Draft new education policy, 2019: Recommendations and major changes

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Abstract
This paper on the draft National Education Policy 2019 gives his broad vision and examines the possible implementation in terms of different fields like school education, Higher Education, research & education, financing education, education governance, financing education vocational education, technology in education adult education and education in Indian languages. It also focuses on *the* agenda of previous policies, four global Sustainable Developments goals, an integrated flexible approach, liberal arts in higher education, high- quality research, the transformation of the education system and national development. Draft NPE 2019, came into existence when there is a boom of the internet revolution. So, it has been observed that in the current scenario there is an urgent need for implementation of technology in the education. The changes made by draft NPE 2019, showed that policy had taken a major step in technology like electrification of school, facility of the online courses, e-libraries, and soon which is very different from other previous policies of NPE. This policy paper is a unique one that throws light on its important recommendation and discusses changes in great detail.

Keywords: school education, higher education, technology in education, recommendations, changes.

1. Introduction
Education is not the quantity of information that we put into the human's brain ruins and spoils all our life. One must have good ideas like life-building, man-making and character-making. If a person absorbed five ideas and made his life and character then he has more education than any other person who has acquired the knowledge of a whole library. If education is similar to information, then we consider libraries are the greatest sages of the world and the greatest Rishis are encyclopedias. ---- (Swami Vivekananda)
Since Independence, we constantly deal with issues of access and equity, and the quality of education has also been degraded The implementation of the two previous education policies is still incomplete. The unfinished agenda of the N P E 1986, which was modified in 1992 is appropriately dealt with it. NPE 1986/92 focused on universal elementary education. Article 21-A in the Constitution of India envisages free and compulsory education for all children in the age group of 6 to 14 years as a Fundamental Right. (Chakrabarti & Joglekar 2006) [4].
However, despite progress in some aspects of our education system students are not nurtured. Many important developments have been since the formulation of the NPE 1986/92.It was framed just before the Internet. Since, at that time we are very slow in the adoption of technology for improving the quality of education, governance, planning and in the management of education. Another policy named as National Council for Educational Research Training (NCERT) prepared a document that emphasizes on learning without the burden and child-centered education known as NCF, National Curriculum Frameworks (2005), (Takker, 2011) [14, 15]. It plays an important role in the development of school education in India and focuses on framing school curriculum and school boards. NCF-2005 aims to connect knowledge of life outside the school, creation of new knowledge etc. But its successful implementation depends tot on the awareness by the stakeholders and the teachers, (Batra

2005) [2] i.e. issue of equality and quality education remain only in papers.. The main reason behind it that there is a lack of awareness about N CF (2005) among the teachers. NCF (2005) discourage rote learning. By emphasizing on these methods, the NCF stresses not modify the role of the learner, but also reform the function of teacher. But in reality, we find that many schools have no infrastructure and even no teachers, (Chakrabarti & Joglekar 2006) [4], (Jha & Parvati 2010) [9]. So, it will not possible to implement successfully. But today as there is an internet era everybody has access to new policy.
Young learners today belong to that generation and they are born and in technology-rich environments. They will use technologies for petty things. Therefore, it is important that children and youth in our nation equipped with knowledge, skills, attitudes and values as well as employable skills. All these things demand a new policy like NPE 2019 which cater to the need of our youth in this hi-tech world.
The paper divides into the four objectives which are as follows:

2. Objectives of the Study
1. To analyze the vision of the Indian new Education System.
2. To study the aims of draft NPE, 2019.
3. To study its major recommendation of draft NPE, 2019.
4. To study the changes in draft NPE, 2019.

1. Vision of the Indian new Education System
The vision of India's new education system touches the lives of every citizen, contribute developmental steps and equitable society. It gives the new structure of education but values and traditions remain the same. The Draft National Education Policy (NPE), 2019 visualize an India- centered education system. It directly to change our country sustainably into an impartial and bright knowledge to the society, by giving high- quality education to all its citizens.

