

How New Education Policy (Nep) Strengthens Rte: A Critical Analysis

T. Dev Joshi, Research Scholar, Institute of Law, SV Subharti University, Meerut, India,

tsdjoshi@gmail.com

Dr. Reena Bishnoi, Associate Professor, Institute of Law, SV Subharti University, Meerut, India,

bishnoireena@gmail.com

Abstract: A more comprehensive system of education started taking its roots in India only after independence. It established University Education Commission in 1948 and secondary Education Commission in 1952. Every passing decade was witnessing a flavor of change with new thinking, developments, and technological advancements influencing the India and the globe in one way or the other.

The construct of education development led to announcement of First Education Policy in 1968.³ This Policy had radical structuring, talking about compulsory education for the children up to 14 years as directed under the Constitution with right qualifications and the training of the teachers, making Hindi as the national language and increasing education spend to 6% of the national income etc.

Second Policy was more comprehensive and announced in 1986 with special emphasis on equality and the removal of disparities. It had provision for the scholarships, promotion of adult education, incentivizing the poor families for sending their children to schools, making primary education child centric, and expanding nationwide primary schools.² This Policy incorporated some elements of 'Common minimum program' in 1992.

Going along all this, right to education of children kept attaining added focus and got further triggered by Supreme Court's decision, to be a fundamental right, which eventually with the amendment in the constitution was declared a fundamental right and the early childhood care and education got included in DPSP instead. In order to enforce this, need was strongly felt for an enactment and thus, Right of children to free and compulsory education Act, came into being in 2010. With a great deal of effort made to implement this Act, more than 95% children are now in schools with much better developed infrastructure but with a challenge of improvement of the learning outcomes.

Nevertheless, envisaging the global scenario and rapid changes happening in the socio-economic environment influenced by the technology, immense need was being felt to rethink rather seriously to bring out a Comprehensive Policy and Program to redefine the existing educational system to meet the demands of future. After an extensive exercise, New Education Policy, was formulated and announced in 2020, to be implemented over a period of time.

NEP 2020 is a well thought and debated transformational Policy for the entire education system of India, with a vision, a social purpose and future perspective. But, its implementation will require multiple initiatives and actions, in a synchronized and systematic manner and at ground level, it has many points to further strengthen the RTE, for its own success for the school education,

Keywords —Education Policy, NEP 2020, NEP, Indian Education Policy, Indian Education, NEP and RTE

I. INTRODUCTION

India has three education policies. The first formulated in 1968, with major emphasis on compulsory education for children up to 14 years³ – next in 1986, with basic focus on removal of disparity between various social groups, and achieving uniformity of education.² Somehow, it did not contemplate rapid developments taking place in different

parts of the world making it competitive. Post 1991 reforms, with the beginning of the globalization of the Indian economy, a new set of challenges emerged subliminally underlining the need for further push for the mass education and upgrading the standard of education, revisiting curriculum, introduction of professional programs and varied skill development initiatives etc. while it all has

taken good time, incontrovertible need for transformation of education system kept on influencing the thought process leading to formulation of New Education Policy, (NEP) 2020.

NEP 2020 aims to address the issues related to human resource of the country envisaging the growth and development needs of the Indian economy in the global context.

Genesis of these policies, centered around three major dimensions – Vision of the society, Social purpose and the Purpose of the education. Both the earlier policies were evolved keeping the structure of society in mind. By 1980, the economy was largely local and reduction of the social disparity and inclusion of the disadvantageous groups was dominant in the political discourse. But towards the end of twentieth century, domestic polity front experienced different pulls, pressures and demands relating to a social change resulting into economic reforms. This greatly influenced the purpose of education. In fact, the globalization over a period of time, had made us adequately realized that we are operating in a complex environment and need not only to shore up but also to look for transformative approach.

