Importance of the Indian National Education Policy 2020:A Brief Review

Mr. Sachin S Dethe Research Student, Dept. Commerce and Mgt., Shivaji University,Kolhapur

ABSTRCT:
Well defined and futuristic education policy is essential for a country at school and college levels due tothe reason that education leads to economic and social progress. Different countries adopt different educationsystems by considering the tradition and culture and adopt different stages during their life cycle at school andcollege education levels to make it effective. Recently Government of India announcedits newEducation policy whichis based on the recommendations by an expert committee headed by Dr. Kasturirangan, Former chairman of theIndian Space Research Organization (ISRO). This paper highlights on various policies announced in the highereducation system and compare them with the currently adopted system. Various innovations and predictedimplications of NEP 2020 on the Indian higher education system along with its merits are discussed. Finally, somesuggestions are proposed for its effective implementation towards achieving its objectives.

Keywords: *National education policy 2020, NEP-2020, Money Spenton Education, New Education Policy Advantage and Disadvantage, Policy in Focus and The Important Points In The National Education Policy 2020.*

1.1 INTRODUCTION:

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 high quality education isthebest wayforward fordevelopingand maximizing ourcountry's rich talentsand resources for the good of the individual, the society, the country, and the world.

It is also noted that over 20% of the colleges have annual enrolment less than 100 students making them nonviable to improve the quality of education and only 4% of colleges enroll more than 3,000 students annually due to regional imbalance as well as the quality of education they offer. Some of the reasons found for the fragmentation of the higher education (HE) system in India areEarly streaming of students into different disciplines. • Lack of access to HE, especially in socio-economically disadvantaged areas which resulted in thecurrent gross enrolment ratio (GER) of 25% only.

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create anew system that is aligned with the aspirational goals of 21st century education, including DG4, while building up on Indian tradition sand value systems.

1.2 OBJECTIVESOFTHESTUDY:

Following objectives most important for the NEP 2020
1. To highlights the new education policy 2020.
2. Todiscussthemeritsand Demerits ofHigherEducationPoliciesofNEP2020.
3. TocompareNationalEducationPolicy2020withthecurrentlyadopted policyinIndia

1.3 METHODOLOGY:

The present collected secondary data from the various resources like Journals, Reports, Books andWebsits.The methodology consists of a conceptual discussion on highlighting

the gist of the national educational policy framework, highlighting various sections of the policy of NEP 2020 and comparing it with currently adopted education policy.

1.4 NEW EDUCATION POLICY (NEP 2020) HIGHLIGHTS:

The New Education Policy aims to provide quality and equitable education to all children in India. Some of the key highlights of the policy are as follows:

1. The policy focuses on providing quality and affordable education to all children in the age group of 3–18 years.

2. It focuses on holistic and multidisciplinary education instead of rote learning.

3. Students will no longer be graded on how well they remember information from books, but on how well they can use what they know to solve problems in the real world.

4. It emphasizes that the three-language formula will be followed in schools, focusing on the regional language, Hindi, and English.

5. To make it easier for students to learn regional languages, instruction in the first five grades will be taught in those languages instead of English.

6. The school curriculum has been changed to teach more fundamental ideas and skills.

7. The policy is primarily concerned with how to use technology to make education more accessible and useful.

8. It envisages a system where there is no distinction between rural and urban areas, and all children have access to quality education.

9. The policy proposes several measures to improve the quality of teaching, including mandatory teacher eligibility tests, teacher professional development programs, and teacher education programs at the elementary, secondary, and tertiary levels.

10. The policy also focuses on giving students vocational and technical education, ensuring they are better prepared for the workforce when they leave school.

11. A National Higher Education Regulatory Council will be established under the policy to oversee the regulation of higher education institutions.

12. The policy seeks to provide greater autonomy to higher education institutions and promote academic mobility. Consequently, both public and private universities will be governed by the same regulations.

