according to their needs. Lifelong learning ensures continuous reskilling and upskilling, which are essential in the modern digital economy.

Vocational Education and Skill Development

Vocational education occupies a central place in NEP 2020 because skill development is essential for economic growth and employment generation. Historically, vocational education in India suffered from low social prestige and inadequate institutional support. Academic education was often viewed as superior to skill-based learning. NEP 2020 attempts to remove this distinction and integrate vocational education into mainstream schooling and higher education.

Objectives of Vocational Education

The policy aims to provide vocational exposure to at least 50 percent of learners by 2025. The major objectives include improving employability, reducing skill mismatch, supporting entrepreneurship, promoting industrial growth, and creating respect for all forms of labour. Vocational training helps students acquire practical skills relevant to local industries, services, crafts, and emerging technologies.

National Skills Qualifications Framework (NSQF)

National Skills Qualifications Framework provides a competency-based structure for skill certification. It integrates vocational education with formal academic pathways, allowing learners to move between academic and skill-based streams. The

framework ensures standardization and recognition of vocational qualifications across sectors and industries.

National Skill Development Corporation (NSDC)

National Skill Development Corporation collaborates with industries, training institutions, and governments to improve vocational training quality. It supports skill development initiatives, industry partnerships, and workforce training programs aimed at enhancing employability and productivity.

Bagless Days

NEP 2020 introduces “Bagless Days,” during which students participate in practical activities, internships, and vocational experiences with local artisans, craftsmen, and industries. These activities help students understand the dignity of labour and develop practical life skills. Such exposure also creates awareness about different occupations and promotes experiential learning.

Higher Education Reforms under NEP 2020

Higher education reforms form a major pillar of NEP 2020. The policy seeks to create a flexible, multidisciplinary, research-oriented, and globally competitive higher education system.

Multidisciplinary Universities

The policy proposes transforming single-discipline institutions into multidisciplinary universities by 2040. Students will have greater flexibility in choosing subjects across sciences, humanities, arts, commerce, and vocational fields. Multidisciplinary education broadens intellectual exposure and helps learners adapt to changing labour market demands.

Research and Innovation

The establishment of the National Research Foundation aims to strengthen research culture and provide financial support for interdisciplinary research. Strong research institutions are essential for scientific advancement, technological innovation, and economic competitiveness.

Internationalization of Education

NEP 2020 encourages international collaboration and permits reputed foreign universities to establish campuses in India. This may improve academic standards, global exposure, and research quality. Internationalization can also reduce the outflow

of Indian students studying abroad and enhance India's position in global education.

Expansion of Gross Enrolment Ratio

The policy aims to increase the Gross Enrolment Ratio in higher education to 50 percent by 2035. Expanding access to higher education contributes to social mobility, economic participation, and human capital formation. However, expansion must be accompanied by improvements in quality, infrastructure, and teaching standards.

Digital Education and Technological Transformation

Digital technology has become an essential component of modern education systems. NEP 2020 strongly promotes digital learning and educational technology to improve access, flexibility, and learning outcomes.

Importance of Digital Learning

Technology supports personalized learning, online assessments, virtual laboratories, interactive teaching methods, and flexible educational access. Digital platforms enable students to learn at their own pace and access educational resources regardless of geographical barriers.

Emerging Technologies

NEP 2020 encourages exposure to emerging technologies such as Artificial Intelligence, Machine Learning, Robotics, Coding, Data Science, and Big Data. These technological skills are increasingly important for future employment opportunities in the global digital economy.

Digital Divide

Despite the advantages of digital education, unequal access to internet connectivity, digital devices, and technological literacy remains a major challenge, especially in rural and marginalized communities. Unless digital infrastructure is expanded, technological reforms may widen educational inequality.

Economic Implications of NEP 2020

The economic impact of NEP 2020 extends beyond the education sector and influences national development as a whole.

Labour Productivity

Improved educational quality and skill development increase labour productivity, efficiency, and innovation

capacity. Skilled workers contribute more effectively to industrial and service-sector growth.

Employment Generation

Skill-oriented education improves employability and supports entrepreneurship, thereby creating employment opportunities. Vocational training and startup promotion can also reduce unemployment among youth.