(Source-draft by MHRD, NPE 2019).
The Universal Declaration of Human Rights stated right to education to every person. Article 26 Declaration stated that education shall be free, at least in the elementary and fundamental stages and elementary education shall be compulsory for human rights and fundamental freedoms. Four pillars of education throughout life was based on four pillars i) Learning to know ii) Learning to do iii) Learning to live together iv) Learning to be, (Miclea, 2004) [11]. (UNESCO, 1996)

2. Aims of NPE 2019
The Draft National Education Policy by Dr. K. Kasturirangan submitted its report on May 31, 2019. In June 2017, the Committee was set up by the (MHRD) Ministry of Human Resource Development. The report gives an education policy for the present education system which handles the challenges like (i) access, (ii) equity, (iii) quality, (iv) affordability, and (v) accountability.
The draft of NPE gives desirable changes at all levels of education from school to higher education. Its aim is to increase the focus on(ECCE) early childhood care, reform the current examination system, strengthen of the teacher by training etc. It also established a National Education Commission which increases the public investment in education and strengthens the use of technology & increase vocational & adult education.

3. Main recommendations of the draft of National Education Policy are as follows
A. School Education
In School Education, NEP focuses on many areas like ECCE, RTE, School's exams, infrastructure, curriculum management of teacher and regulation of schools. The draft policy deeply studies the deficiencies and come out with new suggestions which gradually develop the structure of schools. We are discussing its important recommendations one by one:- The committee found various drawbacks related to quality in the current early childhood learning programs which include irrelevant curriculum, less qualification of teachers. Now, most of the early childhood education is given through anganwadis & private-preschools. Therefore, the draft of NPE recommended for two-part curriculum for early childhood care & education. It gives guidelines to parents, It would be implemented by expanding the anganwadi schools & merge anganwadis with the primary schools.
Right to Education Act, 2009 (RTE Act), The draft Policy recommends that RTE Act includes early childhood education & secondary school education and covers all children between the ages of 3 to 18 years, (Jha & Parvati 2010) [9]. The present curriculum framed according to the needs of students. A 5+3+3+4 curriculum was given. There are many stages like Foundational Stage: 3-8 yrs i.e. 3 years of a pre-primary plus for Grades 1&2. Preparatory Stage range from 8-11 years of age from Grades 3 to 5; Middle Stage ranges from 11to 14 years. Grades 6 to 8; and Secondary Stage from 14 to 18 years. From Grades 9to12. It reduces the course content in the school curriculum. About School exam reforms, The draft of NPE proposes that there should State Census Examinations in 3rd, 5th and 8th class. It recommends the board examinations test only core concepts, skills and higher- order capacities and there is a range of subjects. The students have the option to choose their subjects & the semester. The draft Policy recommends about School

infrastructure that schools organized to form a school complex. A school complex will be comprised of 1 secondary school (classes 9 to 12) and all the nearby public schools and includes anganwadis. The resources such as infrastructure and well- trained teachers can be exchanged successfully among a school complex.

Table 1: Enrollment of Students at all levels by the year 2017

Level of Education	Year 2015	Year 2016	Year 2017	Age-group
Primary (I to V)	130401	130455	129942	6 -10
Upper Primary (VI to VIII)	73614	72827	72071	11 - 13
Elementary (I to VIII)	204015	202982	202013	6 - 13
Secondary (IX-X)	49363	48928	48512	14 -15
(I -X)	2553378	251910	250525	6 - 15
Sr. Secondary (XI-XII)	44386	44041	43713	16 - 17
School (I-XII)	297764	295951	294238	6 - 17
Higher Education	141291	141537	141829	18 - 23

Source: Educational Statistics at a Glance 2017

Table-1 shows the number of enrolled students in the year 2015, 2016 and 2017 resp. From the table we find in the year 2017 there is an increase in the number of enrollment in Ist to 10th, senior secondary & higher education.
The draft NPE recommends that the management of teachers, teachers should not be deployed for other activities. For teacher training, the present B.Ed. program will be replaced by a 4-year integrated B.Ed. program. Training teachers have to complete at least 50 hours of continuous professional development. The draft policy suggests for creating an independent State School Regulatory Authority for every state & it will prescribe basic uniform standards for govt. & private schools. The State Education dept. will formulate policy implement it and keep supervision on it.

