

Analysis of New Education Policy 2020: Opportunities and Criticism

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Abstract

One of the most effective means of transforming an entire nation into a knowledge-based culture and economy is education. The COVID-19 dilemma is a prime example of how technology and education are intertwined, and how important this is in delivering education in challenging situations. The COVID-19 virus crisis and subsequent government-ordered lockdowns to contain the situation have forced people to stay indoors, which has had a significant negative impact on the education sector. Without the help of Information and Communication Technology (ICT), the teaching and learning process would not have been able to continue during the unprecedented closure of educational institutions due to the pandemic. Information and communication technology (ICT) has greatly improved learning in educational institutions. Students from diverse backgrounds, especially those from economically disadvantaged backgrounds, face great difficulty in continuing their education with the help of online education systems, but educational institutions around the world We are doing our best to tackle the problem with the help of communication technology (ICT). You need to constantly improve your skills to keep up with the current trend of globalization. The Indian education system has the potential to undergo major changes with proper implementation of the 2020 National Education Policy in a real context. The main goal of the National Education Policy 2020 is to fill the gap left by the current fully automated education system. This system promotes students' ability to retain information but limits their ability to think independently. It also prevents students from thinking freely. As the pedagogical approach is changed from memorization to project/activity-based or experiential learning, students' learning experience is enriched through hands-on training. Support the development of scientific temperament in young learners.

KEYWORDS: Higher Education, National Education Policy 2020, NEP-2020, Opportunities, and Criticism.

BACKGROUND

The National Education Policy of 1986 is replaced by NEP 2020. A group led by former Cabinet Secretary T. S. R. Subramanian started a process to talk about the New Education Policy in January 2015. Based on the committee's recommendation from June 2017, a panel chaired by former ISRO's CEO Krishnaswamy Kasturirangan presented the draught NEP in 2019. After multiple public hearings, the Department of Human Resource Development later issued the New Education Policy Framework (DNEP) for 2019. 484 pages made up the T74 Draft NEP. In order to create the policy framework, the Department through a thorough consultation process. "More than 2 lakh

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recommendations from 2.5 lakh gramme panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), and 676 districts were accepted," according to the report.

INTRODUCTION

With 845 universities and 40,000 higher education institutions (HIEs), India is a rapidly developing free nation that has always welcomed educational reform. This variety is reflected in the number of tiny HEIs that are affiliated to these universities. In contrast to the anticipated transformation of the multi-sectoral higher education system, which is a crucial need for educational reform in the 21st century, it has been shown that more than 40% of these tiny institutions employ a single system. In addition, due to differences in geography and educational background, only 4% of institutions have annual enrollments of over 3,000 students, and more than 20% of schools have annual enrollments of less than 100. has been found to be difficult to increase. education. Below are some of the causes behind the failure of the Indian higher education system. It is clear that sources, not natural resources, drive her 10 billion economy. The current government has decided to revitalize the Indian education system by introducing the NEP 2020. This is in line with the Prime Minister's recent call for India to survive the Fourth Industrial Revolution. The recently released National Education Policy 2020 envisions India-focused education programs to transform India into an impartial and dynamic information society by giving a well-rounded schooling to all.

ISSUES OF NEP 2020

- The initial allocation of students to different disciplines.
- Due to limited access to higher education, particularly in the most economically challenged regions, the GER now stands at just 25%.
- The absence of professors and the institutional freedom to try new things in higher education attract more students.
- Poor job management techniques and the development of institutional leaders' intelligence.
- A lack of creativity and research at many schools and institutions.
- Insufficient governance and leadership in higher education institutions.
- An ineffective regulatory structure that promotes inferior, outdated institutions while allowing fraudulent universities to flourish.