The beginning of twenty first century, started seeing a wave of change. People's thought process, needs and wants, family and societal patterns all started changing. Technology took over to govern people, communication, relationship, businesses and even information. Future outlook undergone a big change. The productivity, efficiency, speed, quality and the cost became comparative to the best global standards. Why became a norm for any point of view, established process or the standard. Looking out for new ideas, newness, and need for change led to inordinate need for creativity and innovation even for day to day life. Intellect, knowledge, skills, mastery got redefined with better technology and competitive race. Developing human potential to deal with emerging challenges became the core of the national agenda with related questions - how to augment capacity and the capability to attain the excellence - how to create customized alternatives for the field of interest and with ease – how to empower Institutions for this objective by giving autonomy - how to minimize the regulatory approach etc. This was the vision of the society at the time of setting up a body to formulate NEP.

There was not much change in the social purpose. Need for social inclusivity was as strong as before. Disadvantageous group were still lagging behind even at the elementary level. But it was being felt for the well-being of the people in particular and society in general, to generate economic value from the learning and training. Therefore, advocacy of skill based learning, at different levels of education so as to

enhance and ensure employability reached at the policy making platform.

Even the objective of the education became sharper and realistic. Earlier policies talked about understanding the things related to human life and the world. But last two decades took gradual mounting up, to emphatically reinvigorate a strong need for the national development by developing Knowledge, skills and competencies of the people to accomplish their full human potential with a holistic approach. In the process of overall development, apart from attuning them with a mindset of cooperation, coexistence and democratic principles, focus on critical and analytical thinking and developing capability to use the technology, was also considered equally essential for a just and equitable society.

While NEP 1986, endeavored to create educated and trained people who managed the value chains, NEP 2020, aims to create new value propositions by the people.

With the implementation of NEP 2020, it is being envisaged that Indian education system will be transformed to International standards.

NEW EDUCATION POLICY, 2020 (NEP)

Need for NEP

The effect of globalization generated substantial pressure on us to introspect how to be competitive and work on becoming one of the biggest economy in the world. The rapid change in our economy and social dispensation particularly after economic reforms had made us realize that for the national development along the lines of its expected economic growth, the existing NEP leaves much to be desired. Besides, disruptive technological changes in the last more than a decade, especially in the ICT sector and Industry, have drastically altered the spectrum of the education sector for the national future readiness.

Broad Objective

National education Policy, 2020 replaces the thirty-four year old National Policy on Education, 1986. It is evolved on the principles of Access, Equity, Quality, Affordability and Accountability. It aims to align it with the 2030 Agenda for Sustainable Development and transforming India into a vibrant global knowledge society. For this, the education needs to be holistic, flexible, multidisciplinary and meeting the demands of 21st century.

Thought Leaders and the Process

This policy involved an extensive consultative process, covering suggestions from 2.5 lakhs Gram Panchayats, 6600 Blocks, 6000 urban local bodies and 676 Districts. A Committee for 'Evolution of the New Education Policy' under the Chairmanship of Late Shri T.S.R. Subramanian, Former Cabinet Secretary, submitted its report in May 2016. Based on this, the Ministry prepared its

recommendations for the Draft National Education Policy, 2016. In June 2017, another 'Committee for the Draft National Education Policy' was constituted under the Chairmanship of Dr. K. Kasturirangan, an eminent scientist, which submitted the Draft National Education Policy, 2019 to the Hon'ble Human Resource Development Minister.

The Salient features

NEP 2020, ¹ is fairly exhaustive covering all the aspects of education system including its implementation. Spread over IV chapters, it talks about certain fundamental principles and its vision, which draws strength from the Indian ethos to transform India sustainably into an equitable vibrant knowledge society, following the constitutional values. Its salient features can be summarized as under:

- 1) The curricular and pedagogical structure of school education is guided by a 5+3+3+4 design corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. It will consist of Foundational Stage (in two parts, that is, 3 years of Anganwadi /pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8): with flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of Early Childhood Care Education (ECCE). Then, the Preparatory Stage (Grades 3-5, covering ages 8-11): with the introduction of Experiential learning across the sciences, mathematics, arts, social sciences, and humanities. Following thereafter the Middle Stage (Grades 6-8, covering ages 11-14): with a subject-oriented pedagogical and curricular style. Finally, the Secondary Stage (Grades 9 -12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18): with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects, and option to exit at grade 10 and re-enter at a later stage in grade 11.
- 2) A new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, to be developed by the NCERT.
- 3) Setting up of a National Mission on Foundational Literacy and Numeracy on priority to focus on early language and mathematical skills from Grades 1 to 3 by 2025.
- 4) Laying great emphasis on promoting multilingualism so that children know and learn about the rich and vast array of languages of their country.
- 5) The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, to be the home language/ mother tongue /local language/regional language. Foreign languages, such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian, also be offered at the secondary level.
- 6) A shift from summative assessment to regular and formative assessment, which is more competency-based, promotes learning and development, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. Board exams for Grades 10 and 12 to be continued. Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired. All students to take school examinations in Grades 3, 5, and 8. A new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), to be set up as a standard-setting body for setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India, guiding the State Achievement Survey (SAS) and undertaking the National Achievement Survey (NAS).
- 7) Special emphasis to be given on Socially and Economically Disadvantaged Groups (SEDGs) which include: gender identities, socio-cultural identities, geographical identities, and socio-economic conditions..
- 8) Children with disabilities to be enabled to fully participate in the regular schooling process from the foundational stage to higher education.
- 9) Every State/District to be encouraged to establish "Bal Bhavans" as a special daytime boarding school, to participate in art-related, career-related, and play-related activities.
- 10) Teachers to be recruited through robust, transparent processes. Promotions to be merit-based, and a mechanism for multi-source periodic performance appraisals to be put in place. Progression paths to become educational administrators or teacher educators to be available for the teachers. A common National Professional Standards for Teachers (NPST) to be developed by 2022.
- 11) Schools to be organized into school complexes or clusters so as to be the basic unit of governance and administration that will ensure availability of all resources including infrastructure, like academic libraries and human resources e.g. art and music teachers along with a strong professional teacher community.
- 12) Regulation and operations of schools to be carried out by separate bodies to eliminate conflicts of interest. It is envisaged to have clear, separate systems for policy making, regulation, operations and academic matters. To ensure that all schools follow certain minimal professional and quality standards, States/UTs to set up independent, State-wide body, State School Standards Authority (SSSA).
- 13) By 2025, at least 50% of learners through the school and higher education system to have exposure to

- vocational education. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education to be integrated smoothly into higher education. Towards this, secondary schools will also collaborate with ITIs, polytechnics, local industry, etc. Every child to learn at least one vocation and exposed to several more. A 10-day bag less period sometime during Grades 6-8 to intern with local vocational experts such as carpenters, gardeners, potters etc.
- 14) The policy envisages a broad-based multi-disciplinary holistic education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics and professional fields having imaginative and flexible curricular structures, creative combinations of study, integration of vocational education and multiple entry/exit points.
 - 15) The undergraduate degree to be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications - a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year program. The 4-year multidisciplinary Bachelor's program shall be the preferred option.
 - 16) An Academic Bank of Credit (ABC) to be established which would digitally store the academic credits earned from various recognized Higher Education Institutes (HEIs).
 - 17) Model public universities for holistic and multidisciplinary education, Multidisciplinary Education and Research Universities (MERUs) to be set up with an aim to attain the highest standards for multidisciplinary education across India.
 - 18) All institutions and faculty to have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and programs.
 - 19) HEIs to move to a criterion-based grading system that assesses student achievement based on the learning goals for each program, and also move away from high-stakes examinations towards more continuous and comprehensive evaluation
 - 20) HETs to be transformed into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students. A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate program, with high quality teaching, research, and community engagement.
 - 21) The overarching goal of the National Research Foundation (NRF) to be enabling a culture of research to permeate through our universities, helping to develop a culture of research in the country through suitable incentives for and recognition of outstanding research, and by undertaking major initiatives to seed and grow research at State Universities and other public institutions.
 - 22) Open and distance learning will be expanded, thereby playing a significant role in increasing the Gross Enrolment Ratio to 50%.
 - 23) There will be a single overarching umbrella body for promotion of higher education-the Higher Education Commission of India (HECI) - with independent bodies for standard setting- the General Education Council; funding-Higher Education Grants Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC).
 - 24) The 4-year integrated stage-specific, subject- specific Bachelor of Education offered at multidisciplinary institutions would be the way forward. A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, to be formulated by the National Council for Teacher Education (NCTE) in consultation with NCERT.
 - 25) Multiple mechanisms with checks and balances to combat and stop the commercialization of higher education.
 - 26) The Centre and the States to work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.
 - 27) The Central Advisory Board of Education will be strengthened to ensure coordination to bring overall focus on quality education.
 - 28) The objective for School Education is to ensure Universal Access at all Levels of schooling and to achieve 100% Gross Enrollment Ratio by 2030, and for Higher education GER to increase including in vocational education at least 50% by 2035.

