



## NEW EDUCATION POLICY

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### Abstract:

The new NEP also includes the renaming of the HRD Ministry back to the Education Ministry. Promoting the spirit of “Ek Bharat Shreshtha Bharat”, Prime Minister Narendra Modi tweeted, “Aspects such as widening the availability of scholarships, strengthening infrastructure for Open and Distance Learning, Online Education and increasing the usage of technology have received great attention in the NEP. These are vital reforms for the education sector. “The policy covers elementary education to colleges in both rural and urban India. The first NEP was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, which was amended again in the tenure of P.V Narsimha Rao and the third by Prime Minister Narendra Modi in 2020.

**Key words:** NEP - New Education Policy, Vocational Education, Practical Studies.

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### Introduction:

New Education Policy was drafted by a panel led by the former head of Indian Space Research Organization (ISRO) Kasturirangan and presented to Union Minister for Human Resources Development Ramesh Pokhriyal when he took office in 2019.

In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organization (ISRO) chief Krishnaswamy Kasturirangan.

The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible.

### Literature review:

#### NEP 2020: What's it about?

National Education Policy 2020 (NEP 2020) will bring in ambitious and dramatic change that could transform the education system in the country. It will bring about revolutionary changes in the education system of India.



1.1 Vision: NEP 2020 aims at building a global best education system rooted in Indian ethos, and aligned with the principles enunciated in the discussion below, thereby transforming India into a global knowledge superpower.

1.2 Thrust Areas: NEP 2020 is necessarily addressing the crippling challenges that have affected the Indian Education System for over the last few decades. Certain thrust areas of the policy are:

**In Primary Education, poor literacy, and numeracy outcomes:** Several reports show that 50% children lack basic numeracy i.e., the ability to understand and work with numbers and literacy despites spending five years in school.

**In Middle and Secondary Education, high dropout levels, curriculum inconsistency:** Dropout rates at the secondary level in several states have increased over the past three years according to the ministry's data. There are multiple reasons behind drop out such as poverty, poor health and distance from school. Even the Gross Enrolment Ratio (GER) is also decreasing considerably as the data indicates that a significant proportion of enrolled students are dropping out after Grade 5 and especially after Grade 8. Therefore, minimizing dropout rate and increasing GER, particularly at middle and secondary education level is also a thrust area of the policy.

**Objective:**

**In Higher Education, a lack of multi-disciplinary approach and flexibility with regards to subject choice, assessment as well as a skill-gap:** At the same time Gross Enrolment Ratio (GER) is decreasing and remains about less than half of that is in middle and secondary education. Hence, the policy mainly focuses on minimizing dropout rate and increasing GER in higher education institutions. A new assessment center called, PARAKH i.e. Performance, Assessment, Review and Analysis of Knowledge of Holistic Development is proposed to determine the standards for education. Lastly, issues with regulation, recruitment of teachers and the absence of common standards and norms for universities are the additional areas in this new policy.

**Principle Guidelines:**

The foundational pillars of this policy are access, equity, quality, affordability and accountability. Thus, it aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive and plural society as envisaged by our Constitution. The principal guidelines on which this policy is based are:

**Scope:**

- Flexibility, for learners to choose their subjects and programmes, and thereby choose their paths in life according to their own talents and interests.
- No hard separations between arts and sciences, between curricular and extracurricular activities, between vocational and academic etc. to ensure the integrity and unity of knowledge and eliminate harmful hierarchies among and silos between different areas of learning.
- Multi-disciplinary and holistic education across the sciences, social sciences, arts, humanities and sports for a multi-disciplinary world.
- Emphasis on conceptual understanding rather than rote learning and learning for exams only, on creativity and critical thinking to encourage logical decision-making and innovation, on ethics as well



as human and Constitutional values e.g. empathy, respect for others, cleanliness, etiquette, courtesy, democratic spirit, spirit of service, scientific temper, liberty,

- responsibility, pluralism, equality and justice and on life skills e.g. cooperation, teamwork, communication and resilience.
- Regular formative assessment for learning rather than the summative assessment that encourages today's coaching culture.
- Outstanding research as a prerequisite for outstanding education and continuous development.
- Continuous policy-making based on regular assessment of realities on the ground by educational experts.
- A rootedness and pride in India and its rich, diverse, ancient and modern culture, knowledge systems and traditions, and its forward looking aspirations to be incorporated in an accurate manner, and form an anchor and source of inspiration for all education.
- Education is a public service and not a commercial activity or source of profit, and access to quality education must need to be considered a fundamental right of every citizen.
- Lastly, substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private participation.
- However, these guiding principles need to be followed in the process of implementation of the National Education Policy i.e. NEP 2020. They will certainly help to keep aside the hurdles in its smooth implementation and to overcome the challenges as well.

#### **Research Methodology:**

To allow rigor and efficiency to the findings of the research, NVivo software was extensively used throughout the data analysis process. The data set (higher education policy and UGC downloaded from Twitter) revealed that the GOI has well-analyzed the requirements from higher education. The data indicated that public opinion was also considered and the international education system is also well-taken care of by making this policy.

#### **Challenges in NEW EDUCATION POLICY:**

1. Co operation
2. Expensive education
3. Sanskritization of education
4. Feeding related problems
5. Financing
6. Lack of human resources

#### **Concluding Remarks:**

We know that a well-defined, well-designed and comprehensive education policy is essential for a country at school, college, and university levels due to the reason that education leads to economic and social progress. Even today, adoption of an appropriate education system is necessary in consideration of the prevailing conditions. Thus, to be precise, it is a well accepted fact that a good education policy always leads to good and quality education in a country. National Education Policy 2020 (NEP 2020) is a welcome and ambitious re-imagination of India's education system into a modern, progressive and equitable one. Built on the foundational



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pillars of Access, Equity, Quality, Affordability and Accountability, NEP 2020 is aligned to the 2030 Agenda for Sustainable Development (SD). It aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multi-disciplinary, suited to 21st century needs. The policy calls for a large-scale implementation of a magnitude never before attempted anywhere in the world. The actual transformations will start from the academic year 2021-22 and will continue until the year 2030, where the first level of transformation is expected to be visible. The mission is aspirational but the successful implementation depends upon how implementers understand the challenges and try to overcome it. It requires a great deal of acceptance, commitment, optimism, change in attitude, and mind-set. Summing up, the authors want to convey the message that the policy has come at the right time and the objective is very noble. But, there lies a world of difference between laying down a policy on paper and following it in spirit. The success of NEP 2020 and the pace of its implementation depend to a large extent on how successfully the government, universities and schools can tide over the practical challenges facing it. To realize the dreams it contains, we Indians must overcome substantial execution challenges in a sustained manner for years and decades to come. Lastly, to say, “National Education Policy (NEP 2020) brings in ambitious changes that could transform the education system. But the key here is good implementation and execution”

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