APPROACHES OF NEP 2020

1. Curriculum and subject matter

In order to make the transition from the 10+2 building to the 5+3+3+4 building, where youth training will be a part of formal schooling, NEP will be executed. NEP 2020 also emphasises trimming down the curriculum's material to make room for critical thinking, which will help students learn the 21st century skills that are built into it. As a result, in order to accomplish these objectives, the whole curriculum and teaching methodology must be reorganised. It will be difficult to properly implement

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these changes if the curriculum is not updated to reflect the National Curriculum Framework. Additionally, textbooks need to be modified and instructors need to reconsider the reading content criteria.

2. Training and availability of teachers

The policy intends to revamp the academic programme. However, in order for there to be a seamless transition to the new educational system, schools and the pertinent authorities need to educate instructors and understand the demands of teaching in order for the curriculum to be successful. Additionally, teachers must go from reading that is oriented on the instructor to reading that is centred on the students if they are to help young people build social, analytical reasoning, problem-solving, and judgement skills. According to the report, by 2030, India is expected to have more than 250 million students enrolled in K-12 institutions. To handle this increasing number of kids, we will require close to 7 million instructors. Educating with an accentuation on the brain and experiential learning would be troublesome since instructing is perhaps of the most minimal paid calling in India. The execution of NEP 2020 will be extremely challenging except if the educators' pay assessment is amended.

3. Technology

The utilisation of technology to aid youth in their future preparation is emphasised in NEP 2020. However, since most schools do not have the proper setup to support these technologies, establishing digital infrastructure such as digital classrooms, remote professional-based teaching models, AR / VR tools to bridge gaps in physical education, and laboratory equipment is a significant problem. Additionally, it's possible that all schools in the nation will pay less to establish a digital infrastructure. Using digital learning tools is also impossible in rural sections of the nation where the Internet is almost nonexistent. Government must thus seek to provide the fundamental infrastructure that will sustain digital infrastructure everywhere.

4. Test Structure

Instead than focusing on shortened assessments, NEP emphasises constructive evaluation for learning. The constant monitoring of learning outcomes is the main goal of the assessment programme modification. However, new assessment strategies and tasks must be adopted by schools and instructors in order to prepare for more testing. These methods need technological assistance as well as active instructor and student engagement. 75 percent of the 1.5 million schools in India, according to a report, are operated by the government. About 80% of the 400,000 existing private schools are classified as "private schools." Sending a continuous assessment system is thus difficult for these institutions to do.

CHALLENGES OF NEP 2020

1. Launching a weekly university is a monumental task

There are now over 1,000 universities in India. One of the policy's declared objectives, to double the Gross Ratio Enrollment in Higher Education by 2035, requires us to establish one new institution per

week for the next 15 years. The greatest obstacle is without a doubt opening a new university every week.

2. The cost of our educational system's transformation initiatives is likewise quite concerning.

The National Education Policy 2020 looks to re-coordinate 2 million children who are not by and by signed up for school. Some way you take a gander at it, to do this in 15 years, 50 schools should be shut every week.

3. In the Covid age, finding funding is a huge difficulty.

This is not a task for the weak, seen positively. According to the National Education Policy 2020, spending on education would expand from 4.6 percent to 6 percent of GDP, or approximately INR 2.5 lakh crores yearly. The funds will be wisely allocated toward the construction of schools and institutions around the nation, the hiring of teachers and professors, and ongoing costs like offering schoolchildren free breakfast. The fact that this programme was implemented at a time when the economy was being battered by Covid- Even before Covid, financial shortages were significant and government tax cuts were quite little.

4. To lower murder rates, the present emphasis is on health care and economic sustainability.

Despite the challenges facing the exchequer, economists have been seeking substantial renewable energy packages of up to 2 percent of GDP.

5. The necessity to produce a lot of instructors who are competent

Redesigning the curriculum structure in schools is one of the policy's highly acceptable first steps. But in order for this curriculum to be effective, we need instructors who have received training and are cognizant of the demands of the classroom. Many curricular modifications need significant shifts in instructors' and parents' perspectives.

6. Requirements for higher education that include fields related to cultural transformation

The 2020 National Education Policy's emphasis on disciplinary education in higher education is a very positive development. Universities have been compartmentalised and managed by departments for many years, particularly in India. Numerous attempts to improve the quality and breadth of India's educational system are included in the 2020 National Education Policy.