Industrial Competitiveness

Industries increasingly require technologically skilled workers capable of operating advanced machinery and digital systems. NEP 2020 attempts to align educational outcomes with industrial needs, thereby improving industrial competitiveness.

Innovation Economy

Research-oriented education contributes to innovation, scientific discoveries, patents, startups, and technological advancement. A strong innovation ecosystem is essential for long-term economic growth and global competitiveness.

Demographic Dividend

India possesses one of the world's largest youth populations. If provided with quality education and employable skills, this demographic advantage can significantly contribute to economic development. NEP 2020 seeks to convert the demographic dividend into productive human capital.

Inclusive Growth

Expanding educational access and skill development opportunities can reduce social and economic inequality. NEP 2020 emphasizes inclusion of marginalized groups, rural populations, women, and disadvantaged communities in the education system.

Challenges in Implementing NEP 2020

Although NEP 2020 presents a transformative vision, several challenges may affect successful implementation.

Infrastructure Deficits

Many schools and colleges still lack basic facilities such as classrooms, laboratories, libraries, toilets, electricity, and internet connectivity. Poor infrastructure limits the effectiveness of educational reforms.

Financial Constraints

Implementation of NEP 2020 requires substantial financial investment in infrastructure development, teacher recruitment, digital education, and research institutions. Insufficient funding may delay reforms.

Teacher Shortages

India faces shortages of qualified teachers and unequal distribution of teaching resources between urban and rural regions. Teacher training and professional development remain crucial for improving educational quality.

Digital Divide

Technological reforms may exclude disadvantaged communities lacking access to digital devices and internet services. Bridging the digital divide is essential for equitable educational development.

Administrative and Federal Challenges

Education is a concurrent subject under the Indian Constitution, requiring coordination between central and state governments. Differences in administrative capacity and political priorities may affect implementation.

Commercialization Concerns

Some critics argue that increased privatization and commercialization may widen educational inequality by making quality education less affordable for economically weaker sections.

Policy Recommendations

To maximize the benefits of NEP 2020, several measures are necessary. Public expenditure on education should be increased to 6 percent of GDP as recommended by the policy. Teacher training and professional development programs must be strengthened to improve teaching quality. Rural digital infrastructure should be expanded to ensure equal access to online education.

Industry-academia collaboration should be enhanced to align education with labour market needs. Vocational education and skill development centres must be expanded at both school and higher education levels. Policies should ensure regional and social equity so that marginalized communities receive equal educational opportunities.

Research funding, institutional autonomy, and innovation ecosystems should be strengthened to improve global competitiveness. Finally, effective governance, monitoring systems, and cooperative federalism between central and state governments are essential for successful implementation of NEP 2020 and long-term human capital development in India.

Conclusion

The National Education Policy 2020 represents a landmark educational reform initiative that seeks to transform India from a degree-oriented society into a

skill-oriented knowledge economy. By emphasizing vocational education, multidisciplinary learning, digital literacy, teacher training, innovation, and flexibility, the policy aims to strengthen India's human capital and improve economic productivity. If implemented effectively, NEP 2020 can contribute significantly to labour productivity, employability, entrepreneurship, technological advancement, social mobility, and inclusive growth. However, the success of the policy depends on adequate funding, infrastructure development, teacher empowerment, digital inclusion, and effective governance. India stands at a crucial historical moment where its demographic advantage can either become a source of economic strength or a demographic burden. NEP 2020 provides a strategic framework for transforming India's vast youth population into productive human capital capable of driving long-term national development and global competitiveness.

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5. *The Gross Enrolment Ratio (GER) refers to the total enrolment in higher education expressed as a percentage of the eligible age group population.*
6. NSQF stands for National Skills Qualifications Framework.
7. NSDC refers to the National Skill Development Corporation.
8. MEES refers to the Multiple Entry and Exit System introduced under NEP 2020.
9. Academic Bank of Credits (ABC) allows transfer and storage of academic credits.
10. The National Research Foundation aims to strengthen research culture in India.
11. Foundational literacy and numeracy are considered national priorities under NEP 2020.
12. Vocational education is proposed from Grade 6 onwards under the new policy.
13. Digital inequality remains a major barrier to online education in rural India.

14. Human capital accumulation contributes significantly to labour productivity and economic growth.

15. Cooperative federalism is essential because education is a concurrent subject under the Indian Constitution.

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