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वर्ष : ९१ • जून २०२३ • पुरवणी विशेषांक ०१



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# इतिहासाचार्य वि. का. राजवाडे मंडळ, धुळे या संस्थेचे त्रैमासिक ॥ संशोधक ॥

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- शके १९४५
  - वर्ष : ९१
  - पुरवणी अंक : १
- संपादक मंडळ
- प्राचार्य डॉ. सर्जेराव भामरे
  - प्रा. डॉ. मृदुला वर्मा
  - प्राचार्य डॉ. अनिल माणिक बैसाणे
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- सहा. प्रा. विजय रहांगडाले

## \* प्रकाशक \*

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महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळाने या नियतकालिकेच्या प्रकाशनार्थ अनुदान दिले आहे. या नियतकालिकेतील लेखकांच्या विचारांशी मंडळ व शासन सहमत असेलच असे नाही.



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## New Education Policy 2020: Potentials and Challenges

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### Abstract :

*This paper, new education policy 2020: potentials and challenges analyses the new education policy 2020 of India. It is seen that the evaluation schemes, the flexibility, the importance given to mother language and practical knowledge in education sector will be suitable to create human capital according to the global standards. At the same time the policy neglected to the importance of early childhood education in the age group of 0 to 3 and that period is very important as far as an individual's skill development and character development is concerned. Moreover basic facilities of our schools like computer and internet creates challenges to achieve the goals of the policy. Gender issues and Labour market demand supply mismatch of educated also seems to be the challenges of NEP2020.*

**Key words:** NEP, ECE, HEI

An education policy designs the rules and regulations of the education system of a country. It gives the directions through which the system of education should work according to the needs of the nation. India passed its third education policy in the year 2020 which recommended changing the structure of our education system. In this point of time it is relevant to identify the strength and weakness of the education policy which we adopted in 2020 named new education policy 2020. The aim of the article is to find out the potentials and challenges in making India as a number one country through our education policy. The policy document correctly states that

“India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country(Development, 2020). If a country need to provide quality schooling to their children, there must be both infrastructure and access. From this backdrop, the present paper is trying to analyze the potentials and challenges of NEP 2020.

### School education and NEP 2020 :

The New education policy 2020 aims to have a number one education system for India by 2040 with equitable access to the highest-quality education for all learners regardless of social or economic background(Development, 2020). For achieving this objective there are a number of strategies suggested. Firstly it is suggested to restructure the entire school system from a 10+2 system to 5+3+3+4 system. Which means, in the new education policy incorporated the children from the age of 3 to 18 in the school system instead of earlier policy which will not consider 3 -5 category as part of school education. This is a major difference of the new education policy when compared to earlier policies. Moreover, early childhood education is also a part of school education; hence there should be a systematic integration of the early childhood education to the school system. The entire school system is propose to divide in to the initial five years as foundational age from 3 to 8 and the age between 8 to 11 is considered preparatory period, age between 11 to 14(class 6





to 8) as middle school and age between 14-18 (class 9 to 12) as secondary level instead of the earlier 10+2 system. The present education system clearly identified the importance of early childhood education on the cumulative brain development and the problems of present system. It is given that “over 85% of a child’s cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth”(Development, 2020).

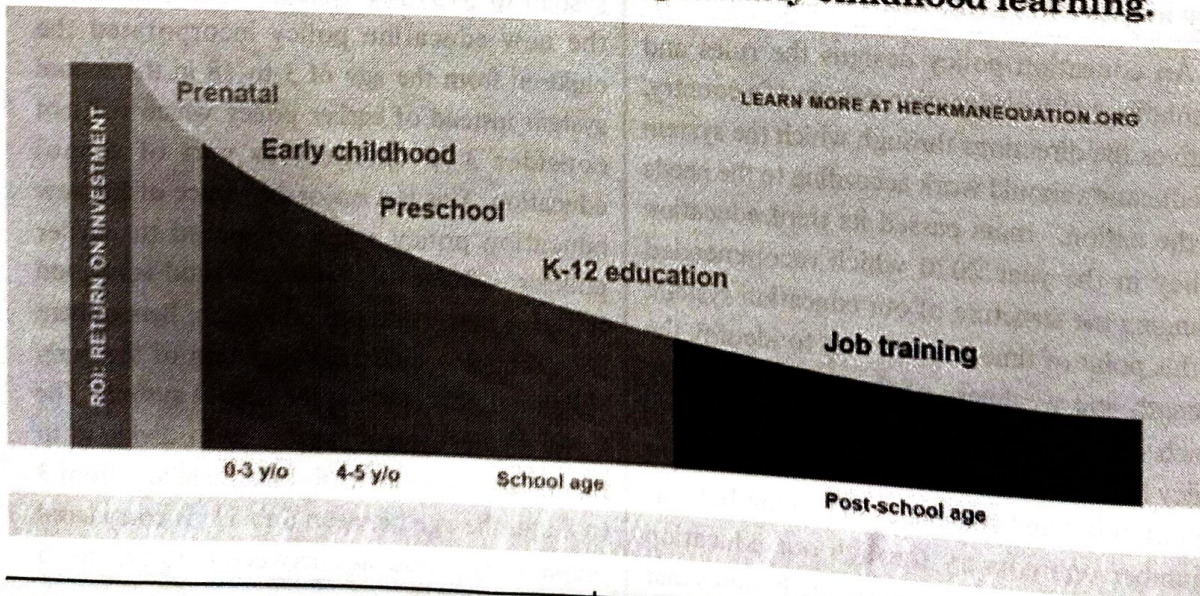
According to the OECD education report, in India only 72.2 per cent of children in the age group 3-5 year are attending education institutions and which is one of the lowest when compared to OECD and partner countries with available data and ranked 33 out of 37 in 2020. This shows that still we need to travel a lot to cover all children in the education network. Moreover, it is worth mentioning the fact that in India OECD data on education shows that the three year old children enrolled in education institutions is one of the lowest in India among the OECD partner countries (41.8per cent, rank 33 out of 37 in 2020)<sup>1</sup>.

