



An Implementation Of New Education Policy 2020 And Pandemic Challenges In India

Dr. Nasra Shabnam (Assistant Professor), Department of Adult & Continuing Education & Extension, Jamia Millia Islamia, New Delhi, India., correspondence Email- nshabnam@jmi.ac.in

Abstract

Effective implementation of a well defined and futuristic education policy is essential for development of a country as education is the main instrument to accelerate the wheel of economic and social progress. Countries develop their different education systems based on their philosophy, values, principles, culture, needs of the time and futuristic goals. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. Present paper focuses on the National Education Policy 2020 and the covid-19 crises and the challenges faced with education policy. After the independence the government of India set up a number of commissions and committees from time to time to remold the education system to the need of the nation. In view of this the first attempt of the paper is to understand the National Education Policy and also its challenges and effect during the global pandemic. The data is collected through the primary source. The researchers developed an interview schedule and personally visited the and collected information from the randomly selected sample. Results of the study reveals that there are significant effects of COVID-19 on the education of the people. The paper attempts to throw some light on the government schemes and programs for the development of people by improving their knowledge, skills and attitudes in National Education Policy and enabling them to increase their economic conditions. The paper also discuss about the difficulties faced during the current pandemic situation in the country that how the education is affected during the crisis of covid-19 pandemic.

Keywords- National Education Policy, COVID- 19, Education, Issues of Education.

Introduction

The NEP 2020 replaces the National Policy on Education of 1986. In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organization (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy

(DNEP) 2019 was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP was 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received." It is predicted that India will be the third largest economy in the world by 2030-2032 with estimated GDP of ten trillion dollars. It is evident that the ten trillion economies will be driven by knowledge resources and not by the natural resources of the country. To boost the growth of the Indian education sector, the present government decided to revamp it by introducing a comprehensive National Education Policy 2020. This is in line with the Prime Minister's recent call on leveraging the Fourth Industrial Revolution to take India to new heights. The currently introduced National Education Policy 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equality based society. A special mention may be made of University Education Commission (1948-49); Secondary Education Commission (1952-53); Kothari Commission (1964-66), which reviewed different aspects of education in a comprehensive manner. Based on these recommendations, in 1968 a National policy of Education was evolved by the government of India for reconstruction of education by relating education more closely to life expanding educational opportunities. In addition to this after the policy was revised after 34 years to meet the changing needs of Indian and international education standards the National Education Policy 2020 is evolved. The primary aim of the policy is to reduce undue focus on the Class 10 and Class 12 board exams administered by the Central Board of Secondary Education will have a higher number of multiple-choice and analytical questions from 2022. The NEP 2020 is the first education policy of the 21st century and replaces the thirty-four-year-old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student.

School Education

The school education in the National Education Policy involves the focus on the Foundation and Numeracy. The Policy states that the highest priority of the system will be to achieve universal foundational literacy and numeracy by 2025. Secondly the school education also states that the 10+2 education will be replaced by 5+3+3+4 model and this will be implemented as multiple options of subjects will be provided. Foundational Stage- This is subdivided into two parts 3 years of preschool and Aaganwadi followed by classes 1 and 2 in primary school. This will cover children of ages 3–8 years. Preparatory Stage- Classes 3 to 5, which will cover the ages of 8–11 years. It will gradually introduce subjects like speaking, reading, writing, physical education, languages, art, science and mathematics. Middle Stage- classes 6 to 8 covering children between ages 11 and 14. It will introduce students to the more abstract concepts in subjects of mathematics,

sciences, social sciences, arts and humanities. Secondary Stage: Classes 9 to 12 which will cover the ages of 14–19 years. Then it is again subdivided into two parts: classes 9 and 10 covering the first phase while classes 11 and 12 covering the second phase. These 4 years of study are intended to inculcate multidisciplinary study. Instead of giving exams in every academic year the students will only give exams in the classes second, fifth, & eighth. Coding System will be introduced from class sixth.

