

CONS OF NATIONAL EDUCATION POLICY, 2020

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ABSTRACT

This paper deals with the CONS of National Education Policy, 2020 is a document of Ministry of Human Resource and Development, Government of India. This was made Public on 29th July 2020. This document is aimed at revamping and overhauling the whole Education system in school and higher Education Institutes across the country to “ensure inclusive and equitable quality education and provide lifelong learning opportunities for all” by 2030 to achieve Goal (SDG4) of the 2030 Agenda for Sustainable Development adopted by India in 2015. This policy document had 4 main parts:- (1) School Education (2) Higher Education (3) Other Key areas of Focus (4) Make It Happen. The focus of the study was to analyze all the provisions made under various headings in the policy so as to find how the given provisions are going to make changes which are mentioned in the preamble of the policy. The study focused on to find out the possibility of the provisions mentioned under various key areas mentioned in the policy. The study tried to find out the bottlenecks in the policy. The result of the study was that certain provisions made for school education include problems like Early age of children for going to formal school, training of anganwadi workers, legal complexity in implementation of age prescribed in Right to Education, 2009 and NPE, 2020 operating together and load on government for training of anganwadi workers for Formal schooling. There are cons in some areas of Higher education related to three tiers of higher Education institutions creating more gaps in access to quality education, Contradiction in the policy about provisions regarding increasing Gross Enrolment Ratio and Provision for multiple entry and exit points, less provisions for research by discontinuing Education and funding problems for research, actual implementation for same set of norms in public and private institutions, Allowing foreign university campuses to operate in India leading to certain problems, autonomy to higher education institutes leading to waywardness and propagation of philanthropic schools, different structures of master degree program creating problems of intra-institutional migration. There are problems in other key provisions in the policy as financing education, integration of Technology, online education and Digital education in Education, problems in professional education due to upcoming of multidisciplinary institutes. It is suggested that implementation of the policy in these areas need careful attention and some measures should be taken while implementing it. Follow-up of its implementation continuously at regular intervals of time should be done.

Keywords: *National Education Policy 2020; CONS; School Education; Higher Education; Key provisions.*

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(SDG4) of the 2030 Agenda for Sustainable Development adopted by India in 2015. The document of the policy will be analyzed and cons or lacunae in the policy will be highlighted by going through the reviews of people in the social media and suggestions for its implementation along with measures to be taken will be given.

Objectives of the Study

To analyze the document of National Education

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Policy, 2020

To find out the cons in the National Educational Policy 2020

Methodology

The document National Education Policy 2020, Ministry of Human Resource development, Government of India will be analyzed and reviews on social media about the National Education Policy 2020 will also be analyzed. The cons in the document will be analyzed.

Introduction about the National Education Policy 2020

National Education Policy (NEP)-2020 has been in the news for the last one month. It was approved by the Union Cabinet and was released on 29th July 2020. National education policy, 2020 is a document from Ministry of Human Resource Development, Govt. of India. The document has to draw a path way for transformational referred in school and higher education system in the country. It is expected that the National Education Policy 2020 has been in place 34 years of National Policy on Education (NPE) 1986. So there are too many expectations from the policy to revamp the education system in the country.

Background of the Policy

The inception of the policy started in May 2016 with the submission of a report on states of education of our country by the committee for evaluation of the National education policy. The committee was headed by late T.S.R Subramaniam, Former Cabinet secretary. The report of this as the base for Inputs in the “Draft of National Education Policy, 2016 “which was prepared by Ministry of Human Resource Development (MHRD), referred as Ministry of Education (MoE) now by the National Education Policy, 2020. This draft was given to a committee for the “Draft National Education Policy “in June 2017 headed by Dr. K Kasturirangan, which submitted the final draft in 2019. It’s on July 29, 2020, that after getting near about 2 lakh suggestions including suggestions from 2.5 lakh gram panchayats, 6600 blocks, 6000 urbans and 676 districts, the final Policy was out for Public use.

