

CRITICAL ANALYSIS OF NPE-2020 AND ITS IMPLANTATION

Satish Kumar

Research Scholar, Desh Bhagat University, Mandi Gobindgarh

Abstract

After a long wait of 34 years for the country to follow a New Education Policy 2020. The drafting committee forward its final draft to the union cabinet for its approval and it was accepted and approved on the 29th of July 2020. The new policy aims to pave the way for transformational reforms in school education and higher education systems in the country. This was one of the major steps taking to bring a much-needed reform in the education system of the country. The objective of this study is to investigate the areas where the policy has proposed action, but they look very shabby. It is not possible to have a policy where we need to build a complete infrastructure. A total reform and a drastic change are to be considered during the implementation of this policy. As it is well known that education is a concurrent subject and the implementation of the proposal under the New Education Policy 2020 depends on the future regulations by the centre and state.

Key Words: New Education Policy, School Education, Higher Education, Government

Introduction

On the 29th of July India saw the light of New Education Policy 2020 which received the approval of the Modi 2.0 government. It was 34 years long that the country waited to get this document approved. As COVID-19 has put forward many challenges in front of the education institutions how much this new policy is going to reshape the need of the country is a wait and watch scenario. The mode of teaching and learning has now changed. Offline teaching is now online. New software and new courses got its recognition which all opens new doors to explore. In all this New Education Policy has come in a time when the reducing GDP in the world is a matter of concern.

The Vision of the Policy

The National Education Policy 2020 looks into the education system rooted in Indian ethos that contributes directly to transforming India that is Bharat. It aims to sustain and take care of the existing vibrant knowledge society, by providing high-quality education to all, without having any discrimination of religion, gender, caste, or creed giving all equal platforms to grow and develop. It is also a step making India a global knowledge superpower. The Policy envisages that the uniform curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties, and develop Constitutional values, bonding with one's country, and conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to install among the learners, a deep-rooted pride, in being Indian and love for the country, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispo-

sitions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

Challenging Implementation of Vocalization in Primary Stage

As we talk about the modern world, modern taught, modern gadgets, modern set us we also must see how do really, we get to be into the modernized world. Today we talk about the latest development and latest gadgets. We talk about living a knowledge world where information spreads in the speed of the light. New Education Policy is all talking about being modernised not only in thoughts but also in action. NEP-2020 talks of vocational education from elementary schools. Vocational education was also the concept of Mahatma Gandhi who also spoke of education for growth and for living. Education that leads to livelihood. It also emphasizes the use of technology in education and that is to bring a change in planning, teaching, and learning assessment. But we should not be ignored by the fact that the only 54.29% is internet users. Many students do not have access to the modernised technology and gadgets. The challenge is to think about how we will be able to cater to the students who are excluded from these benefits. We cannot be unaware of the rising poverty and job losses during this pandemic situation. Online classes conducted by the schools have been out of the class because not having essential gadgets or not have proper internet connectivity. We find that there are some commitments towards the budgetary that have been highlighted for online education but how much will turn into reality is a larger question to be answered. The given budgetary support may also not be sufficient to

build an e-infrastructure in rural areas. Research plays an incredibly significant role in all universities. The Education Ministry must work hard to come up with the means and ways by which it thinks to tackle the digital divide and the gender inequality within digital technology. The mind-set of the families must be changed from a larger perspective.

Creation of Regional Languages

NEP-2020 gives emphasis on establishing a National Education Technology Forum to advance digital learning and develop e-content. It also has a plan to create the same content in eight different regional languages. The suggestion is good and is catering a wider area of the population, but it is not providing any specific road map for it. The country with a large diverse population needs much such specification to implement such ideas in a very well designed and proper manner. This concept should be able to align graduates in regional languages with greater job opportunities. Even nothing is extremely specific to what will happen regarding the local languages that is been talked about having learning instructions in the primary level.

