

## NEW EDUCATION POLICY 2020: AN ANALYSIS OF ITS IMPACT

**Dr. Shireen Naaz Fatma**

*New education policy 2020 approved by the Union cabinet of India on 29th July 2020, amid Covid -19 pandemic. The policy is a comprehensive framework to regulate education mechanism in India. It has laid various reforms in education system starting from school level to higher education system and also for the vocational training in rural and urban populations. New education Policy is third of its kind for the Indian subcontinent. The first National Policy on Education, after Independence was promulgated in 1968, second was in 1986 with Indira Gandhi and Rajive Gandhi as Prime minister respectively at that time. National Education Policy was then revised in 1992, in the regime of P.V.Narsimha Rao as the Prime minister. Now this is the third National Education policy with Narendra Modi as Prime minister in 2020. This paper generates a discussion on various outlines of National Education Policy (NEP) and its implications. It will discuss how far it is finding its place in current situation of pandemic and its universalization across the nation.*

**Keywords:** National Education Policy (NEP), Higher Education, Implementation strategies, overview and analysis, predicted impediments, predicted implications and merit.

### INTRODUCTION

Our Country, India is home for approximately 845 Universities and also around 40,000 higher education institutions, which are affiliated to these universities, reflecting the overall fragmentation of the system and small sized Higher education Institutions HEIs. It is also reportedly found that these small sized higher education institutions are running single program (K Kumar 2005). Annual enrollments are less than 100 in nearly 20% of the colleges which makes them non viable for improving the quality of education and a minimum of 4% of the colleges enroll more than 3000 students

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1. Assistant Prof. ( Guest Faculty) , Delhi School of Social Work, University of Delhi, New Delhi

owing to their regional disparities. Reasons for such fragmentation in education may be calculated as, lack of innovations in research in plenty of colleges and higher education institutions, early streaming of students in different disciplines and many more (P.S.Aithal 2019). India, an estimated economy of ten trillion by 2030-2032 needs some knowledge resources, besides all natural resources. New Education policy is a comprehensive step that aims to revamp the education sector and sets a recent call of the Prime minister on leveraging the fourth industrial revolution, generating more heights to Indian economy.

## **NATIONAL EDUCATION POLICY AND ITS CRITICAL ANALYSIS:**

### *School Education*

National Educational Policy aims to approve large scale transformational reforms in both school and higher education sector. It reinstates five decade old commitment of Government of India to spend 6% of the entire GDP on education. This commitment was first raised by Kothari commission (1964-66) and yet currently it stands at 3.1 % of the GDP. But policy misses to explain concrete financial roadmap to fund right to education. It needs additional central investments majorly for educationally lagging states and also with a high share to marginalized community. Estimates shows that country needs an additional 9.82 lakh crore annually to provide free elementary education. There seems a subtle shift in approach for elementary education, which makes it more market based, rather than a government responsibility to ascertain free and compulsory education for children of age group 6 to 14 years (Press release Oxfame India 1Aug 2020). Some specific commitments in terms of ramping up of the school infrastructure and resource allocation need a bit more clarity. Policy encourages public private partnership in school models to curtail the number of school dropouts.

This policy is aligned with the sustainable development agenda of 2030 with foundation pillars of Equity, Quality, Access and Accountability. It presents a very humanistic view with an emphasis on supporting regional and mother tongue of the students till grade

5; simultaneously it lays down career path for teachers, by filling the vacancies in time bound manner. The new NEP restructures 10+ 2 education system with 5+3+3+4, which talks about early childhood cares & foundational literacy concerns. This new school assessment will be put in place from 2022-23. It has commitment to raise Gross Enrollment ratio (GER) until 100% across all levels by 2030. There are provisions for rigorous tracking of children with the help of technology and more investment in resources namely on infrastructure and ensuring the availability of counsellors of social workers to address the factors of school dropouts. Students will be given flexibility to choose subject courses in secondary school in terms of arts, physical and vocational education. It also incorporates new age subjects such as computational thinking and coding that will be introduced in the middle school level i.e. from Grade 6. Policy also asks educator to integrate 'Indian Knowledge System' that integrates Indian philosophy, yoga and indigenous way of learning. It also focuses on measurable learning outcomes with testing at 3<sup>rd</sup>, 5<sup>th</sup> and 8<sup>th</sup> grade levels, instead of each year, following the current policy. The NEP 2020 aims to encourage online and digital mode of education which is on rise due to Pandemic as an alternative mode for quality education.

