New Education Policy

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ABSTRACT

The New Education Policy is purely based on Quality, Access, Equity, and Accountability. In this new education policy,an India Centered education system directly contributes to the evolution of our nation enduring into an equitable and vibrant knowledge society by giving them a top-class quality of education.

Through this NEP our country's education system and research facility will become more robust and with the help of this students who spent thousands of dollars on education in foreign countries will get global standards in line with India. The children who are in the age group of 3 to 6 years has access to free, safe, high-quality, developmentally appropriate care and education by 2025. Because right now there is a severe learning crisis in India because children are enrolled in pre-primary but they fail to attain basic skills.

The national scholarship portal will be expanded to support, and encourage children and their progress will be tracked so that they can receive scholarships. Private HEIs will be encouraged to they can offer several studentships and fellowships to their children.

Every student will get the opportunity to engage in arts and humanities as well as in the study of arts and social science because of this no hard separation going to be done between curricular and extra-curricular activities or co-curricular activities.

I. INTRODUCTION

- Students now take a school examination which was conducted by the appropriate authority in grades 3, 5, and 8.
- Board examinations for 10th and 12 will be continued but will be redesigned with the aim of holistic development.
- PARAKH (Performance assessment, review, and analysis of knowledge for holistic development) a new national assessment platform will be set up.
- Mathematical thinking and scientific temper coding will start from class 6
- Vocational education will start in school from 6th grade which also includes internships.
- The 10+2 structure will be replaced by 5+3+3+4…
- The new system will have 12 years of schooling and 3 years of preschool/Anganwadi
- Till grade 5th this policy will emphasize local language/regional language/mother tongue as the medium of instruction.

- At school and higher education, Sanskrit will also be included at all levels as an option for students which includes three language formulas.
- As an option, literature on India and other classical languages will also be available.
- No student would be forced for any Language.
- Higher education will receive flexibility in subjects.
- There will be multiple entries and exit points with appropriate certification for higher education.
- UG program can be of 3 or 4 years with multiple exit options with appropriate certification in this period like a certificate will be awarded after 1 year, an advanced diploma after 2 years, a degree after 3 years, and a bachelor with research after 4 years.
- Academic bank of credit (ABC) will be created in which digital academic credit earned by students will be stored through different HEIs and it will be transferred and counted for the final degree.
- The curriculum in all subjects has been reduced to its core essentials.
- Through this, they focus on critical thinking, discovery, inquiry, discussion, and teaching based on analysis and holistic learning methods for education.
- Regulator for higher education will be light but tight.
- Focus on E-learning so that they can reduce their dependency on textbook
- Under the new policy education will get 6% of GDP earlier it was 1.7% which will definitely boost the education system.
- By the end of 2040, they aimed that all HEIs will become multidisciplinary institutions and each of them will have 3000 or more students.
- In the next 15 years, college affiliation will be phased out.
- At least one large multidisciplinary HEI should be built-in or near every district by 2030.
- Aim to achieve 100% youth and adult literacy.
- NTA will offer a common entrance exam for admission in HEIs

II. OBJECTIVES

The National Education Policy's major goal is to raise the standard of education in India to that of the rest of the world. So that India might become a worldwide superpower in the field of knowledge. The National Education Policy will be used to achieve education universalization. Many changes to the existing education policy have been made by the government in the National Education Policy 2022. So that education quality improves and students have access to a good education.

III. HYPOTHESIS

The new policy has tried to please all, and the layers are clearly visible in the document. It says all the right things and tries to cover all bases, often slipping off the keel.

- **Lack of integration:** In both the thinking, and the document, there are lags, such as the integration of technology and pedagogy. There are big gaps such as lifelong learning, which should have been a key element of upgrading to emerging sciences.
- **Language barrier:** There is much in the document ripe for debate – such as language. The NEP seeks to enable home language learning up to class five, in order to improve learning outcomes.

Sure, early comprehension of concepts is better in the home language and is critical for future progress. If the foundations are not sound, learning suffers, even with the best of teaching and infrastructure. But it is also true that a core goal of education is social and economic mobility, and the language of mobility in India is English.

- **Multilingualism debate:** Home language succeeds in places where the ecosystem extends all the way through higher education and into employment. Without such an ecosystem in place, this may not be good enough. The NEP speaks of multilingualism and that must be emphasized. Most classes in India are de facto bilingual. Some states are blissfully considering this policy as a futile attempt to impose Hindi.

- **Lack of funds:** According to Economic Survey 2019-2020, the public spending (by the Centre and the State) on education was 3.1% of the GDP. A shift in the cost structure of education is inevitable. While funding at 6% of GDP remains doubtful, it is possible that parts of the transformation are achievable at a lower cost for a greater scale.

- **A move in haste:** The country is grappling with months of COVID-induced lockdowns. The policy had to have parliamentary discussions; it should have undergone a decent parliamentary debate and deliberations considering diverse opinions.

- **Overambitious:** All aforesaid policy moves require enormous resources. An ambitious target of public spending at 6% of GDP has been set. This is certainly a tall order, given the current tax-to-GDP ratio and competing claims on the national exchequer of healthcare, national security, and other key sectors. The exchequer itself is choked with meeting the current expenditure.