B. Higher Education
In higher education we throw the light on GER of different years, year–wise growth enrollment and the major steps taken by draft NPE 2019, like accreditation and bringing research in institutions for ensuring quality, professional development of teachers etc. All these steps are discussed one by one as below:

Gross Enrolment Ratio (GER) in Higher Education
GER is 25% in India has been calculated for the age group of 18-23 years. Again, 25.8% is calculated for the age group of 18-23 years according to All India Survey on Higher education done in the year 2017-18 but it was 25.2% in the year 2016-17 for the same age group. 24.5% growth is calculated in the year 2015-16, (AISHE report, 2017-18). GER male population is 26.3% and the female population is 25.4%.According, to the All India Survey on Higher Education, the Gross Enrolment Ratio (GER) in higher education in India has increased in the year 2011-12 from 20.8% to 25.8% in the year 2017-18.

Table 2: GER of students in the year 2015-16.

S.no.	Level of Education	Year 2015-16
1	Primary(I -V)	106.7
2	Upper Primary (VI - VIII)	97.7
3	Elementary (I - VIII)	103.7
4	Secondary (IX-X)	74.5
5	Sr. Secondary (XI-XII)	43.1
6	Higher Education	14.2

Source: Educational Statistics at a Glance 2017

Table 3: Year-wise growth enrollment of students from 2012-2018

S.no.	Year	Total Enrolment	%age
1	2012-13	30152417	3.32
2	2013-14	32336234	7.24
3	2014-15	34211637	5.8
4	2015-16	34584781	1.09
5	2016-17	35705905	3.24
6	2017-18	36642378	2.62

Source: UGC annual report 2017-18)

The Committee noted lack of access is the reason behind low enrollment in higher education. It main aim is to increase GER to 50% by 2035 from the present level of about 25.8%. The draft NPE proposes for setting up the National Higher Education Regulatory Authority (NHERA). It limits the function of all professional councils such as AICTE & the Bar Council of India

in professional practice. The function of the University Grants Commission (UGC) will also be limited to providing grants. It recommends NAAC into an independent and autonomous body., NAAC will role as the high -level accreditor and will issue licenses to various accreditation institutions once in every 5 to 7 years. It is estimated that all higher education institutions should be accredited by 2030. The Draft NPE, 2019 suggested that these institutions could be only established through NHERA. Institutions of higher education will be divided into three ways (a) research universities which focuses equally on research and teaching (b) teaching universities which primarily focus on teaching and (c) colleges that equally focus on teaching at undergraduate levels. The Committee felt that the total expenditure on research and innovation in India has been decreasing in 2008, 0.84% was invested, now only 0.69% of GDP invested in 2014.

Table 4: Total Investment on Research and Innovation

Name of countries	Expenditure on research and innovation (% GDP)	Researchers on per lakh population	Total number of Patent Applications
India	0.7%	15	45,057
U.S.A	2.8%	423	605,571
China	2.1%	111	13,38,503
Israel	4.3%	825	6,419

Source: Economic Survey of India, 2017-18

For quality research in India. the draft NPE establish a National Research Foundation, NRF will be comprised of 4 major sections that is the social science, technology, and arts & humanities & gets a grant of Rs twenty-thousand crore. For faculty in all higher education institutions, the draft Policy suggests the development of a Continuous Professional Development program & introduction of a permanent employment track system by 2030. 30:1 student-teacher ratio must be ensured. Our policy NPE not only works on above discussed area but also focuses on education governance, financing the institutions, insert technology in education and creates opportunities for vocational education, open greater scope for adult education by opening centers. It's important steps that it also cares for our ancient education and the languages. All the important steps are discussed below:

C. Education Governance
The draft policy creates an apex body National Education Commission (NEC) which is also known as(RSA) Rashtriya Shiksha Aayog and is fully responsible for developing & implementing. It will supervise the implementation and role of various bodies including (NCERT) National Council of Educational Research, National Higher Education Regulatory Authority (NHERA), and (NRF) National Research Foundation. The Ministry of Human Resources and Development (MHRD) renamed as the Ministry of Education (MoE).

