

NEW EDUCATION POLICY 2020 AND CHALLENGES OF ITS IMPLEMENTATION

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Abstract:

Knowledge is an intellectual property of a human being which they learn throughout the life but at the beginning of life when they stand on his own, are educated by “Guru” and in the modern it is named as Teacher/Educator. It is well known that the parents are the first Guru of a child, especially mother who gave a desired shape to her children and thereafter the shape was polished by school teachers. In the learning process education play an important role in framing human character, behaviour and their knowledge and is the fundamental in providing potential to human beings. A country having Human Resource with full potential and moral values will definitely develop. In a country, it is the responsibility of Government to provide all support in educating their peoples and for this purposes, policies are framed time to time. In the present paper, various highlights of NEP20 is being presented and important contents related to different education policies previously framed by GOI. Author focus on the issue related to implementation part. Secondary sources for data collection are used. The advantages and limitations of NEP20 have been discussed.

Key words: New Education Policy 2020, school education, higher education, Goals, sustainable development.

1.0 Introduction:

Education is process of learning or giving systematic instructions and is the backbone of an individual which plays a crucial role in his development and hence in shaping a society with full knowledge. Education is a set of many elements having their own property which transmitted from one to other and from one generation to other generation. These elements of education combined to make education complete in shaping an individual. These elements are mainly knowledge, moral values, behaviour, character, skills etc. Education provides knowledge and knowledge is beneficial for an individual and society in whole if it is equipped with moral values. Education brings out the potential of an individual which helps in building

a cheerful society. Education has a formative effect on the mind, character or a physical ability of an individual. Now the education policy centered around the holistic education which seeks to engage all aspects of the learner including mind, body and spirit, its philosophy etc. The aim of education will be fulfilling only when peoples are educated with values that is actual need of modern society when there is a vacuum. In absence of moral values there no meaning of technical, vocational or skill education. Since many decayed there is depreciation in the human values and this is the lack of education system. Policies are not bad but their implementation in the way that it is made be followed. Education is to be success in its goal when human behaves at par with humanity. Result of education is fruitful if it is applied in growth of society in all respect and its spirit. In the word of Dalai Lama, “When educating the mind of youth, we must not forget to educate their hearts.” A freedom fighter of South Africa, Nelson Mandela has wrote, “Education is the most powerful weapon which you can use to change the world”. This shows that education is the only weapon that can change the thought of humans in the development humanity and hence other issues of society and country.

After independence of India University Education Commission (1948-49) was setup to look the issues of education in India and thereafter Secondary Education Commission (1952-1953) was come in existence ensuring education to youth of country. In 1964-66 Education Commission was setup under the chairmanship of Dr. D.S. Kothari to channelize the education systematically throughout the country. In the year 1968 the first National Policy on Education (NPE) was established to fulfil the aim of education and ensure the education for all. Latter it was considered that the education is the right of peoples of country and therefore a constitutional amendment was brought in parliament by 42nd Constitutional Amendment 1976 and education was brought into the concurrent list, After a gap of almost 18 years the second National policy on education (NPE) was setup by GOI in the year 1986 and incorporated the issues faced during the implementation of previously policies and it was notice that in absence of plan of action the target of policy is not fulfilling its spirit on the ground level. Therefore, a program of action was brought in 1992 with some modification in the policy to implement with the spirit of policy made for. GOI is in its view to revise the policy on education and constituted a committee for evaluation of education and under the chairmanship of late Shree T.R. Subramanian report was submitted the year 2016. A new committee for the draft of education policy with nomenclature as New Education

Policy (NEP) was constituted by MHRD in June“2017, committee is headed by Dr. K. Kasturirangan and its report is submitted was submitted May 31“2019 which was brought in public domain for their comments and suggestions. The Draft of NEP submitted was finally approved by Parliament in August“2020 with the name New Education Policy 2020 (NEP 2020) with the aim of implementation form the next academic session.

2.0 Objectives of Study:

The New Education Policy 2020 has been passed by Parliament having much innovative suggestion to improve quality education in India. The challenges and issue of implementation of the policy is the main agenda of this study. The objectives are as follows:-

1. To highlight the necessity of New Education Policy 2020 over previous education policies and key issues of education in India.
2. To know about the various policies brought in NEP 2020 in improving school education system.
3. To know about the various policies brought in NEP 2020 in improving higher education system.
4. Comparison between new and old education policies on certain points raised in policies and its implementation.
5. Challenges over implementation of NEP 2020.
6. To study about budget expenditure on education to achieve the targets set for NEP 2020.