### *Higher Education*

India's current Gross enrollment ratio in higher studies is 26.3 %, owing to the lack of accessibility for higher education institutions, which stand lower than any developed country. Higher education institutions are also much fragmented with their specialization a stream, which prevents students from having a holistic understanding of varied concepts. Faculty advancement in HEIs is currently based on seniority rather than merit recognition and there is very less research work being taken up as compared with other nations. NEP has taken an enormous task of increasing the GER in higher education institutions to 50% by 2035. It laid emphasis on creating flexible and interdisciplinary approach to research and education and establishing single discipline as well as multidisciplinary universities (MERUs) for research and education and a National Research Foundation. Digitalization and open

learning system has been encouraged to boost GER (Readers blog, Times of India 19<sup>th</sup> Aug 2020). There will be establishment of one supreme body i.e. India's Higher Education Commission to regulate entire higher education except medical and legal studies. It will have four independent verticals – General education council (GEC) for setting standard, National Higher education Regulatory council (NHERC) for regulating bodies, Higher Education Grants council (HEGC) for funding and lastly National accreditation Council (NAC) for affiliation and accreditation. An autonomous body, named National educational Technology Forum (NETF), will be created for free exchange of ideas for the use of technology to disseminate administration, planning learning and assessment.

#### *Teacher's Education*

All teachers' education institutions are instructed to convert themselves into multi-disciplinary higher education teacher's institutions that will offer four years integrated B. Ed Program by 2030. Every school whether, foundation, middle, or secondary level shall appoint teachers with 4 years integrated B. Ed degree holders with dual specialization (subject & education). There is going to be two B. Ed degree programme, two years B. Ed programme for three years UG and one year B. Ed of four years UG. M. Ed will be research based and of one year. Faculty profile in education will be enriched with PhDs in diverse fields. All interested retired and senior faculty will be utilized for mentoring professional support for research training and innovation.

#### *Professional Education*

All professional education institutes in any stream shall aim to become multi disciplinary to offer holistic education by 2030. Universities or institutions that offer education in law are instructed to prefer bilingual education- one in English and other in state language for future lawyer and judges. Health Institutions must integrate education system in such a manner that all students of allopathic medical must have a basic understanding of Yoga, Ayurveda, Naturopathy, Unani, Siddha and Homeopathy (AYUSH). All technical institutes should offer multi disciplinary education

with focus on intelligence, big data analysis, neurosciences, nanotechnology that has an application to health, environment and sustainable development (IJMTS, Vol. 5, No. 2, August 2020).

### *Private Institutions*

Private Universities on a holistic view will be eligible for their graded autonomy based on their accreditation status. All private higher education Institutions shall offer 30 % scholarship and 20% free ship to meritorious students. All research institutions with private affiliation will also be treated equally with public HEIs in granting funds, which will be based on the merit of the research proposals.

### *Minorities and NEP 2020*

Drilling into the National Education Policy 2020 on how it suffices the most fundamental purpose of education i.e. strengthening of minorities and weaker sections. The word minorities are being mentioned in the policy thrice in the whole of its 62 pages compilation. NEP misses certain aspects on its elucidation in regard to minorities as perceived. Some of the arguments received were how this policy might accommodate the rife prevailing rampant in our society in terms of socio-economic – cultural inequalities. Further, there is no elucidation on inclusivity other than language. Linguistic minorities can gain their access to learning in their mother tongue, which again restrict them to their local states, where education is administered. Other debatable concern raised were, that there is no inclusion of religious minorities institutions (The Siasat Daily, 10<sup>th</sup> Aug 2020).

