

NEW EDUCATIONAL POLICY 2020: GRAND VISION, WEAK FOUNDATION

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Abstract : *Everyone has high expectations from the national policy that has been formulated for the last six years and after a long gap of 34 years. There is no doubt that the Kasturirangan Committee, which is responsible for drafting this policy, has carried out this work honestly and with good intentions, and there is much to welcome in this policy, especially strengthening public education system, extending the scope of study beyond comprehension skills, equality and social justice. The policy certainly seeks to bring these principles to the forefront of change and to bring resilience and decentralization to the administration by increasing the role of locals.*

Unfortunately, the draft approved by the Cabinet on July 29 falls short of some basic criteria. This will test the intentions of the drafters. Part of the idea is very large, especially at the level of implementation and funding. It also contains a number of contradictory statements. Therefore, this draft is moving away from some of the assumptions and objectives at the core of the policy.

Key words: *New education policy (NEP), MHRD, Kasturirangan Committee*

Although the new education policy is trying to solve the current problems, it is doubtful whether it will reach the implementation stage by the end of the decade.

When the last major reform in education policy took place in 1992, the situation was completely different. At that time there were 190 universities or similar institutions in the country; the total number of students pursuing higher education was around four million. The overall enrollment rate is as low as 8%. According to the 2018 report of the Ministry of Manpower Development (MHRD), there are now a total of 790 universities across the country; The total number of students pursuing higher education is 3 crore 45 lakh 84 thousand 781 and the total enrollment rate is 26.3%.¹

The committee under the chairmanship of Shri Janardhan Reddy and the Central Educational Advisory Committee made radical changes to the National Education Policy. The Sarva Shiksha Abhiyan in 2000 or the Right to Education, which was included in the Fundamental Rights in 2009, was the culmination of a national program launched by the

same committee. At that time, the committee had mainly focused on improving the quality of education and making education inclusive / viable. Apart from this, the objectives were to increase the total enrollment as well as to empower women, backward classes and socially / economically weaker sections that have been permanently deprived of their educational rights, to increase or encourage private sector investment in education.

Given that making education quality and viable is still at the forefront of our policy today, thanks to the history of 1992, we do not know how to forget it. Thanks to the history of 1992, we will make policy decisions in the light of more fundamental changes. But if we forget to understand history in 1992, then we will skillfully put the same policy in a new and attractive color and keep it in front of the people. Established in 2017, the Kasturirangan Committee, which has been working tirelessly for 33 months on a new education policy, adopts a middle path, discussing how to do both and how it is reflected in the new education policy. In the letter accompanying the report of the committee, the Hon'ble Chairman expressed confidence that the report was committed to the five values. The five values are availability, equality, quality, availability at affordable prices and accountability.²

The big challenge in the original draft was to gather information and then analyze the information gathered. In India, there is a huge difference between urban and rural areas as well as between the reformed states and the backward states under all the criteria. Especially in the last two decades, educational institutions have flourished but the quality of education has become more and more unequal. The number of state schools was less than that of central or international schools, so the purpose of the committee was to reduce the gap between rural-urban and state-other education boards. Accordingly, changes were expected in the education of schools, colleges and teachers as well as in the overall education system.

While making internal changes to bridge this gap, it is useful to plan for at least thirty years to improve the quality of higher and higher education, attract more foreign students to Indian educational institutions, and re-establish separate infrastructure and other facilities. His goal was to report the fall.

At a time when education in India is in dire straits, on the other hand, the goal of progress is being marked by the highly educated here, and the desire to make it possible on Indian soil right now is also true. In short, the report does not ignore the fact that both expansion and development are equally important, which is certainly commendable. The pre-primary school age group is 3-6, primary 6-8, pre-secondary 8-11, secondary 11 to 14 and further higher secondary 14-16, after which the previous structure of higher education has been changed to 5 + 3 + 3 + 4. .

Basic education in the order of - pre-primary three + first and second; Third as pre-secondary / primary. Fourth, fifth; Secondary means sixth, seventh, eighth and then higher means ninth, tenth, eleventh, twelfth. The board expects children to have general literacy and mathematical literacy. It has also been said that in general, education should be done in the mother tongue till the age of eight and then move towards multilingualism.

It is also mentioned that those who are different from the medium of teaching their mother tongue should take education in that language. It means to understand simple concepts in the mother tongue, to start learning in the mother tongue and then to learn science in two languages i.e. mother tongue and English. One or more foreign (Eastern or Western) languages will be allowed in the secondary class. It will be a harmonious journey from monolingual to multilingual.

It is basically an attempt to impart multidimensional education in a resource that is nothing but a physical change. Added to this is the issue of compulsive but where the student is inclined, the type of work experience. This includes gardening, sewing, etc. Overall, students are allowed to choose some of these subjects while taking the exam, providing multi-faceted options while learning. The study of India will also be a new subject at the school level. The concept that 'what we learn must be tested, happiness is not the result of education but the result of education can be measured in marks' will enable children who are deprived of learning anything from which they do not get marks to find their own 'self' and curb the habit of parents to create competition Such an expectation.

