

**NEW EDUCATION POLICY: OPPORTUNITY AND CHALLENGES IN RURAL AREA**

**\*Miss. Komal Suresh Gupta**

\* Student Of First Year Bachelor Of Business Administration, Department of Commerce and Management Studies, Sahyog College, Thane, Maharashtra.

**Abstract:**

*In ancient India, the entire education system was based on Hinduism. Vedic literature was the main source of education in ancient India. Majority of students were boys or men, there is also education for girls, but the number of schools and guru or gurukul that existed at that time were few. During the entire Muslim rule, which spanned the Sultanate and the Mughal period, education received great support from the state. The Muslim rulers established many mosques, madrassahs, libraries, etc. During the reign of Akbar, education progressed greatly compared to the Tughlaq dynasty. The history of modern education in India begins with the establishment of the East India Company. Francis Xavier, one of the most famous missionaries in history, arrived in India and started to organize street classes. The main goal of the missionaries was to convert the original Indians to Christianity. In 1937 Wardha Scheme or the Wardha committee formed and Dr Zakir was appointed its chairman. Committee submitted its report, were all the resolution mention by Gandhiji were placed. Finally, the Scheme of National Education was adopted by Indian National in 1938. It was an institutionalized center named after the school British Invasion. After independence, India's education system requires a quick overhaul. Several committees and commissions were tasked with reviewing educational issues. The Education Commission (Kothari Commission) was established in 1964-66. New Education Policy, known as the National Policy on Education 1986, was announced in 1986. Ministry of Human Resource Development (formerly the Ministry of Education) has replaced the 34-year-old National Policy on Education. The policy will transform India into a flourishing knowledge hub, based on the pillars of Access, Equity, Quality, Affordability, and Accountability.*

*In rural India, the literacy rate is only 73.5 percent. More than half of children aged 3 to 16 are unable to read and execute arithmetic. In comparison, the number of schools in urban India is significantly higher. Gaps can be seen in a variety of ways. The Indian government has initiated a number of schemes to boost education in rural areas. It aims to ensure that education is of equal quality at all levels of schooling. The government's initiative determines how the structure is built, programs are launched, and plans are carried out. During the 2018-19 school year, 9.12 crore children benefited from hot prepared healthy food served in 11.35 lakh schools. NCERT books are now available in a digital format for free on e-PATHSHALA. Diksha is a digital platform for instructors to enhance their ability in a variety of ways. The National Education Policy – 2020 has the ability to alter the Indian educational system. It contains a number of recommendations aimed at providing high-quality education to both urban and rural communities. Socio-Economically Disadvantaged Groups is a new term used by the document (SEDGs). The new education policy stresses the construction of a visual lab where students may put their theoretical knowledge into practice, as well as making course content available in several languages. The NEP 2020 also mentions combining a big number of schools with a small number of students and teachers into a single building. The new education policy will promote skill-based learning and enhance students' practical skills. Music, art, and literature will be included in all higher education courses. Sociology, statics, mathematics, literature, and language are just a few of*

*the subjects that might assist students in their overall development. NEP 2020 aims to ensure that great students, particularly from rural areas, enter the teaching profession. It further recommends that to promote universal participation, more efforts should be made to make Olympiads and contests in many fields available in rural regions and in regional languages. All Higher Educational Institutes will provide high-quality medical care to all their students. In India, a greater focus on new life skills like coding will assist to build a stronger pipeline of future leaders. The transition from rote to conceptual learning will provide a child with the foundational abilities to enroll in a course based on aptitude and competencies. It also adds skills from grade 6 onwards, ensuring that every kid has at least one skill by the end of his/her schooling.*

---

**Copyright © 2022 The Author(s):** This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

---

### **Introduction:**

Indian education system: before and after Independence.

Education in Indian Culture and tradition education started from the beginning of human civilization. The learning pattern was different from today.