13. A new 5+3+3+4 education structure will be introduced by this policy, moving away from the current 10+2 system.

14. It aims to increase the Gross Enrolment Ratio in higher education to 50% by 2035.

15. The government has announced that a single regulator will govern all higher education institutes (HEIs), except Medical and Law Colleges. HEIs will now have to answer to a new body, the Office for Students.

16. The Master's degree (MPhil) course will no longer be required.

1.5 INDIAGOVT.EXPENDITUREASPERCENTAGEOFBUDGET:

Year	India
2014-15	10.8
2015-16	10.4
2016-17	10.2
2017-18	10.7
2018-19	10.5
2019-20	10.6
Source-economicsurvey2020	

1.5.1MoneySpentonEducationByBothCentralAndStateGovernments:

Years	Rs.LakhCrore	PercentageOfGDP
2011-2012	2.77	3.2
2012-2013	3.13	3.1
2013-2014	3.48	3.1

2014-2015	3.54	2.8
2015-2016	3.31	2.4
2016-2017	3.95	2.6
2017-2018	4.41	2.7

1.6 NEWEDUCATIONPOLICYADVANTAGE:

1. The Government aims to make schooling available to everyone with the help of NEP 2020.

2. Approximately two crore school students will be able to come back to educational institutes through this new approach.

3. According to the national education policy 2020, the 5+3+3+4 structure will replace the existing 10+2 structure. This structure is focused on student's formative years of learning. This 5+3+3+4 structure corresponds to ages from 3 to 8, 8 to 11, 11 to 14 and 14 to 18. 12 years of schooling, 3 years if Anganwadi and pre-schooling are included in this structure.

4. For children up to the age of 8, a National Curricular and Pedagogical Framework for Early Childhood Care and Education will be designed and developed by NCERT.

5. According to the national education policy 2020, the Education Ministry is to set up a National Mission on Foundational Literacy and Numeracy. The responsibility for successful implementation for achieving the foundation of numeracy and literacy for all students till class three falls upon the states of India. This implementation is scheduled to be done by 2025.

6. One of the merits of NEP 2020 is the formation of the National Book promotion Policy in India.

7. Appropriate authorities will conduct the school examinations for grades 3, 5 and 8. The board exams for grades 10 and 12 will continue but the NEP 2020 aims to re-design the structure with holistic development.

8. Parakh national education policy is to be set up by the Government.

9. Special daytime boarding school "BalBhavans" to be established in every state/ district in India. This boarding school will be used for participation in activities related to play, career, art.

10. According to the national education policy 2020, an Academic Bank of Credit will be established. The credits earned by the students can be stored and when the final degree gets completed, those can be counted.

11. According to the national education policy 2020, Multidisciplinary Education and Research Universities at par with the IITs and IIMs will be set up in the country. These are scheduled to be set up for introducing multidisciplinary academic.

12. The same list of accreditation and regulation rules will be used for guiding both the public and private academic bodies.

13. Phased out college affiliation and autonomy will be granted to colleges.

14. By the year 2030, it will be mandatory to have at least a four year B. Ed degree for joining the occupation of teaching.

15. For making the students prepared for future pandemic situations, online academic will be promoted on a larger scale.

16. It includes pre-school education into the main education structure. This allows for two things. First, it seeks to regulate an unorganized, unregulated, and even profiteering part of education, sometimes with very unhealthy linkages to primary school admission in urban centres like Mumbai and Delhi. Second, it allows for the mid-day meal being extended to preschool children right from the age of three.

17. In a country where 50% of children are malnourished, this will be a big benefit. The 10+2+3 was devised so that children could opt for vocational course after the 10th standard examination. This author was on the sub- committee advising the Maharashtra

State government on vocational courses, and it was distressing how thesecourses weresought tobetaughtatthe2+stage,inclassrooms,withoutany exposureto workshops or fieldwork. There is no guarantee that this won't happen again. True, the government has modified the 3+2+10 into 4+3+3+5. And it has introduced a credit system, which allows for more lateral migration between subjects and courses. It remains to be seen how the 1.5 million schools in India adapt to this new structure.

