

Acceptability of New Policies Regarding Education in India

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Abstract

A comprehensive framework developed to promote the growth of the educational system of a nation is provided by the National Education Policy (NEP) 2020. The process of replacing policies usually takes several decades. The National Education Policy of 1986 is replaced by the current policy, which is ranked third in a chronological series. The 2020 National Education Policy (NEP) provides a clear path forward for the country's growth in education. However, following this technique is not required. Renowned foreign universities will be able to open campuses in the nation in accordance with the National Education Policy (NEP) of 2020. The 2020 National Education Policy gives the curriculum's reform a lot of emphasis. The board assessments are being redesigned with an emphasis on giving students opportunities for experiential learning and developing their critical thinking abilities. Throughout all subject areas, the main emphasis will be on teaching students in their native tongue. The 2020 National Education Policy (NEP) recognises the need to develop highly qualified people in a variety of fields, including AI and agricultural. India needs to be well-prepared for the next events. India's education system is being modernised to meet the needs of the modern world through the implementation of the National Education Policy (NEP) 2020, a comprehensive reorganisation of the country's educational framework. This study investigates the problems and acceptance of the National Education Policy (NEP) in the context of India. In its whole, the National Education Policy (NEP) of 2020 offers a distinct prospect for India to revolutionize its educational framework and equip its students with the necessary skills and knowledge to effectively navigate the forthcoming problems and prospects. The research looks into the National Education Policy's (NEP) adoption and issues in the Indian environment. All things considered, the National Education Policy (NEP) of 2020 presents India with an extraordinary chance to transform its educational system and give its students the skills and information they need to successfully traverse the obstacles and possibilities that lie ahead.

Keywords: NEP, New Education Policy, India, Challenges, Reforms

Introduction

The implementation of the New Education Policy (NEP) in India has garnered noteworthy attention and sparked extensive discourse across the nation. The acceptability of this technique is a topic of great interest because it represents a paradigm change in the educational system of the country. The goal of the 2020-ratified National Education Policy (NEP) is to radically alter how education is viewed, made accessible, and provided in India. Through the incorporation of comprehensive and progressive policies, the policy seeks to effectively respond to the changing needs of students, the dynamic nature of the world, and the various ambitions of society.

The National Education Policy (NEP) acceptability in India is a complicated issue that has prompted differing opinions from parents, students, educators, and legislators. Some view the strategy as an essential and all-encompassing change, applauding its emphasis on multidisciplinary learning, flexibility, and the development of practical skills. Advocates see it as an initiative to support innovation, develop critical thinking abilities, and stimulate creativity among students. In addition, a number of stakeholders have responded favourably to the policy's emphasis on early childhood education, use of mother tongue as a medium of teaching, and adoption of an extensive assessment system.

However, there are issues associated with the adoption of the New Economic Policy (NEP). Concerns have been raised about whether the suggested actions can be carried out, especially considering the size of India's educational system. There have been questions about how well technology is combined, how well teachers instruct, and if education is equally accessible to people from different socioeconomic backgrounds and geographic locations. Moreover, careful strategic planning and resource allocation are required during the process of moving from the current educational framework to the goals of the new policy.

A critical consideration in assessing the NEP's sustainability is the balance between traditional values and modern educational perspectives. Some people might be in favour of the policy's global outlook and emphasis on modern skills, but others would be worried about potential cultural shifts and the decline of particular traditional educational paths.

After 34 years, the National Education Policy (NEP) 2020 represents a major reform of India's educational system and a noteworthy achievement. Restructuring the nation's educational system to better meet the needs and obstacles of the twenty-first century is its main goal. The policy's goal is to guarantee that all students, regardless of socioeconomic background, have equitable access to high-quality, easily accessible education. Additionally, the policy aims to give students the information and abilities they need to fulfil their responsibilities as contributing members of society. From early childhood care and education to higher education, the National Education Policy (NEP) of 2020 provides a comprehensive framework covering a wide range of educational levels. Fostering transdisciplinary learning and developing critical thinking abilities is its main goal. The policy also agrees that technology is important in the field of education and recommends the establishment of a National Educational Technology Forum to facilitate the development and implementation of educational technology projects. However, the implementation of this significant reform will require a large amount of funding, a strong infrastructure, and a group of exceptionally skilled teachers.