D. Financing Education
The Draft Policy ensured the commitment of spending 6% of GDP as public investment in education. The Ist National Education Policy (NEP) in 1968 had recommended being 6% of GDP public expenditure in education which was again recommended by the 2nd NEP in 1986. In the year 2017-18, total public investment in education in India was 2.7% of GDP.

Table 5: Total Public Investment in Education in 2017

Name of the countries	Investment in 2017 in education (as % of GDP)
India	2.7
U.K	5.5
U.S.A	5
Brazil	6

The draft NPE advises doubling the public investment in the education field from the present 10% of total public expenditure to 20% in the coming 10 years. Out of the total 10% expenditure, 5% will be used for universities and colleges for higher education, 2% will be spent on additional teacher costs or for the school education resources and only 1.4% will be spent on (ECCE) early childhood care and education. The Committee noted leakages on funds and the funds are not used theirs effectively. It suggested maximum use of funds through development plans.

A. Technology in Education
The Committee focused electrification of all educational institutions as electricity is an essential for the use of technology. A National Education Technology Forum is an autonomous body which helps in decision-making & technology and provides advice to central & state govt. on technology. A National Repository will be established to maintain all data & records related to teachers, students & institution in digital.

B. Vocational Education
The Committee observed that < 5% of the people of the age-group of 19 to 24 have vocational education. Whereas in the USA it is in Germany it is 75% & 96% in South Korea. It recommends to integrating vocational education in all educational institutions like schools, colleges & universities within 10 years. It needs revisions from the National Policy

on Skills Development & Entrepreneurship (2015) whose main objectives at the offering 25% of vocational education. All students of the school must get vocational education in at least one vocation from class 9th to class 12. The suggested Higher Education Institutions must provide vocational courses that are integrated with the undergraduate education programs. The draft Policy targets to offer vocational education to up to 50% of the total enrolment in higher education institutions by 2025.The Committee recommended a separate fund will be fixed for the integration of vocational education.

C. Adult Education
The committee recommends to set up a Central Institute of Adult Education, an autonomous body that is as a constituent unit of NCERT. This body will develop National Curriculum Framewor. This framework will comprised of five broader areas: 1) basic education, foundational literacy & numeracy 2) life- skills which are critical 3) development in vocational skills 4) foundational literacy & numeracy and 5) continuing education. Adult Education Centers will be include within the school complexes and important courses will be available at the (NIOS) National Institute of Open Schooling.

D. Education and Indian Languages
The Committee observed many of students are failing due to medium of instruction. Therefore, home language, mother tongue, the local language is the medium of instruction till up to 5th & preferable till 8th.The draft NPE recommended that the three-language formula should be continued. The Committee recommended promotion of Indian languages i.e Pali, Persian and Prakrit.

4. Major Changes In National Education Policy
A. The committee has renamed MHRD as (MoE).Ministry of Education.
B. In school education, a significant reconfiguration of curriculum & pedagogical structure with (ECCE) i.e Early Childhood Care and Education become an integral part of school education is projected.
C. The committee additionally recommends the Extension of Right to Education Act 2009 to age group of children 3 to 18 years. A 5+3+3+4 curriculum and pedagogical structure which is based on cognitive and socio-emotional developmental stages of children: There are many stages like Foundational Stage: 3-8 yrs i.e 3 years of a pre-primary plus for Grades 1&2. Preparatory Stage range from 8-11 years of age. From Grades 3 to 5; the middle Stage ranges from 11to 14 years. Grades 6 to 8; and Secondary Stage from 14 to 18 years. From Grades 9to12. Schools will be re-organized into school complexes.
D. It reduces the course content in the school education curriculum.
E. There will be no specific separation in learning areas like curricular, co-curricular, extracurricular areas & subjects include arts, crafts, music, community service, yoga, sports, yoga, etc. will be considered as curricular.
F. It includes active pedagogy that will focus on the development of life skills & core capacities of the 21st century.
G. The committee proposes the major transformation in the field of teacher education by closing teacher education institutions which are of low standard and transforms these institutions into large multidisciplinary universities and colleges.