RTE AND ITS CURRENT IMPLEMENTATION STATUS

On examining the data for last ten years, on some of the key indicators in respect of the implementation of the RTE Act, and the latest information available thereof, there is a strong evidence of the increase in the enrolment level. The improvement in the schools infrastructure on various essential parameters, particularly in rural areas, is also very encouraging. The attainment of a near inclusiveness and accessibility nationwide, and the efforts made for securing of admission under 25% quota for disadvantaged group and the weaker sections also holds the mark. Finally, bringing an accountability for learning can also be said to be a good measure (by removing 'No detention policy'). However, the data loudly cries for the inadequate focus on

the quality of learning and development of teacher's skills and proper evaluation system of learning outcomes.

Envisaging the unsatisfactory learning outcomes over a substantial period almost in each standard, on critical examination, can only be attributed to the teachers, teaching capability, creating a learning environment, which is dependent upon the availability of essential infrastructure and last but not the least to the proper evaluation of the learning outcomes. This important aspect of education system, has suffered on account of more focus on the INPUTS, the enrolment and discernible compliance approach. The Policy and the provisions by virtue of which, student are allowed moving to next class(s) without satisfactory learning outcomes, has been gradually further weakening the system. There was no accountability for the poor learnings, and no serious alert was created to assuage the point that if the foundation of the basic education is weak, the whole purpose of higher education or building knowledgeable masses would get reneged.⁶

WILL NEP STRENGTHEN RTE – ANALYSIS AND DISCUSSION

THE BRIGHT SIDE

RTE is an enabling legislation to enforce a fundamental right for free and compulsory education to all children of an age bracket. It has clear objective to bring all the children of that age group to schools or to the education system, and provide them education without any charges or expense. Education has not been defined in the Act.⁵ But it is implied that it should be of certain acceptable standard so that the learning derived or skill acquired from it, could be used in some way or other in life meaningfully. RTE, Act encompasses a detailed frame work concerning all the stake holders for organizing the matters in accordance therewith, so as to be able to achieve the objective. Ten years span of its implementation has reflected that the 'purpose of education' expects a lot more on structure, curriculum contents, pedagogy, teaching skills, evaluation of learning and creation of a learning environment etc., from the government and the schools beyond just a compliance of law to make it meaningful for the students as well as for the society.⁶

When the efforts towards drafting of a new national policy on education began in 2015, it was considered a welcome step. Generating information on the existing system and seeking suggestions for what ought to be done, brought hope for strengthening the provisions as well as the spirit of the RTE Act, in addition to introducing new dimensions in keeping with India's national and international commitments for the school as well as higher education. National Education Policy (NEP) finally came into public domain in 2020. It did fulfil many expectations, apart from

extending the ambit of the right to education for children from 3-18 years, a major impetus.⁴ All new measures suggested to be taken for the school education would essentially need the support of RTE vehicle and would thus, add to its importance and strengthen it to achieve its objective of imparting not just education but quality education with a purpose.

The most encouraging aspect of NEP is that it has now covered entire spectrum of the school education, into the scope of RTE. It has realigned and consolidated the key part of the early child care and education on one side, and secondary education on the other side into the total scheme of school education. The fragmentation was eliminated to have a 'in totality' focused and consistent approach, stage by stage for different age group of children, for their age specific learning and development needs. Proper completion of one phase of learning, enables the child to take up and learn the next phase with fair amount of ease and interest. Thus, integration of all the phases under RTE, for school education would go a long way in universalization of education from early childhood to secondary level, for creating a meaningful foundation of the education system for the varied socio-economic demands of the society.