Higher Education- involves the 4-year undergraduate degree with the multidisciplinary programs. This will include professional and vocational areas. MPhil will be discontinued. The fees of the universities will be fixed for both the private and public universities. In addition to this foreign university can set up the campus in India. Teacher Education become a teacher 4-year Bachelor of Education will be the minimum requirement needed by 2030. The teacher recruitment process will also be strengthened and made transparent.

The need of the present study is to know the effectiveness of the National Education Policy 2020 and also the implementation of the policy during the covid- 19 crises. Earlier the education system was running on the guideline of the national education system 1986 and Right to Education Act 2009 but now the curriculum is based on the National Education Policy 2020 on 29 July 2020 by the union cabinet to match the international education standards. The paper explores the current pandemic issues and the problems faced by the students in the online education. Sample of the students is taken from the Jamia Millia Islamia University for conducting the survey to know the student's reviews regarding the National Education Policy 2020 its effectiveness, to know their Knowledge, attitude, and the covid 19 issues that are faced in their education and how it hampered the education.

Objectives:

The study has been conducted with the following objectives.

1. To know the attitude of the people towards the National Education Policy.
2. To study the implementation of the National Education Policy during covid-19
3. To study the opportunities of National Education Policy.
4. To study the challenges faced by the people in continuing their education during the covid-19.

Methodology

The present research is an exploratory and descriptive study. The data was collected through survey method. An interview schedule was developed by the researchers to collect information from the sample of the study. It was administered on a sample of randomly selected 30 students out of them 25 were filled completely. Data collected through interview schedules were tabulated and analyzed by the researchers. Interpretations and conclusions were drawn on the basis of analysis.

Sample

The researchers used purposive random Sampling Method for data collection. The sample comprised with twenty-five under graduate and post graduate regular students of Jamia Millia Islamia University which is a central university and situated in New Delhi.

Tool used in the study

The researchers used an interview schedule comprising of socio-economic profile related statements and National education policy 2020 based question in comparison to test their knowledge and attitude towards the Policy and attitude scale. Researcher has adopted the kuppuswamy scale of 2018-19. Knowledge test comprises the questions related to National Education Policy 2020 and attitude scale was developed to know the attitude of the participants towards the National Education Policy 2020.

Data Analysis

Keeping in view of the objectives of the study the collected data was analyzed by using appropriate statistical methods. After collecting the data, the researcher prepared the master sheet of all the data and entered the data then followed the tabulation process and analyzed the data by taking out the frequency and percentage of all the variables.

Interpretation

I. **Socio-Economic Profile-** The social and economic condition of the respondents have been dealt with respect to these variables: age, place of birth, caste, education, occupation.

I. I Gender

Table 1.1 Gender wise distribution

S. No.	Gender	Frequency	Percentage
1	Male	11	44%
2	Female	14	56%
	Total	25	100%

The above table 1.1 represents the gender distribution of the respondents and it shows that 44% of the male in the interview schedule i.e. the number 11 and 56% are female i.e. 14 in number. It shows the highest number are the female respondents.

I. II Age Group

Table 1.2 Age Group wise distribution

S. No	Age	Frequency	Percentage
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1	20-25 years	14	56%
2	26-30 years	11	44%
	Total	25	100%

The above table 1.2 represents the age group of the respondents. From the above data this can be conclude that the majority of the students are in the age group of 20 years- 25 years i.e. 56% and the least are of age group 26 years-30 years i.e. 44%.

I. III Religion

Table 1.3 Religion Wise distribution

S. No	Religion	Frequency	Percentage
1	Hindu	04	16%
2	Muslim	21	84%
	Total	25	100%

The table 1.3 represent the number of Hindu and Muslim respondents and the data interprets 16 % are Hindu respondents and 84% are Muslim respondents.

I. IV Caste

Table 1.4 Caste wise distribution

S.No.	Caste	Number	Percentage
1	General	18	72%
2	OBC	07	28%
3	ST	00	00
4	SC	00	00
	Total	25	100%

The above data interprets the caste wise distribution of the respondents and it shows that 72% respondents are from general category and 28% are of OBC category. It is noted that 0% belongs to the category of ST, SC.

