

New Education Policy: Boon or Bane?

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John Dewey, an American philosopher, once said - *“Education does not prepare you for life, education is life.”*

The way we plan our lives for success and prosperity, we also plan our education. Life is changing with our education pattern. Over time to ensure full development, we need changes. A similar change took place in 2020 when the Government of India replaced the 34-year education policy and ratified the New Education Policy 2020.

Education is a basic need and a right for everyone now. To achieve our goals and help develop a just society, we need education. Likewise, education plays a major role in the development of the nation. Over the years education has become a major concern for the Indian government. It all started in 1963 when the first education policy was drafted followed by one in 1986 which was revised in 1992, then the 2020 education policy. The new education policy is designed to keep in mind the shortcomings of previous policies and current and future needs, in order to ensure greater transformation in both schools and institutions of higher learning.

To achieve the full potential of humanity, education is a fundamental requirement of a just and equitable society. It also promotes national development and promotes human productivity and innovation and promotes business and technology development. In addition, in this case, it plays a very important role in ensuring economic and social progress.

Objectives of the National Education Policy, 2020:

The new education policy aims to improve global education from kindergarten to higher education with a 100% GER (Gross Enrolment Ratio) by 2030. The goal aims to make India a major international hub by establishing Indian higher education institutions in various countries, introducing four-year degree programs with a wide range of exit options, and opening branches overseas at various universities in India itself. The NEP also recommended that all colleges and universities have more departments by 2040. This policy will improve employment in our country and will drastically change our education system. This policy is in line with the 2030 Agenda for Sustainable Development and focuses on making education more comprehensive, adaptable, tailored to the needs of the 21st

century and aimed at expressing the unique skills of each learner.

Key features of the policy:

1. This policy focuses on Early Childhood Care and Education (ECCE) through the new curriculum and teaching program.

With an emphasis on early childhood care the 10 + 2 educational structure is replaced by a 5 + 3 + 3 + 4 structure that lasts 3-8, 8-11, 11-14, 14-18 respectively. This will ensure that the 3-6 year old group is included in the school curriculum. The child's early years are considered to be very important in developing his mental abilities. The new program will include 12 years of study and 3 years of Anganwaadi or kindergarten. ECCE will be deployed through an expanded centre that includes Anganwaadi and well-trained teachers in ECCE pedagogy. This will be jointly initiated by the Ministry of HRD, Women and Child Development, Health, and Family Welfare and International Affairs.

2. Changes in the school curriculum and teaching method.

Under these changes, students will be able to adapt and choose subjects. There will be no strong distinction between art and science, between studies and postgraduate activities, between crafts and education.

Vocational education will start in schools from Grade 6, including internships.

3. Assessment Reforms.

NEP 2020 aims to move from summative assessment to conventional and systematic

assessment, based on additional knowledge, which promotes learning and development, and explores high-level skills, such as analysis, critical thinking, and conceptual clarity. All learners will write the Grade 3, 5 and 8 school exams which will be done by the relevant authorities. Grade 10 and 12 board tests will continue, but have been postponed for further development. A new National Testing Centre, PARAKH (Performance Assessment, Review, and Comprehensive Development Information Analysis), will be established as a standard setting.

4. Access to all levels of education.

This policy ensures universal access to school education at all levels - kindergarten to secondary. Infrastructure support, new graduate educational institutions, student tracking and study levels, use of a variety of learning methods including formal and informal learning methods, a well-trained counsellor or social work group, open classes 3, 5 and 8 through NIOS and State Open Schools, Grade 10 and 12 higher education programs, vocational training, adult literacy programs, and mentoring programs are some of the proposed ways to achieve this. An estimated two million school leavers will be returned to major radio under NEP 2020.

5. Multilingualism at the basic level.

The policy emphasizes mother / local / regional language as the language of instruction at least up to grade 5, but preferably up to grade 8 and above. Sanskrit will be offered at all school and higher education levels as an option for

students, including a trilingual formula. Other ancient languages and works in Indian literature will also be available as options. No language will be assigned to any student. Students participate in an exciting project / activity in 'Indian languages', sometimes in grades 6-8, that is, under the 'Ek Bharat Shrestha Bharat' program. A few foreign languages will also be taught at the second level. Indian Sign Language (ISL) will be standardized across the country, and national and provincial educational resources will be developed, to the benefit of deaf learners.

6. Equal, Neutral and Inclusive Education.

This policy ensures that no child loses the opportunity to learn and do well in life on the basis of birth and background. Special emphasis will be placed on Indigenous Socio-Economic Groups (SEDEGs) that include gender, social and cultural, geographical ownership, and disability. This includes the establishment of a Gender Engagement Fund and Specialized Education Institutions in districts and disadvantaged groups.