THE GOALS OF THIS STUDY ON THE 2020 NATIONAL EDUCATION PLAN

- (1) Outlining and briefly examining the newly approved higher education system's policies (NEP 2020).
- (2) Making a comparison between India's existing policy and the NEP 2020.
- (3) Determining the new national higher education strategy for 2020 that incorporates innovations.
- (4) Projecting how NEP 2020 would affect India's higher education system.

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- (5) Go through the NEP 2020 Higher Education Policies' applicability.
- (6) Suggestions for future work to utilise NEP 2020 efficiently and accomplish its objective.

TARGETS & TIMELINES

The following list includes the main objectives of the policy as well as the dates by which some of them must be accomplished:

1. By 2040, the whole policy will be in effect.
2. By 2030, the rate of total enrollment from preschool to second level will be 100%.
3. By 2030, teachers will be ready for test adjustments.
4. Common learning standards in public and private institutions.
5. For all Grade 3 students, the emphasis is on fundamental reading and numeracy skills.
6. Combining early childhood education and care by 2030.
7. At least 50% of pupils will get vocational training by 2025.

OPPORTUNITIES OF NEP 2020

The 1986 NEP's unfulfilled agenda informs the beginning of the New Education Policy. India in 1986 was quite different from India now.

There have been outstanding advancements in access and equality throughout time. Achieved enrollment levels at elementary levels that are almost universal, followed by a rise in enrollment at higher education levels (GER: 26.3%). However, there has likewise been a decrease in the nature of guidance in government funded educational systems, which was trailed by a movement of the upper and working classes. Moreover, this brought about the debilitating of responsibility frameworks. The compensation structures in open frameworks have continuously risen despite the low profits from learning.

1. School Education

Renovating a building from 10 + 2 to 5 + 3 + 3 + 4. a fresh curriculum and teaching methodology for the pre-school years. It works since this hasn't been addressed in the policy texts for education and is being spoken about informally. The NCERT will concentrate on creating a new ECCE curriculum and instructional framework. Through short- and long-term initiatives, the strategy also strengthens the development and training of Anganwadi trainers. A worthy objective to support the creation and provision of ECCE Concentrate on mastering Grade 3 material and fundamental math. This will be automated by the Ministry of Education (MoE) using a distinct national service. A different national library strategy aims to expand libraries throughout the nation and foster children's love of reading. There are no public libraries in India. It is inclusive if public education policy can support it. In order to minimise any unneeded confrontation, the policy is quite explicit about the fact that eggs are still a contentious topic. To prevent any kind of controversy, the section is always adaptable. This flexibility

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would have resulted from a commercial pressure for an English viewpoint and "quality" parent and a shoddy comprehension of both. The policy also encourages multilingualism and does not mandate, impose, or favour any one language over another. Technical publications have never before utilised this as a public domain. Although there are temporary signs of smaller characteristics, the latter categories emphasise concepts like class, race, disability, and transgender persons. Putting aside criticisms of technology, the policy believes that enough efforts should be made to reach these populations in order to boost registration and retention. A new organisation called PARAKH will concentrate on exams like the NAS (National Achievement Survey) and the SAS (State Achievement Survey).

PARAKH may be a useful tool for investigating potential learning environments and providing focused assistance for specific objectives and service initiatives.

2. Higher Education

It is crucial to consider the strategy in light of what has occurred at public institutions as well as current discussions at prestigious colleges. The government has been steadily eroding academic independence. The perverse state brutality that was shown at one of India's top public institutions did not take place in the distant past. Instead of concentrating on teaching, learning, research, and administration, politicians pick university executives who are the finest instruments for the government. Even though this document places a strong emphasis on regulatory independence, it may be challenging if it also mentions financial independence.

The replacement of the University Grants Commission and the AICTE is taking into consideration this "imaginative" autonomy (All India Council for Technical Education). a fresh body The concept of work segregation and job segregation is the foundation of the Indian Higher Education Commission.