### **Education System in Ancient Period:**

The concepts, goals and ideals of education were related to the ideals of life. Religion played a compelling role in the life of ancient India. Overall social structure It was religious at the time, and the entire education system was full of religion atmosphere. Teachers were usually priests, so liberals, spiritualists, Religious guidance. In ancient India, the entire education system A specific institutional system called the “GURUKUL SYSTEM OF EDUCATION” Vedic literature was the main source of education in ancient education Represents the most important and essential part of the life of Indian people. In the Vedas A teacher or guru was used to give knowledge to a student, as it is called a period. A period based on Vedic literature consisting of eight different formats; they are four Veda, 6 Vedangas, 4 Upavedas, 4 Brahmin, Hundred and Eight Upanishads, 6 philosophical systems, Bhagavad Gita, 3 Smriti. The majority of students were boys or men, there is also education for girls, but the number of schools and guru or gurukul that existed at that time there were few girls only. Education system not only theoretical at the time, but also practical content, meditation, Seminars and religious practices. With theoretical knowledge Practical knowledge used by students to develop a healthy civil and aesthetic sense and it was impossible to live a successful life without them. The overall characteristics of ancient education were based on Hinduism. Not only does it provide a religiously established education, but it also conveys knowledge about it. In the old days educated woman was allowed to be educated with her husband Counterpart. Rama’s mother Kaushalya, Bali’s wife Tara, Draupadi wife of Pandavas, is some example of an ancient Indian educated woman.

### **Education system in Medieval Period:**

After the Islamic invasion of India from Persia and Asia Minor, and the established order of Islamic theocratic monarchies below Mahmud of Ghazni in A. D. 1001, Muhammad Ghauri in A. D. 1175, the instructional establishments of the Hindu and the Buddhist faith had been destroyed paving their approaches for the improvement of the Muslim training in India. The Muslim academic establishments are connected to the Mosques. During the entire Muslim rule, which spanned the Sultanate and the Mughal period, education received great support from the state. The Muslim rulers established many mosques, madrassahs, libraries, etc. During that time, education was used to spread Islamic principles, law, and social conventions. Education during the Hindu and Buddhist periods was based on religious beliefs, and it was intended to make students pious. Every student was expected to learn verses from the Quran by heart. The educational system was unrestricted in its ability to provide education to students. It

was great Respect for girls and women during this period, but no satisfactory provisions Made and prepared by Islamic rulers to educate common girls in their community Girl education was restricted to higher families. The Maqtabas of the Muslim religion, where The language of instruction was Persian, which led to the formation of a new language called Persian "Urdu", generally written in Persian characters with Arabic and Persian Words Origin that later became the lingua franca of the Muslim community in India. One of the most important developments during the period of Muslim rule in education was the development of vocational and technical education. During the reign of Akbar, education progressed greatly compared to the Tughlaq dynasty. Akbar was deeply interested in the importance of educating people and helping them to learn. Creation of residential colleges for graduate student's studies on various subjects and in-depth studies were carried out in various industries such as mathematics, geometry, astronomy, physics, philosophy, history, literature, etc., lead the Muslim government in various parts of India. After the death of Aurangzeb, the Mughal Empire, and the system of education based on religion came to end, and many Maktabs and Madarsas were attached to mosques and Pathshalas attached to the temples were closed down The fall of the Mughal Empire after the death of Emperor, Aurangzeb caused the educational and cultural vacuum of the Indian society and the end of the medieval period.

### **The education system in modern India:**

India began to develop in the late 19th century, when Christian missionaries were trying to spread their religion throughout the country. The first group of missionaries to arrive in the territory controlled by the Portuguese were the Roman Catholic missionaries. They began working to set up educational institutions there. Francis Xavier, one of the most famous missionaries in history, arrived in India and started to organize street classes to teach Christianity to the locals. The main goal of the missionaries was to convert The original Indians to Christianity and this is the reason why most missionary schools were attached to churches or mission offices The new age has seen new growth Economic style such as commercial cash economy, earnest development Values, education and the new political style. The history of modern education in India begins with the establishment of the East India Company. But after 1813, they shifted their attention from primary to secondary and in higher education, they used English as their medium of instruction. Education in India the Commission also made important recommendations for the growth of women. Education in India. Finally, a recommendation was made by the Hunter Commission. Government accepted After the implementation of the Commission's recommendations, various types Changes have been made in the field of education. In the days of Lord Curzon, Education deserves the most important position. The most important reform in Sir Curzon's education. An important point between 1905 and 1917 the educator suggested that he agreed to use his mother Tongue as a medium of instruction. From 1917 to independence, several laws were passed and numerous committees were established. For the better development and growth of modern education in India. The most important committee for the general development of education National Education Movement (1920-1922). After World War II, there was also a Central Education Advisory Board. Central Advisory Board of Education primarily recommends universal and compulsory free primary education for everyone from 6 to 14 years old. Before independence, India had various educational systems. Ancient education was based on religions called Hinduism and Buddhism Tools and spirits are central to learning. Medieval due to the invasion of Muslims gave Islamic education through maqtabas and madrassas. It was a learning center for Islamic education. In modern times, India is witnessing a modern education system through an institutionalized center named after the school British Invasion. Educational system in India has been shown that the historical background of the Indian education system is based on four different religions: Hindu, Buddhist, Islamic and Christian. In the era before independence in, an Indian educator's work in the field of education can be erased such as Mahatma Gandhi's Scheme of Basic Education (Father of the Nation) and Raja Rammohan Roy's work on the development of modern religious education society of India in under the British Empire. He accepted English as the language of instruction and tried to combine the Eastern

