Study Of The Indian National Education Policy 2020 Towards Achieving Its Objectives.

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

Keywords : Higher education, National education policy 2020, NEP-2020, Overview & analysis, Implementation strategies, Predicted implications, Predicted impediments & merits

I.   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 is the best way forward for deve loping and maximizing our country'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 the current gross enrolment ratio (GER) of 25% only.

OBJECTIVES OF THE STUDY

The National Education policy 2020 has many initiatives to improve the quality and the broadness of the education system in India. The objectives of this study on National Education Policy 2020 are :

1-Suggestions for further improvements for the effective implementation of NEP 2020 to realize its goal.

2-To discuss the merits of Higher Education Policies of NEP 2020.

3-To discuss the dimerits of Higher Education Policies of NEP 2020.

4-To compare National Education Policy 2020 with the currently adopted policy in India

METHODOLOGY : 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. Identifying the innovations made using the focus group discussion method . The implications of the policy are analysed using the predictive analysis technique . Many suggestions are given based on Focus group analysis.

HIGHTLIGHT OF NEW EDUCATION POLICY

1-Foundation Stage- Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based, and discoverybased learning. Using time tested Indian traditions and cultures, this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.

2-Preparatory Stage- Three years Preparatory stage consists of building on the play-, discovery-, and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights.

3-Middle school education Stage- Three years of Middle school education focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be adopted in specialised subjects with subject teachers. 3 Students are exposed to the semester system and yearly two class level examinations will be conducted.

4-Secondary education Stage- Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-oriented pedagogical and curricular style with greater depth, greater flexibility, greater critical thinking, and attention to life aspirations, Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10th and 12th standards.

5-Under-graduation Education Stage- The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing first year, a diploma after passing second year, or a Bachelor 's degree after passing third year. The four years undergraduate degree programme is preferred with major, minors and research projects.

6-Post-graduation Education Stage The Master's degree – a one-year for four years bachelor degree students, a two-year degree for three years bachelor degree students, and an integrated five-year degree with a focus on high quality research in the final year. The Masters' degree will consist of a strong research component to strengthen competence in the professional area and to prepare students for a research degree.

7-Research Stage Research- stage consists of pursuing high quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary subject for a minimum period of three to four years for full-time and part-time study respectively. During Ph.D. they should undergo 8-credit coursework in teaching/ education/ pedagogy related to their chosen Ph.D. subject. The earlier one-year MPhil programme is discontinued.

8- Lifelong learning- The NEP 2020 proposes lifelong learning and research to avoid human beings becoming obsolete in society in terms of knowledge, skills, and experience to lead a comfortable life. It is believed that education and research at any stage of life will give further maturity for satisfaction in life.

INDIA GOVT EXPENDITURE AS PERCENTAGE OF BUDGET

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-economic survey 2020	

THE HCL SCORE 2018 INDIA AND ITS NEIGHBOURS

COUNTRIES	RANK	SCORE
india	115	0.44
pakistan	134	0.39

myanmar	107	0.47
bangladesh	106	0.48
nepal	49	0.49
cambodia	49	0.49
indonesia	87	0.53

INDIA IGNORES EDUCATION

MONEY SPENT ON EDUCATION BY BOTH CENTRAL AND STATE GOVERNMENTS.

Years	Rs.Lakh Crore	Percentage Of GDP
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

NEW EDUCATION POLICY ADVANTAGE

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. 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 these courses were sought to be taught at the 2+ stage, in classrooms, without any exposure to 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.

NEW EDUCATION POLICY DISADVANTAGE

Then come some not so good parts. The NEP is full of impressive phrases like holistic and multi-disciplinary. Yet scratch at the paint, and you can see signs of fundamentalism and prejudice. Take the emphasis on foreign languages. Why bring politics into education? The NEP excludes Mandarin. This defies logic. Did the US ban the teaching of Russian during the cold war? Even if China is an enemy, it is good for Indians to learn Mandarin. To understand an enemy better. To understand Asian history. To explore business opportunities in a territory where China accounts for the world's largest population. Moreover, irrespective of whether an India works for a multinational corporation from the West, or from countries like South Korea or Japan, or whether he works for an Indian enterprise, knowledge of Mandarin would allow for better business negotiations. The NEP seeks to slam shut such doors for Indians and thus create employment opportunities for people from other nations. It is also true that while India and China have strained relations currently, both countries have peacefully coexisted for over 2,500 years. Wy confuse the long-term with the short-term and possibly transient? The irony is that even while Chinese Universities encourage the learning of Indian languages, India prefers to do without such learning. India's New Education Policy 2020: An Introduction NEP: Page No. 23 Typically, India has not come to terms with the basic fact that – unlike the North – the South has enjoyed greater continuity of culture and amity. The Chola dynasty lasted over 1500 years. Yes, it waxed and waned, but it lasted longer than any northern dynasty

POLICY IN FOCUS

In 2015, India adopted what is called as "2030 Agenda for Sustainable Development (SD)." Under this agenda, Goal 4 (SDG 4) seeks to "ensure inclusive and equitable quality education and promote lifelong

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-skilled level 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," Amit Khare, 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 par with 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.

THE IMPORTANT POINTS IN THE NATIONAL EDUCATION POLICY 2020

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 allowing them to become more "multi-disciplinary" and "multi-lingual". There will be no rigid separation between arts and sciences, between curricular and extra-curricular activities and between vocational and academic 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-A 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.

II. CONCLUSION

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. When the Central Government is facing resource crunch during global slowdown of economies and Covid -19 severe and negative impact of economies becoming standstill , how one can expect that during the revamping of economies education sector will get due share ? At least next 3/4 years are challenging for countries recover their economies from Covid-19 impact. Will really the Government of India and debt-ridden, financially weakened and over-stressed state governments can make provisions of 6% of GDP ? At least next five years in my assessment it is impossible to become a reality. Then how India can become a fully developed Knowledge Economy? It's not negativity, I am very positive person. Such kind of futuristic policy was need of the hour, no doubt about that. Is there any possibility that, education sector will get priority like Defence Sector, Transport and Railroad sector? When our central government under leadership of PM Narendra Modi can invest nearly one lakh crore or 10 million rupees on one single route of Bullet Train from Mumbai to Ahmedabad, if there is political will; yes we can invest 50 million to 100 million rupees for education sector , which is future Social Defence and Development action plan for India during next decade till 2030.

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