



The New Education Policy-2020: Issues and Opportunities in India

Kirti

Ph.D. Research Scholar, School of Legal Studies, Om Sterling Global University

Hisar Haryana, India

Dr. Sudesh Rani

Assistant Professor, School of Legal Studies, Om Sterling Global University

Hisar, Haryana, India

Abstract: Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high quality educational opportunities to them will determine the future of our Country. Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities both the foundational capacities of literacy and numeracy and higher order cognitive capacities such as critical thinking and problem solving but also social, ethical, and emotional capacities and dispositions. The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

Keywords:- *Education Policy, Development, Educational Opportunities, Educational System, Social Mobility etc.*

Introduction:- Man is the supreme creation of nature everyone is special but some needs to be treated more specially to open up and come up with the real individual package that individual package has the key of creative and innovative education system for getting them unlocked. Nelson Mandela said "Education is the most powerful weapon you can use to change the world". Certainly, to change the world, change of thought is needed and to change the thought reformation in education is essential. A step has been taken as on 29th July 2020, the National Education Policy (NEP) 2020 was set forth by the Ministry of Human Resource Development (in future to be exclaimed as Ministry of Education). This policy has been put forward, with an

aim to reframe the Indian Education System to transform the present Education system and prepare it for future requirements. A brief summary of major milestones for education policy in India, from independence is mentioned below:

- The University Education Commission (1948-49) also known as the ‘Radhakrishnan Commission’ (chaired by Sarvepalli Radhakrishnan) was focused on higher education of India.
- The Secondary Education Commission (1952-53) was focused on education after primary school and before university begins basically it was focused on post primary and up to higher secondary.
- The Education Commission (1964-66), also known as the ‘Kothari Commission’, as it was led by Dr. DS Kothari. This commission had a holistic approach and advised the government on the national pattern of education and general policies, taking into accounts each stage from primary to post graduate.
- The National Policy on Education, 1968: Based upon the recommendations of the Kothari Commission, the government announced a policy which called for equal educational opportunities in order to achieve national integration and greater cultural and economic development.

The National Policy on Education (NPE), 1986, whose objective was a “special emphasis on the removal of disparities and to equalize the disparity in educational opportunity,” especially for women, Scheduled Tribes (ST) and Scheduled Caste (SC) communities.

• The Committee for Draft National Education Policy, or Dr. K. Kasturirangan Committee, submitted its report on May 31, 2019. It sought to address the challenges of: (i) access, (ii) equity, (iii) quality, (iv) affordability, and (v) accountability faced by the current education system.

And, finally, the new National Education Policy, 2020 is here to see the world with the eyes of new wisdom. The NEP 2020 is a package of many benefits and advantageous provisions, but this article will discuss about the challenges & opportunities of NEP 2020. The New Education Policy 2020 replaced the old education policy which was incorporated in 1986 and leading the way towards a new era of educational reform. This is the first policy that provides liberation from the autocracy of administrative control to multiple choice, multidisciplinary learning, multiple chances and multi- language learning. One of the aims of this policy is to create a strong digital infrastructure in the education sector so that there should not be any roadblocks even during the unprecedented situations. The National Education Technology Forum (NETF) will be incorporated which will ensure the integration of technology with the education sector and enhancement of usage of technology in education by all section of society even during the turbulent times.

The Vision of this Policy

The Vision of this Policy This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one’s country, and a conscious awareness of one’s roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

The public education system is the foundation of a vibrant democratic society, and the way it is run must be transformed and invigorated in order to achieve the highest levels of educational outcomes for the nation. At the same time, the private/philanthropic school sector must also be encouraged and enabled to play a significant and beneficial role.

Higher education plays an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly

contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.

Given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence. For the purpose of developing holistic individuals, it is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education.

Various provisions of this policy aim to increase the Gross Enrolment Ratio in the higher education to achieve the objective of 100% youth literacy. This policy also aims to fill the socio-economic gap which have been widen due to this pandemic situation. This new education policy promotes meritocracy, equal opportunities and equity for all section of students but still there lies challenges in between the theory i.e. the provisions of the policy and the practices i.e. effective implementation. The National Education Policy 2020 annotates to have homeschooling and Multilanguage learning until the 5th grade and in exceptional circumstances, no later than 8th grade. The mode of learning will be mother tongue for the students. Despite having all the aspects of education, the students from higher education will have the rising concerns for their education and the professional journey ahead. If any student will move inter-state the language changes and thus will be taxing for continuing the education. The policy is being censured in the existing legal aspects application namely Right to Education Act 2009, as the age of schooling will have to be deliberated upon to resolve the dilemma between the existing and the newly introduced policy.

Against the backdrop the relevance to note that the past actions to legislation level was not successful. The reason behind such failure was the role of regulators and the executors were not as effective or mis-aligned.

The contours of NEP is expected to revise the regulatory body of the Higher Education Commission of India (“HECI”) being set up with a wide role in Indian higher education. The HECI is likely to have four verticals under its umbrella, including:

- (a) National Higher Education Regulatory Council, intended to be a single point regulator for the higher education sector;
- (b) National Accreditation Council, which will deal with accreditation of institutions;
- (c) Higher Education Grants Council, which will be tasked with carrying out funding and financing of higher education; and
- (d) General Education Council, the final vertical, is expected to have a more academic based- role, as it will frame expected learning outcomes for higher education programmes.

Foreign universities coming into the country will also fall under the purview of this framework. The roles and responsibilities need to be coherent to each organization and there will be a need to have a proper coordination otherwise the aim to remove excess interference of regulatory bodies will remain same or it may increase.

