

NATIONAL EDUCATIONAL POLICY 2020: A CRITICAL ANALYSIS IN CURRENT SITUATION

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Introduction :

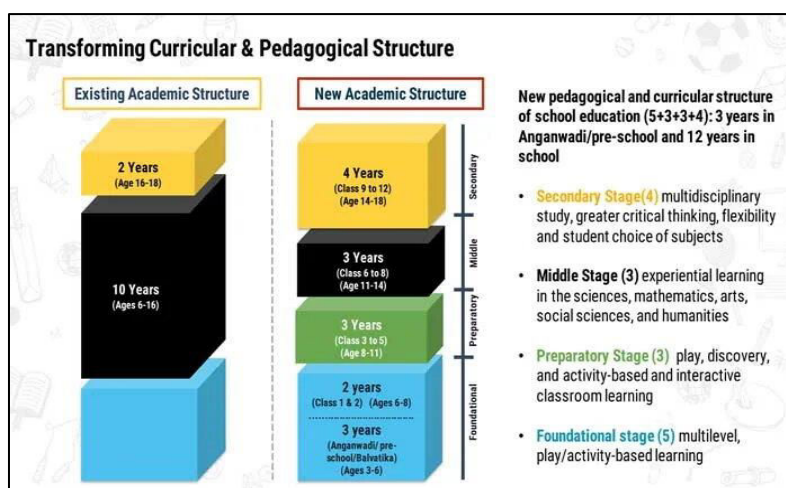
Recently, the Union Cabinet has approved the new National Education Policy (NEP), 2020 with an aim to introduce several changes in the Indian education system - from the school to college level. The NEP 2020 aims at making “India a global knowledge superpower”. The Cabinet has also approved the renaming of the Ministry of Human Resource Development to the Ministry of Education. The NEP cleared by the Cabinet is only the third major revamp of the framework of education in India since independence. The two earlier education policies were brought in 1968 and 1986.

Key Words : Union Cabinet, Education system, Global knowledge, Human Resource, Education policies

Major Findings of New Education Police -2022 :

1- School Education-

- Universalization of education from preschool to secondary level with 100% Gross Enrolment Ratio (GER) in school education by 2030.
- To bring 2 crore out of school children back into the mainstream through an open schooling system.
- The current 10+2 system to be replaced by a new 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively.
- It will bring the uncovered age group of 3-6 years under school curriculum, which has been recognized globally as the crucial stage for development of mental faculties of a child.
- It will also have 12 years of schooling with three years of Anganwadi/ pre schooling.



- Class 10 and 12 board examinations to be made easier, to test core competencies rather than memorised facts, with all students allowed to take the exam twice.
- School governance is set to change, with a new accreditation framework and an independent authority to regulate both public and private schools.
- Emphasis on Foundational Literacy and Numeracy, no rigid separation between academic streams, extracurricular, vocational streams in schools.
- Vocational Education to start from Class 6 with Internships.
- Teaching up to at least Grade 5 to be in mother tongue/regional language. No language will be imposed on any student.
- Assessment reforms with 360 degree Holistic Progress Card, tracking Student Progress for achieving Learning Outcomes
- A new and comprehensive National Curriculum Framework for Teacher Education (NCFTE) 2021, will be formulated by the National Council for Teacher Education (NCTE) in consultation with National Council of Educational Research and Training (NCERT).
- By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.

2- Higher Education-

Learning plan

A look at the key features of the new education policy:

• R.V.S. PRASAD



- Public spending on education by States, Centre to be raised to 6% of GDP
- Ministry of Human Resource Development to be renamed Ministry of Education
- Separate technology unit to develop digital education resources

SCHOOL EDUCATION

- Universalisation from age 3 to Class 10 by 2030
- Mission to ensure literacy and numeracy skills by 2025
- Mother tongue as medium of instruction till Class 5 wherever possible
- New curriculum to include 21st century skills like coding and vocational integration from Class 6
- Board exams to be easier, redesigned

HIGHER EDUCATION

- New umbrella regulator for all higher education except medical, legal courses
- Flexible, holistic, multi-disciplinary UG degrees of 3-4 years' duration
- 1 to 2 year PG programmes, no M.Phil
- College affiliation system to be phased out in 15 years

- Gross Enrolment Ratio in higher education to be raised to 50% by 2035. Also, 3.5 crore seats to be added in higher education.
- The current Gross Enrolment Ratio (GER) in higher education is 26.3%.
- Holistic Undergraduate education with a flexible curriculum can be of 3 or 4 years with multiple exit options and appropriate certification within this period.
- M.Phil courses will be discontinued and all the courses at undergraduate, postgraduate and PhD level will now be interdisciplinary.
- Academic Bank of Credits to be established to facilitate Transfer of Credits.
- Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.