Other significant points of NEP, which are aimed to augment the existing education system particularly the school education, are:

- a) By conceptualizing and bringing fundamental structural changes in the existing school education pattern with a model of 5+3+3+4, with appropriate changes in the curriculum and the pedagogy, the software of the school education aims to be customized for each phase and thus, would get upgraded. This being transformational, would further support and strengthen RTE to achieve its objectives.
- b) Pre-schools, where children are acclimatized, prepared and conditioned for the process of learning, are unorganized, unregulated, and meant for profiteering. Many of them are holding unhealthy connections with Primary schools admissions in urban area. The inclusion of early child care and education in the RTE fold is an appreciable corrective measure to ensure desired uniformity, standard and appropriate childhood care. Reorganizing, this aspect of early childhood in the rural area was very important. A great deal of preparatory work is needed to strengthen this phase of learning and training of very young minds, involving multi facets play based, activity based, inquiry based learning with wide variety of techniques. NEP contemplates formulation of new National Curriculum and Pedagogical Framework for ECCE and the training of the teachers and childcare personnel to equip them with right attitude and the skills to deal with the early

part of child care and the education. The scheme of things provided under RTE, would enable implementation and regulation of all these requirements effectively.

- c) Extension of Mid-day meal to pre-school children from the age of three, is not only an important incentive for the children coming from the poor or disadvantageous sections of the society but also helps dealing with the problem of malnutrition (50% of the children are reported to be malnourished) of millions of children across the country. Better care and interest developed for learning during this phase, would ensure attaining aimed enrolment and fulfilment of the retention objective in the next schooling phases.
- d) The existing pattern of education from 1st standard to 8th standard was not helping much in the retention, particularly those coming from the poor section or disadvantageous group of the society, despite NDP. New structure under NEP, holds stimulus and motivation for them after 5th standard to continue their education so as to acquire vocational skills of their choice to develop earning potential. By adopting medium of instructions in mother tongue or regional language is likely to make learning bit convenient and easy and is expected to help in retention and continuation.
- e) Inclusion of secondary education from 9th to 12th Standard, with 9th and 10th in the first, and 11th and 12th in the second phase, involving greater depth, critical thinking, attention to life aspirations, and flexibility, with student's choice of subjects, and option to exit at 10th standard and re-enter at a later stage in 11th standard is giving flexibility to decide on and experience short term vocational preferences. Further, conducting exams twice a year in two parts—one being objective and another descriptive is also expected to acquire in depth understanding of the core subjects. All this would attach big responsibility on RTE to administer effectively.

THE CHALLENGES

NEP is nowhere categorical in its talk about strengthening the RTE Act.

NEP has announced universalization of school education for children in the age group of 3 to 18 years, from existing 6 to 14 years, without making it a legal right for the extended age brackets. There is no mandatory mechanism for the union and the state governments to make it happen without RTE, Act. This ambiguity needs therefore, a resolution at the earliest. Besides, education for children in the age group of 6 to 14 years, is free and compulsory as a matter of fundamental right. Until Constitution is amended and so is the RTE Act, to include 'Early child care and education'

and also the 'Secondary education', free and compulsory aspects would hang in uncertainty.

NEP now talks about effective use of available infrastructure and the resources. The total RTE compliance on ten parameters as per U-DISE 2016-17 is only 12.6%. It is a fact that the absence of basic minimum norms for education negatively influence the learning process and the development. The thought of creating school complexes involves a detailed exercise for complete overhaul of the existing structure requiring enormous efforts and resources to make necessary changes and to sustain it, without compromising on the learning and development process. It looks to be driven more from the administrative point of view rather than convenience of learning.

It is too general on the issue of out of school children (about 3.2 crores), many being drop outs from the first-generation learners who probably could not develop enough interest in education or see any tangible immediate benefit on account of ineffective implementation of RTE norms and quality standards. It mentions about bringing them back to school through Alternative schooling or the Open schooling, which would create no inclination in them or through digital platforms which will be difficult to access. It is also silent on the 'special training' component of accelerated learning that the RTE Act provides for these children. Instead, NEP proposes options of distance learning or digital platforms.

The planning and implementation of ECCE curriculum will be the joint responsibility of Ministry of HRD and Department of Women & Child Development and Health & Family Welfare, coordination for necessary action will always have some fall out.

Since NEP 2020, was passed in the Lok Sabha without any debate, with the change of government, it has potential to undergo review and revision thereby jeopardizing the work done by then.

