



India's New Education Policy: Impact and Challenges

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Abstract - Education is concerned with the physical, intellectual, emotional, moral and economic development of an individual. Education is the cornerstone of nation development. No nation or society can develop without education. Education not only helps in providing employment to the people but is also making a commendable contribution in providing new thinking and direction to the people. The committee constituted under the chairmanship of Dr.K. Kasturirangan presented the new draft of the National Education Policy to the government on 31 May 2019. The government approved this education policy in the cabinet meeting on July 29, 2020. This is the third education policy in India after the year 1986 which came into force in India. The objective of the new education policy is to make India a global superpower in the educational sector and to provide fair opportunities for education all over India, so that the quality of the educational sector can be developed. The aim of the new education policy is to make children aware of the importance of quality of education along with technology and creativity in India.

Keywords- Higher Education, Secondary Education, Education Policies, NPST ETC

Preface- Every student of the country should develop basic literacy and conceptual understanding while developing their all-round development with their unique ability, identity, with this goal, the Government of India had decided to implement the new education policy in 2020. This action plan, described as multidimensional, was made keeping in mind Goal of the Sustainable Development Agenda 2030 adopted in 2015, in which the Global Education Development Agenda is proposed. In this, it has been accepted to ensure inclusive and equitable quality education for all by 2030 and promote opportunities for lifelong education. Any healthy society can be assessed by the availability of accessible education system for the students in that society. The person who gave the world's largest written constitution to the country, Dr. Bhimrao Ambedkar had struggled with the crisis of this system in his student life. Despite this, famous personalities of the world became famous for their deeds. In the beginning of the new education policy, it has been clarified that in this, flexibility, multilingualism, ethics, humanism, constitutional values, life skills, connection to the roots of Indianness, etc. will be adopted prominently. This is the reason that along with Indian languages, there will also be arrangements for the study of Korean, German, Portuguese, Russian and other foreign languages, so that a student can understand the global scenario in the respective language. One of the things that has been kept prominently in the formulation of the New Education Policy, 2020 is to

give knowledge of words, sounds, colours, shapes, numbers etc. to the children from class one. It is possible for a school to teach a lot of this to its students in a smart classroom in lieu of expensive fees charged by private schools, but it should be clear how the government sees this point in the midst of the dilapidated system of a government school.

Now let's talk about the beginning of important activities related to the New Education Policy 2020. The school curriculum has been changed to meet the changing needs of the present era. Literature related to artificial intelligence and financial world has been included in the school syllabus. The New Education Policy 2020 has given special emphasis on mother tongue and local languages. In many states, teaching of these subjects in local languages has been started on an experimental basis. Many more programs related to the new education policy have also been started. These include Nipun Bharat Mission, Vidya Pravesh, Diksha and Nishtha. The goal of Nipun Bharat Mission is to improve reading, writing and arithmetic skills in children and sharpen their learning abilities by the time they complete the third grade. Vidya Pravesh has been designed keeping in mind the children of class I. In this course of three months, children are prepared for school education. DIKSHA is a program for providing e-content. In this, educational material is being made available through the portal. Whereas Nishtha is a program related to the training of secondary level teachers. As far as the introduction of new education policy and related programs in the states is concerned, so far it has been started in only a handful of states. In most of these states, the ruling party's government is at the center. Karnataka is the first state to implement the new education policy. The new education policy was implemented in Karnataka on August 24, 2020. After this, many programs related to the new education policy have been started in Madhya Pradesh and Himachal Pradesh too.

Education Policy is taking a very clear and well thought out approach to the issue of language learning and medium of instruction, taking into account the results of scientific research on language acquisition in children. Children learn language through interactions with their parents, other adults, and children. It is quite easy for a child to learn two or more languages at the same time if they interact regularly with the speakers of those languages. Recent research also indicates that it is best for a child to start learning a second language at age 10 if they want to achieve perfect grammatical mastery like a native speaker.

These information about language learning by children, Dr. K. Kasturirangan Committee (Draft NEP 2019) and the Government of India to recommend continuation of the three-language formula adopted in the previous two education policies in NEP 2020, but also made two very important changes; First, that three-languages should be included at a more early stage—during the basic stage at 3–8 years of age, and carried forward at an early age of 8–11 years—so that young children can learn more about multiple languages. Second, that the choice of three languages should be left entirely to the parents and students.

These recommendations regarding medium of instruction and language learning are aligned with one of the key stated goals of NEP 2020, ensuring basic literacy and numeracy for all children up to grade 5 to correct poor outcomes in the ASER report . There is plenty of evidence to support the need for children to be educated in a language they understand until at least six years of age, but India has so far ignored this evidence. Many children today do not understand the language used as the medium of instruction in primary schools (whether regional or English), and their ability to learn is severely affected. This obstacle

remains with them as the teachers are continuously teaching beyond the initial reading. Very soon, within a few months, students fall behind and do not understand literacy and numeracy.