style of teaching with the Western world. The next personality is Pandit Iswarchandra Vidyasagar, he discarded this educational system based on religion and caste and formed a secular system that gave maximum importance to mass education. "Other figures like Swami Vivekananda, Bankim Chandra, Satish Chandra, Annie Besant, Sir Gurudas Banerjee, Sir Aurovinda Ghosh and Rabindranath Tagore, are able to make some reforms in social practice, not only in relation to education, but in general. Besides, Brahmo Samaj, Prathana Samaj, Arya Samaj and Ramkrishna Mission also contribute to the development of education in India in their own way.

In 1937 Wardha Scheme or the Wardha committee formed and Dr Zakir was appointed its chairman. Committee submitted its report, were all the resolution mention by Gandhiji were placed. Fundamental Principles of National Scheme of Education was provided by committee. Finally, the Scheme of National Education was adopted by Indian National in 1938. Scheme of National Education modifications were being made in the scheme from time to time to make it fit for the new India called Independent India.

### **Education in India after Independence:**

The Indian people witnessed and shared the happiest movement in Indian history on the day of independence in 1947, but the reality in the field of education was quite different. After independence, India's education system, which is a critical tool for social change and national upliftment, requires a quick overhaul. Several committees and commissions were tasked with reviewing educational issues and making recommendations in order to adapt the educational system to changing requirements, aspirations, structure, and strategy. A free India needs an effective Constitution to offer Justice, Liberty, and Equality, as well as free education for its citizens. Finally, on January 26, 1950, a new constitution for a free India went into effect.

To popularize education among Indian residents, the Indian Constitution can bridge the divide between rural and urban, male and female, rich and poor, and provide the greatest number of opportunities to obtain an education for the least amount of money. The Government of India took swift action following independence, forming the University Education Commission in 1948 under the leadership of Dr. S. Radha Krishnan, who published his report in 1949. The Radha Krishnan committee advises on the constitution and functions of the university level, such as the financial sources for universities, the admissions process, courses, and finally the responsibility for the growth of university-level education. India progressed toward the growth of the entire education system after establishing and implementing the University Commission's recommendations. The Education Commission (Kothari Commission) was established in 1964-66 to advise the government on the national pattern of education for the growth of education at all levels and in all aspects in order to build a new and more effective system in the field of education. Dr. D. S. Kothari served as the chairman of the Commission. Thus, only after the application of policy 1968, such as school-less villages having school facilities within a radius of one-kilo meter, will free India be able to speed the spread of education.

After 20 years of implementation, the Government of India made certain revisions to the National Education Policy of 1968 in order to respond to the changing face of a different sector. The New Education Policy, known as the National Policy on Education 1986, was announced by the Indian government in 1986. To eliminate inequalities in educational opportunities for women, Scheduled Castes and Scheduled Tribes, handicapped people, and certain minority groups who are either educationally deprived or backward. As a result of several changes that have occurred in various parts of our country in order to preserve social chaos in multiple fields, education has risen to the top of the priority list, allowing our country to gain an international reputation. The transition from a traditional to contemporary industrial society in free India necessitates careful work in three main sectors: primary, secondary, and tertiary. As a result, the government and the central government must devote more resources to primary education and primary health care. The National Policy on Education was revised in 1992 to achieve the goals of Universalization of Elementary Education, reduction of poverty, national integration, and promotion of women's

equality, and education for women.

The updated version of the National Policy on Education said that the entire nation has devoted itself to the eradication of illiteracy, particularly in the 15-35 age range, in various ways with a special emphasis on the total literacy campaign, through to the National Literacy Mission.