1.6.1NEWEDUCATIONPOLICYDISADVANTAGE:

1.In the National Education Policy 2020, language is a negative factor as there is a problematic teacher to student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, which is bringing study material in mother languages.

2. According to the national education policy 2020, students willing to complete their graduation have to study for four years while one can easily complete his/ her diploma degree in two years. This might encourage the pupil to leave the course midway.

3.According to the national education policy 2020, students of the private schools will be introduced to English at a much earlier age than the students of the Government schools. The academic syllabus will be taught in the respective regional languages of the Government school students. This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies.

1.7 POLICYINFOCUS:

In 2015, India adopted what is called as "2030 Agenda for Sustainable Development (SD)." Under this agenda ,Goal4(SDG4) seeksto "ensure inclusive and equitable quality education and promote life long learning opportunities to all by 2030." Based on five main foundation pillars, namely, access, equity, quality, affordability and accountability, NEP2020 has been aligned to 2030 Agenda for Sustainable Development.As we progress and proceed more and more, toward, the information and communication technology (ICT) oriented and artificial intelligence-dependent society, the unskilled and semi-skilledlevel jobs, shall be taken over by machines and computer/mathematics and technical based jobs shall be more in demand. With growing challenges due to pollution, climatic alterations, crises in basic needs and most importantly, constant looming threat of pandemics, there shall be increased requirement of jobs in physics, chemistry, biology, social sciences and infectious diseases control in an integrated manner. All of this point to a need of multidisciplinary teaching/learning process.

In a bid to ramp up digital learning, a National Educational Technology Forum (NETF)would be created. "E-courses will be developed in eight regional languages initially and virtual labs will be developed," AmitKhare, Higher Education Secretary, said. Top 100 foreign colleges will be allowed to set-up campuses in India. According to the HRD Ministry document, listing salient features of policy, "such (foreign) universities will be given special dispensation regarding regulatory, governance, and content norms on parwith other autonomous institutions of India."Standalone Higher Education Institutes and professional education institutes will be evolved into multi-disciplinary education."There are over 45,000 affiliated colleges in our country. Under Graded Autonomy, Academic, Administrative and Financial Autonomy will be given to colleges, on the basis of the status of their accreditation," he further said.

1.8 THEIMPORTANTPOINTSINTHENATIONALEDUCATIONPOLICY2020:

1.The mother tongue or local or regional language is to be the medium of instruction in all schools up to Class 5 (preferably till Class 8 and beyond), according to the policy.

Under the NEP 2020, Sanskrit will be offered at all levels and foreign languages from the secondary school level.

2. The 10+2 structure has been replaced with 5+3+3+4, consisting of 12 years of school and three of Anganwadi or pre-school. This will be split as follows: a foundational stage (ages three and eight), three years of pre-primary (ages eight to 11), a preparatory stage (ages 11 to 14), and a secondary stage (ages 14 to 18). According to the government, the revised structure will "bring hitherto uncovered age group of three to six years, recognized globally as a crucial stage for the development of mental faculties, under school curriculum".

3. Instead of exams being held every year, school students will sit only for three – at Classes 3, 5, and 8. Assessment in other years will shift to a "regular and formative" style that is more "competency-based, promotes learning and development, and tests higher-order skills, such as analysis, critical thinking and conceptual clarity".

4. Board exams will continue to be held for Classes 10 and 12 but even these will be re-designed with "holistic development" as the aim. Standards for this will be established by a new national assessment center – PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development).

5. The policy, the government has said, aims at reducing the curriculum load of students and allowingthem to become more "multi-disciplinary" and "multi-lingual". There will be no rigid separation between artsandsciences,betweencurricularandextra-curricularactivitiesandbetweenvocationalandacademic stream, the government said.

6.To that end, the policy also proposes that higher education institutions like the IITs (Indian Institute of Technology) move towards "holistic education" by 2040 with greater inclusion of arts and humanities subjects for students studying science subjects, and vice versa.