- The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.
- Higher Education Commission of India (HECI) will be set up as a single umbrella body for the entire higher education, excluding medical and legal education. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards. Also, HECI will be having four independent verticals namely,
 - ✓ National Higher Education Regulatory Council (NHERC) for regulation,
 - ✓ General Education Council (GEC) for standard setting,
 - ✓ Higher Education Grants Council (HEGC) for funding,
 - ✓ National Accreditation Council (NAC) for accreditation.
- Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism to be established for granting graded autonomy to colleges.
 - ✓ Over a period of time, every college is expected to develop into either an autonomous degree-granting College, or a constituent college of a university.

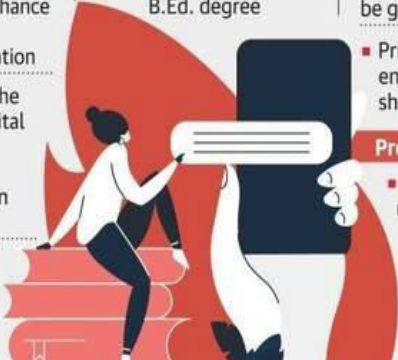
3- Other Changes-

- An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.

Digital drive

The new education policy has emphasised the integration of technology in all levels of learning. Some features of the policy:

Technology in education ■ An autonomous body, the National Educational Technology Forum, will be created for the exchange of ideas on use of technology to enhance learning, assessment, planning and administration ■ A dedicated unit for the purpose of creating digital infrastructure, digital content and capacity building will be set up in the ministry ■ Integration of technology will be done to improve classroom processes	Teacher education ■ By 2030, the minimum degree qualification for teaching will be a four-year integrated B.Ed. degree	Financial support ■ Meritorious students belonging to SC, ST, OBC and other socially and economically disadvantaged groups will be given incentives ■ Private institutions will be encouraged to offer scholarships to their students
Professional education ■ Standalone technical universities, health science universities, legal and agricultural universities will aim at becoming multi-disciplinary institutions		



- National Assessment Centre- 'PARAKH' has been created to assess the students.
- It also paves the way for foreign universities to set up campuses in India.
- It emphasizes setting up of Gender Inclusion Fund, Special Education Zones for disadvantaged regions and groups.
- National Institute for Pali, Persian and Prakrit, Indian Institute of Translation and Interpretation to be set up.

- It also aims to increase the public investment in the Education sector to reach 6% of GDP at the earliest.
- Currently, India spends around 4.6 % of its total GDP on education.

Education In India

❖ Constitutional Provisions:

- Part IV of Indian Constitution, Article 45 and Article 39 (f) of Directive Principles of State Policy (DPSP), has a provision for state funded as well as equitable and accessible education.
- The 42nd Amendment to the Constitution in 1976 moved education from the State to the Concurrent List.
- ✓ The education policies by the Central government provides a broad direction and state governments are expected to follow it. But it is not mandatory, for instance Tamil Nadu does not follow the three-language formula prescribed by the first education policy in 1968.
- The 86th Amendment in 2002 made education an enforceable right under Article 21-A.

❖ Related Laws:

- Right To Education (RTE) Act, 2009 aims to provide primary education to all children aged 6 to 14 years and enforces education as a Fundamental Right.
- ✓ It also mandates 25% reservation for disadvantaged sections of the society where disadvantaged groups

❖ Government Initiatives:

- Sarva Shiksha Abhiyan, Mid Day Meal Scheme, Navodaya Vidyalayas (NVS schools), Kendriya Vidyalayas (KV schools) and use of IT in education are a result of the NEP of 1986.

Way Forward

- A New Education Policy aims to facilitate an inclusive, participatory and holistic approach, which takes into consideration field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices.
- It is a progressive shift towards a more scientific approach to education. The prescribed structure will help to cater the ability of the child – stages of cognitive development as well as social and physical awareness. If implemented in its true vision, the new structure can bring India at par with the leading countries of the world.

Inception and Issue of NEP 2020.

The last comprehensive Education Policy was introduced way back in the year 1986. About thirty-four years later, a new policy, National Education Policy 2020 (NEP 2020) is introduced by the Government of India. NEP 2020 thus replaces National Policy on Education, 1986. The policy has the potential of being a huge milestone for India's education system, which definitely provides ways to make India an attractive centre for higher education world-over.

The Government of India took the initiative in January 2015, and the actual consultation process for the New Education Policy was started under the chairmanship of former Cabinet Secretary Shri. T. S. R. Subramanian. On the basis of the report of the committee, in June

2017, the draft of NEP was submitted in 2019 by a panel led by former Indian Space Research Organisation (ISRO) Chairman Dr. K. Kasturirangan. The Draft New Education Policy (DNEP) 2019 was then released by the Ministry of Human Resource Development (MHRD), which was followed by a number of public discussions and consultations.