Covering the discussion released in media by a webinar organized by Federation of Muslim Educational Institutions- India (FMEII) on September 6, 2020, raised concerns over reservation and education of 'madarsas'. FMEII's vice president Mr. Nusrat Ali argues that whether reservation will prevail on the extension on 100 top universities of the world in India, remains in question. P A Inamdar, president of Maharashtra Cosmopolitan Education Society, also felt that rights of minority communities protected under article 30 of the constitution and the NEP 2020 were not associated. Fr Sunny Jacob, simultaneously also expressed his disappointment

over NEP2020, and stated that, this policy has excluded the efforts of Christians and other minorities in making glorious rise in education after independence. Dr. Nirmal Jain, principal of the Hiralal Jain Senior Secondary School also reiterates the same of excluding 'Muslim madarsas' in whole 62 pages National Education Policy (India Tomorrow, 6<sup>th</sup> September 2020). This webinar also holds the presence of Former Delhi Minorities Commission (DMC) Chairman Kamaal Faruqi, and retired controller of examinations, D S Daggi from University of Delhi, and former DMC member Harvinder Kaur.

On Dec 1 2020, Union Education Minister Shri Ramesh Pokhriyal' Nishank' clarified above concerns aroused. He stood clear and said that policy affirms reservation enshrined in Article 15 and 16 of Indian Constitution, so, it doesn't need any further reiteration of reservation provisions as NEP 2020 is already placed within the Indian Constitutional Framework. NEP 2020 , came into being after rigorous discussions from various stake holders, teachers educational institutions, followed grass root consultations from village to state level, national and zonal level consultation, thematic expert consultations and scrutiny of various committees such as Committee for evaluation of NEP, Draft Preparation Committee for NEP and also through online consultations through mygov.in. It has a sensible commitment for education inclusion for all sections in society. It has followed the commitment of the government of 'sabka sath sabka vikas'

NEP illustrates the formation of clusters covering SCs , STs, OBCs, minorities, geographically marginalized and other socio-economically secluded zones, divyang, women's , girls with the cluster named as ' Socio-Economic Deprived Group's (SEDGs). To address the issues arising out of SEDGs, various 'Special Educational Zones' will be evolved based on the education marginality and coordination of various ongoing and new support and inclusive schemes for developing educational inclusion for SC's ST's, OBC's , divyang and other deprived communities. Education leaders will be evolved to address the issues of Special Educational Zones (SEZs) and shall be more focused towards the deprived communities. Many benefits have been incorporated in the policy such as, scholarship schemes, cash transfer directly to deprived, free cycle distribution

and other supportive schemes are there for the educational inclusion of the SEDGs groups.

Covering the educational inclusion for women and girl child NEP is specifically designed to form 'Gender –I Inclusion Fund' for supporting and enhancing gender based deprived social and biological groups. Also, as per the policy, special scholarships are being provided, among minorities for their holistic development in educational sphere. NEP further made many provisions to support minorities and their educational initiatives, viz opening up of minority schools and colleges will be encouraged. This NEP 2020 is putting everything grand and changing the perspective of looking at the education system. It has much creativity into it and is beautifully designed by educational policy makers.

## CONCLUSION

There are many innovations incorporated with this New Education Policy 2020 like top 100 Indian universities will be encouraged to operate in foreign countries, likewise, top 100 foreign universities will simultaneously allowed to operate in India. It ensures faculty stability, faculty incentives and fast track promotion system for high impact research contributions. There is more focus on multi disciplinary approach to education, research oriented studies, use of information, communication and technology, digitalization and accountability. This NEP 2020 can be rightly said as a futuristic approach and 'decolonization to our education system'. Many academicians and educators conclude that this NEP 2020 will impede much advancement in Higher Education and Research in long run. NEP offers many flexibilities in terms of choice, chance and change, but surely it needs many collaborations in order to be effective while implementation.

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