3.0 Methodology:

Secondary resources are used to collect information and data therefore the accuracy of analysis depend upon the accuracy of data reported by secondary sources. The main source of information is NEP 2020, NEP 1992, NEP 1886 and NEP 1968, journals, websites. The entire information and data is presented systematically and structured properly that is easy to understand the fact. The source of data and information have been suitably mentioned and referenced. Hence, the accuracy of the analysis depends upon the accuracy of the data reported by secondary sources.

4.0 Literature Review

Several aspects of formation of policies and its implementation on the issues of governance system have been focussed by Howlett (2019) in his study. He has introduced various instruments and tools to resolve policy framing issues. A comparative analysis has been provided by Corney et. al. (2018) has focussed on national and regional relationships in higher education in respect of economics, legal and other aspects. Their study evaluated the role of federalism for shaping higher education. Sustainable Development Goals (SDGs) has been framed by United Nations (2015) in which they fixed 17 goals and 169 targets. Goal number 4 of SDGs on education describes about quality of education, inclusive education and equal opportunities to access education for all sections of people by 2030. Rao (2009) has observed the changes in the policies and programmes of other sectors influences the policies of education sector in his study. Author proposed that there is need of equal distribution of knowledge among the peoples for the production of human beings. Singh, A. (2004) on the role of UGC commented that it not powerful as originally envisaged so the Educational policy reviewed in 1986 fail to implement its recommendations because the specific line of authority laid down by the Constitution to fulfil the given mandate was not followed. Kolhatkar, M.R. (2012) focused on the the interrelationship between education and federalism as a political system and highlighted the issues of higher education policies since independence. Pathak, B.K. (2014) study about the Narayana Murthy Recommendations on higher education and highlighted about the poor quality of higher education, and its recommendations or formulae appear and pointed out treatment of committee on higher educational institutions saying that educational institutions are factories said that there seems to be a mismatch between its recommendations and the objectives of the Twelfth Five Year Plan. Padmanabhan, C. (2014) pointed out the policy of the Government of India on Rashtriya Uchchar Shiksha Abhiyan (RUSA) established

to fund higher education and wrote about the mismatch of diagnosis and the prescription in the document setting out the agenda of the mission. He criticises the policy supporting commercialisation and privatisation in higher education and said that it opening the door of higher education for commercialization. Jawli, N. (2015) study the major issues of the Government of India in higher education. Subramanian, T.S.R. (2016), the chairperson of the committee constituted by the MHRD, GOI for drafting a New Education Policy. The Committee submitted its report on 27th May, 2016, pointed out the disarray of education system elaborate the needs of reform this in this sector by eradicating gaps in accessing education for all without discrimination on the basis of religion, poverty and regions and also recommended to focus on quality of education. Deshpande, S. (2016) study the report of the Committee submitted on 27th May‘16 for evolution of the New Education Policy, 2016 and reported in his study that the report and recommendations are based on a „blurred sense of the big picture

5.0 Highlights of New Education Policy 2020

5.1 Sustainable Development Goals: The general assembly of United Nations adopted the agenda 2030 in September“ 2015 for sustainable development education that includes 17 Sustainable Development Goals (SDGs). The agenda is based on, “Equitable, Quality Education and Life Long learning for All” as the overarching goal of education. The new agenda emphasizes on the principal that no one left behind and suggested holistic approach for achieving sustainable development in the field of education for all. These SDGs includes quality education for everyone as sustainable development of goals and the SDG4 is the basis for other goals as it is very well known that quality education builds humanity in all humans having responsibility for the sustainable development of society. SDG4 set by UN has 10 targets having many different aspects of education which includes seven targets as outcomes and three are the means of achieving these targets. The New Education Policy 2020 has adopted SDG4 agenda of UN agenda 2030 on sustainable development of goals.