Freedom to School Readiness

The NEP-2020 speaks of 'School readiness' which is an incredibly good concept. It has tried to give priority to lay a foundation of learning to every new learner that is added to the system. The question is here are the Anganwadi centres or the primary schools were given the freedom to try new ways of learning. The question arises on how school readiness can be achieved with a proper infrastructural transformation. It is going to be exceedingly difficult of achieving the goal without procedural modifications and resource allocations. If the system needs these modifications, then who is going to provide the resource that is needed?

Reforms in Higher Education

As we turn the pages of NEP-2020 we find the plan of remodelling of higher education in the country. We find that it talks about the establishment of reputed universities with high standards just as recommended by DS Kothari in 1964-66 in his recommendation known as Kothari Commission. Kothari talked about having standard institutions and the basics of the standard will begin from its admission process. The commission report suggested that during admission the institutions will have a certain criterion and only fulfilling those criteria a child gets admission to that institution. But since the imple-

mentation of the Right to Education 2010 the maintenance of the standard has become a matter of concern and then onwards institutions have to follow the rules led in RTE-2010. Now if we talk of a large country like India having more than 800 existing universities and 39,000 colleges how will higher education have a drastic change in each period which is specifically talked about in NEP-2020. The policy also speaks of self-financed courses but has not given any kind of clear guidelines that how they are going to be run in the institutions opting without adequate resources and funding. As we all know that each institution needs to have proper facilities and infrastructure. Here the fee will always be a major concern and fee hike will be the biggest obstacle. The guidelines are given of maintaining the quality of education but how is that going to be possible without adequate sources.

The rise in GDP for the Education Sector

Since independence, the constitution talks about free and compulsory education until the age of 14. That means every citizen enjoys the right to have free and compulsory education. But till 2009 after crossing a long 59 years since the constitution came into force, we as a country failed to achieve the goal. Resulting in it the government brought a new law named Right to Education RTE-2010 that came into force since the 1st of April 2010. We have crossed 10 years since then but today if we look back can we say that we have grown even half the way. Bringing laws and enforcing them does not work in a country of large size like ours. The NEP-2020 also expects the allocation of 6 percent of its GDP in the education sector. Let us not forget that since 2004 the government has introduced 2 percent of education cess thinking it is going to boost the Indian education system. Amidst an economic crisis, how it is possible for the centre to raise funds is an excessively big question that must be addressed. The question to be taught on is will the educational cess going to be the part of the primary budget or will it be an additional tax as conceptualised for the beginning is to be seen in the later stage.

Global Recognition of the Existing Universities

The NEP-2020 talks about the high standard of universities that can compete with the universities of global reputation. Its 74 years since Independence still India has not been able to establish a single university of a global standard that can even be brought in the top 200 university lists in the world. We don't have any existing universities equipped to compete with the universities of the global world. We find anything to come into action takes years

in India. Even the revision of the New Education Policy different committees was formed by the central government as a central agency yet it took five long years to present its final draft that was accepted and announced by the central cabinet in July 2020. Earlier education policies of 1968 and 1986 then amended in 1992 to be called and known as revised policy 1992 took years to come into action. The financial commitments to implement the Right to Education Act do we see the commitment to ground reality? It is long that RTE came into force but still many children are not able to get free and compulsory educational rights due to a lack of funds and so call political will.

Teacher Appointment and Requirements

NEP-2020 highly shows its concern towards the teachers' credibility. Innumerable teaching posts in universities, colleges, and schools are vacant and many are run-on parttime teachers. Part-time teachers by the name itself are parttime so how can we expect a hundred percent form them when they are not enjoying the basic facility of their hard work. The government does not have a noticeably clear picture of what and how it thinks about the teacher community. There are state governments that have given the Supreme Court of India that they don't have sufficient funds to pay the salary of the teachers but the same government has funds to subsidise its own MPs and MLAs for various facilities. Teachers' appointment is done on a strict rule given by the affiliating boards and universities but when it comes to the payment to the teachers the same board or university is least bothered of what is the reality. Even then the teachers give their best because they know they are catering to the future of India in the four walls of the classroom in some or the other way.