Vision of the National Education Policy 2020

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Vision of the National Education Policy 2020

The Policy aims at evolving an education system that

- The origin of Indian ethos and contributes to change into an equitable and vagrant knowledge society by providing high quality universal education.
- Prepares such students who have sense of respect towards fundamental rights, duties and constitutional values, bonding with one’s country and a conscious awareness of one’s roles and responsibilities in a changing world.
- Instills among students deep-rooted pride in being Indian, develops knowledge skills, values and dispositions that support responsible commitment to human rights, sustainable development and living and global well being thereby reflecting a truly global citizen. (National education Policy 2020 Ministry of Human Resource and development, Govt of India)

Components of the Policy

The policy consists of four parts:-

- I. School Education
- II. Higher Education

- III. Other Key areas of Focus
- IV. Making it happen

Part I- School Education

This part of the policy focuses on the following provisions:-

- Early Childhood Care and Education: The Foundation of Learning
- Foundational Literacy and Numeracy. An Urgent necessary pre-requisite to learning.
- Curtailing dropout rates and ensuring universal access to education at All levels.
- Curriculum and Pedagogy in schools: Learning should be Holistic, Integrated, Enjoyable and Engaging.
- Teachers
- Equitable and inclusive Educational: Learning for All.
- Efficient resources and effective governance through school complexes/clusters.
- Standard Setting and Accreditation for school Education.

Part II- Higher Education

Quality universities and colleges: A New and Forward-looking Vision for India's Higher Education system.

- Institutional Restructuring and Consolidation.
- Towards a More Holistic and Multidisciplinary education.
- Optimal Learning Environments and Support for students.
- Motivated, energized and capable Faculty.
- Equity and inclusion in Higher Education.
- Teacher Education.
- Re-imaging Vocational Education
- Catalyzing Quality Academic Research in all Fields through a New National Research Foundation.
- Transforming the Regulatory System of Higher Education.
- Effective Governance and Leadership for Higher Education Institutions.

Part III- Other Key Areas of Focus

Professional Education

- Adult education and Lifelong Learning.

- Promotion of Indian Languages, Art and Culture.
- Technology Use and integration.
- Online and Digital Education: Ensuring Equitable Use of Technology

Part IV- Making it Happen

- Strengthening the Central Advisory Board of Education.
- Financing: Affordable and Quality Education for All.
- Implementation.

Cons of National Educations Policy 2020

National Education Policy 2020 has the following key points in view described in the "National Policy of Education 2020, Ministry of Human Affairs, Government of India":-

1. To ensure Inclusive and Equitable Quality Education and Promote lifelong learning opportunities for all by 2030 to achieve Goal 4(SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015.
2. To address many growing imperatives of our country.
3. Revision and revamping of all aspects of education structure, including its regulation and governance.
4. To develop foundational capacities of literacy and numeracy higher order cognitive capacities and social, ethical and emotional capacities and dispositions.
5. To nurture, preserve, research, enhance and put to new uses rich legacies of India to world heritage through our education system.
6. To help recruit the best teachers to enter teaching profession at all levels by ensuring childhood, respect, dignity and autonomy along with quality control and accountability.
7. To achieve economic and social mobility, inclusion and equality for all students and provide opportunities to them to enter and excel in the education system.

It has been tried to incorporate all the best possible to policy. Many points covered in the four parts of the policy as mentioned earlier i.e. School

Education, Higher Education, Key Areas of Focus and Making It Happen, though are very good for bringing fruitful changes in the education system. As it has been said, “The very same fact about a thing can be both the good and bad things about it”. Moreover, if we have a glance at the history of Indian Education, starting from pre-independence era with Macaulay’s minutes, since Independence era starting with university education commission (1948- 49) to till date, all the commissions, policies, Acts which were implemented from time to time, had their own pros and cons. While the report is decorated with many floral elements, it has its own challenges clearly predicted in it. The problem with the policy is that it is not recognizing its own weak points i.e. the real problem lies in its implementation and make policies as per the plans stated in the policy.

Perhaps the preamble of the policy and construction of frame work had excluded the “Social science” fabric from it. After going through the policy, one can easily generalize the following cons in the National Education Policy 2020:

PART I- School Education

(a) Early Childhood Care and Education (ECCE)

- This section of the Policy had made certain provisions like making Universal Access for children aged 3-6 years in the formal schooling or school curriculum. It had two issues with it. One is that children had to join formal schooling at such an early age while the children in Anganwadis were given motherly treatment by Anganwadi workers. When the child enters formal schooling, it may not be the same. The second problem is the legal complexity to decide about the age of starting school. There is Right to education Act 2009 which is already in place stating the age of going to formal schooling at +5 years but the policy states it as +3 years.