### Early childhood education and NEP 2020:

It is seen that children treated with early childhood education have significantly better life outcomes than the untreated children. Treatment in Perry (Early childhood education program) significantly increased the participants’ employment, health, cognitive and socio-emotional skills and reduced the male participants’ criminal activity, especially violent crime. Improvements in childhood home environments and parental attachment are seen as an important source of the long-term benefits of the program(Heckman et al., 2019). From the figure it is evident that early childhood period is more relevant and productive than any other period. The most important thing missing in our early childhood education strategy is that in the zero to three age category still not get much attention in this education policy. But it is envisaged that a joint effort in planning and implementing the early childhood care and education curriculum by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. Moreover it is suggested to have a special joint

Return on Investment  
Heckman

### Economic impact of investing in early childhood learning.



(c)





task force for continuous guidance of the smooth integration of early childhood care and education into school education (Development, 2020). Though the importance of early childhood education is mentioned in our policy, the ways through which it is implemented to the 0 to 3 years infants are not clear. That age is proved to be very relevant as far as educational attainment is concerned.

#### **The current ECE system in India :**

The current ECE system in India is a combination of different programs, government and private. The funding, the course and the standards are different. But the largest ECE service provider in India is government through the Anganvadi system. It is fact that in India around 37 million children do not avail of any ECE service and we are spending only 0.1 per cent of the GDP for ECE service provision. At the same time OECD countries' average spending on ECE is about 0.7 per cent, and in the Scandinavian countries spend between 1.1-1.6 per cent of the GDP on ECCE. Total resource requirement to provide universal quality ECE services to all children in the 3-6-year age group for India would be in the range of 1.5-2.2 per cent of the GDP according to a recent study (Of, n.d.). This is a major challenge in achieving the goal of new education policy 2020. If we are able to increase the spending of early childhood education from 0.1 per cent of GDP to 1.5 to 2 per cent, we cannot expect the goal of new education policy to be fulfilled.

#### **Potentials of NEP in school education :**

While considering the class one and class two of the foundation course, highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025. In the new education policy, it is envisaged that at the class 2 students will have foundational literacy and numerical ability. As it is a fact that during the molding period of

students, proper evaluation and corrections should be given. The new education policy is a step forward in this regard. It is correctly pointed out the method of teaching and evaluation during the entire period of education. The New education policy envisages reducing curriculum content to enhance essential learning and critical thinking. Moreover, it gives more importance to experiential learning that does not exist in our previous education system.

Integrating curricular, extracurricular and co-curricular activities together with a consideration for what is interesting and safe is a powerful move towards the education system is concerned. New education policy highlighted the importance of education in mother language for all schools whether public or private especially in lower level classes. The policy realized the importance of mathematics in global technology era. It is envisaged for the students to engage in bagels days meant for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. Children will be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits higher educational institutions.

The flexibility in textbook selection is another peculiarity of the new education policy. The re-designing of the progress card is another important change which is envisaged in new education policy. Change in the board examination in to reduce the entrance coaching burden is envisaged.

All students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority is correct move in improving quality. The Grade 3 examination, in particular, would test basic literacy, numeracy, and other foundational skills. The results of school examinations will be used only for developmental purposes of the school education





system, including for public disclosure by schools of their overall student outcomes, and for continuous monitoring and improvement of the schooling system. Here we need to take some precautionary measure for not to create examination pressure to children by private schools due to the competition for accreditation.

The National Testing Agency (NTA) will work to offer a high-quality common aptitude test, as well as specialized common subject exams in the sciences, humanities, languages, arts, and vocational subjects, at least twice every year. NTA testing services will enable most universities to use these common entrance exams. Teachers will recruit for local areas and the transfer of teacher will be restricted. TET and NTA test score will be used for teacher recruitment.