5.2 Silent features on school education

- The current pattern of schooling 10+2 was abolished and was to be replaced by a new system 5+3+3+4 whose curricular structure is to be corresponding to
 - ✓ Foundational Stage (Age group 3-8 years)
 - ✓ Preparatory Stage (Age group 8-11 years)
 - ✓ Middle Stage (Age group 11-14 years) and
 - ✓ Secondary Stage (Age group 14- 18 years)

Further it is stated that:-

- ✓ Uncovered age group of 3-6 years will be brought under school curriculum that will recognised globally as the crucial stage for development of mental faculties of child.
- ✓ It will have 12 year of schooling with 3 years of Anganwari/pre schooling.
- The school education system will be universalize from pre-school to secondary level by increasing Gross Enrolment Ratio (GER) 100% by year 2030 with aim of SDGs,

- The students nearly 2 crores, who have left schools for any reason will be brought in the main stream through an open schooling system.
- Existing board exams of class 10th and 12th is to be made easier and is framed to test core competence rather than memorized facts and all students will be allowed to take exam twice in academic year.
- The previous system of school governance will be changed and an independent accreditation framework authority to regulate all type of schools public and private.
- It focus on fundamental Literacy and Numeracy with rigid separation between academic stream, extracurricular and vocation stream in schools
- Government will encourage Vocational education by providing internship to the students and will be started from class 6 onward.
- In case of languages this policy focused on mother tongue/regional languages that are to be taught at least up to Grade-5 and no languages will be imposed during this period of schooling.
- There will be continuous assessment and 360 degree holistic progress card will be prepared for Achieving Learning Outcomes (ALO).
- A comprehensive National Curriculum Framework for Teacher Education (NCTFE) 2021 will be formulated by National Council of Teacher Education (NCTE) in consultation with National Council of Educational Research and Training (NCERT) by 2030 and by this year the minimum qualification of teaching will be 4year integrated B.Ed degree.

5.3 Silent feature on Higher Education

- The present Gross Enrollment Ratio in higher education is 26.3% and NEP 20 has set target to increase it to 50% by 2030 and also to add 3.5 crore of seats in higher education.
- According to NEP20 now the undergraduate education system will be of 3 or 4 years with flexible curriculum and multiple exit options and appropriate certification.
- Now Master of Philosophy (M.Phil) courses will be discontinued and all courses from undergraduate to doctorate level will be interdisciplinary with facilities of academic bank of credits with credit transfer facilities.
- At par with IITs, IIMs Multidisciplinary Education and Research Universities (MERUs) to be established as models of best disciplinary education at global standards in the country.
- An apex body will be setup with nomenclature as National Research Foundation (NRF) to foster strong research culture and to build research capacity along higher education
- A single body commission will be constituted, namely Higher Education Commission of India (HECI) to look into entire higher education system excluding medical and legal education. All institutions will be governed by same set of norms and regulation under the umbrella of HEIC. There will be four independent verticals in support of HEIC and they are namely-
 - ✓ National Higher Education Regulatory Council (NHERC) for regulation,
 - ✓ General Education Council (GEC) for standard setting, □ (higher Education Grant Council (HEGC) for funding,
 - ✓ National Accreditation Council (NAC) for accreditation.

- College's affiliation will be phased out within 15 years and a stage wise mechanism will be established for granting graded autonomy to the colleges. Over a period of time every colleges has to be develop into either autonomous degree- granting college, or a constituent college of university.

5.3 Other Changes

- National Education Technology Forum (NETF), an autonomous body, will be setup to facilitate for free exchange of ideas on the use of Technology to enhance learning, assessment, planning, administration.
- National Assessment Center-PARAKH has been created to access the students.
- It also paves the way of foreign universities to setup campuses in India.
- It emphasized setting up of Gender Inclusion Fund, Special Education Zones for students of disadvantages groups.
- New policy promotes Multilingualism in both schools and higher education. National Institutes for Pali, Persian and Prakrit, Indian Institute of Translation and Interpretation to be setup.
- It also aims to increase the public investment in Education to reach 6% of GDP at the earliest.