**The New Education Policy 2020:**

The Ministry of Human Resource Development (formerly the Ministry of Education) has replaced the 34-year-old National Policy on Education (NPE) with the new Education Policy of 2020. (NEP 2020). The union cabinet has approved the NEP 2020, which will aim to make significant educational reforms. From pre-school to secondary school, the policy aspires to make education universal. The National Education Policy (NEP) for India was updated, reviewed, and approved on July 29, 2020, after 34 years. The initiative is a watershed moment for India's education system, and it will undoubtedly make India a desirable destination for higher education around the world. The policy will transform India into a flourishing knowledge hub, based on the pillars of "Access, Equity, Quality, Affordability, and Accountability."

**Different Committees & Commissions of Higher Education in India:**

<p><b>Radhakrishnan Commission (1948–1949).</b></p>	<ul style="list-style-type: none"> <li>• This was the first post-independence education commission, which was established in 1948.</li> <li>• Under the capable leadership of Dr. Sarvepalli Radhekrishnan, it was commissioned.</li> <li>• University Education Commission is another name for the Radhakrishnan Commission.</li> <li>• It was established to look at the needs of higher education in India.</li> <li>• Make recommendations for the reorganization of university education based on the needs of the country and its traditions.</li> <li>• To cultivate excellent individuals who can contribute to politics, administration, industry, and commerce.</li> <li>• The purpose of this panel was to examine challenges that colleges and universities were facing.</li> </ul>
<p><b>Kothari Commission (1964-1966).</b></p>	<ul style="list-style-type: none"> <li>• The Government of India established the Kothari Commission to evaluate all elements of India's educational sector, formulate a general pattern of education, and offer rules and policies for the growth of education in India.</li> <li>• It was established on July 14, 1964, by Daulat Singh Kothari, then-chairman of the University Grants Commission.</li> <li>• The report of the Kothari panel was primarily concerned with education and national development.</li> <li>• The commission served from 1964 to 1966, and the panel's report was submitted on June 29, 1966.</li> </ul>
<p><b>Acharya Narendra Deva Committee.</b></p>	<ul style="list-style-type: none"> <li>• This was about education and how it was organized in connection to political and constitutional conditions and advancement possibilities.</li> <li>• The Committee, on the other hand, examined the government's educational policy, studied the key facts of the current educational system, looked into related issues and the impact of political reforms on the country's educational progress, identified the system's flaws and weaknesses, and made recommendations for its improvement.</li> </ul>



<b>Mudaliar Commission</b>	<ul style="list-style-type: none"> <li>The Secondary Education Commission, also known as the Mudaliar Commission, was established by the Indian government in response to a resolution to improve the country's education system. Madras University's Vice-Chancellor was Dr. A. Lakshmanswami Mudaliar.</li> </ul>
<b>The National Policy on Education (1986)</b>	<ul style="list-style-type: none"> <li>Prime Minister Rajiv Gandhi announced a new National Policy on Education in 1986.</li> <li>This strategy emphasized the need to eliminate inequities and equalize educational opportunities, particularly for Indian women, ST, and SC populations.</li> <li>With the establishment of the Indira Gandhi National Open University in 1985, the strategy established an open university system to increase access to higher education.</li> </ul>
<b>Knowledge commission</b>	<ul style="list-style-type: none"> <li>The Knowledge Commission, sometimes known as the "National Knowledge Commission," Manmohan Singh, India's former Prime Minister, established this commission on June 13, 2005.</li> </ul> <p>The commission's key recommendations were:</p> <ul style="list-style-type: none"> <li>University Establishment:</li> <li>Pursue excellence</li> <li>Creation of Regulatory institutions</li> <li>The commission suggested that IRAHE be established as a regulating body (an Independent regulatory authority for higher education).</li> </ul>
<b>National Educational Policy 2020</b>	<ul style="list-style-type: none"> <li>The Ministry of Human Resource Development's New Education Policy 2020 (NEP) aims to reform the country's current, 34-year-old policy in schools and higher education systems.</li> <li>The new policy takes a more practical approach and is based on the reality of the country's educational situation, emphasizing students' creativity and innovation, as well as their personal development, rather than expecting them to score high and mock up content without a basic understanding of concepts.</li> </ul>