- **Pedagogical limitations:** The document talks about flexibility, choice, and experimentation. In higher education, the document recognizes that there is a diversity of pedagogical needs. If it is a mandated option within single institutions, this will be a disaster, since structuring a curriculum for a classroom that has both one-year diploma students and four-year degree students' takes away from the identity of the institution.

- **Institutional limitations:** A healthy education system will comprise of a diversity of institutions, not a forced multi-disciplinarily one. Students should have a choice from different kinds of institutions. The policy risks creating a new kind of institutional isomorphism mandated by the Centre.

- **Issues with examinations:** Exams are neurotic experiences because of competition; the consequences of a slight slip in performance are huge in terms of opportunities. So the answer to the exam conundrum lies in the structure of opportunity. India is far from that condition. This will require a less unequal society both in terms of access to quality institutions, and income differentials consequent upon access to those institutions.

IV. ISSUES AND CHALLENGES

Address the Issue of Pupil-Teacher Ratio

If we take a thorough review of the teacher-pupil ratio and the subject teacher's requirement more importantly at the high school level, it reflects the grim picture. The erstwhile state government in power developed a timely mechanism to address this problem, they ordered the rationalization of staff and clubbing of schools with low enrolment but all those measures don't yield desirable results. It creates chaos and confusion among

the students who are considered as the prime beneficiaries of any education policy. One of the main drawbacks of this rationalization initiative is that it is a temporary arrangement, not a permanent solution. Mostly this rationalization process occurs in the mid-session of the academic calendar or at the end. Students are compelled to complete their syllabi under two or three tutors in one academic session which the experts of education psychology don't endorse or encourage. Another concern; no consideration is given to subject teachers mainly at the high school level which is neededin the hour because our curriculum has changed a lot.

Decentralization of Power

All the issues big or minor concerning academics, infrastructure, and the administration are centralized at the Direction Office which becomes a lengthy affair to seek a timely solution to any issues. Therefore, there is a need to give more powers to the district administration (CEOs, ZEOs) to run the system at the district or zonal level.

Need to develop E-Courses and Labs for all

The prevailing situation that occurred due to the spread of COVID-19 put all sectors under pressure including the education sector. But Information technology played a pivotal role in sustaining the teaching-learning process in a dynamic mode, therefore the provision of developing E-Courses supported by well-equipped labs is the need of the hour. Let us hope for the best.

Impediments to implementation in higher education
Learning or certificate/degree

Though flexibility in the higher education model through the concept of multiple exits is an important step for reducing the number of dropouts, a question still arises on the value of such certifications and diplomas. The Indian psyche closely associates jobs with the degrees acquired. Hence, to implement the new system, we first have to dismantle the archaic thinking that only with a degree can one successfully secure a job. This is a dangerous paradigm that undermines and discourages other innate talents of an individual.

Orientation toward multi-disciplinary education

The existing education regime excludes formal training and orientation towards pedagogy for college and university educators. This urgently calls for an overhaul of the curriculum design to make it flexible and organic for enabling foundational and higher-order thinking and skill inculcation at different levels of education. The policy seeks to establish multi-disciplinary institutions for higher education replacing the single-disciplinary ones. The road to attaining this goal has been paved with good intentions.

Funding

It will be a feat to fully implement the proposals of NEP 2020 for higher education given the limited resources at hand. It requires private institutions to offer more scholarships to make admissions possible for students from low-income strata as well, but NEP fails to discuss how this can be achieved. This indicates a need for greater public funding in higher education, which in reality does not sit well within the current scenario. The increase in the education budget from 3 percent to 6 percent of GDP is simply not enough to meet the implementation needs.

Digital connectivity

We require internet penetration in remote areas because e-learning is the way forward, as witnessed during the pandemic. Digital infrastructure for this purpose will include digital classrooms, expertise-driven online teaching models, AR/VR technologies to overcome gaps in physical teaching and lab infrastructure, uniform assessment schemes across schools, career counseling sessions, and teacher training to become adept at new-age technologies. This will continue to be a major challenge in the next decade.

Findings

- The implementation of the National Education Policy will cost 6% of the GDP.
- In studies, students will have the option of learning Sanskrit and other ancient Indian languages. These languages are available for students to study if they so desire.
- Changes will be made to board exams as well. It's possible that board exams will be held twice a year to ease the pressure on students.
- To make studying easier, artificial intelligence technologies will be deployed.
- The MPhil degree is being phased out of higher education.
- Extracurricular activities will be incorporated into the core curriculum.
- Students will be taught three languages at their own level, as determined by the state.
- The National Council of Educational Research and Training will create the National Curriculum Framework for School Education.
- Many institutions will be developed to implement this new education strategy so that it can run properly.
- Children's education, as well as their talents, will be given significant priority under the new National Education Policy.

V. CONCLUSION

The New Education Policy 2020 that has been proposed last year is yet to be implemented. It is an ambitious move to revive the Indian education system with a modern approach. No matter how good this may look, the implementation of any policy has its own importance. An efficient implementation can make a policy a huge success and on the other hand, if the implementation is not good, it can be a huge disaster. The review paper discusses the challenges and issues in the implementation of NEP 2020. The on-ground reality is that the most important 3 pillars- infrastructure, funding, and a well-detailed plan strategy are still missing. Many other factors have been discussed in this review paper and each factor is genuine on its own term. The analysis of the good and bad is very important to point out. The NEP 2020 may look good on paper but it is much more complicated in a real-world environment.

VI. REFERENCES

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