The phases of the New Education Policy are divided into 4 phases. After abolishing the 10+2 formula of the old education policy, the government is going to implement the new education policy in the formula 5+3+3+4. 3 years of free schooling and 12 years of schooling have been included in the new pattern of this new formula. It has been made mandatory to follow this formula by government and non-government institutions. Let us know the four phases of the new formula of the new education policy.

Foundation stage- Children in the age group of 3 to 8 years have been included in the foundation stage of the new education policy. In which 3 years of pre schooling has been included under which the language skills and educational level of the students will be assessed and the focus will be on its development.

Preparatory stage- Children of 8 to 11 years have been included in this stage, in which there will be children from 3rd to 5th grade. In this phase of the new education policy, special focus will be on strengthening the numerical skills of the students, where the children will also be given knowledge of the regional language.

Middle stage- Within this stage, children from class VI to VIII have been included, in which coding will be taught from the children of class VI. All the children will be provided vocational test as well as business internship opportunities.

Secondary stage- In this stage, students from class VIII to class 12 have been included. Within this stage, multiple elective educational courses have been introduced by eliminating the academic curriculum from class VIII to XII as well. Students can choose their subjects as per their choice and not within a specified stream. Under the new education policy, students have been given freedom to choose subjects; students can study science subjects as well as arts or commerce subjects simultaneously.

The New Education Policy-2020 will also fulfil the unfulfilled agendas of the old policies, in which their aim was to provide education to all and without any discrimination. The previous education policy came in 1986, which was revised in 1992. After the amendment the right to education became a fundamental right. For this the Right of Children to Free and Compulsory Education Act, 2009 was made. The New Education Policy-2020, is the first education policy of the twenty-first century, has been prepared keeping in mind the 2030 development agenda. Its objective is to make India a superpower in the world by developing it into a knowledge based society. For this, school and college education has been made more inclusive. The new policy has been designed to have a more flexible and multidisciplinary education system keeping in mind the needs of the 21st century. Through this, the special potential of every student can be utilized properly.

The new curriculum has been designed in such a way that it can develop the intelligence of the child. The policy lays emphasis on raising the child on this basis from an early age. For this reason, instead of 10+2, the syllabus of 5+3+3+4 has been introduced. Under this, the curriculum has been designed based on the age of 3-8, 8-11, 11-14 and 14-18 years. With this change, children in the age group of 3-6 years will join schooling. This method is applicable all over the world and is believed to lead to better development of children.

In the new education policy, it has been said to make fundamental changes keeping teachers at the centre. Under this, such a selection process will be adopted, so that the best teachers at all levels are selected. In this whole process, the living, respect, prestige and autonomy of the teacher will also be taken care of. In the new system, emphasis will also be placed on the quality of education and accountability of teachers. In areas with very low literacy, the ratio of teachers to students is low. Teachers will be appointed there as soon as possible. We will use technology to understand the needs of teachers. Through this, each state will assess the need of teachers on a subject-based basis in the next 20 years. The appointments will be made on the same basis. In most developed countries, early schooling is imparted in the mother tongue of the children. The advantage of this is that along with the child, the parents also participate in his studies. The Right to Education Act 2009 states that the method of persuading and imparting practical knowledge to children should be in their mother tongue. According to the new education policy, the medium of instruction should be the mother tongue, local language or regional language in class VIII or, if possible, beyond that also. If it is not possible to do so, then till the fifth grade, every effort should be made that the medium of explanation should be the mother tongue. This arrangement will be for both government and private schools. On this basis, the central and state governments will be able to recruit teachers who know regional languages on a large scale. For this, different states can also make agreements among themselves for the recruitment of teachers. In this way their needs will be met on the basis of trilingual formula.

Board exams of class 10th and 12th will continue. But the method of examination and entrance examinations will be made such that the need for coaching classes will not be there. The student will have more subjects to choose from. They can study the subject as per their wish. The exam process will also become easier. It will be in such a way that even if a girl student takes a normal course on the basis of school education, she will do well in the examinations. He doesn't have to put any extra effort to get good marks. To reduce the exam pressure, the girl student will appear in the board exam twice in a year. One will be the main exam and the other will be taken for improvement if needed. A National Assessment Centre, PARKHA (Assessment, Review and Analysis of Knowledge for Holistic Development) will be set up which will set standards and guidelines for evaluation of students and all recognized boards. A National Testing Agency will also be set up which will conduct high quality Aptitude Test and Common Entrance Test for various subjects like Science, Language, Arts, Business and Humanities. On this basis, entrance examinations will be conducted in universities twice a year.