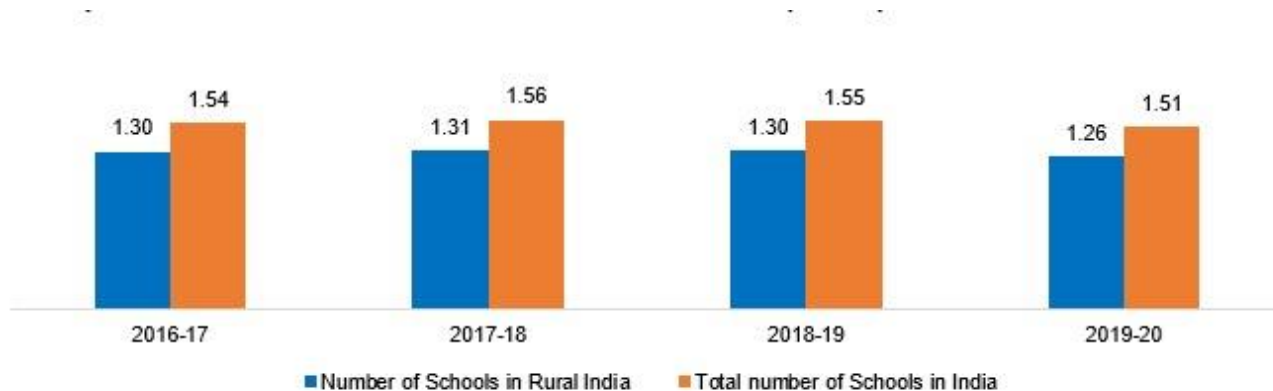
### **Education in rural area:**

Although India's literacy rate has increased in recent years, it has not been able to provide the type of education that is required in modern times. When a country's rural education system does well, it reflects the country's overall economic situation. "India lives in her villages," Mahatma Gandhi once said. And, despite India's fast-paced urbanization, the observation expressed by the Father of the Nation many decades ago still appear to be true. Rural India's education is a driving force behind the country's economic and social progress. According to the Annual State of Education Report (ASER) 2019, and over 40% cannot even recognize letters, according to the ASER. In order to realize the objective of a Skilled India, the rural education system must be upgraded. In rural India, the literacy rate is only 73.5 percent. According to the ASER report, a survey was undertaken and practically all rural regions were covered; it was discovered that more than half of children aged 3 to 16 are unable to read and execute arithmetic. In rural India, the literacy rate is only 73.5 percent. According to the ASER report, a survey was undertaken and practically all rural regions were covered; it was discovered that more than half of children aged 3 to 16 are unable to read and execute arithmetic. Rural India faces challenges in acquiring education due to a lack of schools and resources, a shortage of teachers, religious and societal traditions, a wide distance between school and home, and a

lack of education awareness & so on. In rural India, children do not have access to high-quality education, and many do not have access to education at all.

In comparison to rural India, the number of schools in urban India is significantly higher. Even though we are one country, there is still a rural-urban split in every fact of life, and education is no exception. A lot of studies have shown that there is a significant disparity between rural and urban education. Gaps can be seen in a variety of ways. In urban schools, the teaching methods are also different. While rural schools' teaching methods are relatively basic.

#### **Comparison of total number of schools in India and rural India (million):**



*Source: Department of School Education and Literacy*

#### **Initiatives by the government to improve rural education:**

The government is the most vocal supporter of rural education. The government's initiative determines how the structure is built, programmes are launched, and plans are carried out. The Indian government has recognized this and has initiated a number of efforts to boost education in rural areas. The following are some schemes.

- **Shiksha Samagra:**

The Indian government started an integrated school education plan in 2018-19 that encompasses pre-schools through class XII. Its goal is to ensure that education is of equal quality at all levels of schooling in India. It aims to improve infrastructure, gender equality, education quality, digital initiatives, and every child's right to an education.

- **Jawahar Navodaya Vidyalaya:**

Jawahar Navodaya Vidyalayas are operated by the Ministry of Human Resource Development in several states across the country (excluding Tamil Nadu) and provide free and high-quality education to talented rural children, comparable to the best in a residential school system for classes VI to XII.

- **The Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme** has been updated.

In every educationally backward block that does not have residential schools under any other plan, the redesigned KGBV scheme under Samagra Shiksha would provide at least one residential school for girls in Classes VI-XII.

- **Meal Plan for the Middle of the Day:**

One of the goals of this programme was to recruit youngsters from underserved areas. During the 2018-19 school year, 9.12 crore children benefited from hot prepared healthy food served in 11.35 lakh schools.

