

EDUCATION POLICY 2020: A NEW DAWN

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Abstract

The New Education Policy (NEP) was established in July 2020, with the goal of universalizing education in India from pre-school to 12th grade. The 1986 National Education Policy will be replaced by a new education policy. The National Education Plan (NEP) is a comprehensive framework that focuses on education from pre-kindergarten through higher education in the country. The goal of any educational system is to support children so that no child is denied the opportunity to learn and excel regardless of their birth circumstances or family background. By 2030, the NEP-2020 aims to achieve a 100% Gross Enrolment Ratio (GEER) in school education.

The policy's major goal is to close social gaps in school education access, participation, and learning results.

Key Words: NEP, GEER, Education, Policy

1. Introduction

New education policy is a foundation of empowerment of youth in education. The new Policy (NEP) intended to revamp the education system towards meeting the needs of the 21st century by achieving the twin objectives of inclusion and excellence. The new Policy (NEP) will convert future challenges into prospects by developing an excellent education system. The new policy will reinforce the philosophy of inclusion, revolution and institution. This policy offers prospects to students to realize their talent and to dream big.

A NEP (MHRD 2016) is a comprehensive framework to advise the development of education in the country. The requirement for a policy was first realized in the year 1964 when it was felt that current policy lack vision and quality for education. An education committee comprising of 17 members was formed which was headed by then UGC Chairman to recommend the education policy. In 1986 On the basis of committee recommendation, the first education policy was implemented. After three decades, in 2020 a new education policy with radical changes has been brought in by the ruling government.

New Education policy addresses seven issues named educational development, ease of participation, programme offered of excellent quality, approachability of education, well organized system and equity, excellent management and governance, emphasis on research and development, and financial pledge.

The NEP proposes radical changes in school education, the policy focus is on restructuring the curriculum, "stress free" Board exams, a decline in load of the syllabus, to hold "core essentials" and locus is on "experiential learning and critical and creative thinking".

In contrast to prior policy,(Nandini 2020) which had a 10+2 structure for school education, the NEP has proposed a "5+3+3+4" framework for the age groupings 3-8 years (foundational stage), 8-11 years (preparatory), 11-14 years (middle), and 14-18 years (high school) (secondary). Early childhood education is included in the formal education category (known as pre-school education for children of ages 3 to 5). Students who are socially and economically disadvantaged receive special

attention. For disadvantage students, Special education Zones and Gender Inclusion Fund are proposed. There is a special recommendation of usage of regional language till the grade V optionally. (Raj Sabha) Sanskrit language is mainstreamed. Standardization of Indian Sign Language (ISL) is recommended throughout the nation and restructuring of curriculum for deaf students is also recommended.

To succeed in the twenty-first century, the new policy promotes holistic learning through conceptual learning, critical thinking, and practical experience by reducing curriculum content and promoting root learning, which differs from a program-based assessment structure to a year-round assessment structure. Rigid stream or subject demarcation will be deleted. Students will have the freedom to pursue interests in the arts and sciences, as well as vocational and academic paths, as well as curricular and extracurricular activities. Bag less days or internships are advocated through vocational education from grade six onwards for real world understanding and hands-on experiences.

Coding as a topic is introduced from grade 6 onwards for logical thinking, creativity, and innovativeness. This new system is in line with current worldwide best practices and will aid in the development of children's mental capacities.

NEP intends to attain a Gross Enrollment Ratio of 100% by 2030. It also proposes to provide universal access to school education at all levels, from pre-primary to secondary, with a focus on foundational reading and numeracy for all students.

The NEP proposes a number of changes, including allowing foreign universities to operate in India, separating the University Grants Commission (UGC) and the All India Council for Technical Education (AICTE), introducing a four-year multidisciplinary undergraduate programme with multiple entry and exit options, establishing common entrance exams for university admission, and eliminating the M Phil programme. According to the policy, the top 100 institutions in the world will be permitted to establish campuses in India. The candidates will be chosen based on their QS world university rankings.

For each year of a four-year course, a 'certificate,' a 'diploma,' a 'Bachelor's degree,' and a 'Bachelor's Degree with Research' will be issued based on the credit gained through the multiple exits and entry option.

Under the new policy all institutions offering single streams must aim to become multidisciplinary by 2040. The institute of eminence will be given more autonomy. The NEP only gives general guidelines on education because it is a concurrent concern. Despite the fact that the current government has set a deadline of 2040 for implementing the full policy. To bring about change, the central government plans to create ten Indian Institutes of Liberal Arts/Multidisciplinary Education and Research Universities, modeled after the Indian Institutes of Technology and meeting their requirements (IITs).