Children with disabilities will be allowed to participate fully in the general school system from primary to higher education, with the support of teachers with disabilities, resource centres, accommodation, resources, appropriate technical support tools, and other support methods designed to meet their needs. All districts /districts will be encouraged to establish a "Bal Bhavans" as a special day school, so that they can participate in art, work-related, and play activities. Free school infrastructure can be used like Samajik Chetna

Kendras.

7. Sustainable Teacher Recruitment and Performance Route

Teachers will be hired through strong and transparent channels. Promotions will be based on his or her achievements, using a multi-resource performance appraisal system and existing developmental approaches to become education managers or educators. The National Teaching Standards (NPST) will be developed by the National Council for Teacher Education in 2022, in consultation with NCERT, SCERT, teachers, and professional organizations from all levels and regions.

8. Multi-Sector Higher Education

The policy aims for a comprehensive, disciplined curriculum, which includes everyone with qualifications and flexibility, a combination of smart courses, integration of vocational education, and multiple entry and exit areas with relevant certifications. UG education can be 3 or 4 years with many exit options and a valid certificate at this time. For example, Certificate after 1 year, Advanced Diploma after 2 years, Bachelor's Degree after 3 years, and Bachelor's with Research after 4 years. Education Credit Bank will be established to retain the academic credits obtained from the various HEIs for transfer and accounting for the final degrees obtained. Multilingual Education and Research Universities (MERUs), in partnership with IITs, IIMs, will be established as the best educational models for a wide range of international disciplines in the country. The

National Research Foundation will be established as a high-level institution to promote a strong culture of research and to build research capacity across higher education.

9. Regulation

The Indian Higher Education Commission (HECI) will be established as a single entity that covers all higher education, excluding medical and legal education. HECI will have four specific categories - the National Higher Education Management Council (NHERC), the General Education Council (GEC) standards, the Higher Education Grants Council (HEGC) for funding, and the National Executive Council (NAC) accreditation. HECI will operate non-technical interventions, and will have the power to punish HEIs that do not comply with norms and standards. Public and private higher education institutions will be governed by the same set of regulatory, accreditation, and educational standards.

10. Rationalized Institutional Architecture

Tertiary institutions will be transformed into larger, more resourceful, healthier institutions that provide quality education, research, and community engagement. The definition of this university will allow for a number of institutions ranging from Research Universities to teaching-focused universities and universities offering private degrees. The college partnership will be phased out in 15 years and a smart strategy will be developed to give colleges limited independence. Over time, it is thought that each college will grow into a

college that offers Autonomous degrees, or a basic university college.

11. Faculty is developed, empowered, and competent.

NEP makes recommendations for motivating, empowering, and building strategic capacity through clear definition, independence, transparency, curriculum freedom / teaching structure, positive motivation, and institutional leadership.

12. Teacher Education

A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be developed by the NCTE in consultation with NCERT. By 2030, the minimum teaching qualification will be 4 years combined B.Ed. degrees. Strict measures will be taken in the private sector (TI).

13. Mentoring Mission

A National Mission for Mentoring will be established, with a large group of outstanding / retired senior students - including those with the ability to teach in Indian languages - who would like to provide guidance / support for short and long term university / college professionals. teachers.

14. Student Financial Support

Efforts will be made to promote student eligibility for SC, ST, OBC, and other SEDG students. The National Scholarship Portal will be expanded to support, encourage, and track student progress on bursaries.

Independent HEIs will be encouraged to offer a

large number of free vessels and scholarships to their students.

15. Open and Remote Reading

This will be expanded to play a key role in expanding GER. Measures such as online courses and digital conferences, research funding, advanced student resources, MOOC-based credit recognition, etc., will be taken to ensure compliance with the highest quality of classroom programs.

16. Internet Education and Digital Education

A complete collection of recommendations to improve online education due to the recent increase in epidemics and epidemics to ensure readiness for another quality education whenever and wherever traditional and personal education methods are not available. A dedicated unit designed to streamline digital infrastructure, digital content, and capacity building will be developed at MHRD to meet the needs of e- learning for both high schools and institutions of higher learning.

17. Technology in education

An independent organization, the National Educational Technology Forum (NETF), will be established to provide a free forum for using technology to improve learning, assessment, planning and management.

Proper integration of technology at all levels of education will be done to improve classroom teaching methods, support teacher development, improve access to education for the poor and simplify education planning, management and

administration.

18. Promotion of Indian languages

To ensure the preservation, growth, and movement of all Indian languages, NEP recommends the establishment of the Indian Institute of Translation and Interpretation (IITI), the National Institute (or institutions) of Pali, Persian, and Prakrit, strengthening Sanskrit and all languages. doors. in HEIs, and using mother tongue / local language as a teaching method in many HEI programs.

International education will facilitate the cooperation of both institutions, as well as student mobility and intellectual capacity and to allow the entry of top universities into the world to open campuses in our country.