- There will be another issue with the ECCE policy states that teachers and Anganwadi workers will be trained in the ECCE pedagogy and curriculum. It will further cause burden on the governments.

(b) The Policy, under Curtailing Dropout

Rates and Ensuring Universal access to education at all levels, aims to achieve 100 % GER in pre-school to secondary level by 2030. On one hand, the policy talks about “exits” for children to drop out and re-enrol in the new structure from school. On the other hand, policy states for Right to education upto class 12th.

(c) For curriculum and pedagogy provisions made under the policy

(i) It talks about freedom to choose a variety of subject combination. The students are most of the times confused while choosing one stream out of Humanities science and commerce at +2 level. Now it will become more difficult for the students to opt for one subject from one stream, the second from another stream and so on. Moreover, it will not be suitable for the Indian Parents mental setup. It seems a totally sudden change. It also needs a relook at criteria of admission to professional courses like Medical or Engineering.

(ii) In addition to it, the junior colleges in various states like Maharashtra, Telangana, Andhra Pradesh, Orissa, Karnataka and Assam needs conversion or shutting down as the Policy recommends ending or shutting down of Junior Colleges and shifting to a systematic syllabus from 9th to 12th under New 5+3+3+4 design.

(iii) Moreover, while allowing children of less than 14 years of age in the family business, increases dropout rate at school and promotes child labour.

(iv) Similarly, vocational education at school level may act as an exit and promote dropouts at school stage. It will have greater impact on marginalized communities which are already dis advantage.

(v) Introduction of coding at class 6th stage as per the policy is going to be an altogether different area and parents will not be able to guide their children in this area

(vi) Students’ Assessment:

- This component of the policy states about introduction of National Testing Agency (NTA) for admission to Higher Education Institutes. The policy states that rote-memorization and the culture of coaching classes is to be discouraged. Therefore, these are certain reforms suggested in the

examination system but the introduction of NTA will promote note memorization and promotion for coaching centers in a hidden manner.

- The proposed National Assessment body or PARAKH and its realization may only be implemented with support from the states and needs Centre to make great consensus.

(d) Multilingualism

Under this component, the policy provides for medium of instruction as home language/mother tongue/local language. We also know that there is diversity of languages in India. Thus problem of interstate migration for employees and employment will occur. It will have impact on learning. When a student or teacher shifts to a far way place and is not familiar with the language/mother tongue/local language of that area, It will be very difficult situation for him/her.

(e) Equitable and Inclusive Education

- The Policy, while stating the provisions for equity and inclusion, states that children with disabilities will be enabled to fully participate in the regular schooling process from the foundational stage to higher education. The process, the process by which they will be enabled for this, is not given in the policy.

- Fee waivers and scholarships will be offered to meritorious students from the SEDAs. The source for the scholarships is not mentioned in the policy.

(f) Teacher Education and Recruitment

The minimum degree qualification for teaching will be a 4-year integrated B.A. B.Ed. degree. Naturally, there will be more financial burden on the student. More time input for a degree for one particular profession may not attract many of the students to education field. It will decrease the number of admissions in this area and thereby leading to decrease in number of specialists in the field.

(g) School Governance

The provision of creating school clusters, which will become the basic unit of governance and ensure availability of all educational resources. Instead the governance of itself by a school and school dealing itself as a unit can take better care of its needs and resources.

(h) Standard-Setting and Accreditation for School Education

This provision of the policy includes that Public and private schools will be assessed and accredited on the same criteria but as per the past trends, we know that for private institutions, government may direct these, but cannot make them to do.

Part II-Higher Education

The policy envisions a complete overhauling and re-energizing the higher education system but certain components listed in the policy need to be critically analyzed.

(a) Institutional Restructuring and Consolidation

The policy provides for three types of Higher education Institutions i.e. Research universities, Teaching universities and Autonomous Degree granting colleges. Thus, making three tiers of education. Again, it will make the lower tier approachable to the already disadvantaged rural and backward students. This is naturally going to widen the gap to the already existing gaps in access to education.

