



New Education Policy-2020: A Critical Analysis & Overview

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Abstract: *It took the nation 34 years to implement the New Education Policy 2020. The drafting committee presented its final draft for approval to the union cabinet on July 29, 2020, and it was accepted and authorised. The new plan aims to prepare the way for revolutionary reforms in the country's primary and secondary education sectors. This was one of the most major steps taken to overhaul the education system of the nation. The objective of this study is to assess the deplorable condition of the places where the policy has advised action. It is inconceivable to have a policy that mandates the creation of a complete infrastructure. A fundamental reorganisation and a paradigm change must be considered during the execution of this policy. As it is well known that education is a concurrent issue, the execution of the New Education Policy 2020 idea is dependent on future legislation enacted by the centre and the state.*

Keywords: New Education Policy, Kendriya Vidyalaya, Navodaya Vidyalaya, 2020, Modi Ji 2.0.

Introduction

The Modi 2.0 government approved the New Education Policy 2020 on July 29th, bringing it into effect in India. This paper was accepted after a 34-year wait. As COVID-19 has presented numerous obstacles to the country's educational institutions, it remains to be seen to what extent this new strategy will modify the country's requirements. Currently, the manner of teaching and learning has shifted. Online instruction has replaced traditional classroom-

based instruction. New software and courses received attention, which opens up new avenues of inquiry. All things considered, the New Education Policy came out at a time when the global GDP was going down.

The Policy's objectives

The National Education Policy 2020 examines the education system rooted in the Indian ethos, which contributes directly to the transformation of India, also known as Bharat. It seeks to preserve and protect the existing thriving knowledge society by providing high-quality education to all, without regard to religion, gender, caste, or creed, and by providing all with equal opportunities to grow and develop. This is also a step towards making India a worldwide knowledge superpower. The Policy stipulates that the standard curriculum and pedagogy of our institutions must instill in students a profound respect for the Fundamental Duties, as well as constitutional principles, patriotism, and a keen knowledge of their duties and responsibilities in an ever-changing world. The vision of the policy is to instill in learners a deep-seated pride in being Indian and love for the nation, not only in thought but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support a 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 discuss the contemporary world, modern education, modern technology, and the modernization of our society, we must also consider how we actually became a part of this modernised world. Today, we will discuss the most recent innovations and technologies. We will discuss living in a knowledge-based society in which information travels at the speed of light. The modernization of not only ideas but also actions is the central theme of the new education policy. The NEP-2020 addresses elementary school vocational education. Mahatma Gandhi, who advocated education for progress and for survival, was also a proponent of vocational education. Obtaining a livelihood through education. It also emphasises the use of technology in education in order to bring about a change in planning, instruction, and assessment of learning. However, the fact that only 54.29 percent of Americans use the Internet should not be overlooked. Numerous kids lack access to modern technology and electronic devices. The difficulty lies in determining how we can accommodate the kids who are not eligible for these perks. During this pandemic, it is impossible to ignore the increasing poverty and employment losses. Due to a lack of needed devices or inadequate internet access, schools have been unable to provide online education. There have been highlighted funding pledges for online education, but the question of how much of these commitments will be realised is a broader one. Infrastructural development in rural areas may also be hampered by insufficient monetary support. All universities place a tremendous emphasis on research. The Education Ministry must exert significant effort to determine the measures and strategies it will employ to address the digital divide and gender inequality in digital technologies. From a broader perspective, it is necessary to alter the families' mentality.

Regional Languages Development

NEP-2020 emphasises building a National Education Technology Forum in order to enhance digital learning and generate e-content. In addition, the company intends to develop identical content in eight other regional languages. It is a nice concept that caters to a larger segment of the population, but it lacks a defined road map. A country with a huge and diversified population requires a great deal of such information in order to implement such ideas in a very well-designed and appropriate manner. This notion should be able to connect graduates with regional language skills to more employment prospects. Nothing is very precise about what will occur with respect to the local languages that have been discussed in relation to primary-level language training.