19. Professional education

All professional education will be an integral part of the higher education system. Private technical universities, universities of health sciences, universities of law and agriculture, etc. they will aim to be institutions that include multiple disciplines.

20. Adult Education

This Policy aims to achieve 100% literacy for youth and adults.

21. Educational Support

The Institute and the countries will work together to increase public investment in the Education sector to reach 6% of GDP early.

NEP 2020 results:

- International implementation from ECCE to Secondary Education by 2030, in line with SDG 4
- Acquiring Basic Literacy and Mathematical Skills through National Work by 2025
- 100% GER in Pre-School to Second Level by 2030
- Return 2 Cr School Leaving School
- Teachers will be prepared for assessment changes in 2023
- Inclusive and Equitable Education Program by 2030
- Board assessment to evaluate themes and application of information
- Every Child will drop out of School with at least one skill
- Ordinary Learning Standards in Public and Private Schools

Policy Criticism:

- The policy has been criticized because it did not make it mandatory to teach English at the grassroots level. As it promotes multilingual education because children are comfortable in their home language. In this policy it has been stated that it is recommended that children up to grade 5 be educated in the vernacular, local language or mother tongue. There may be a situation where someone has to move from one district to another, so it will be really difficult for the child to adjust without knowing the common language. In addition, English is a universal language and it is very

important to learn this standard language as it is used in communication around the world.

In a country like India, this is a good point because people in China and other Southeast Asian countries cannot read and learn English. Therefore, it will be beneficial to our people at the international level.

- Many students, teachers, and political parties like CPI (M) have called this policy anti-democratic. They have said no consultation with the states had been made before making the policy. This is because “education” is a related subject. It has been mentioned in both central and provincial lists, governments at both levels can decide on matters affecting education. It has also been suggested that the policy is centralized because it has been stated in the policy that a new teacher training board will be set up to recruit new teachers in the country and no government can change this. Here clearly, the power is taken from the state governments and placed in the hands of centre.
- This policy is theoretical in nature. It has addressed all the problems and has set up a mechanism to go forward with it but it is way too far from reality. It is not easy to implement all the reforms in real life, it will be a very time-consuming process to implement this policy. In the present time, it has been observed that there is a limited number of teachers and schools to provide education in our country. Moreover, there is a lack of infrastructure to provide basic education to children in India.

- The policy aims to create a robust digital infrastructure in the education that ensures uninterrupted learning even during unprecedented circumstances. It is also predicted to reduce the social and economic gap among students, but during the pandemic the gap widened. The government did not make any provisions for students who belong to a poor background to get access to online classes. As per a report by Azim Premji around 60% of students in India do not have access to internet or online education. So even though the policy claimed to have arrangements for education in unavoidable circumstances but it was not implemented in 2020 and 2021.
- This policy has also been criticized for legal issues affecting the implementation of two applicable policies, the Right to Education Act, 2009 and the New Education Policy, 2020. Certain conditions such as the early years of study will need to be discussed, in order to resolve any confusion between the law and the newly introduced policy over time. Against this backdrop, it is important to note that previous attempts by parliamentary legislation under the old established laws were unsuccessful. Failures may be due to the role of administrators and the intended legislative changes to exit planning, such as in the case of the Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010, which lapsed; and the proposed Higher Education Commission of India (Repeal of University Grants Commission Act) Act, 2018 which remained did not reach the Parliament.

Is the new Indian education system Americanized?

The United States is known as one of the world's most diverse education systems. However, despite its 99% literacy rate, and the fact that the country spends more money per student on education, compared to any other country; it is relatively low in terms of academic excellence. The education system is divided into countries, with primary functions such as state and local government. The curriculum for each province varies, depending on the accessibility, independence and diversity of that province. The federal government developed a common curriculum called the Common Core, to ensure that students graduate from high school with the knowledge and skills needed to succeed outside of school, in the later stages of life. The program also places equal importance on the arts, sports, and after-school activities, to promote overall development. Teachers' CPD has a direct impact on their work, thereby reinforcing the need for skills development.

In my opinion, I believe that this policy if applied carefully will reap good results. In a country like India with such a large population, the main purpose of government should be to work for human capital development. By working for human capital development, the economic and social situation of our country will improve significantly. Therefore, this education policy has proved to be beneficial as it will not only make India a great power of knowledge but also provide additional exposure to Indians. The changes in the education pattern are not to make the students ready for year end examinations or to get good scores but to make them future ready. Similarly,

the more the focus on continuous development for teachers and greater autonomy with institutions, the better the education system over all is. The New Education Policy has covered these aspects well. So, this education policy has proved to be a boon as it will not only make India a knowledge superpower but also provide more exposure to Indians.

(National Education Policy 2020)

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