I. V House

Table 1.5 Type of house

S. No	Type of House	Frequency	Percentage
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1	Owned	04	16%
2	Rented	11	44%
3	Hostel	10	40%

The above table 1.5 states that 44% of the respondent students' lives in the rented house and 40% of the respondent students' lives in a private hostel whereas only 16% of the respondent student lives in their owned house out of 25 selected respondents.

I. VI Occupation

Table 1.6 Type of Occupation

S. No	Occupation	Frequency	Percentage
1	Research Scholar getting fellowship	06	24%
2	Student & Employed	04	16%
3	Students not employed	15	60%
	Total	25	100%

The above table 1.6 indicates that for schedule interview 60% of the respondents are students and they are not employed or getting any stipend from any source and 24% are research scholars from the university while 16% are the student and employed both as due to the economic crises of the family during the pandemic and the remaining 4% is student and farmer both to help their family financially.

2. knowledge of the Participants

This section represents interpretation of knowledge of the Participants about NEP 2020.

II.I Knowledge of Participants

Table 2.1 Knowledge of Participants about NEP 2020

S. No.	Grade points	Frequency	Percentage
1	'OS' outstanding on getting 75% and above	13	52%
2	'A' on getting 60% to 74%	12	48%
3	'B' on getting 50% to 59%	00	00
4	'C' on getting 40% to 49%	00	00
5	Below 'C' (Failed)	00	00

The above table 2.1 represents the knowledge of the participants and the result shows that 52% of respondents have outstanding knowledge and 48% lies in the 'A' grade category.

1. Attitude of the Participants

This section of interpretation represents attitude of the Participants about NEP 2020 and its implementation during COVID 19.

III.I Regional language in curriculum

Table 3.1 Inducement of regional language in curriculum

S. No.	Attitude	Frequency	Percentage
1	Agree	19	76%
2	Neutral	06	24%
3	Disagree	0	0
	Total	25	100%

The table 3.1 shows the peoples attitude towards the inducement of regional or mother tongue language in the curriculum and the data interprets that 76% respondents are agreed while 24% of the respondents are neutral about it.

III.II Multiple choice questions

Table 3.2 Focus on Multiple choice questions

S. No	Attitude	Frequency	Percentage	
1	Agree	03	12%	
2	Neutral	09	36%	
3	Disagree	13	52%	

The above table 3.2 states the people's attitude towards the inducement of the MCQs and Analytical questions in CBSE from 2022 and the results shows 52% the highest number of respondents disagreed for this and 12% agreed 36% are neutral about this.

III.III Coding System

Table 3.3 Attitude towards Coding System

S. No	Attitude	Frequency	Percentage
1	Agree	17	68%

2	Neutral	07	28%
3	Disagree	01	4%
	Total	25	100%

Table 3.3 shows that 68% respondents agreed with the coding system in class6-8 while and 28% are neutral about it and 4% disagreed with this.

III.IV Online degree courses

Table 3.4 Attitude towards online degree courses

S. No	Attitude	Frequency	Percentage
1	Agree	15	60%
2	Neutral	00	00
3	Disagree	10	40%
	Total	25	100%

The above table interprets 60% of the total respondents are satisfied with the online degree courses in the National Education Policy while 40% are not satisfied.

III.V Higher education infrastructure

Table 3.5 Attitude towards higher education infrastructure

S. No	Attitude	Frequency	Percentage
1	Agree	24	96%
2	Neutral	00	00
3	Disagree	01	4%
	Total	25	100%

The table states that 96% of the respondents are agree with the statement that government should ramp up the higher education infrastructure and 4% are disagree.

III.VI Digital facilities

Table 3.6 Attitude towards the Digital facilities

S. No	Attitude	Frequency	Percentage
1	Agree	24	96%
2	Neutral	00	00

3	Disagree	01	4%
	Total	25	100%

The above table 3.6 results that 96% of the respondents says yes, they agree that digital infrastructure of development on education Policy needs to be improvise and 4% disagreed this statement.