- **Eklavya Model Residential School (EMRS) Scheme** Has Been Revamped

The goal of EMRS is to deliver high-quality, low-cost middle and high-level education to Scheduled Tribes (ST) children, particularly those living in rural areas.

- **Initiatives in the Digital Age:**

Operation Digital Board, which was just launched, intends to establish digital boards in government and government-aided schools across the country. The following are some of the initiatives that have been taken: NCERT books are now available in a digital format for free on e-PATHSHALA.

Diksha is a digital platform for instructors that allows them to enhance their ability in a variety of ways.

- **SWAYAM Platform:**

It's an all-in-one platform that offers online courses ranging from elementary school to graduate school. In the form of lifelong learning, online courses are used not only by students, but also by teachers and non-student learners.

SWAYAM PRABHA (Kishore Manch) DTH TV Channels have been launched to broadcast educational e-contents through 32 national channels, namely SWAYAM PRABHA DTH-TV.

- **The NISHTHA:**

National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA) has been launched to help 42 lakh elementary school teachers, principals, block resource centre coordinators, and cluster resource centre coordinators develop their skills.

The 'NISHTHA' Program's main goal is to inspire and empower instructors so that they can encourage and foster critical thinking in their students.

The goal of the draught New Education Policy (NEP) is to boost the supply of high-quality teachers in rural areas.

### **Objective of the study:**

The objective of study is to know the New Education Policy Opportunity and Challenges in Rural Area. From new education policy. In its real sense, the National Education Policy – 2020 has the ability to alter the Indian educational system and bring about significant reforms. The fundamental goal of the National

Education Policy – 2020 is to close the gap in the current education system, which is completely mechanized and emphasizes students' cramming abilities while limiting their individual thinking abilities. It also prevents kids from free-thinking. By moving away from rote learning and toward project/activity-based or experiential learning, learners will gain a more hands-on training experience. It will help in the creation of a scientific mindset in young students.

Because of the obstacles associated with these places, rural areas and geographically problematic areas have mostly been absent from high-quality education until now. The NEP 2020 is a source of hope and an opportunity to fill gaps that has arisen in these sectors. The following are the opportunity from new NEP (New education policy).

- **Socio-Economically Disadvantaged Groups:**

Education is a requirement that should be delivered to even the most remote and inaccessible locations. This is something that the NEP 2020 has taken into account. The policy document contains a number of recommendations aimed at providing high-quality education to both urban and rural communities. Socio-Economically Disadvantaged Groups is a new term used by the document (SEDGs). 'While general school enrolments fall progressively from Grade 1 to Grade 12, this decline is much more pronounced for several of these SEDGs, and sometimes even steeper in higher education,' the study said. The SEDGs encompass geographical identities in addition to gender, socio-cultural, socio-economic, and disability identities. These people will benefit from it. This will aid these sectors in receiving the attention and incentives they require from governments in the future.

- **Digital Learning:**

The new education policy for 2020 places a strong emphasis on online education. The new education policy stresses the construction of a virtual lab where students may put their theoretical knowledge into practice, as well as making course content available in several languages and putting more emphasis on online evaluation and examination. Digital technology has shaped our era, and the Internet has influenced the entire world. The internet



occupied both the education seekers as well as the education provided at laid them together. under the virtual group in the modern era the role of online technology in providing education is Vittal and with its flexible nature the online education technology has gained popularity. online education is now more accessible to the less privileged group in comparison to the centralized classroom education new education policy will undoubtedly benefit new education policy Online learning provides an opportunity to solve long-standing educational insufficiencies and injustices.

- **Complex of schools:**

The NEP 2020 also mentions combining a big number of schools with a small number of students and teachers into a single building. The tiny size of schools, particularly primary schools, is one of the issues with them. Schools are frequently dispersed across numerous locations with a small number of pupils. Geographic dispersion, tough access circumstances, and a high number of schools make reaching all schools equally difficult. Small schools' isolation has a negative impact on education and the teaching-learning process. Teachers, like students, work best in groups and communities, according to the text.

A school complex would be built with one secondary school and all other schools teaching lower grades in its neighborhood, including Anganwadis, within a five to ten-kilometer radius under the new system. This idea was first presented by the Education Commission (1964–66), but it was never implemented, according to the text. 'Wherever practical, this Policy firmly supports the concept of the school complex/cluster.' Greater resource efficiency and more effective functioning, coordination, leadership, governance, and management of schools in the cluster will be the goals of the school complex/cluster,' according to the new education policy.