School Readiness as a Right

The NEP-2020 refers to "school readiness," which is a phenomenal notion. Every new learner introduced to the system has been given the priority of establishing a solid learning foundation. The topic is whether or not Anganwadi centres and primary schools were allowed to experiment with novel learning methods. A question that arises is how school preparation may be achieved through the change of infrastructure. Without process improvements and resource allocations, achieving the objective will be incredibly difficult. Who is going to offer the necessary resources if the system requires these modifications?

Higher Education Reforms

As we turn the pages of NEP-2020, we discover the nation's higher education reform strategy. As advocated by DS Kothari in 1964-66 in his recommendation known as the Kothari Commission, the text discusses the building of reputable universities with excellent standards. Kothari referred to standardising institutions, with the admissions procedure serving as the institution's foundation. According to the commission's recommendations, institutions would have certain admissions standards,



and a kid would only be admitted if he or she meets those requirements. Since the adoption of the Right to Education Act of 2010 (RTE-2010), however, the maintenance of standards has become a concern, and institutions must now adhere to the RTE-2010 regulations. If we consider a major country like India, with more than 800 current universities and 39,000 colleges, how would higher education experience a dramatic shift in each phase, as described in NEP-2020? The strategy also mentions self-funded courses but has not provided clear instructions for how they are to be administered in institutions that choose to operate without enough money and resources. Every institution, as we all know, requires adequate infrastructure and facilities. Here, fees will always be a major worry, and fee increases will be the most formidable hurdle. There are rules about how to keep the quality of education high, but how can this be done without enough money?

The education sector's rising GDP

Since the country's independence, the constitution has mandated 14-year-olds to get a free, mandatory education. Therefore, every citizen has the right to a free and mandatory education. We, as a nation, were unable to attain the aim until 2009, 59 years after the constitution entered into force. In response, on April 1, 2010, the government enacted a new law titled Right to Education (RTE-2010). Ten years have passed since then, yet if we look back, can we say that we've matured even halfway? In a country as huge as ours, enacting and enforcing laws is ineffective. The NEP-2020 also calls for the education sector to receive 6% of the country's GDP. Let us not forget that the government has imposed a 2% education cess since 2004, in the hope of improving the Indian education system. How is it possible for the centre to collect finances in the face of an economic downturn? This is a subject of immense proportions that must be addressed. The topic that will be taught is whether the educational cess will be part of the main budget or, as was originally thought, an extra tax.

Existing Universities Are Recognized Globally

The NEP-2020 discusses the high standards of universities that are capable of competing with colleges of global renown. In the 74 years since India's independence, it has not been able to construct a single institution of a worldwide quality that can be included among the top 200 universities in the world. We have no universities that can compete with the universities of the rest of the globe. In India, it takes years for any plan to become a reality. Even though multiple committees were formed by the central government as a central agency to revise the New Education Policy, it took five long years to deliver the final text, which was approved and proclaimed by the central cabinet in July 2020. It took years for the 1968 and 1986 education policies, which were changed in 1992 and renamed "revised policy" in 1992, to be implemented. Are the financial pledges to execute the Right to Education Act reflected in the real world? Even though RTE has been in place for a long time, many children don't get the free and mandatory education they are entitled to because there isn't enough money or "political will."

Appointment and Qualifications of Instructors

NEP-2020 clearly demonstrates its concern for the trustworthiness of teachers. There are a large number of unfilled teaching positions in universities, colleges, and schools, as well as a large number of part-time teachers. How can we expect part-time instructors to give their all if they don't recognise the most basic aspect of their work? The government does not have a very distinct understanding of what and how it views the teaching profession. There are state governments that have told the Supreme Court of India that they do not have the funds to pay teachers' salaries, while the same government has cash to subsidise its own legislators and legislative assistants for various services. Appointment of instructors is governed by tight rules established by affiliated boards and universities; but, when it comes to teachers' compensation, the same boards and universities are least concerned with reality. Even so, teachers give their all since they are aware that they



are, in some way or another, shaping the future of India within the four walls of the classroom.