6.0 Nation Policy on Education 1968

This is the first policy on education that comes in existence after independence. The main aim of the policy was:

- **Free and compulsory education:** Free and compulsory education should draw serious attention to fulfil the directive principal under Article 45 of Constitution seeking to provide free and compulsory education up to the age of 14 years and to ensure that every child who has admitted in sc.hools successfully complete the prescribed course.
- **Quality of Education:** To determine the quality of education and its contribution to national development. Teacher education should receive due emphasis specially in service teacher and academic freedom should be given to teacher to pursue and publish independent study and research.
- **Development of Languages:** Regional Languages are already used as the media of education at primary level and secondary level and an urgent step should be taken to adopt them at university level. Three languages formula should be vigorously implemented at secondary level by the state government. It consist a modern Indian language, Hindi and English and Hindi should be encouraged keeping as per Article 351 of Constitution of India. Sanskrit should be offered at both school and university level on a more liberal scale and should be encouraged. Special emphasis needs to promote English and other International languages to compete in science and technology. For the future need, study of English must have special attention.
- **Equalisation of Educational Opportunity:** Serious efforts should be made to equalize educational opportunity.

7.0 New Policy on Education 1986:

The New Policy on Education 1986 has following components to be incorporated in strengthening education system already in action:- □ Early Child Care and Education

- Education for equality
- Development of Languages with regional focus
- Resource and Review: Education policy must review in every 5 years
- Making System Work: Teachers with responsibility and Accountability
- Life-long Education and Learning
- Enhancing Technical and vocational skills
- The Teacher and Teacher Education
- Value education based on our heritage, national goals and universal
- Institutions with better infrastructure and improved accreditation status
- Pooling resources for nation building
- Inter-regional mobility for providing equal access to every Indian of requisite merit regardless of his origin.
- Priorities of Educational reforms for equating it to global level.
- Strengthening of national Institutions to promote research and post-graduation
- Education for all-round development of students as it is unique investment for allround development of nation.
- The National System of Education

During 1992, nearly after six year a Program of Action was prepared with certain modification in the New Policy on education with National Policy on Education 1986 to implement the recommendations of policy. The above mentioned recommendations of policy are major one and there are several issues related to education were raised and to remove the bottleneck of issues many suggestion were made in the policy.

8.0 Critical Analysis:

The New Education Policy (NEP2020) is brought by the present Government in place of exiting New Policy on Education 1986 (POA 1992) with new ambition and slightly change in the nomenclature that may reflect its impact in future. The policy was brought after a long gap of nearly 34 years that is the double of the gap made in preparing second education policy that was almost 18 years. The features and its recommendation have been discussed in the previous section. The policy brought by any existing Government on the recommendation and formulation of committee constituted made so far, has always some new concept for improvement in the existing one and the same is being reflected in the current policy. It may observed from the previous section that there are few points which are common in nature and presented with deviation in the name or almost same. The common point of agenda which are being recommended since 1968 in the form of policy made for Education which are namely:

- **Early Child Care and Education**
- **Education for all**
- **Education for equality**

- **Quality Education**

These are being recommended to achieve these goals and advised to take serious note on the issues as in every Education policy it was described that the education is the only weapon that be helpful in building human and in developing Nation. Overall development of an individual depend only on the education that being provided to him. Education shapes the future of peoples and enlighten with knowledge that applied in the in developing cheerful society. Now the aim of present NEP20 states *“Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India’s continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal highquality education is the best way forward for developing and maximizing our country’s rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country¹.”*

Since independence many efforts are being made in improving standard of education but is not reflecting on ground. Since adoption of education policies a 52 years of crucial time interval has laps but the issues of equal education and quality education is still a dream of people of India. The disadvantage groups are still facing discrimination and are being backward in the field of education. The drop-out cases of SC/ST categories shown in Table-2 & Table-3, represented graphically by Figure-2 and Figure-3 describes the ground situation of education among them. There is general drop out cases shown in Table-1 and by Figure-1. There are improvement seen but still it wants attraction of Government to be focused. After 52 years of continuous work on the basis of Education Policies still peoples of India are in wait for quality education. Quality education and education needs special attraction of Government to focus on the implementation of policy knowing the ground reality and also need hard work. The output of any policy depends on its way of implementation and responsibility fixed so far and wants continuous inspection. Without fixing responsibility and accountability no policy can be survive in long run and will deviate from its actual goals what is being done in last 52 years of existence of education policy. No doubt that policy act in the direction of scientific and technological development and peoples are getting advantages but it fails in achieving its fundamental goals of humanity, morality, equality and education for all. Any policy cannot survive without financial support and education is the fundamental right of peoples of country which also defined by Article-45 of constitution of India and it was said in the first education policy 1968 that child aged up to 14 years should be provided free and compulsory education which was come in the form of law in the year“2009 in the form of Right to education after four decays. It may observed from Table- 4 and Figure- that the budget on education is not too much that will support in achieving goals of education policies. Infrastructure and quality teachers are the pillar of the quality education and also for providing education to all and in absence of financial support public institution cannot survive in long run as there is pave has opened for private sectors and in NEP20 it is being opened for international community too and in the competitive era no public Institutions can stand and therefore the dream of NEP20 will not reflect on ground as before. In financing for public sector there is very slow increment