Research Methodology

The research being conducted is descriptive in nature. The necessary secondary data has been collected from a number of websites, such as the Government of India's, periodicals, magazines, and other publications. Later a component of this data was analyzed and studied to arrive at the conclusions and inferences.

Objective of the Study

- To analyse NEP's acceptance & challenges in India
- To study a unique opportunity for India to transform its system of learning (NEP)

Review of Literature

Dr. Rahul Pratap Singh Kaurav, Prof K G Suresh, Dr. Sumit Narula, Raturaj Baber. (2020):- The objective of this research report is to examine public opinion regarding the National Education

Policy 2020. In order to process the secondary data from Twitter for this qualitative research study, word clouds, tree maps, project maps, and mind maps were used. Graphs were utilized to depict the opinions of stakeholders. In the end, it became clear that the majority of people view NEP as a positive and encouraging development.

K.Meenakshi Sundaram (2020):- The research's main objectives were to examine the salient features of the new education policy and to gather academics' and industry professionals' opinions on the predicted career prospects associated with NEP 2020. 89 respondents provided primary data for this descriptive study. Students, academics, and educationists made up the respondents. The questionnaire, which was constructed using a Likert scale, was used to gather the data. Major conclusions of the study are as follows: interdisciplinary approach will modify recruitment requirements of many Indian companies; NEP will enhance career prospects through multidisciplinary approach; and NEP implementation is a tough undertaking and its success depends upon its implementation.

Pawan Kalyani (2020):- This study is to investigate NEP and its consequences on stakeholders, as well as the potential long-term implications of NEP on stakeholders. Primary data was gathered from key stakeholders, including educators, parents, and students. The study revealed that students will be free to choose the subjects they want to study. Dermatoglyphics can be utilized to comprehend students' skill sets. Dermatoglyphics may be used as a basis for course selection by students. It is also noted that kids may choose their studies in response to pressure from their peer groups or from parental influence. Still, the NEP's goal won't be achieved unless students have the freedom to select their own subjects in accordance with their own knowledge and abilities. Only candidates with TET certifications and a four- year B.Ed. degree are eligible to apply for teacher recruiting positions in government schools, according NEP 2020. This policy will contribute to improving the standard of education. Parents are crucial to their ward's growth because they provide ongoing financial support for schooling and insightful assistance. In this case, parents play a crucial role in making recommendations and proposals for the diverse subjects after evaluating the advantages and disadvantages of their wards.

Aithal Sreeramana and Aithal Shubhrajyotsna (2020):- Details of an earlier educational policy announced in 1986 and its relationship to the current new education policy are covered in this study project. The study also looks at the novel approaches suggested in the NEP and how well they work when put into reality. The effects of the new education policy on professional education, teacher preparation, and private institutions are also covered in this study. Finally, theoretical recommendations are made for the successful application of new education policies.

Mridul Madhav Panditrao, Minnu Panditrao (2020):- This is an ethnographic investigation that begins with a discussion on the development of Indian universities and earlier educational initiatives. The current New Education Policy 2020 and its goals, tenets, and vision are then the main subjects of the study. "A Review on National Education Policy 2020" is also included. <http://www.iosrjournals.org/DOI: 10.9790/7388-1302015661 58> | Page places a strong emphasis on outlining the new adjustments that have been suggested for the NEP, from higher education to schooling. Implementation techniques are suggested at the end of the study, along with a summary and conclusion.

Pankaj Thakur and Dr. Rajesh Kumar (2021):- The primary and the secondary data used in this study project came from the already published literature. The scholars have talked about the fundamentals of education policy and how it might improve the educational system. The salient features of the prior education policies were examined and juxtaposed with one another. Finally, the unique characteristics of the New Education Policy 2020 were also covered. The issue of difficulties in putting National Education Policy 2020 into practice was also discussed in the separate part. The

necessity of an action plan for the effective implementation of the National Education Policy 2020 was the final statement made to wrap up the research.

