



## A CRITICAL STUDY ON NEW EDUCATION POLICY -2020

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**Abstract:** It was a long wait of 34 years for the country to see a NEP-2020. The drafting committee gave its final draft to the union cabinet ministries for its approval and it was accepted and approved on the 29th of July 2020. The object of new policy is 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 improvement in the education system of the country. The purpose of this study is to examine the areas where the policy has anticipated action, but they look very shabby. It is not possible to have a policy where we need to build entire infrastructure. A total reform and extreme 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 NEP-2020 depends on the future regulations by the centre and state.

**Key Words:** New Education Policy, Reforms, Global Recognition, Vocalization.

### Introduction:

On the 29th of July India got the NEP- 2020 which received the approval of the Central government. After long waiting period of 34 years the country has got 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 redesign the need of the country is a wait and watch situation. The mode of education and learning has now changed. Offline teaching mode is now online teaching mode. New software and new courses got its recognition which all opens new aspects to explore. In all this New Education Policy has come in a time when the reducing GDP in the world is a matter of worry.

### The Vision of the Policy :

The National Education Policy 2020 looks into the education system rooted in Indian culture that contributes directly to transforming India, that is Bharat. It aims to maintain and take care of the existing vivacious knowledge society, by providing high-quality education to all, without having any discrimination of religion, gender, caste, or creed giving all equal platform to grow and develop. It is also a step making India a universal knowledge superpower. The Policy envisages that the uniform curriculum and pedagogy of our educational institutions must develop among the students a deep sense of respect towards the primary Duties, and develop Constitutional principles, bonding with one's country, and conscious awareness of one's roles and responsibilities in a changing world. The image of the Policy is to stimulate among the learners, a deep-rooted pride, in being Indian and love for







the country, not only in thoughts, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, principles, and dispositions that maintain responsible commitment to human rights, sustainable development and living, and worldwide well-being, thereby reflecting a truly universal citizen.

### **Challenging Implementation of Vocalization in Primary Stage :**

As we speak about the modern world, modern taught, modern gadgets, modern set us we also must see how do in reality, we get to be into the updated world. Today we talk about the recent development and newest gadget. We speak about living a knowledge world where information flows in the speed of the light. NEP-2020 is all talking about being rationalized not only in thoughts but also in action. NEP-2020 talks of vocational learning from elementary schools. Vocational learning 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 fetch a change in planning, teaching, and learning assessment. But we should not be unnoticed by the fact that the only 54.29 is the internet user percentage. Many students do not have access to the modernized expertise and gadgets. The challenge is to think about how we will be able to provide to the students who are excluded from these benefits. We cannot be ignorant of the rising poverty and job losses during this pandemic situation. Online classes conducted by the educational institution have been out of the class because not having essential equipments or not have proper internet connectivity. We find that there are some commitments towards the budgetary that have been decorated for online education but how much will turn into actuality is a larger question to be answered. The given budgetary help may also not be sufficient to build an e-infrastructure in rural areas. Research plays an incredibly important role in all universities. The Education Ministry of Central Government must work hard to come up with the way by which it thinks to tackle the digital divide and the gender disproportion within digital technology. The mindset of the families must be altered from a larger perspective.

### **Creation of Regional Languages:**

NEP-2020 gives importance on establishing a National Education Technology Forum to advance digital education and develop e-content. It also has a map to construct the same content in eight different local languages. The suggestion is fine and is catering a wider region of the population, but it is not providing any precise road map for it. The country with a large different population needs much such specification to execute such ideas in a very well designed and correct manner. This concept must be able to align graduates in local languages with greater job opportunities. Even nothing is extremely precise to what will occur regarding the local languages that is been talked about having learning instructions in the primary stage.

### **Freedom to School Readiness:**

The NEP-2020 speaks of 'School readiness' which is an unbelievably superior concept. It has tried to give priority to lay a base of learning to every new learner that is





added to the system. The problem is here are the Anganwadi centers or the primary schools were given the independence to try new ways of learning. The problem arises on how school readiness can be achieved with appropriate infrastructural transformation. It is going to be exceedingly difficult of achieving the goal without procedural modifications and resource allocations. If the scheme needs these modifications, then who is going to offer the resource that is needed?

### **Reforms in Higher Education:**

As we see the clauses of NEP-2020 we find the plan of reform of higher education in the country. We find that it suggests about the establishment of reputed universities with high standards which was recommended by DS Kothari in 1964-66 in his recommendation, popularly known as Kothari Commission. Kothari suggest 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 must have a certain criterion and only fulfilling those criteria a child will gets admission to that educational institution. But since the implementation of the Right to Education 2010 the maintenance of the standard has become a matter of apprehension and then onwards institutions have to follow the rules prescribed 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 extreme change in each period which is specifically mentioned in NEP-2020. The policy also speaks of self-financed courses but has not given any kind of clear guidelines that how are they going to be run in the institutions opting without suitable resources and funding. As we all know that each institution require proper amenities and set-up. Here the fee will always be a major issue and fee hike will be the biggest hindrance. The guidelines are given of maintaining the quality of education but how is that going to be possible without sufficient sources.