The policy's was debated on all over social media with #RejectNEP2020 trending on twitter though the draft of the policy was send to various stakeholders. There are certain reservations regarding the policy which through this paper will be resolved. As per the new policy the initial years of education will come under formal education which is a welcome move. As per Sigmund Fried the personality of a child is developed within the first five years. If attention is not paid in the first five years than it leads to various crisis in the life of a person when he grows up.

One of the aspects linked to a child's learning is nutrition. School readiness, defined as a combination of motor, cognitive, and social-emotional development, has been found to influence

children's learning curve when they attend school. In rural India, about 43% of pupils in class I are unable to recognize letters. As a result, the NEP's suggestion to provide universal access to pre-primary education through Anganwadis and Balvatilas will ensure that many children are prepared for school. Around 100 million pupils rely on their school's midday meal for their daily nutrition. India has 46.6 million stunted children under the age of five, and stunted children at the age of eight perform 48 percent worse in mathematics than normal kids. The national educational policy has taken a significant step forward by advocating that breakfast be included in the MDM.

In India, only 70 out of 100 students complete their education. Jharkhand has a 30 percent completion rate, Bihar has a 46 percent completion rate, and West Bengal has a 55 percent completion rate. The NEP has set a goal of achieving 100 percent foundation reading and numeracy for all primary children by 2025 in order to put kids on a path of sustained learning.

The employment of regional language to teach the students is another point of contention. Some educators believe that English is a global language that is necessary for connecting and communicating not only in India but also internationally. A person who is not fluent in English is regarded as a second-class citizen, and their concern is that English will now only be taught at the secondary level under the new programme. According to a 2017 study, linguistically mismatched districts in Southern India have 18% poorer college graduation rates, owing to the difficulty of obtaining an education in a foreign language. Students who do not comprehend the language are frequently marginalized in the classroom, with little room for them to learn. Millions (Gohain 2020) of youngsters will build self-confidence and establish identities as a result of the NEP's suggestion for mother tongue instruction in primary school. Another study claims that learning in the mother language from grades 1-4 improves students' arithmetic and literacy test scores when they switch to English in grade 5.

For the market-facing skills challenge, the NEP's advice to incorporate vocational education in middle school. The NEP's goal of achieving a GER of 100% (Compulsory Education Act 2009) across grades by 2030 has the potential to ensure that such kids complete their education while obtaining job-relevant skills. Fears of student dropouts due to vocational education would be alleviated by amending the RTE Act of 2009 to cover education from pre-primary to senior secondary level as a basic right.

The NEP places a strong emphasis on the utilization and integration of technology. From class 6 onwards, the coding language is introduced. NEP acknowledges India as a global player with the potential to become a leader in space and information and communication technologies. It is critical to have understanding of coding languages and computers in order to improve the digital India campaign. Knowledge of computers will aid in the transformation of the entire country into a digitally empowered society and knowledge economy. In this change, computer education will be crucial.

Another concern is that, as private and self-governed colleges gain more autonomy under the NEP, they may abuse their power by handing out certificates and degrees without oversight, resulting in corporatism. As a result, higher education will become a privilege available exclusively to those who can afford it. The Higher Education Commission of India (HECI) Act is the beginning point for bringing about this reform, hence this reservation is unfounded. This act is given a broad outline by the policy. The ministry of human resources and development has conducted significant consultations and groundwork in preparation for the act's formulation. The committee established under this act will ensure that such wrongdoings are addressed.

Another component that has drawn a lot of criticism from both educators and experts is the creation of a single Higher Education Regulator. Few see it as a tactic for reducing red tape, while others see it as an attempt to centralize authority and thereby jeopardize institutions' autonomy. The autonomy of institutions is the core theme of NEP 2020. As a result, concerns raised by some that a single regulator would lead to a loss of institutional autonomy are unfounded.

Education is the (NCERT 2006) basic right and is the core necessity of well being of nation, society, world and human. Since the independence, most governments have not understood the importance of the idea of education for everyone. Since independence countless efforts has been put to resolve the concerns of contemporary education. However, a review of prior studies and programmes reveals that our country's educational trajectory has been uneven, with many legitimate ambitions still unfulfilled even after seven decades of independence. However, there is optimism that the NEP will transform India into a knowledge hub in an era when learning, research, and innovation are critical and will impact millions of people's lives

2. Conclusion

NEP will radically transmute the education arena in the nation as it locus is on providing accessible, equitable education and inclusive for all the students. NEP is crafted to reduce the load of teaching and learning and examinations on students. NEP will contribute in crafting the prospects of the country. Success of NEP is based on transparent applications in every level all, with an even availability of resources. This colossal implementation of policy can be apprehended only when there is a hundred percent support and teamwork between the Governments and the Education ministry.

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