The vision of the new policy is to develop such an education system in which Indian traditions and values get a place, the education system gives a glimpse of India instead of India. Its objective is to create such an egalitarian and high quality education system that builds knowledge based society and establishes India as a superpower in the world. It will be the responsibility of the National Curriculum Framework Committee to incorporate these issues into the curriculum. The "Knowledge of India" will cover the contribution of people from ancient India to the times of modern India. We have to understand that its success will determine the direction of India's future hopes. This includes education, health and environment etc. In this, from the knowledge of tribal's to local and traditional methods will also get a place. These methods will be included in the syllabus only after understanding them in a scientific way. These methods will include in the fields of Mathematics, Astrology, Psychology, Yoga, Agriculture, Engineering, Language, Literature, Sports, Governance, Politics and Medicine etc. Necessary changes will

be made in all the courses from the introductory level itself. It will have a glimpse of Indian traditions, beliefs and locality. It will also include ancient and contemporary knowledge of culture, heritage, lifestyle, language, psychology. The curriculum will have examples of stories, art, games, etc., which will incorporate an element of Indian traditions and locality. Similarly, courses will be made for the medical system of tribal's, their forest conservation, traditional farming methods, natural farming etc.

The role of the states has been given importance in the new education policy. No part of the policy shall be imposed without the consent of the states. The thrust of the policy is to develop such a public education system which can provide quality education to all. A separate chapter has also been included in the Education Policy on how to stop commercialization of education. Apart from this, many such provisions have been made, which will stop commercialization. All educational institutions will be audited as a "non-profit" entity. If an institution earns extra income, then it will also have to spend in the development of education. A transparent disclosure policy will be adopted for all financial matters. The new education policy emphasizes on developing every language, art and culture equally.

New Education in India: Impact

- ✓ The biggest objective of implementing India's new education policy is to enable the students of India.
- ✓ Sanskrit and the ancient language of India will be given an important role in the studies. Sanskrit will also be taken forward in the field of IIT, as well as the students who want can study other subjects in Sanskrit language only.
- ✓ The board exam will also be made very easy. Earlier, the students who used to think that at the time of board examination only the preparation of the board should be done after studying in two-three months, this system will be abolished, now students will have to study throughout the year and the board examination can be taken in two phases.
- ✓ In order to make the studies easy, artificial intelligence software will also be used in the field of education to make the students understandable.
- ✓ In the new education policy, it has been said to keep the medium of instruction in the mother tongue, local or regional language till the fifth class. It can be extended to class VIII or beyond. Foreign languages will be taught from secondary level. However, in the new education policy it has also been said that no language will be imposed.
- ✓ A target of education for all has been set up to the secondary level with 100% GER in school education by 2030.
- ✓ At present, about two crore children living away from school will be brought back into the mainstream. For this, development of school infrastructure and establishment of new education centers will be done.
- ✓ The new curriculum structure of 5+3+3+4 will be replaced by the 10+2 structure of the school curriculum for children in the age group of 3-8, 8-11, 11-14, and 14-18 respectively. It has a provision

to bring hitherto estranged children of 3–6 years of age under the school curriculum, which has been recognized globally as an important stage for the mental development of the child.

- ✓ The new education system will have 12 years of schooling with pre-schooling and three years of Anganwadi. Under this, three years of pre-primary and first and second classes have been kept for the initial stage studies of the students. The third, fourth and fifth classes have been kept in the next stage. After this, the introduction of the subject will be done in class 6–8 coming to middle school. All the girl students will appear for the examination only in class III, V and VIII. The 10th and 12th board exams will continue as before. But keeping in mind the goal of holistic development of the children, they will be redesigned. A new National Assessment Centre 'PARKH' (Performance Assessment, Review and Analysis of Knowledge for Holistic Development) will be set up as a benchmark-setting body.
- ✓ The emphasis will be on basic ability to read, write and add and subtract (numerical knowledge). Considering the acquisition of basic literacy and numerical knowledge as the most important and first requirement for proper learning, the Ministry of Human Resource Development (MHRD) in the New Education Policy 2020 laid special emphasis on setting up of a National Mission on Basic Literacy and Numerical Knowledge. has given.
- ✓ The NCERT will develop a National Curriculum and Educational Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 years.
- ✓ No significant distinction shall be made between academic streams, extra-curricular activities and vocational education in schools.
- ✓ There will be special emphasis on the education of the marginalized groups from social and economic perspective.
- ✓ The National Professional Standards for Teachers (NPST) will be developed by the National Council for Teacher Education by the year 2022 in consultation with NCERTs, SCERTs, teachers and specialist organizations of all levels and sectors.
- ✓ To promote innovation, to inspire innovative ideas, to coordinate action between academia and industry, and to strengthen laboratories and research facilities, the Uchchar Avishkar Yojana was launched in all Indian Institutes of Technology in the country.
- ✓ Under the National Institutional Ranking Framework, educational institutions are ranked by an independent ranking agency based on objective criteria.
- ✓ The Global Initiative of Academic Networks scheme facilitates partnerships between institutions of higher education in India and other countries to harness the international talent of scientists and entrepreneurs.