- **Easing the formalities to start a school:**

As part of the NEP 2020, the required regulations will be simplified to make it easier for governments and groups to create schools and to allow for alternative educational models. As stated in the text, the focus of the new schools will be on the 'output potential' of desired learning outcomes rather than the inputs.

Ek Bharat Shrestha Bharat promotes Indian cultural values and unity. Every student in the country will participate in a fun project/activity on 'The Languages of India' sometime in Grades 6-8 as part of the 'Ek Bharat Shrestha Bharat' campaign. They will study about the languages' origins, scripts, and other aspects. 'As much as practical, the stories, arts, games, sports, instances, difficulties, and so on would be from the Indian and local geographic environment.' "My plan to provide primary education through the means of village handicrafts like spinning and carding, etc., is thus seen as the spearhead of a silent social revolution fraught with the most far-reaching effect," Mahatma Gandhi said.

- **Development of skills:**

Children will now have opportunities to pursue their areas of interest during their schooling. The new education policy will promote skill-based learning and enhance students' practical skills. The new curriculum will include music, art, and literature in all higher education courses. Economics of dance sports Sociology, statics, mathematics, literature, and language are just a few of the subjects that might assist students in their overall development. This new policy on the new generation of thinkers, which changes from memorization to learning, will aid in the creation of a more diverse society by focusing on ART and other curricular activities that promote experimental and practical learning.

- **Books will be made available to everyone:**

'Both the federal and state governments will take steps to make books more accessible and inexpensive to people in all parts of the country, especially those in socioeconomically challenged areas and those living in rural and isolated locations.' This programme intends to improve the country's reading habits. In order to instil the habit of reading in communities and educational institutions, books must be readily available and accessible. This will be

accomplished by increasing online access to library books and expanding digital libraries. In underprivileged areas, further approaches include the establishment of rural libraries and reading rooms.

- **Recruitment of teachers:**

There is now a teacher shortage in geographically difficult and rural locations. Faculty members teach in many classes and subjects in addition to the one in which they were trained. This diminishes the teacher's efficiency and prevents the correct transmission of knowledge to the students.

- **Competitions and olympiads:**

It further recommends that to promote universal participation, more efforts should be made to make Olympiads and contests in many fields available in rural regions and in regional languages. 'Systematized arrangements will be made to provide the necessary support to students from rural backgrounds, including enhancing hostel facilities as needed,' according to the statement. All Higher Educational Institutes will provide high-quality medical care to all of their students.'

NEP 2020 aims to ensure that great students, particularly from rural areas, enter the teaching profession. It states, "A substantial number of merit-based scholarships shall be introduced across the country for studying quality 4-year integrated B.Ed. the programme." Special merit-based scholarships will be developed in rural areas, which will provide preferential employment in their communities after they complete their B.Ed. programmes. This will assist to depict these employed kids as local-area role models and highly trained instructors who speak the local language, in addition to offering local job opportunities for the youth and addressing the problem of teacher shortages in rural areas.

We observed the benefits of the new education policy, but there are certain obstacles that the ruler education faces, including:

- **Digital Literacy:** According to the annual status of education report, India's literacy rate is 77.7%, while it is 87.7% in urban areas and just 73.5 percent in rural areas. This is due to the lack of a functioning computer internet. Due to a dearth of smart gadgets in children's homes, just 14 percent of government schools in rural areas have a computer in working order, and 40 percent have no electricity.
- **Lack of infrastructure:** In comparison to urban schools, children in rural education have limited or no access to fundamental learning aids such as well-equipped classrooms, computers, labs, playgrounds, extracurricular activities, and other amenities. The relationship between students and teachers is the school infrastructure. Infrastructure has a significant impact on children's enrollment, attendance, completion rate, and even learning achievement. If there are no proper infrastructures, students will not want to attend school. Proper infrastructure motivates students to attend school. However, proper infrastructure is not present in rural areas, so the government must work on it through new education policy.
- **Inadequate staff:** Students in the ruler region have great potential and are motivated to learn, but there is a lack of appropriate mentoring not only for children, but also for teachers. Many teachers in the ruler region are not well qualified, resulting in poor educational quality and low morale among students.
- **Language:** According to the 2020 national education policy The academic syllabus will be taught in the respective regional language of the government school students, which is one of the major new education policy drawbacks because it will increase the number of students who are uncomfortable communicating in English, widening the gap between the sections of society.