### **The rise in GDP for the Education Sector:**

Since independence, the constitution recommends about free and compulsory education till the age of fourteen years which means every citizen enjoys the right to get free and compulsory education. But till 2009 after passage a long fifty-nine years since the constitution came into force, we as a country failed to attain the goal. Consequently to it the government brought a new law named Right to Education RTE-2010 that came into force from 1st of April 2010. We have crossed 10 years since then but today if we look back can we say that we have only grown-up 50%. Bringing laws and imposing them does not work in a country of great size like ours. The NEP-2020 also expects the apportionment of 6 percent of its GDP in the education sector. Let us not forget that since 2004 the government has announced 2 percent of education cess thinking it is going to boost the Indian education system. In a situation of economic crisis, how is it possible for the center to raise funds is an enormously big question that must be considered. The question to be taught on is will the educational cess going to be the portion of the primary budget or will it be an additional tax as hypothesized for the foundation 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 strive with the universities of universal reputation. Even after 74 years of Independence India still has not been able to establish a single university of a universal standard that can even be brought in the top two hundred university lists in the world. We don't have any prevailing universities equipped to compete with the worldwide universities. We find anything to come into action takes years in India. Even after the amendment of the New Education Policy different committees were formed by the Central government as a central agency yet it took 5 long years to present its final draft that was acknowledged 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 obligations 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-called political will.

### **Teacher Appointment and Requirements :**

NEP-2020 highly shows its apprehension towards the teachers' credibility. Numerous teaching posts in universities, colleges, and schools are vacant and many are run-on parttime or ad-hoc teachers. Part-time teachers by the name itself are parttime so how can we expect a 100 % from them when they are not relishing the basic facility of their hard work. The government does not have a strikingly clear picture of what and how it thinks about the teacher community. There are state governments that have specified 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 subsidize its own MPs and MLAs for several facilities. Teachers' appointment should be done on a strict regulation 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. Even then the teachers give their best because they know they are working for the future of India in the four walls of the classroom in some or the other way.

### **Lack of Infrastructure and Facilities:**

Educational institutions dearth 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 assess and judge its performance from time to time. But it has no such criteria for its own run institutions. Most of the educational institutions lack benches, blackboards, well equipped libraries with the latest books, lack of apparatus in the science laboratories. Students do not get hands-on experience in the computer laboratories. All this is because a substantial proportion of teaching is done by the ad hoc teachers and part time teachers who are not much interested in the basic facilities in the institution they come to teach and get their share of salary and go. We must look for potentials that are possible to make some long-term, supportable plan with short resources.







### **Creation of Knowledge-Economy :**

When we recite the document of the National Knowledge Commission 2005 we find the different sections it has been divided and it specifies highly about building a knowledge society, knowledge web, knowledge economy but it's almost 15 years left let's see what we have achieved till date through this commission. The NEP-2020 aims to create a knowledge-based economy that requires its scholars to have developed the combination of skills and periodize scientific disposition to enhance employment opportunities. The biggest hindrance to this is the growing economic hardship and high educational expenses. In this situation, 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 extremely high. The fees range from Rs. two to nine lakh for an MBA in IITs as compared to the heavy fees of IIMs which can be up to Rs. Twenty two lakhs. Just to think is this in a reach to the middle class or it's for only for the top class of session who can afford the expenses of the fees.

### **Foreign University Gaining Access:**

NEP-2020 allows the entries for foreign universities to have campuses in India with the main aim to stop the brain trench. But the question is are they going to provide or follow the reservation policy of the country and take care of the economically poor students. Will such students get access to their campus? The big question 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 and approaching 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 vandalism on the campus every now and then. This concern has to look into with a broader mind.

### **Common Entrance Test for Universities:**

NEP-20 has carried the idea of a common entrance test for universities, restructurings in the school examination system and inspires people for simple preparation. Professional colleges granting MBA (Management) studies have a mutual 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 which to be conducted by the National Recruitment Agency. But at large the question is how this common entrance test is going to develop the quality of education in secondary education? Even the policy has recommended discontinuing the M. Phil course which is normally done before Ph.D. The commission has not spoken anything about those students who are pursuing M.Phil.

### **Corruption in the Education Sector and Lack of Financial Resources:**





Corruption in the education sector is a major issue for every aspirant. Lack of financial resources is a major issue for policy implementation. Teacher recruitment is now seen for a long time that it is on contract basis 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 basis or ad hoc basis. Even the policy does not clarify about the welfare of the teachers who are the backbone of the entire education system.

### Conclusion :

Following are the summery points of New Education Policy

- School complexes to be used for adult education courses after school hours
- More focus on vocational studies in school- level
- NIOS to develop high quality modules for Indian Sign Language
- Pre- school section in Kendriya Vidyalayas
- NCC wings in secondary and higher secondary schools under Ministry of Defence
- Dedicated unit for digital and online learning
- National Scholarship portal for SC, ST, OBC, SEDGs students to be expanded
- HECI- Common regulatory body for entire higher education
- Various new provisions for children with disabilities
- Education sector to get 6% of GDP, earlier it was 1.7%
- Three language learned by children will be the choice of state, regions and students
- Medium of instruction will be the local/ regional language
- Content will focus on idea, application, problem- solving
- Curriculum content to be reduced
- Nutrition and health cards, regular health check-ups for school students
- Education Policy modified after over 30 years
- HRD Ministry to be renamed as education ministry
- Undergraduate degree courses to have multiple exit options
- All higher education institute to become multidisciplinary institutions
- New Education Policy 2020 to bring major changes in country

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