and some time it declined. Investment of private sectors in education aims profit earning and they are not bound about the target set by Government through education policies in absence of proper law and feedback mechanism forcing to follow the rules/regulation laid by regulating authority. In the modern era of competition there are several constraints that will experience in implementing the NEP20 and special attention in achieving SDGs. The investment in education sector is major challenge of Government that is reflecting since existence of education policies and recommendations of various committees to invest at least 6% of total GDP is still dream after a gap of too long period while goal is always set to achieve this level.

Table-1: Data representing of drop out cases of students (All category) yearly in schooling system

Year	Primary	Upper Primary	Secondary
2004-05	25.07	25.07	61.9
2005-06	25.7	25.7	61.6
2006-07	25.6	25.6	59.9
2007-08	25.1	25.1	56.7
2008-09	24.9	24.9	55.9
2009-10	28.9	28.9	52.8
2010-11	27	27	49.3
2011-12	5.62	5.62	0
2012-13	4.67	4.67	14.54
2013-14	4.34	4.34	17.86
2014-15	4.13	4.13	17.2

Source: Educational Statistics at Glance up to 2018, MHRD, GOI; ¹New Education Policy 2020.

Figure-1: Pictorial representation of drop out cases at schooling level (% of total enrolment yearly for all categories of students)

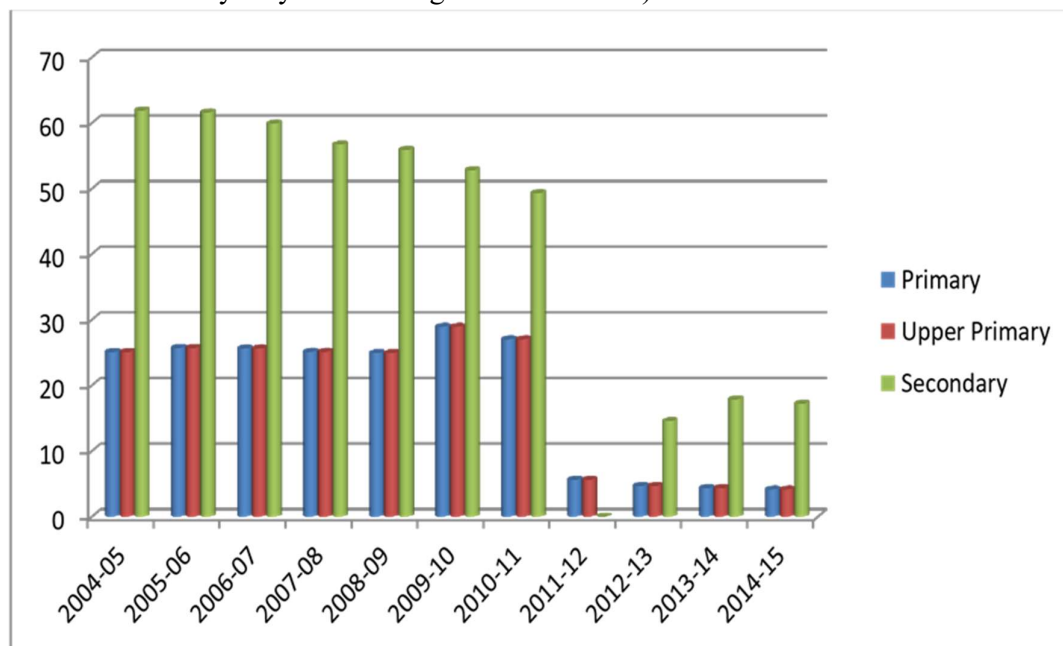


Table-2: Data representing of drop out cases of students (SC) yearly in schooling system