III.VII E-Learning

Table 3.7 Attitude towards E-Learning

S. No	Attitude	Frequency	Percentage
1	Agree	02	8%
2	Neutral	00	00
3	Disagree	23	92%
	Total	25	100%

The above table 3.7 gives the peoples attitude towards the E-Learning as it shows 92% of the respondents disagreed and 8% says yes, it is beneficial and agreed.

III.VIII Modernization of school & college

Table 3.8 Attitude towards the modernization of school & college

S. No	Attitude	Frequency	Percentage
1	Agree	21	84%
2	Neutral	00	00
3	Disagree	04	16%
	Total	25	100%

The table 3.8 shows the modernisation of the education system in context to this 84% are agree, and 16% are disagree.

III.IX Role of NGOs

Table 3.9 Role of NGOs in implementing the education policy

S. No	Attitude	Frequency	Percentage
1	Agree	18	72%
2	Neutral	00	00
3	Disagree	07	28%

	Total	25	100%
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The above table 3.9 shows that 72% respondents give positive response regarding the role of NGOs in implementing the education policy and 28% are disagree.

III.X Vocational education in middle level

Table 3.10 Implementation of Vocational education in middle level

S. No	Attitude	Frequency	Percentage
1	Agree	24	96%
2	Neutral	00	00
3	Disagree	01	4%
	Total	25	100%

The above table 3.10 shows how effective people think vocational education can be and the results reveal that 96% of the respondents are agree, and 4% are disagree.

2. Effect of Covid-19 on Education-

Effect of covid-19 on education dealt with the issues faced during the pandemic in education, effect of covid-19 on education, continuation of girl child education in the pandemic, taking classes during the covid-19 period, Negative impact of online education, attitude towards E-Learning.

IV.I Basic issues faced during pandemic in education

Table 4.1 Basic issues faced during pandemic in education

S. No.	Issues Faced	Frequency	Percentage
1	Internet Connectivity	09	36%
2	Non-Availability of smart phones and laptops	12	48%
3	Least attention & concentration	01	4%
4	Network issue	03	12%
5	Total	25	100%

The above table 4.1 represent the issues faced during pandemic in education and data shows the highest number 48% respondents gives non availability of smart phones and

laptops the major issue during pandemic, while 36% says internet connectivity is the issue faced during pandemic.

IV.II Effect of Covid-19 on Education

Table 4.2 Effect of Covid-19 on Education

S. No.	Effects of Covid-19	Frequency	Percentage
1	No Exposure to Practical work	03	12%
2	Loss of interest in studies	09	36%
3	Loss of knowledge	06	24%
4	Low education quality	07	28%
5	Total	25	100%

Table 4.2 reflects the covid-19 effect on education that how online education has given a effect on education. The study reveals 36% of the respondents feels they loss their interest in education during the coid-19 period and 12 % says there is no exposure to practical work via online mode whereas 24% feels loss of interest and 28% feels low education quality during the covid-19 lockdown period.

IV.III Effect on girl child online education

Table 4.3 Effect on girl child online education during covid-19

S. No.	Effects on girl's education	Frequency	Percentage
1	Continued online education	20	80%
2	Discontinued online education	05	20%
	Total	25	100%

The above table 4.3 reveals the effect of the covid-19 on girl child education and results says that 80% respondents agreed to the fact that, their families allowed girls to continue with the education while 20% says no to this as their families didn't allow their daughters or sisters to continue with the education during the lockdown.