Thus changing the structure of the current teaching method, 5+3+3+4 has been included. As a result, a new complex will be created by including primary classes, which will create new standards in addition to

the existing school curriculum. Thus from the age of three, the child will become a part of the formal education system. This is the first phase of the education system. This education policy envisions a period of 3 to 8 years as the foundation stage before the start of actual education. During this period, effective teaching of values like physical and mental development, cleanliness, practical knowledge and co-operation is to be imparted through sports. The aim of the policy is to provide education for living, strengthen the link between education and life.

New Education Policy: Major Challenges- Another aspect of the new education policy is very worrying. Regarding the appointment of school teachers, it was clearly stated in the new education policy that people especially those from rural background should come into the profession of teaching. For this, a four-year B.Ed course will be started. In the country, lakhs of people are still roaming, protesting on the streets demanding the compulsory to become BEd, BTC and other teachers. In such a situation, the government seems to want to postpone this question for some time perhaps with another new qualification.

Five big challenges- The New Education Policy 2020 has gained momentum to some extent, but the path to its full implementation is full of obstacles. First, in view of the sheer size of a country like India and the diversity of its education sector, implementing any new initiative is like climbing a mountain. There are more than 15 lakh schools in India, more than 25 crore girl students and about 89 lakh teachers. The system related to higher education in the country is also very big. All India Survey of Higher Education's 2019 report has presented all the data related to higher education in India. According to the report, 3.74 crore girl students are pursuing higher education in India. There are about one thousand universities, 39,931 colleges and 10,725 independent institutions in the country. There are about one thousand universities, 39,931 colleges and 10,725 independent institutions in the country. It is clear that there is a huge scope for implementing the new education policy across the country. It includes various roles at the state, district, tehsil and block levels. There is a lot of diversity at the state and district level in India. Of course, creating a shared pattern of responsibilities and ownership status among all these characters along with the private sector is a huge challenge.

Number 3.74 crore girl students are pursuing higher education in India. There are about one thousand universities, 39,931 colleges and 10,725 independent institutions in the country. Obviously, the exercise related to the implementation of the new education policy across the country is huge.

Second, the entire exercise of achieving the goals of the New Education Policy is related to the capacity of the state. The chairman of the committee to draft the new education policy, K. Kasturirangan has also pointed this out. He is of the view that India's education system is a victim of scarcity. Here bureaucracy prevails. There is a lack of necessary capacity related to new experiments or innovations and raising their level. Therefore, under the new education policy, a target has been set for radical changes in the education world. The internal capacity within the education ministries (at the Center and in the states) and other regulatory bodies is grossly insufficient to cope with such changes. Under the new education policy, the goal is to move away from the existing education system based on pre-determined materials and rote-rote techniques, towards practical education and education based on deep thinking. For this, a revolutionary change will have to be brought in the thinking of the people who run the education world. Along with this, it is very important to bring changes in the behaviour of teachers, students and parents.

Number three, the implementation and success of the new education policy will largely depend on the cooperation between the Centre and the states. Even though the draft of the new education policy has been prepared by the central government (based on the suggestions received from all the concerned parties including the state governments), but its implementation will depend on the active participation of the states. This is because most of the service-based education is provided by the state governments. While initiating all the programs related to the New Education Policy, the Centre will have to proceed very efficiently according to the principles of cooperative federalism and decentralisation. However, this whole exercise is not easy. The process of political polarization has accelerated in recent years. At present, the door of trust between the Centre and the states has been seen to be breaking.

Fourth, the role of the private sector (especially in the case of the higher education system) is crucial in realizing the inclusive vision of the New Education Policy. Significantly, about 70 percent of the institutions (colleges and universities) associated with higher education are run by the private sector. About 65-70 percent of the girl students pursuing higher education are taking education in higher education institutions run by the private sector. In fact, the private sector operating in the field of higher education brings with it the necessary financial resources and innovation. Governments and regulatory bodies have to consider the private sector as their equal partner in the entire process related to the new education policy. Simultaneously, working institutional arrangements will also have to be made to facilitate the contribution of the private sector.