(b) Holistic Multidisciplinary Education

- The policy envisages under graduate education with multiple entry and exist points while in the earlier mentioned provision i.e. Institutional restructuring and consolidation, it aims to increase Gross Enrolment Ratio (GER) in Higher Education from 26.3% (2018) to 50% by 2035. Thus, these two things appear contradictory in the policy.

- The policy provides for creation of the National Research Foundation to faster research work across higher education. But as we know that M.Phil. course in Higher Education Institutes will be discontinued as per the policy. Moreover, the research funding has decreased from 0.86% (in 2008) to 0.06% of gross domestic product till now. This situation when these are no increase in the percentage of GDP to be spent on total education, we cannot expect any more funding for the research.

(c) Regulation

- The Policy states that Higher education commission of India (HECI) will be set up as a single overarching umbrella body with four independent

verticals i.e. National Higher Education Regulatory Council (NHREC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grants Council (HEGC) for funding and National Accreditation Council (NAC) for accreditation. These are four verticals with no inter correspondence. Each of these can't have an overlook on Higher Education as a whole and will be dealing with its different components.

- The policy also provides for same set of norms for public and private higher education institutes. Here the case is that you can take the hose to water, but can't make it to drink. Private Institutes will be given the norms, but keeping up to there is in the private authorities.

(d) Internationalization of Higher Education Institutes

- National Education Policy, 2020 had the provision for allowing universities from outside India to operate their campus in India. This can lead to the problem of brain-drain to these universities, high cost higher education and educational imperialism.

- Provision of autonomy to private higher education institutes after 15 years as per the policy may lead to their waywardness. They may be able to propagate the philosophy of their investors and became some particular type of philanthropic schools.

- As per the provision in the policy, these can be 3 year or 4-year Bachelor's degree program and 2 year or 01-year master degree program. In case of Intra-institution migration of students, there may be the problem of assigning a particular class or year to the student.

Part III- Other Key Areas of Focus

(a) Financing Education

- Spending on education has been stated as 6% of Education. This is the same as in the earlier policies but never achieved.

- The Policy states for increase in private investment in education sector to make 6% of GDP to be spent on education. It will encourage the philanthropic schools to exist and propagate the philosophy they wish to there will be no check on minority schools.

(b) Technology in Education, Online Education and Digital Education

Policy has the provision for appropriate integration of technology at all level of Education. India is such a vast and large country with its limited resources for education, that it seems just a big dream to make use of technology by students at every stage of education. Provision of online education and digital education in a country, where electric supply is still disruptive, and people are devoid of technological connectivity and technological devices. It seems another big dream to have online education and digital education as stated in the policy.

(c) Professional Education

Conversion of all Stand-alone institutions into multi-disciplinary institution is one of the provisions given in the policy. The focus which a particular discipline receives in a stand-alone institute is difficult to achieve by it in multi-disciplinary institutes.

Results and Discussions

The result of the study was that certain provisions made for school education include problems like Early age of children for going to formal school, training of Anganwadi workers, legal complexity in implementation of age prescribed in Right to Education, 2009 and NPE, 2020 operating together and load on government for training of Anganwadi workers for Formal schooling. There are cons in some areas of Higher education related to three tiers of higher Education institutions creating more gaps in access to quality education, Contradiction in the policy about provisions regarding increasing Gross Enrolment Ratio and Provision for multiple entry and exit points, less provisions for research by discontinuing Education and funding problems for research, actual implementation for same set of norms in public and private institutions, Allowing foreign university campuses to operate in India leading to certain problems, autonomy to higher education institutes leading to waywardness and propagation of philanthropic schools, different structures of master degree program creating problems of intra-institutional migration. There are problems in other key provisions in the policy as financing education, integration of Technology, online

education and Digital education in Education, problems in professional education due to upcoming of multidisciplinary institutes.

Conclusions

It can be added here that, though not all the provisions in the policy are imperfect, but there are certain lacunae in the policy or certain CONs of the policy related to school Education, Higher Education and other key areas which draw attention. Yet this is not the stage to say anything about the policy. The implementation of the policy will show the realities in fact.

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