The policy is also against selling education. The same breadth does, however, permit international institutions to visit India. The number of private institutions operated by Indian suppliers has dramatically increased. It makes sense if the goal was to enhance competition. The submission of the statement, however, does not.

A distinct organisation focused on integrating technology into colleges makes sense, and concentrating on the future curriculum is a crucial strategy.

Another excellent suggestion is the National Research Foundation. However, nothing can be anticipated if these holes are filled by individuals who are motivated by ideological goals.

There is a lot of potential for this to flourish in the gulf markets as Indian colleges will be permitted to establish campuses anywhere in the globe. The Indian diaspora has a significant demand for higher education. Objections to NEP 2020

Here is a rundown of objections that have been made about or may be made against the NEP 2020. The NEP avoided regulative oversight, conversation, and modification. Considering that it has been submitted at a period when lawmaking body isn't in that frame of mind to COVID-19, this is a somewhat hurried strategy that is by all accounts intended to make a political point. Furthermore,

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this is not the first instance of it. In the previous six years, members of parliament have often been excluded from essential talks, preventing them from critically analysing legislation, expressing their opinions, and making amendment suggestions.

As it overlooks significant issues of admittance to training that have long existed, the strategy is a dream explanation that neglects to incorporate the most reduced layers of society and offers practically no help to poor people, ladies, and standing and strict minorities. To carry out this enormous ambition, there is no thorough plan or logical execution strategy in place.

The execution of this strategy will need a number of milestones and a financial commitment that are not entirely known. Consider the following sentence: "The Center and the States will cooperate to enhance public investment in the Education sector to achieve 6% of GDP at the earliest." There is no unambiguous promise that can make the government responsible.

3. Three Language formula

While this provision is not required by policy, it is written to give students, teachers, and schools a minimum of leeway and flexibility. Moreover, it is completely contrary to the Supreme Court's ruling. The organization is certainly reminiscent of the 1965 anti-Hindi movement in which he opposed federal government plans to make Hindi an official language. Political parties in the South see this as an attempt by the Modi government to impose Hindi on non-linguistic countries. This is despite the fact that the Center expressly states that it does not impose language on any state and states themselves have the final say on the matter.

There is no method to connect elementary and secondary education with the RTE, and the NEP 2020 is quiet on the RTE Act, which is necessary for the universalization of education. Legally, the state or the centre are not bound by this. According to a statement from the RTE forum, the last strategy talks about the universalization of school training from 3 to 18 years, without making it a legitimate qualification. In this way, there is no constrained technique for the administrative and state legislatures to carry out it. It would be exceedingly difficult to achieve universalization without the RTE Act.

CONCLUSION

With its focus on academic research, higher education often generates graduates with little or no income. The national government's education department is in charge of creating GER to enrol all country residents in higher education. In order to achieve this aim, India's National Education Policy 2020 is developing new regulations to raise the standard, appeal, accessibility, and scope of higher education delivery in the private sector while also enforcing stringent quality control measures in all institutions of higher learning. NEP-2020 is anticipated to achieve its objectives by 2030 by promoting eligibility based on free shipping and scholarships, advanced and progressive research artists as members of intelligence, as well as certified leaders based on regulatory approaches, and strict quality monitoring through annual authorization based on self-proclaimed advances through technology-based technologies. With the private colleges having many faculties that are empowered in their name or becoming hosting universities under their authority, all tertiary institutions with the

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present name of the smaller colleges will expand. New initiatives in important fundamental scientific, applied science, and social and human sciences research fields will be funded by the independent organisation National Research Foundation. The HE programme will evolve into a student-centered approach to all topics, including the freedom of choice of core subjects and subject fields. Within a predetermined policy framework, faculty members also get individual choice in curriculum, technique, teaching, and assessment approaches. Starting in the scholastic year 2021-2022, these progressions will go on until 2030, when the main level of progress is expected to turn out to be more noticeable.

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