This education policy aims to start job- oriented apprenticeship / diploma courses in many existing institutions along with opening of new institutions. The biggest challenge will be to have the team of teachers with necessary skill set in sufficient numbers to mitigate the upcoming requirements.

The New Education Policy emphasizes on conceptual learning rather than rote-learning. The focus is on inculcating creativity, inquiry based learning and conceptual understanding of the subject but our examination pattern reflects the traditional way of evaluation i.e. whether a student have gained a command on the

theoretical aspects of the subject. This existing evaluation process will need to be changed then only the focus of the educators and student will shift from evaluation to understanding. The Union Cabinet through National Education Policy 2020 is bringing major reforms in higher education including a target of 50 per cent Gross Enrollment Ratio. This objective will depend upon how effectively the implementation part will work.

Universal Access to Early Childhood Care & Education is also one of the aims of this education policy for this the responsibility have been assigned to NCERT to design such framework and course for the students up to the age of 8 years. The implementation of this course will be on the anganbadi, pre-schools, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. This new responsibility will put an extra responsibility on them so proper training and coordination will be needed to implement the course properly. The Anganbadi and Pre-school Human Resource will need an urgent and updated training for the implementation part of this policy related to homeschooling. Special Education Zones as proposed will be a great initiative in this direction if it is implemented in its spirit in villages where education enrollment ratio is lagging from national figures.

Education makes us capable to work and survive in industries. Efforts must be made for proper assimilation of Industry-Academia interface in the direction of its alignment.

The major challenge as listed is encompassing ecosystem around education that includes industry demand, quality of teacher skill set, infrastructure provided for education, aspiration of the society attached with education etc. As they will remain the same and takes time to evolve, how much they influence and work in synergy with NEP that will determine the success of NEP 2020.

Preparation of professionals must involve an education in the ethic and importance of public purpose, an education in the discipline, and an education for practice. It must centrally involve critical and interdisciplinary thinking, discussion, debate, research, and innovation. For this to be achieved, professional education should not take place in the isolation of one's speciality.

. Professional education thus becomes an integral part of the overall higher education system. Stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone institutions in other fields, shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education. All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly, and in an integrated manner by 2030.

Agricultural education with allied disciplines will be revived. Although Agricultural Universities comprise approximately 9% of all universities in the country, enrolment in agriculture and allied sciences is less than 1% of all enrolment in higher education. Both capacity and quality of agriculture and allied disciplines must be improved in order to increase agricultural productivity through better skilled graduates and technicians, innovative research, and market-based extension linked to technologies and practices. The preparation of professionals in agriculture and veterinary sciences through programmes integrated with general education will be increased sharply. The design of agricultural education will shift towards developing professionals with the ability to understand and use local knowledge, traditional knowledge, and emerging technologies while being cognizant of critical issues such as declining land productivity, climate change, food sufficiency for our growing population, etc. Institutions offering agricultural education must benefit the local community directly; one approach could be to set up Agricultural Technology Parks to promote technology incubation and dissemination and promote sustainable methodologies.

Legal education needs to be competitive globally, adopting best practices and embracing new technologies for wider access to and timely delivery of justice. At the same time, it must be informed and illuminated with Constitutional values of Justice - Social, Economic, and Political - and directed towards national reconstruction through instrumentation of democracy, rule of law, and human rights. The curricula for legal studies must reflect socio-cultural contexts along with, in an evidence-based manner, the history of legal thinking, principles of justice, the practice of jurisprudence, and other related content appropriately and adequately. State institutions offering law education must consider offering bilingual education for future lawyers and judges - in English and in the language of the State in which the institution is situated.

Healthcare education needs to be re-envisioned so that the duration, structure, and design of the educational programmes need to match the role requirements that graduates will play. Students will be assessed at regular intervals on well-defined parameters primarily required for working in primary care and in secondary hospitals. Given that people exercise pluralistic choices in healthcare, our healthcare education system must be integrative meaning thereby that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa. There shall also be a much greater emphasis on preventive healthcare and community medicine in all forms of healthcare education.

Technical education includes degree and diploma programmes in, engineering, technology, management, architecture, town planning, pharmacy, hotel management, catering technology etc., which are critical to India's overall development. There will not only be a greater demand for well qualified manpower in these sectors, it will also require closer collaborations between industry and higher education institutions to drive innovation and research in these fields. Furthermore, influence of technology on human endeavours is expected to erode the silos between technical education and other disciplines too. Technical education will, thus, also aim to be offered within multidisciplinary education institutions and programmes and have a renewed focus on opportunities to engage deeply with other disciplines. India must also take the lead in preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

New Education Policy if properly implemented can show us that inner power of ourselves can make the world more beautiful and only proper execution of NEP can change its challenges into opportunities. Students will be able to select their area of study as per their interest and talent. The NEP will give strength to the culture of innovation and creativity in institutions. The NEP 2020 has a long- term vision and a far- reaching impact on education sector and it also focuses on learning the art of learning. Imparting the education and learning in the mother tongue will built a strong conceptual base among students and the multilingual approach will improve the cognitive thinking. The education in mother tongue will strengthen the unity of the country. In the words of Nelson Mandela "if you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart". The New Education Policy has an ambition to transform the education system of India and to create opportunities for edupreneurs. The success of NEP 2020 will depend upon the implementation and proper execution of the policy. India's demographic dividend can be molded into an effective and efficient workforce, to become powerhouse of world's economy and NEP policy can be the main pillar for this endeavor of Government of India.

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