There are a number of approaches to college or higher education. With the goal of re-registration in front of you, the fear of wasting the first two years will disappear if you do not take the compulsory exam and the final year exam. First year diploma; Second-year diploma; There will be four stages in four years, namely degree in the third year and higher degree or degree + research in the fourth year. The report expresses the need to provide more financial assistance to girls and the economically / socially weaker sections in terms of higher education and beyond. It again suggested the establishment of a National Research Institute and a National Board of Higher Education.

The quality of teaching should be improved, so a four-year degree and other teacher qualification examinations are suggested. It also said that teachers would no longer be used for censuses or elections to ease the administrative burden on teachers. It is also mentioned that the help of community volunteers should be sought to make other administrative work easier. However, a separate initiative has been suggested to set up a complex of remote schools as well as schools / colleges which do not have adequate infrastructure. The good news is that the exchange of knowledge will be easier here and the atmosphere will be more vibrant.

Here are some things to keep in mind :

- Although the report begins with a commitment to Indian values and a hierarchy of ancient Indian scholars, the internationalization of vocational / technical education / learning continues in the same direction and there is no waiting for a return to Indian roots in the new system.
- Writing books that combine Indian / national and regional identities at the same time is going to be really challenging. Because even though it is a federation, the differences between the states are still strong.

- The quality of a teacher can be based on the two criteria of education + motivation, and in spite of both, a person may not be good as a teacher. The report does not say exactly what social factors will help in the administrative work of teachers as volunteers.
- While the idea of light but tight control over private entities is welcome, it is not clear why. Currently there are wealthy educational institutions that run a monopoly on educational materials. They will not only admit 50% backward class children, they will have to be treated with respect (not to separate their detachment, etc.). If they do not, they should be severely punished. This is not discussed in the report. RTI alone will not dispel these socially ingrained and somewhat assumed perceptions.
- The report, which initially says education is not a commodity, ultimately encourages private institutions to invest in education. Now it is an investment that needs to be fixed because where there is an investment, there is an expectation of a return. Even if it increases the cost of education, the consequences can be dire. For example, after American universities adopted an easy way to invest in education, there was a network of banks, universities, and private investors that made today's student a citizen of tomorrow's debt payer. If you don't want to experience this awfulness, then you have to decide where and how much private investment. And that investment needs to be tightly controlled.
- In an agricultural country like India and in a country of skilled artisans, only farmers

New Education Policy – 2020 :

The same sincerity and warmth that the report shows in many cases is reflected in the warmth policy. Implementation is going to be a challenging topic at all levels. In this case, the policy seeks to enable more existing autonomous regulatory bodies, such as NTA, NCERT, SCERT, etc. In addition, the Union Ministry of Education and the concerned Ministers of the States have been given an important role to play in the implementation of this policy.³

The policy states that the existing CAGE should be replaced by the Central Education Advisory Council and the National Institute of Education. It will be the highest institution for all education from pre-primary to university level as the previous institution and a new department like Indian Education Service will be created in the administrative service. It is worth noting that the word 'national' is used instead of 'central'.⁴

This is the first time we have seen such urgency and activism in the field of educational reform. Of course, the full implementation of this policy will take place in phases over the next decade, by 2030, and we will be living in a whole new world when we see the current thing / idea fading away. Although this strategy is trying to solve the current problems, it is doubtful whether it will be implemented by the end of the decade.

While empowerment of remote areas and weaker sections is the first and second objective is to improve the quality of higher education, the expectation is that the middle ground between the two should not again fall prey to a hung and indecisive system.

Some Observations:

- On malpractices in the field of education e.g. This policy does not comment on plagiarism, involvement of private institutions, etc. Once again, I would like to point out that the terms of RTI or annual disclosure of accounts will not achieve the policy equality objective. To say that this is exactly the next step is to build a fortress of ideas, not just a fortress of ideas. Otherwise, there is scope in this policy for which another new system will be born.
- Looking at all the pros and cons, it has to be acknowledged that these policies have been developed with more time, more rigor and more diligence than before. Meetings of representatives of various states, which were filmed at the Ministry of Manpower Development two years ago, are also worth watching. After that the Kasturirangan Committee was formed.
- It is certain that the universalization of sign language in the report and further policy as well as children with single interests, physically and mentally different abilities will get a little more reassurance. Since learning is possible in different ways, we will learn to respect different abilities.
- This improvement is welcome as universalizing the option of open education available at a higher level could create a multidisciplinary educated class in the future. However, care must be taken not to be deceived about the proposed subject, in-depth and clear identification of the subject, etc.

Although it may seem simple, it means that old means continuity of tradition, new means hope, borrowing something means less sorrow to go to father-in-law, so borrowing happiness from someone and blue is a sign of love and loyalty. This policy demonstrates the continuity of the old in terms of literacy and mathematical literacy, the hope in terms of enrollment, the pleasures of becoming a knowledge-based economy, but the happiness and loyalty to nationalism borrowed from the idea of actually being Western.

Hope that all will be well with this policy and system. And in the next policy, the education of children in the age group of at least 3-18 years will not be as big a problem as it is now.

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