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ORIGINAL CONTRIBUTION

National Education Policy 2020 of GOI-A Brief Study about Its Effectiveness

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ABSTRACT

The New Education Policy announced by Government of India (NEP 2020) was a welcome change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid-19 pandemic. The announcement of NEP 2020 was purely unexpected by many. The changes that NEP 2020 has recommended were something that many educationists never thought about or could not believe that those are implementable in India. This article mainly focuses on NEP 2020 and its impact on overall scenario of Education in brief. This paper also outlines the salient features of NEP and has tried to find out few pertinent factswhich may act as hindrance and can lower the effectiveness of the policy.

Keywords: New National Education Policy, Educational environment, Employment, Social Welfare measures

BACKGROUND

The NEP 2020 replaces the National Policy on Education of 1986. In January 2015, a committee under former CabinetSecretary T. S. R. Subramanian started the consultation process for the New National Education Policy. Based on the committee report, in June2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organization (ISRO) chief KrishnaswamyKasturirangan.The Draft NewEducationPolicy (DNEP) 2019was laterreleasedby Ministry of HumanResourceDevelopment,followed by a number of public consultations. The Draft NEP was of 484 pages. The Ministry undertook a rigorous consultation processin formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban LocalBodies(ULBs),676districtswerereceived."

1. INTRODUCTION

Few social welfare measures which are inevitable for the development of a developing economy like India are Education, Health-care and food-for-all. It is observed that India is progressing slowly but with a definite objective of achieving this goal for the betterment of quality of life of all the segments of the society. But nobody can deny the fact that it is a herculean task for Government. A naked fact is that if anyone wants to ruin a country there is no need for war. Simply the education sector should be ruined and as a result the country will have the engineers with the 'quality' of manufacturing a civil establishment or a mechanical creation which will have very short life, the doctors with sufficient knowledge of killing a patient than curing that patient, the law years will ensure that in no way the proper law and order is maintained in the country.

2. FEW FACTS ABOUT EXISTING SCENARIO IN THE FIELD OF EDUCATION

An economic survey which was conducted in 2018-19 given few data related to 2015-16 which are as follows :

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Number of Institutions : 1) Primary and Middle Schools 12.70 Lakh 2) Secondary and Senior(higher) Secondary Schools 2.52 Laks (3) Colleges (General) 39071 and Universities (including Deemed Universities) 799

Number of students : 1) Primary and Middle level (i.e elementary education level) 17 crore, (2) High Schools and Higher Secondary Schools 3.2 crore (3) Higher Education 346 lakhs

Few more facts : The gross enrollment ratio (GER)i.e {(Number of students enrolled for a particular category / Total number of the individuals in that category) x 100} is an important parameter for judging the status of the educational environment of a country.

For India, the GER in the age group of 6-14 years is more than 100% at present which is a paradoxical truth. How can it be more than 100%? Yes, it has happened because in our countrylots of students even beyond the age group of 6-14 years enroll themselves for elementary education. The GER for age group of 14-18 years is a s follows : for secondary classes (IX & X) around 52% and for senior secondary classes (XI & XII) AROUND 28%.

Another fact about educational environment :

Vocationalisation of education in India remains a far cry. Against the target of diverting nearly 25% of senior secondary students to the

vocational streams , actual achievement is limited just to 5%. Though vocational courses have

been introduced in the areas of Agriculture, Trade & Commerce, Engineering, Technology health and Medicines, the total number of enrollment is not upto the mark till date. GOI has given immense stress on this area.

Keeping all these facts in mind the National Education Policy 2020 was formed with one and only view of how to make students learn to think critically which will teach them how to solve a problem, how to be creative in multidisciplinary areas. As per these policy teaching pedagogy must evolve to make education more experimental, holistic, integrated, enquiry driven, discovery oriented, learner centered, discussion based, flexible and of course enjoyable. Yes, the initiative is good no doubt. Therefore, the objectives proclaimed by Government of India in

NEP 2020, which was approved by the UnionCabinet of India on 29 July 2020, outlines the vision of India's new education system by replacing the previous National Policy on Education, 1986.The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urbanIndia.

3. AIMS& OBJECTIVES OF NEP 2020

- Contributes directly to transforming India sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.
- Access to education irrespective of caste,creed,colouretc.
- Motivating the younger generation to be at par with internationallevel.
- Encouraging the young generation to rediscover India, its image andperception.
- To instill among the learners a deep-rooted pride in being Indian,not only in thought,but also inspirit,intellect and deeds as well as to develop,skills,values, knowledge and dispositions that support responsible commitment to human rights,sustainable development and living and global well-being.