Thereafter, the Ministry undertook a rigorous consultation process in formulating draft of the policy. In the process of origin the new policy document has been updated, revised and finally approved on 29th July, 2020. National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29th July, 2020, outlines the vision of India's new education system. The policy envisions an India-centred education system that contributes directly to transform the nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all the citizen of the nation.

The policy provides a comprehensive framework from elementary education to higher education including the vocational training in both rural and urban India. The policy projects to change and transform India's education system by 2021. The policy unequivocally endorses and envisions a substantial increase in public investment in education by both, the Central government and the State Governments.

NEP 2020 : An insight:

National Education Policy 2020 (NEP 2020) will bring in ambitious and dramatic change that could transform education system in the country. It will bring about revolutionary changes in the education system of India.

- **Vision:**

NEP 2020 aims at building a global best education system rooted in Indian ethos, and aligned with the principles enunciated in the discussion below, thereby transforming India into a global knowledge superpower.

- **Thrust Areas:**

NEP 2020 is necessarily addressing the crippling challenges that have affected the Indian Education System for over last few decades. Certain thrust areas of the policy are:

- In Primary Education, poor literacy and numeracy outcomes
 - In Middle and Secondary Education, high dropout levels, curriculum inconsistency.
 - In Higher Education, a lack of multidisciplinary approach and flexibility with regards to subject choice, assessment as well as a skill-gap.
 - Moreover, overall thrust areas for NEP 2020 include childhood care, curriculum design, language/medium of instruction, teacher training, teacher appraisal, assessment pattern and evaluation and exam format. A new assessment centre called, PARAKH i.e. Performance, Assessment, Review and Analysis of Knowledge of Holistic Development is proposed to determine the standards for education.
 - Lastly, issues with regulation, recruitment of teachers and the absence of common standards and norms for universities are the additional areas in this new policy
- Principle Guidelines:
- Flexibility, No hard separations, Multi-disciplinary, Emphasis on conceptual understanding, Regular formative assessment for learning, Respect for diversity and local context, Total equity and inclusion, Resource efficiency, Proper recruitment and service

conditions, Tight oversight and regulatory system, Outstanding research, Continuous policy making, Rootedness and pride in being an Indian, Education being a public service.

➤ Substantial investment

Major Problems of Teacher-Education

Following are the major problems related to Teacher Education in present times:

i. Outdated and Faulty Curriculum:

Curriculum is traditional, theoretical, rigid, and lacks connection between theory and practice. It is less realistic and not related to general life and society.

ii. Problem of selection of students

No clear-cut process, No consideration to attitude, aptitude, or any achievement during admission.

iii. Lack of use of Scientific and Technological innovations:

Traditional, theoretical and stereotypical methods are still more prevalent in the teacher education training institutes.

iv. Lack of control over teacher education institutions:

NCTE is regulatory body which controls the functioning of teacher education institutions and holds control over the quality education there. It sets and maintains the standards of education in these institutions. But in past few years teacher education institutions have so drastically increased in number that it becomes difficult to monitor all the institutions. Some of these institutions are compromising on quality and standard for the sake of monetary benefits only.

v. Problem of Isolation of institutions

The teacher training institutes lack integration with the real life and the community and thus stand isolated

vi. Monotonous and Traditional methods of teaching:

Traditional methods of teaching are still widely used for teaching. Students are not exposed to new innovations and experimentation. Latest classroom communication devices have still not found a place in institutions.

vii. Lack of Innovation and Creativity:

Creativity plays an important role while performing any task. But this factor is ignored while delivering knowledge in teacher education programmes today.

viii. Lack of development of Life Skills:

Life skills are certain skills which are essential for personal development and growth. These skills enable man to deal with the life's difficulties. Main issue is that teacher-education is memory based i.e. there is no active involvement of students, so there is a lack in the development of life skills among the students, which are essential for all round development of students.

ix. Lack of constructive Co-curricular activities:

The co-curricular activities in teacher education are unsystematic and inadequate.

Conclusion:

Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the problems related to teaching methods, content, organisations etc. more knowledge of theoretical principles is emphasized and teachers are not able apply these

principles in actual classroom situations. Due to globalization and advancement of science and technology world has come closer.

Every transaction is going to be online. But there are several deviations particularly of young students who are prone to malpractices. In this sense mobile culture, internet, face book and twitter etc. have impacted young minds in a negative way leading to decline in values. There are various social issues today our nation is confronting. These are population explosion, unemployment, diversity and communal tension, etc. Teacher can safeguard students against these social problems as they are sensitive towards these issues.

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