#### **Reforms in higher education :**

Moving to large multidisciplinary universities and HEI clusters is the highest recommendation of this policy. The major recommendation in higher education is to convert the present system of Higher education system to three types of institutes, one, Research-intensive Universities, and teaching intensive Universities and Autonomous degree-granting College (AC). All these three types of HEI can move on to any other forms. The responsibility of HEIs are not only fixed to teaching and research, but also to support other HEIs, School education, community service, faculty development programs and other fields of practice. Institutions will have the option to run Open Distance Learning (ODL) and online programs, but need to assure the same quality of the regular programs.

Single stream courses will be phased out and the departments will be integrated to have multidisciplinary courses. All HEIs will gradually move towards full autonomy - academic and administrative for getting suitable accreditation. All accredited colleges will be gradually moved on to degree granting

autonomous institutions. The new education policy envisaged higher education to be more holistic and multi disciplinary in nature. It is aimed that 'Liberal arts' must be brought back to Indian education" (Development, 2020).

Students are having freedom to select courses from different institutions and the credit will be added to the Academic bank of credit. More flexibility is given for entry and exit and selection of courses. For giving more practical oriented learning internships are suggested for degree courses. Undergraduate degree is for 3 year or 4 year period with multiple exit options. The degree and P G courses structure is also changed. Faculty will be appointed to individual institutions and generally not be transferable across institutions. Setting up of Higher Education Commission of India (HECI) to act as an umbrella institution to control the entire higher education institutions is envisaged. Under HECI there are National Higher Education Regulatory Council (NHERC), National Accreditation Council (NAC), Higher Education Grants Council (HEGC), and the General Education Council (GEC). It is suggested to integrate vocational education into higher education.

#### **Challenges of NEP 2020 :**

The present education policy envisages drastic changes in our education sector. The success of these policies will be depending upon how it is implementing in our education system. It is seen that in 2021-22 (DISE2001, 2011) 47.5 per cent of the schools in India is not having a single computer. And 33.9 per cent of the schools are not having internet facilities. Moreover, it is seen that 77 per cent of the schools in India is not having a play ground. And more importantly 87.3 per cent of schools are not having a library or reading room. Without basic facilities, implementation of new education policy will have limitations. Moreover, it is important to note that there is no such suggestion in school





curriculum to change the gender roles of women. Though in the policy document there is no mentioning of the most important productive activities which are happening at home. All ladies irrespective of education and employment are still doing the reproductive role at home and this role change will be possible only through providing the household job skills especially to male children. That kind of an attempt is missing in this education policy of 2020. The free exit option in the higher education may adversely affect the marginalized communities and female

students because they may be the first to exit due to poverty and other social compulsion. Moreover, from table 1 & 2 it is seen that though the percentage of graduates and post graduates are very low in India; still the unemployment among them is very high. This shows that our labour market is not favoring the educated work force. Our Demand supply mismatch will create more unemployment if we are not transforming our productive sectors. Policy makers have to take this issue as a serious one.

**Table 1 Education status of India (Percentage of population)**

Illiterate	23.09
Literate without formal education	0.79
Below primary	11.67
Primary	12.46
Middle	18.43
Secondary	12.55
Higher secondary	10.06
Diploma	1.02
Graduate	7.5
Postgraduate	2.4

Source: Calculated from Periodic Labour force Unit level data 2020

**Table 2 Activity status of graduated persons in India ( Per cent)**

Activity status	Below graduation	Graduation	Total
own account worker	13.50	12.60	13.41
Employer	0.69	1.96	0.81
Unpaid family worker	4.79	3.44	4.65
regular salaried	7.92	33.99	10.50
casual labour public work	0.23	0.03	0.21
casual labour in other	7.36	1.08	6.73
unemployed	1.57	11.30	2.53
student	28.64	9.02	26.69
household work	15.47	17.52	15.67
extended SNA	5.58	3.12	5.33
Pension ,remittance	3.97	5.31	4.11
not able to work	0.93	0.21	0.86
others	1.79	0.42	1.65

Source: Calculated from Periodic Labour force Unit level data 2020





### Conclusion :

This paper analyzes the in new education policy 2020 and try to see the potentials and challenges. The evaluation schemes, the flexibility, the importance given to mother language and practical knowledge in education sector will be suitable to the global needs. At the same time the policy neglected to the importance of early childhood education in the age group of 0 to 3 and that period is very important as far as child's skill development and character development is concerned. One major problem of our economy is the demand supply mismatch in labour market. If economy is not changing side by side, this may create more unemployment issues. Gender issues, the problems of marginalized should get greater importance.

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### Footnotes :

1. [https://gpseducation.oecd.org/CountryProfile?primaryCountry=IND & threshold = 5 & topic = EO](https://gpseducation.oecd.org/CountryProfile?primaryCountry=IND&threshold=5&topic=EO)