Insufficiency in infrastructure and facilities

In the majority of instances, government-run educational institutions lack fundamental infrastructure. The government develops affiliation standards for private institutions to adhere to at the time of their establishment, as well as numerous criteria to review and assess their performance on a periodic basis. However, it does not apply the same standards to its own institutions. There is a paucity of benches, blackboards, chalk, duster, up-to-date book-stocked libraries, and science laboratory equipment in educational institutions. In the computer lab, students have little practical experience. All of this is due to the fact that a significant percentage of teaching is performed by ad hoc professors who are unconcerned with the institution's basic comforts; they arrive to teach, get their pay, and leave. We must look at all possible options if we want to make a long-term plan that will work with the resources we have.

Knowledge-Economy Creation

When we read the document of the National Knowledge Commission from 2005, we find that it has been divided into various sections, and it speaks highly of building a knowledge society, a knowledge web, and a knowledge economy. However, it has been nearly fifteen years, so let's take a look at what the commission has accomplished so far. The NEP-2020 intends to establish a knowledge-based economy that demands its students have acquired a combination of skills and scientific temperament in order to improve employment prospects. The greatest impediment to this is the worsening economic climate and rising school costs. In this situation, many will be excluded from educational institutions, and many others will drop out of school at some point in their lives. It would not be incorrect to state that acquiring an education is likewise considered a 'luxury' and that the number of people who are able to cover these costs is limited to food. Even

government-run colleges and universities charge exorbitant tuition rates. IITs' MBA tuition ranges between Rs. 2 and 9 lakhs, whilst IIMs' tuition can reach Rs. I was just wondering if this is within the reach of the middle class, or if it is just available to the wealthy few.

Access to a Foreign University

The objective of NEP-2020 is to prevent the brain drain by allowing international universities to establish campuses in India. However, the concern is whether or not they will comply with the country's reservation policy and provide for economically disadvantaged pupils. Will these students be allowed on campus? Will this initiative stimulate and encourage Indian students to seek further education in the country? Will they be able to accommodate their aspirations and desires? Foreign colleges establishing campuses in India would introduce western culture to the country's campuses. Is India prepared to tolerate this culture? If not, we will frequently witness campus violence. This issue must be approached with an open mind.

The standardised university admissions test

The NEP-2020 has introduced the concept of a standardised university entrance exam, reformed the school examination system, and encouraged individuals to prepare simply. CAT, or the Common Admission Test, is administered on an all-India basis by professional colleges that provide MBA (Management) programmes (Common Admission Test). Even now, the National Recruitment Agency is planning to administer a single, standardised eligibility test for all recruitment. However, the larger question is how this standardised entrance exam would improve the quality of secondary education. Even the policy recommends eliminating the M. Phil course, which is often completed prior to the Ph.D. Regarding those students obtaining an M. Phil, the commission has remained silent.



Corruption and Lack of Financial Resources in the Education Sector

Corruption in the education industry is a significant worry for every student. If you require a grade sheet, you are required to pay cash. Request the university's certificate and you will receive it, but only after paying a fee to those who will deliver it to you. Policy execution is severely hampered by a lack of financial resources. In many government institutions, teacher recruitment has been on a contract basis for a considerable amount of time, and no permanent teachers have been hired. Even prestigious institutions such as Kendriya Vidyalaya and Navodaya Vidyalaya are utilising contract or ad hoc teachers. Even the policy doesn't say anything about the teachers' well-being, even though they are the most important part of the institution.

Conclusion

Reconstructing the Indian education system hinges on recognising merit. This strategy is based on Gandhi Ji's philosophy of basic education, which emphasises education that enables a person to make a living. As Gandhi Ji stated, education should be focused on preparing students for jobs that provide an income. Education is the key to success in life. Therefore, when this policy discusses skill development, a person should be permitted to leave a course at any point with a valid certificate or degree if they are able to earn a living. This is true even if he has achieved the minimum level of learning. The future of the New Education Policy 2020 will be determined by the political will and the system it will offer the nation. Similar to the common school system, this has yet to become a reality due to the political establishment's lack of cunning.

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