Lack of Infrastructure and Facilities

Educational institutions lack basic infrastructure and mostly it will in the case of government-run institutions. The government prepares affiliation norms for any private institution to follow at the time of their establishment and have lots of criteria to evaluate and judge its performance from time to time. But it has no such criteria for its own run institutions. Educational institutions lack benches, blackboards, chalks, dusters, equipped libraries with the latest books, lack of apparatus in the science lab. Students do not get hands-on experience in the computer lab. All this is because a substantial proportion of teaching is done by the ad hoc teachers who are not much

interested in the basic amenities in the institution they come to teach and get their share of salary and go. We must look for possibilities that are possible to make some long-term, sustainable plan with scanty resources.

Creation of Knowledge-Economy

When we read the document of the National Knowledge Commission 2005 we find the different sections it has been divided and it talks highly about building a knowledge society, knowledge web, knowledge economy but it's almost fifteen years let's look back on what we have achieved till date through that commission. The NEP-2020 aims to create a knowledge-based economy that requires its pupils to have developed the combination of skills and per iodize scientific temperament to enhance employment opportunities. The biggest hindrance to this is the growing economic hardship and high educational expenses. In this scenario, many are going to be left out from the educational institutes and many will drop out in one stage of life. It will not be wrong to say that gaining an education is also considered a 'luxury' and how many are able to meet these expenses is taught for food. Even the government institutions of higher education are charging exceedingly high. The fees range from Rs.2-9 lakh for MBA in IITs as compared to the fees of IIMs which will be Rs.22 lakhs. Just to think is this in a reach to the middle class or it's for only for the elite class of session who can afford the expenses of the fees.

Foreign University Gaining Access

NEP-2020 is opening the doors for foreign universities to have campuses in India with the aim to stop the brain drain. But the question is are they going to provide or abide by the reservation policy of the country and take care of the economically poor students. Will such students get access to their campus? The big concern is that will this step be able to motivate and encourage Indian students to stay back in the country and pursue their higher education? Will they be able to adjust to their dreams and ambitions that they are looking for? India has its own rich culture coming of the foreign universities in the Indian soil will bring western culture on its campus. Is India ready to accept that culture or we will be witnessing hooliganism on the campus every now and then. This concern has to look into with a border mind.

Common Entrance Test for Universities

NEP-2020 has brought the idea of a common entrance test for universities, reforms in the school examination system and encourages people for simple preparation.

Professional colleges granting MBA (Management) studies have a common process for admission and a common test is conducted on All India Basis called CAT (Common Admission Test). Even now the plan is to bring all recruitments under a single common eligibility test to be conducted by the National Recruitment Agency. But at large the question is how this common entrance test is going to enhance the quality of education in secondary education? Even the policy has recommended discontinuing the MPhil course which is normally done before Ph.D. The commission has not spoken anything about those students who are pursuing MPhil.

Corruption in the Education Sector and Lack of Financial Resources

Corruption in the education sector is a major concern for every student. If you need a mark sheet you have to pay under the table. Request the University of the certificate you will have it but only after giving some extra payment to those who will reach them to you. Lack of financial resources is a major concern for policy implementation. Teacher recruitment is now seen for a long time that it is on contract bases and no permanent teachers are recruited in many government institutions. Even well-known institutions like Kendriya Vidyalaya and Navodaya Vidyalaya are seeing the teacher's requirement done on contract bases or ad hoc bases. Even the policy does not talk about the welfare of the teachers who are the backbone of the entire system.

Conclusion

It's a matter to the recognition of the merit that would be the key to reconstruct the Indian Education system. But going one step forward I would like to say this policy is

nothing new as it is centred on the concept of Basic Education of Gandhi Ji who talked of education that helps a person to earn his livelihood. Just as Gandhi Ji said that education should be job oriented that provides money to live. Education means bread and butter. So when this policy talks of skill development, exit at any stage during a course if a person is eligible to earn his bread and butter he should be allowed to exit with a proper certificate or a degree even if he has achieved the minimum level of learning. The future of New Education Policy 2020 will all depend on the political will and the system that it is going to offer to the nation. Just as the Common School system which is still to see the bright daylight only because of the lack of willness in the political class it has yet to be a reality.

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