H. The 4-year integrated s B.Ed. program will be the minimum eligibility for teachers. In the restructuring of higher education. Institutions there are three kinds of higher education institutions is projected.
1. Institutions that focused on world-class research & where teaching quality is high.
2. Institutions where teaching quality is high across disciplines and have a vital contribution to research.
3. High-quality teaching which focused on education of undergraduates & will be driven by 2 Missions i.e Mission Nalanda and Mission Takshashila.
I. Re-structuring of Undergraduate programs of 3 or 4 years duration where there are multiple exit & entry options.
J. Rashtriya Shiksha Ayog (RSA) an apex body that is responsible for the implementation of all initiatives of education & programmatic interventions.
K. A new apex body named as The National Research Foundation is proposed in higher education for creating a strong culture & building capacity in research.
L. The 4 functions i.e. standard-setting, Accreditation Funding, & Regulation are to be separated & conducted by independent bodies. National Higher Education Regulatory Authority regulates all higher education system which includes professional education.
M. The creation of an accreditation system is set up by NAAC only.
N. For professional education, there are professional Standard-Setting Bodies for each area.UGC converts into to Higher Education Grants Commission (HEGC).
O. The Pvt. & govt. institutions will be treated on par & education will remain nonprofit activity.
P. Many new policy initiatives have been taken for promoting internationalization of higher education, strengthening the quality of open & distance learning, integration of technology at all levels, adult education, lifelong learning & steps which enhance under-represented, groups, elimination of gender, social category & gaps in education regarding region were also recommended.
Q. Setting up 3 new National Institutes for the promotion of Indian & classical languages i.e Pali, Prakrit &Persian
R. Recommendation for setting up of Indian Institute of Translation and Interpretation (IITI).

3. Findings of the study
From the above discussion it can be analyzes that draft NPE had come with certain results which have been discussed as under:
A. The draft NPE forward the agenda of previous policies of NPE1968, 1986 and 1992.
B. The draft NPE brings alignment with the four global sustainable development goals.
C. The draft NPE brings an integrated yet flexible approach to education like ECCE, liberal education, school complex, 5+3+3+4 system of education.
D. NPE, 2019 brings liberal arts in higher education like STEM, Liberal Arts,& set-up of ancient higher institutions. It also focuses on high- quality research by setting up NRF.
E. It facilitating the transformation of the education system and creates RSA.
F. It facilitates national development by bringing quality education.

4. Conclusion of the Study

In short, we can say that the successful implementation of the Policy is wholly dependent on the quality. Before draft NPE-2019, many times these policies came like NPE in 1968, 1986 and modified in1992. It has taken important steps in the field of education like Article 21-A, free and compulsory education, universal elementary education, vocational education, and check on the drop rate of school students. To some extent, these policies succeed but problems like quality education, skill- based education, use of technology etc. are the need for 21st century NPE -2019 has entered in the technology world. And it demands the nation should be globalized. This draft policy comes with very significant changes. It encompasses all the area which has been ignored for many years. Its impact on the lives of over 50% of the people of our nation who are below the age of 25 years. Therefore, this policy needs to be implemented with the utmost care and commitment. And it works on the needs of fast-changing and knowledge-based societies. The highest priority is given to universal access & quality education. So at last, we say it is the educationist, administrators, stakeholders, leaders have to do their great contribution in making our nation more develop & in bringing quality education in all areas

Abbreviations

1. NPE: National Policy on Education
2. RTE: Right to Education
3. ECCE: Early Childhood Care and Education
4. NHERA: National Higher Education Regulatory Authority
5. UGC: University Grants Commission
6. AICTE: All India council of technical education
7. RSA: Rashtriya Shiksha Aayog
8. NCERT: National Council of Educational Research
9. NRF: National Research Foundation
10. NAAC: National Assessment and Accreditation Council
11. NRF: National Research Foundation
12. NEC: National Education Commission
13. MoE: Ministry of Education
14. NIOS: National Institute of Open Schooling
15. DIET: District Institutes of Education
16. HEGC: Higher Education Grants Commission

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