Year	Primary	Upper Primary	Secondary
2004-05	34.2	57.3	71.3
2005-06	32.9	55.2	70.6
2006-07	35.9	53.1	69.0
2007-08	30.1	52.5	68.4
2008-09	26,7(P)	47.9(P)	55.9(P)
2009-10	29.3(P)	51.3(P)	66.6(P)
2010-11	27.0(P)	40.6(P)	59.0(P)
2011-12	NA	NA	NA
2012-13	NA	NA	NA
2013-14	4.14	4.38	18.66
2014-15	4.46	5.51	19.36

Source: Educational Statistics at Glance up to 2018, MHRD, GOI

Figure-2: Pictorial representation of drop out cases at schooling level (Yearly % of total Enrolment of SC category students)

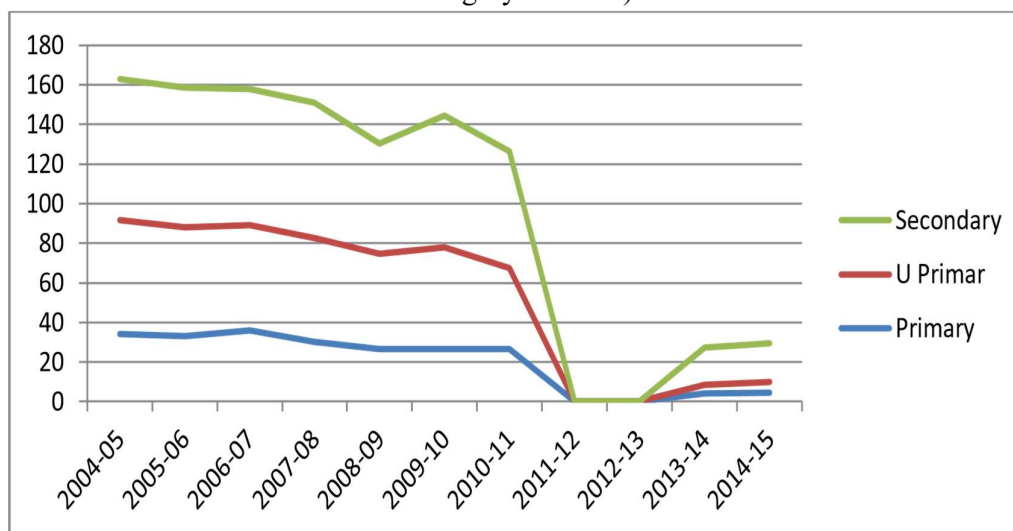


Table-3: Data representation of drop out cases at schooling level (Yearly % of total Enrolment of ST category students)

Year	Primary	Upper Primary	Secondary
2004-05	42,3	65.9	79.0
2005-06	39.8	62.9	78.5
2006-07	35.9	53,1	69.0
2007-08	30.3	62.5	76.9
2008-09	31.3(P)	58.3(P)	76.2(P)
2009-10	34.5(P)	57.8(P)	75.2(P)
2010-11	35.6(P)	55.0(P)	70.9(P)

2011-12	NA	NA	NA
2012-13	NA	NA	NA
2013-14	7.98	8.43	27.20
2014-15	6.93	8.59	24.68

Source: Educational Statistics at Glance up to 2018, MHRD, GOI

Figure-3: Pictorial representation of drop out cases at schooling level (yearly % of total Enrolment for ST category students)

