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New Educationa Policy 2020 and Its Perspectives

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Abstract

National Education policy 2020 is framed on an ideal concept. From primary level to higher level are included. If there is a good side in everything, there is also a week side. Education policy includes higher education, vocational education, technical process, finance matters. Breakfast will be served along with mid-day meal. The good things of each issue are written. But the reality is not accepted. It does not shed light on how good things can be done. Talked about mother tongue education but didn't talk about English medium school. The Supreme Court said education shop should be closed but said nothing in the policy. Taking the model of other countries but many other things need to be taken. There is a lot abroad that benefits the public. There is no mention of sports in the entire policy. Don't take it. It's poor funded policy also. Use 6% of GDP but don't legislate it. There was a need to come out of the old age and make a strong decision. It cannot be seen. This paper is a humble attempt to give everyone an understanding.

1. Introduction

The history of education began with teaching of traditional elements such as Indian religions, Indian culture, Indian mathematics, Indian logic, Indian yoga at early Hindu and Buddhist centers of learning such as ancient Takshashila (in modern day Pakistan) and Nalanda (in India) before the common era. In 1834, Thomas Babington Macaulay, a bookish intellectual, landed on the shores of the Indian subcontinent. His mission was to serve on the supreme council of India and to advise the governor-general, Lord William Bentinck. Thomas Macaulay worked only for four years in this role from 1834 to 1838. So the modern school system was brought to India, including the English language, originally by Lord Thomas Babington Macaulay in the 1830s, so Macaulay is father of Indian education system. In 1968 the Government of Prime Minister Indira Gandhi announced the first national policy on education, based on the report and recommendations of the Kothari commission (1964-1966). Which called for a radical restructuring and proposed equal education opportunities in order to achieve national integration? The second policy by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

2. New Education Policy 2020 and Its Perspectives

In new education policy main point is

- (1) School education
- (2) Higher education
- (3) Teacher education
- (4) Vocational education
- (5) National research institution
- (6) Technological process in education
- (7) Adult education
- (8) Circulation of Indian language
- (9) Financial education
- (10) National education commission

We are calling it progressive document or progressive report regarding our incoming education rules and regulation. Original document round about 480 pages but we all

informed by 60 pages. In recent policy there is lots of mistake but new policy is accepting all mistakes. The new policy seems to be suppressed in the old policy. Tradition does not leave. There was talk of reforms but he did not say how the reform would come. Policy should have good and bad thing we all show one by one.

(1) The name of HRD was changed to ministry of education. That is a good thing. The work of the ministry of education should not be done from HRD. But it was accepted from the ministry of education that HRD can work.

(2) New pedagogical and curricular structure of school education (5+3+3+4). 3 years in Anganwadi/pre-school (age 3-6), 2 years in class 1 & 2 (age 6-8) + 3 years in class 3 to 5 (age 8-11), + 3 years in class 6 to 8 (age 11-14) + 4 years in class 9 to 12 (age 14-18).

(3) Education of children from 3 to 6 years will be considered as formal education. It will connect with society. Breakfast will be served along with mid-day meal. Teaching in mother tongue. It is a matter of equal education, open course option and practical approach. All are good but when one child is in government school and another child is in private school how can possible it is equal education. New policy does not talk about it.

(4) Education for children from 6 to 14 years was free in RTE. The change has made education free for all from 3 to 18 years as well as mid-day meal and snacks. This is a good thing, but did not give an understanding of how it would happen. (5) It is the responsibility of every government to provide quality education to all. But why the level of government school will not be like private school. There is no such thing in this policy. But this policy tends to increase private school. There is a line in the policy that "private Philanthropy for quality education will be encouraged". Even after 34 years, the desire to expand in private school has not changed. The Supreme Court has said that such an incentive should have been stopped at a time when education shops should be closed.

(6) It is a good thing that the B.Ed course for becoming a teacher is 4 years. So those future teachers are well trained. But today there is no provision in the policy to upgrade 80 lac teachers.

(7) There is talk of 2 times exam to make board exam easier. But instead of memorizing, it was necessary to evaluate better and more rigorously. Those who have failed once should be given a chance to pass the exam again. Such a thing is in the policy, so it seems that we are laying the foundation of a weak society. But we had to sit for the board exam and do a comprehensive assessment like other countries. It is not in this policy.

(8) The policy after 34 years does not look like done good homework compare to 1968 policy. First policy in 1968 was based on the two reports one is radhakrishan commission and second is Kothari commission. Both reports were reprinted across the country. Now it seems that home work has been done in this policy. With good knowledge and policy of the surroundings. But instead of this there was a need to study the educational and social affairs of our country. As multidisciplinary large college is the model of America. There is the concept of City University. It is their traditional. It is a matter of making multidisciplinary institute uniform all over the country. But there is no need to make all that is there to make it better. Our country needs sector wise special colleges. Don't ruin it. For example acting is not taught by IIT institute. The new concept is of research and teaching university. This is the model of the Netherlands. In which someone does research and someone does teaching. Now it is better if the same person does both the work which is not in this policy.

(9) It is a matter of promoting vocational courses. But he did not succeed. If we look for reasons, we did not give importance to vocational subject in higher education. It was not considered a subject. The vocational subject does not specify in this policy how we are considered for further admission.

(10) There is no mention of sports in the entire policy. There was a need to create a good policy to pair sports with education which is not. Its separate policy will come whether it decides anything or not.

(11) This policy is highly regulated and poor funded. How, so there will be an education department that makes the policy. The second will be directed education. This will monitor the government school. The third will be a separated school regulatory. This will regulate both government and semi government. The fourth education commission will be a separate commission from the state and central governments. The fifth SCERT will be different NCERT Will be different. There will be a board of education. This means that the education department will have a different director, a different regulatory authority, all of which will work but what education will come out of it is the main and thought provoking thing. There was no need to make such a fuss.

(12) Importantly, 6% of the total GDP will be spent. But this has been happening since the time of the Kothari commission in 1986. But so far not all governments have been able to allocate close to 6%. The policy does not specify how the 6% is allocated. It is not possible to raise enough funds on this issue until the law is enacted.

Conclusions

The new policy is an attempt covers everything. But it raises doubts about whether the goal will be reached. Policy should mean moving towards categorization and development. While it is doubtful whether everyone will get the same education here. There are many positive sides but if it is not implemented properly, it will not give good results on the ideal and conveying it to the society is another thing to benefit the society. The above policy cannot cover the diversity of Indian society. One class of society cannot get education Indian politics cannot enforce current policy rules well. One class has been taking advantage of it. And second class has been exploited. That should not happen. We hope that the policy will do more homework and come back to society.

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