### **Research Methodology:**

The information collected from the secondary data collected for this research is from different websites, including government websites, news paper articles from times of India, the Hindu & so on.

### **Finding & observation:**

- Pre-school education to become organized- Preschool education will become more structured- Early childhood care and education are critical in laying the groundwork for a child's future learning and well-being. In India, a greater focus on new life skills like coding will assist to build a stronger pipeline of future leaders. a pedagogical framework for early childhood education that builds each individual's foundation It's encouraging to see how the new NEP has correctly emphasized the necessity of establishing scientific literacy at a young age.
- No strict division between different Fields-There is no clear line between different fields: Students' emotional intelligence, critical thinking, and problem-solving skills will be strengthened through the integration of unique topic combinations, specialized learning, character development, blended learning, interdisciplinary methodologies, and adaptable curriculums. Subject flexibility, credit transfer, and various entry-exit points will ensure that everyone can complete a college degree and study their preferred subjects. Students will not be limited to specific domains.
- Shift from rote learning- The transition from rote to conceptual learning will provide a child with the foundational abilities to enroll in a course based on their aptitude and competencies, which will benefit them in their future employment opportunities. It signals the end of rote learning and introduces evaluations based on the application of basic concepts. It also adds skills from grade 6 onwards, ensuring that every kid has at least one skill by the completion of their schooling.

### **Recommendation & suggestions:**

Increase the availability of free education. Poverty is one of the most serious and widespread issues in rural India.

- To develop ideas for a sustainable education system in rural India, the government, corporations, and community members must collaborate.
- Make personnel and other resources available to schools so that they can teach children about their rural environment, agricultural skills, and other practical skills and information that supplement the academic curriculum.
- Government should focus more and more on rural education.

### **Conclusion:**

The new education policy provides a great deal of hope and opportunities for people from all walks of life. The student is the most important stakeholder in the educational system, regardless of whether they are urban or rural. Because everyone has the right to education, it is critical that education reach the most remote and farthest regions. The strategy aims to reform educators by improving their professional skills. For example, the new irrigation Technology forum will enable the correct change of thought on the use of technology for enhanced learning, which will aid in closing the digital divide.

The global education development agenda reflected in the Goal 4 (SDG4) Socio-Economically Disadvantaged Groups (SEDGs) of the 2030 Agenda for Sustainable Development, adopted by India in 2015, seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030, as stated in the NEP itself.

### **References & bibliography:**

<https://ashabhavancentre.medium.com/importance-of-rural-education-in-india-8c16132ff834>

[http://researchjournal.co.in/upload/assignments/4\\_115-119.pdf](http://researchjournal.co.in/upload/assignments/4_115-119.pdf)

<https://scicomm.in/education/growth-of-education-rural-india/>

file:///C:/Users/admin/Desktop/ISBNNEP2020.pdf

<https://www.intechopen.com/chapters/73290>

file:///C:/Users/admin/Desktop/school-education-system-in-india-before-and-after.pdf

***\*Miss Komal Suresh Gupta, (2022), New Education Policy: Opportunity and Challenges in Rural Area, ERJ-Vol IX, Special Issue- II, May - June - 2022, 93-104***

<https://sdmmmkmysore.in/department/commerce/shubhada/new%20education%20policy%202020-a%20comparative%20analysis%20with%20existing%20national%20policy%20of%20education%201986.pdf>

<https://www.educationtimes.com/article/editors-pick/77527635/nep-2020-a-comparison-with-the-1986-education-policy>

<https://testbook.com/learn/different-committees-and-commissions-of-higher-education-in-india/>

<https://upscwithnikhil.com/article/social/indias-rural-education-an-outline>

<https://www.indiatoday.in/education-today/featurephilia/story/how-covid-19-pandemic-has-adversely-impacted-education-in-rural-india-1775127-2021-03-03>

<https://pscnotes.in/rural-education-in-india-and-its-problems/https://triumphias.com/blog/policy-and-planning-towards-rural-education/>

<https://timesofindia.indiatimes.com/readersblog/granitic-views/nep-2020-striving-to-live-gandhis-idea-of-rural-development-24771/>

***Cite This Article:***

***\*Miss Komal Suresh Gupta, (2022), New Education Policy: Opportunity and Challenges in Rural Area, Educreator Research Journal IX (Special Issues - II), May –June, 93-104.***