4. HIGHLIGHTS OF NEP 2020

- Schooling will start at the age of 3 years**(**education will becompulsory for children between the age of 3 and 18 years)
- Emphasis on mother tongue as medium of instruction**(**The policy states that childrenlearn and grasp non-trivial conceptsmore quickly in their mother tongue)

- Universalisation of Early Childhood Care Education (ECCE)(Which includeAnganwadis and pre-schools to aim at theholistic development of a child's social, emotional,cognitiveand physical needs in order to build a solid & broad foundation for lifelong learning and well-being)
- No rigid separation between Science, Arts and Commerce streams (Students can select subjects of their liking across streams)
- Internships and vocational education from Class 6
- Focus on attaining foundational literacy and numeracy(By 2025, states will prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all students by grade 3.)
- Board exams to have low stakes(Grades 10 and 12 will be "redesigned" & Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH), will be set up as a standard-setting body.
- Reduction in curriculum to core concepts (to enhance essential learning and critical thinking and greater focus will be on experiential learning)
- Education of gifted children(integrate physically & mentally handicapped with the general community as equal partners to prepare them for normal growth & enable them to face life with courage and confidence.
- Equitable and inclusive education (Special emphasis given on Socially and Economically Disadvantaged Groups(SEDGs))
- It proposes a 4-year multidisciplinary bachelor's degree in an undergraduate programme with multiple exit options-

  -A certificate after completing 1 year ofstudy

  -A Diploma after completing 2 years ofstudy

  -A Bachelor's degree after completion of a 3-year programme

  -A 4-year multidisciplinary Bachelor's degree(preferred option)

  These were all the changes that were proposed and introduced in theNationalEducation Policy 2020.

But there are few obvious questions.

1) Where there are about 3400 recognized engineering colleges offering degree level courses in various disciplines and producing around 15 lakhs students per year, are all of them getting employment ?
2) Is there sufficient number of industry to absorb them?
   THE ANSWER IS BIG NO
3) Moreover, at present there are about 2000 Polytechnic Institutions in India. How many students only having polytechnic degree / diploma is getting employment? At present we have only about 300 medical colleges in the country with an admission capacity of around 33000 and about 290 Dental Colleges with an admission capacity of 23000 students. Is this number sufficient for a country like India with a population of around 138 crores? Again THE ANSWER IS BIG NO.
4) The idea of imparting knowledge to the children in their mother tongue is good. But there should be a bridge course for them for developing English communication skill
   (both verbal and writing ability) from their childhood itself to face various challenges in future because we all know that we will never be a Germany or Russia to compel the rest of the world to accept our language. Moreover, India is multi-linguistic country. Therefore one common language must be there for proper communication between the persons of various parts of India. It cannot be made compulsory that everyone will have to learn Hindi for communication. Rather it is more practical concept that in a multi-lingual country like us, English is a

better proposition which will help the future generation to become a strong communicator not only within the country but also across the Globe.

5) Equitable and inclusive education (Special emphasis given on Socially and Economically Disadvantaged Groups(SEDGs)) plan is highly encouraging but GOI must give a deep rooted thought regarding how to control and check the percentage of drop-outs from the school before attaining the present age limit of 14 years. Because the drop out is not because of lack of willingness to study but mainly because of high degree of economic problems for the grass root level people for whom earning from a very low age (even below 10 years of age) is much more important than education. They are always fighting to have both ends meet in their day to day lives. So first GOI must ensure Food, Shelter, Clothing, Proper Hygiene and Healthcare for all before making plan of education for all to be actually successful and purposeful. Otherwise that will remain in black and white only like many other social welfare projects which are not getting momentum in spite of best possible efforts from GOI.

5. CONCLUSION

GOI is trying to create a bridge to connect every steps of education starting from early childhood till higher education. **This is also extremely encouraging**. But the aim what the NEP 2020 has set that by 2040 India will have an education system with equitable access to highest level of quality education for all learners regardless of social or economic background, how much realistic it is, there is a question mark on it.

In developed foreign countries we have seen that the pressure of population is nowhere nearer to India. Still a system followed by most of those countries is HIGHER EDUCATION IS NOT FOR EVERYONE. Why? Because every learner definitely has not the same intellect or maturity to pursue higher education. Only those who are extremely brilliant, get the opportunity for higher education which is the real need for maintaining quality of higher education. Further, our country is not at all able to provide proper infrastructure for research which has caused serious brain-drain problem. Will it be possible for GOI to bring up the budget allocation for education at that level? Every year there is a problem for GOI which is extremely difficult to maintain at the desired level, i.e budget deficit. With this vast population it is extremely difficult to do proper justice with all the three basic needs i.e food for all, healthcare and education apart from one most important aspect of infrastructural development. Because of diverse political ideology along with various priority areas for social welfare, our country is unfortunate enough to give least importance to education. This time there are many good intentions have been observed in the NEP 2020. Now let us hope for the best and wait and watch how much fruitful this policy will be for proper development of education in this country.

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