7. The NEP 2020 proposes a four-year undergraduate program with multiple exit options to give students flexibility. A multi-disciplinary bachelor's degree will be awarded after completing four years of study. Students exiting after two years will get a diploma and those leaving after 12 months will have studied a vocational/professional course. MPhil (Master of Philosophy) courses are to be discontinued.

8. Higher Education Council of India (HECI) will be set up to regulate higher education; the focus will be on institutions that have 3,000 or more students. Among the council's goals is to increase the gross enrolment ratio from 26.3 percent (2018) to 50 percent by 2035. The HECI will not, however, have jurisdiction over legal and medical colleges.

1.9 CONCLUSION:

With the introduction of NEP 2020, many changes have been made and one of those is the discontinuation of the M. Phil course. Even though there are many drawbacks to the new education policy, the merits are more in number. It is believed by many that by implementing these changes, the Indian academic system will be taken a step higher.

On this background of big and ambitious dreams not converted in reality, New Education Policy 2020 poses again such question mark "Can we really attain the goal?" Always we have miserably failed in an appropriate resource allocations. For example 6 % of GDP budget for education discussed and recommended in all previous Education Commissions and Policy Documents but it never became a reality. Now in NEP 2020 also assures of 6 % GDP Budget to education but for provisions and implementation the NEP 2020 document only says, Central and State Governments will make efforts for such allocations.

REFERENCES:

1.Benjamin, E. (1994). From accreditation to regulation: The decline of academic

autonomy in higher education. Academe, 80(4), 34-36. 20

2.Aithal, P. S. &ShubhrajyotsnaAithal (September 2019). Autonomy for Universities Excellence – Challenges and Opportunities. International Journal of Applied Engineering and Management Letters (IJAEML), 3(2), 36-50. DOI: http://doi.org/10.5281/zenodo.3464710.

3.Aithal P. S. & Suresh Kumar P. M. (November 2019). Autonomy in Higher Education - Towards an Accountability Management Model. International Journal of Management & Development, 6(10), 166-175. ISSN 2394-3378. DOI :https://doi.org/10.5281/zenodo.3594255.

4.Fan, S. C., & Yu, K. C. (2017). How an integrative STEM curriculum can benefit students inengineering design practices. International Journal of Technology and Design Education, 27(1),107-129.

5.Aithal, P. S., &Aithal,Shubhrajyotsna. (2019). Innovation in B.Tech. Curriculum as B.Tech. (Hons) by integrating STEAM, ESEP & IPR features. International Journal of Case Studies in Business, IT, and Education (IJCSBE), 3(1), 56-71. DOI: http://doi.org/10.5281/zenodo.3248630. 19

6.Sankaran, K., & Joshi, G. V. (2016). Autonomy for excellence in higher education in India. Nitte Management Review, 10(2), 1-10. [53] Sabic-El-Rayess, A. (2016). Merit matters: Student perceptions of faculty quality and reward. International Journal of Educational Development, 47, 1- 19.

7.Aithal, P. S. & P. M. Suresh Kumar, (2016). Catering Student Enrollment and Retaining Diversity in Higher Education Institutions, International Journal of Engineering Research and ModernEducation (IJERME), 1(1), 565 - 577. DOI :http://doi.org/10.5281/zenodo.160939.

8.Aithal, P. S. (2015). Strategies to be adopted in Higher Education Institutions to Enhance Admission Demand. International Journal of Extensive Research, 5(1), 9-25, DOI: http://doi.org/10.5281/zenodo.268530.

9.Aithal P. S. (2018). Effect of Role Models - A Critical Study on the Recent Research Contribution of Vice-Chancellors of Selected Private Universities in India. International Journal of Management, Technology, and Social Sciences (IJMTS), 3(1), 118-139. DOI :http://doi.org/10.5281/zenodo.1257729.

10.https://timesofindia.indiatimes.com.