CONCLUSION & SUGGESTIONS

In the abovementioned premises, the inference can be drawn that NEP 2020 is a well thought and debated transformational Policy for the entire education system of India, with a vision, a social purpose and future perspective. In ultimate analysis, it not only seems to support, and supplement the elementary education but also gives a meaningful direction to RTE.

With its many commendable strong points, it holds some grey areas as well. Well intended, very well couched in impressive flow of language with adorable words reflecting powerful spirits, it has probably taken an expansive piece of fundamental reform in the field of education of a country with great diversity and complexities to move and make the masses of the nation future ready in next two decades.

For any such policy particularly the one driving reforms, a huge effort is needed to explain to all its stake holders, what it all has and why, creating their ownership and then developing structured implementation plan of action with realistic time frame. All these aspects relating to implementation have been adequately covered in the NEP. But for the success of such a policy, which relates to the foundation for a country's socio economic development so as to be a reckoning force at global level, strong political Will, necessary funding and continued commitment of central and state governments is a pre-requisite.

Besides, the transition from certain prevailing conventional pattern and practices to another transformational order presupposes managing the challenge of frozen mindset, a psyche of misbeliefs and philosophical slugfest, easier to say than done.

NEP is fully aware of this and admits that the fact remains that any policy is only as good as its implementation. While, such implementation will require multiple initiatives and actions, which will have to be taken up by multiple bodies in a synchronized and systematic manner, few suggestions following hereinafter would be meaningful to address the challenges highlighted above.

Immediately, Ministry of Education must issue necessary communication to all States, Union Territories, Local authorities and all the Intuitional bodies associated with the school education administration that the NEP part relating to school education, would be governed under RTE, Act. Simultaneously, it must initiate necessary legislative action to cover 'Early child care and education' and also the 'Secondary education', free and compulsory aspects under RTE Act, without any delay. It will set all the confusion and uncertainty prevailing at the moment, at rest.

To address the complexity of the thought of creating school complexes, it would be a practical solution to establish Schools Complexes Management Committees (SCMC) with well-defined responsibilities and powers under RTE, Act. The SCMCs shall have some representatives of concerned schools authorities, SMCs and Education department, to work out and decide how things can be organized to support the policy perspective without effecting the process of school education in any manner. SCMCs would have to meet periodically to review the working of School Complexes, as decided by them so as to take corrective measures thereof.

The entire limb of problem, relating to out of school children (about 3.2 crores) shall have to be re-examined again with desired seriousness to work out suitable policy with a time bound program to bring these drop outs back to schools, prepare them through focused and accelerated learning modules having a blend of base education and vocational inputs of their choice to make them vocationally skilled. Rather Ministry of Education, will have to pay its

dedicated attention not only to this category of children, but also to those, who might not be back to schools post Covid-19 either having gone back to villages being the children of the migrant workers or having been put to some work to mitigate the economic distress or having lost the interest on account of the lockdown syndrome.

Besides, to plan, implement, control and monitor ECCE program for its transition from the unorganized sector to organized school education system in a coordinated manner system under RTE, Act, creation of a Department under MOE, having representatives of Ministry of Education, Department of Women & Child Development, and Department of Health & Family Welfare, would be essential.

Last but not the least, is to minimize the consequential potential of its political fallout in future, as highlighted above. For this an extensive awareness amongst people about the NEP 2020, through a well-designed and implemented mass communication program explaining the benefits of this policy and how it is better than the existing pattern of things, will be required to be created. Developing and building ownership and removal of all the doubts, to the extent possible would add to strengthening NEP and RTE both.

Finally at ground level, NEP 2020 has many points to further strengthen the RTE, for its own success for the school education, but that would require not only the amendment in RTE Act, but also a well-designed implementation strategy and program focusing on the school education.

REFERENCES

1. NEP 2020
https://ncert.nic.in/pdf/nep//NEP_2020.pdf
2. NEP1986
https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf
3. NEP 1968
https://www.mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf
4. India Era, National Educational Policy (NEP) 2020: Overview, Reference, Objective, 5th October, 2020
5. Mondal Ajit and Jayanta Mete, Right to Education in India, Vol, 2 Act, 2009
6. ASER, 2019