Finally, one important thing is that for the successful implementation of all the programs related to the new education policy, sufficient financial resources will be needed for the coming decades. In this regard, it has been clearly stated in the sixth that for the realization of the goals of the new policy, public expenditure in the field of education will have to be taken up to 6 percent of GDP. This is a tough challenge. At least it seems so in view of the promises made in the past and the actual successes. In this regard, we can take the example of the National Education Policy of 1968. In that policy also, it was recommended to allocate 6 percent of GDP for the education sector. However, even after so many decades, public expenditure on education has not been able to exceed 3 per cent of GDP. It is a strange irony that the year when the new education policy was launched, the allocation of education sector decreased in the same year in the Union Budget. The education budget of the Centre was Rs 99,311 crore in 2020-21, which was reduced by 6 per cent to Rs 93,224 crore in 2021-22. However, this year due to the Kovid-19 epidemic, the priorities of the government have changed. A large part of the country is struggling with the economic problems arising due to the pandemic. The reduction in the education budget is understandable due to the increase in the welfare expenditure of the government due to Kovid-19. However, to take the expenditure on education to 6 percent of GDP, huge financial resources will have to be juggled. However, the modalities of this entire exercise are not yet clear.⁶

Low Enrollment Rate: According to the All India Survey on Higher Education Report 2018-19, the Gross Enrollment Ratio in higher education in India is only 26.3 percent, which is much lower in other developing countries relative to developed countries.

Political interference: The increasing interference of politicians in the management of higher education threatens the autonomy of higher educational institutions. Apart from this, students organize political activities in universities and forget their objectives and start developing their career in politics.

Poor infrastructure and facilities: Poor infrastructure is a major challenge to the higher education system of India, especially the institutions run by the public sector suffer from poor physical facilities and infrastructure. Shortage of faculty and the inability of the state educational system to attract and retain qualified teachers has been posing a challenge to quality education for many years. A large number of NET/Ph.D. degree candidates are unemployed despite having a lot of vacancies in higher educational institutions.

Inadequate research: There is not enough focus on research in higher educational institutions. There are insufficient resources and facilities to mentor students, as well as a limited number of quality teachers.

Weak Administrative Structure: Management of the Indian educational system faces challenges such as hyper-centralized bureaucratic structures lack of accountability, transparency and professionalism. As a result of the increase in the number of affiliated colleges and students, the administrative workload of universities has increased significantly thereby reducing the focus on quality of academics and research.

Problem of Quality: Ensuring quality in higher education is one of the challenges facing the education sector in India today. However, the government is constantly focusing on quality education. Nevertheless, a large number of colleges and universities in India are unable to meet the minimum requirements set by the UGC, due to which our universities are not in a position to make their place among the top universities of the world.

Thus, there are many challenges in the new education policy, for which concrete steps need to be taken. Directly among the many positive and negative aspects of the New Education Policy, 2020, the policy-makers of the country should also include the current challenges. The condition is that despite having more than a hundred years of media education in the country, people start showing people involved in bloodshed with a well-publicized message.

Conclusion- The New Education Policy 2020 is truly a revolutionary document in every way. The policy emphasizes on addressing educational issues and structural disparities, among other issues. It has a blueprint to make education comprehensive and accessible, keeping in mind the needs of India in the 21st century and to prepare students for future demands. Along with this, there is also a difficult challenge in front of the new education policy to deal with many problems of the education world. Certainly India wants to take advantage of its young population. At the same time, we want to use the opportunities that arise in the fast-growing knowledge-based economy to our advantage. In such a situation, it becomes very necessary to effectively implement the new education policy. The new education policy is the garland of transformation of the country. This is the reason that despite all the challenges related to the epidemic, the Central Government, realizing its seriousness and purpose, has taken several steps immediately. Many programs related to the new education policy have been started by the government. This policy has been implemented in many states also. The process of adopting it is going on in many other states. However, the new

education policy has a long way to go. There will be a need for synergy and cooperation among various stakeholders, including the state, district and private sector. This is certainly a very difficult task due to the sheer size and complexities involved in execution. Along with this, the problems related to the weak capacity of the state and the availability of financial resources will also have to be overcome. India's educational system does not accept new ideas and innovations easily. Therefore, concrete initiatives will be required on this front as well. However, the biggest challenge is to build a consensus on the sixth. States will have to be prepared to join such a program for the first time since 1986. In short, the success of the new education policy largely depends on cooperative federalism. For this, the states have to lead the reform process.

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