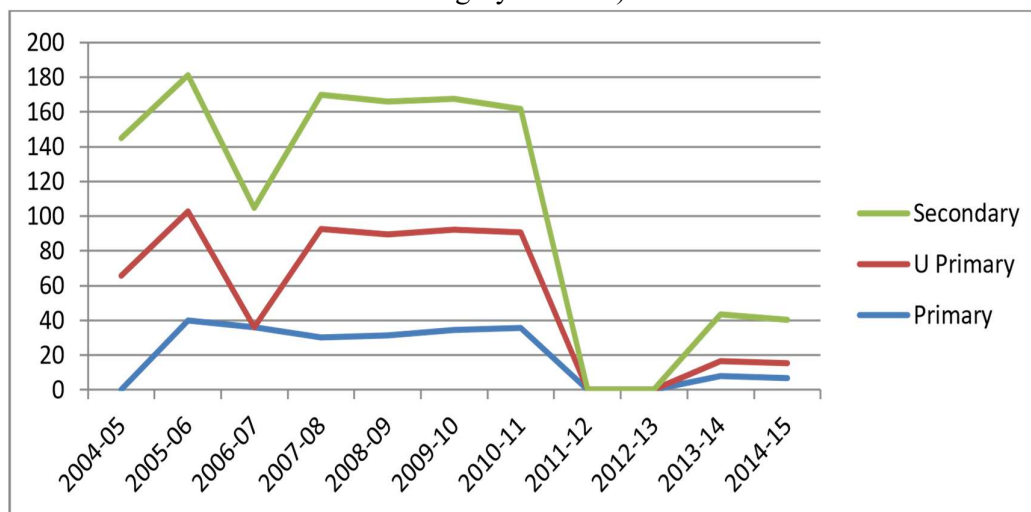
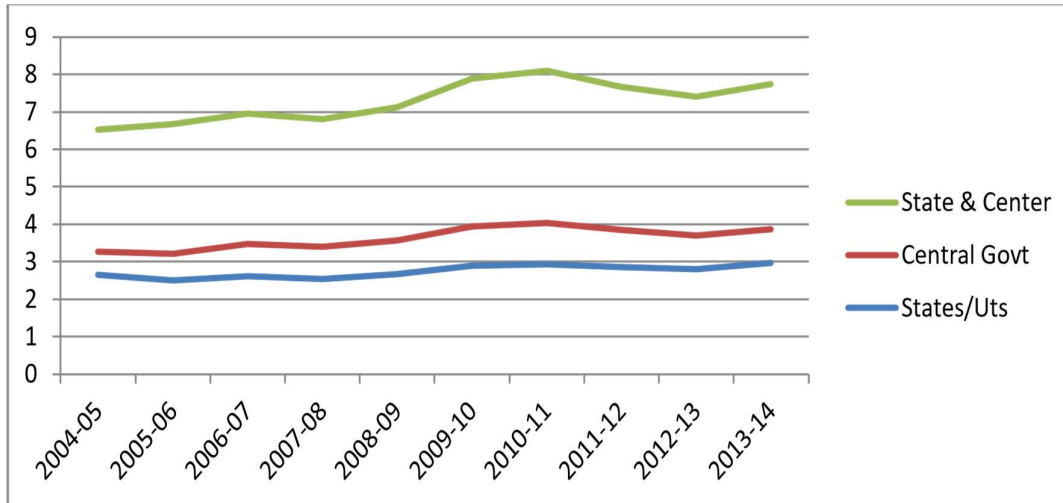


Table-4: Data representing percentages expenditure of GDP on Education yearly

Year	States/UTs	Central Government	Total
2004-05	2.65	0.61	3.26
2005-06	2.5	0.71	3.46
2006-07	2.61	0.87	3.48
2007-08	2.53	0.87	3.40
2008-09	2.66	0.90	3.56
2009-10	2.90	1.05	3.95
2010-11	2.94	1.1	4.05
2011-12	2.85	0.99	3.82
2012-13	2.80	0.90	3.70
2013-14	2.97	0.90	3.87
2014-15	3.06 (BE)	0.98(BE)	4.04(BE)

Source: Educational Statistics at Glance up to 2018 & ABE up to 2013-16 on Education MHRD, GOI

Figure-4: Pictorial representation of yearly % expenditure on education by Governments



9.0 Conclusion:

To enforce any policy laid down by Government is primary liability. It is observed that there is no continuous evaluation of policy to check its progress on ground even after it is recommended in the New Policy on Education 1986 that there should be continuous review at interval of five years which was not being followed. Review of education policy after too long period shows the casual approach towards education which is the backbone of an individual, society and of a Nation in totality. The low expenditure on education also put aim of policy on back foot. Public Institutions are neither being promoted nor accountability is being fixed resulting in poor performance in reality. In ratio of population there is lack of public Institutions at every level of education system. Various reforms need to be implemented in implementing the NEP20 to see the real picture of content described in policy on ground and be followed various success models in developed countries and customizing with local needs. The few features of NEP20 have been presented in the paper with critical analysis on the implementation of policies at ground. Seriousness of Government on the implementation of education policy and on funding to public Institutions is critically discussed.

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