3. Association Between Socio-Economic Variables & Knowledge of the Respondents towards the National Education Policy:

Table 5.1 Association Between Socio-Economic Variables & Knowledge

Socio-Economic Variables		Poor Knowledge	Good Knowledge	P Values
Age	20-25 years	3	11	0.846
	26-30 years	2	9	
Gender	Male	4	10	0.227
	Female	1	10	
Caste	General	5	13	0.119
	OBC	0	7	
Religion	Hindu	1	3	0.785
	Muslim	4	17	
House type	Rented	5	16	0.275
	Owned	0	4	

The above analysis Shows the association between the knowledge of the respondents with their age, caste, religion and types of houses. The result shows that there is no significant association between knowledge and their age as the P values for the age and knowledge is 0.846 gender is 0.227 religion is 0.785 caste is 0.119 and house is 0.275. So, there is no association between the socio-economic factors and knowledge of the respondents.

4. Association Between Socio-Economic Variables & Attitude

Table 6.1 Association Between Socio-Economic Variables & Attitude of the Respondents towards the National Education Policy

Factors for Attitude		Poor Attitude	Good Attitude	P Values
Age	20-25 years	5	9	0.973
	26-30 years	4	7	
Gender	Male	6	8	0.42
	Female	3	8	

Caste	General	6	12	0.656
	OBC	3	4	
Religion	Hindu	1	3	0.617
	Muslim	8	13	
House type	Rented	7	14	0.524
	Owned	2	2	

The above analysis Shows the association between the attitude of the respondents with their age, caste, religion and types of houses. The result shows that there is no significant association between attitude and their age as the P values for the age and attitude is 0.973 gender is 0.42 religion is 0.617 caste is 0.656 and house is 0.524. So, there is no significant association between the socio-economic factors and attitude of the respondents.

Major Findings

The major findings of the study are as follows: -

- Maximum respondents belong to the age group 22 years-25 years
- Most of the respondents lives in a rented house.
- Most of the respondent were only students.
- 52% of the respondents know about the National Education Policy.
- Maximum respondents i.e. 72% don't know about the multidisciplinary education.
- Most of the respondents are satisfied with the inducement of the regional language.
- 60% of the respondents are having positive attitude towards online degree courses.
- 96% respondents feel that government should ramp up the higher education infrastructure.
- Most of respondents of 84% says that school & college infrastructure should be modernise
- Maximum respondents feel Teachers need to be skilled in modern teaching methodologies & pedagogies.
- 32% respondents are satisfied with the coding system in classes 6-8 where 52% also not satisfied with the inducement of higher number of MCQ & analytical questions in CBSE boards.
- 72% says NGOs play a vital role in implementing the education policy where 28% disagree with this statement.
- 96% of the respondents are satisfied and have positive response towards the implementation of vocational education in middle level.
- Most of the respondent's face issue of non-availability of smart phones and laptops during the lockdown period in attending the online classes.

- 92% feels E- learning is not beneficial in the covid-19 period.

CONCLUSION

The primary aim of the education is to facilitate learning, skills, training, teaching, beliefs. From the analysis of the above data it can be concluded that most of the people are aware of the National education policy 2020 but at the same time they are not aware of the main objective of the policy. The study also reveals that people are satisfied with the National Education Policy majority of people think that the education infrastructure must be modernize they also want to modernize the teachers with their methodologies in teachings. Data also says that the implementation of the vocational education in the middle level is beneficial according to the respondents as they feel this can remove the unemployment issue from the society and they will be capable to provide jobs with their skills and set their own business. The study reveals that inducement of the MCQs & analytical questions in CBSE boards will give negative impact on the students as this will make no comparison between the students' knowledge, thoughts on the same side study also reveals a positive impact on the inducement of the coding system from classes 6-8. Covid-19 is the most critical experience for the people in every aspect but when it comes to education the world is already facing very crucial time in the education in fulfilling the basic human right and in the global pandemic period the whole education system in India is all set on the online mode and when the classes and the whole education is on online mode the people also faces the major issues. The above study reveals that majority of the people faces the internet connectivity as the major issue, unavailability of laptops, smart phones. The study also states that student's loss their interest in studies while having the online classes as it didn't maintain the focus and concentration. At last the study reveals that there is no significant association between the Knowledge and the attitude of the respondents with their socio-economic profile of the respondents.

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