Dr. Hemlata Verma and Adarsh Kumar (2021):- This article conducts a critical examination of the requirements for implementing New Education Policy (NEP) and the current state of university-level activities in order to theoretically analyze the policy. Additionally, this study suggests. The way that NEP is implemented in India's higher education institutions is designed. Drs. Umesh B Sankpal and Rupesh G Sawant (2021) This conceptual paper is solely concerned with higher education and the New Education Policy 2020. The authors of this study address several significant NEP-related topics. The background, vision, guiding principles, characteristics, areas of effect, and stakeholder opportunities are the primary topics of discussion. The anticipated implementation of the new education policy is also covered in the document.

Dr. Nandini Banarjee, Dr. Amarnath Das, Ms. Sreya Ghosh (2021):- The goals of the study in this discussion paper were similar to those of other qualitative investigations that were previously discussed in this document. The primary goals were outlining the NEP's characteristics and contrasting it with the earlier educational policy from 1986, as well as suggesting ways to put it into practice. The benefits of NEP are also discussed in this essay, particularly as they relate to higher education.

Shashidharan M, Rajni Bansal, B S Hothi, Vijay Anant Athavale, Yogesh Mahajan, Shameem Anwar, (2021) . The research paper's essential characteristic is that it covers both the positive aspects of the New Education Policy and its implementation's obstacles. The writers of Challenges discuss the challenges that various stakeholders may face throughout the implementation phase. Parents and students make up the majority of these stakeholders. The following are the other troubling topics covered under challenges: 1. Problems rural students have adjusting to the flexibility of courses and subjects suggested in NEP. 2. Anticipated changes in hiring practices by both public and private sector companies as a result of NEP. 3. The problems that affect both professionals and remote learning students. 4. The challenges that the National Education Policy's multidisciplinary component may provide when grading students.

Dr. P.K Jain (2021) The study's focus on differentiation is the range of issues that were covered. Previous research don't address these issues. The following are the key points listed: 1. Allocating 20% of GDP, through private sector initiatives, to education at the school level. 2. Raising the gross enrollment percentage in higher education. 3. Provision of the necessary labor force and infrastructure to support the development of Anganwadi and primary school infrastructure. 4. Creating fresh instructional guidelines to ensure successful execution. Therefore, it is suggested that methods for generating educators at the global level be evolved through the development of shared competence among the educators. 5. Providing IT-enabled digital infrastructure to support NEP deployment as quickly as possible. 6. Creation of Online Courses, Labs and Enforcing a thorough plan for NEP's general implementation at all educational levels.



Figure 1 Historical Development of India's Education Policies

Historical Development of India’s Education Policies

India’s educational policies have changed significantly across its history due to the nation’s developing educational demands, socio-political dynamics, and economic advancements.

Here’s a brief overview of the historical evolution of education policies in India:

Table 1 Pre-Independence Era

1813 Charter Act	A foundation for education that was in line with Western ideas and practices was established in India thanks in large part to the British East India Company’s adoption of laws. Lord Macaulay’s Minute on Education is significant because it places a strong focus on advancing English language and literature.
1854 Wood’s Despatch	The strategy mentioned earlier acknowledged the importance of English as a medium of instruction in higher education while placing a strong focus on the development of an organised educational system that gave local languages priority.
1882 Hunter Commission	This plan primarily addresses the fields of elementary and secondary education, promoting the financial and public resources’ distribution to educational initiatives and the establishment of higher education institutions

Table 2 Post Independence Era

1968 Kothari Commission	The conversation highlighted how important it is to have a national education system that is uniform and how important it is for integrating vocational education with general education
1992 Programme of Action	The plan of action, which came after the National Policy on Education (NPE) of 1986, established techniques for implementing the goals set forth in the policy.

Table 3 21st Century Reforms

2005 National Knowledge Commission	The discussion centred on issues related to the relevance and quality of education, with a focus on the necessity of doing research and promoting innovation in the field of education
2009 Right to Education Act (RTE)	With the primary goal of guaranteeing universal access to free and required education, the aforementioned Act recognised education as a fundamental entitlement for everyone aged six to fourteen. It also emphasised how crucial it is to assure everyone has access to education
2019 National Education Policy (NEP)	The actualization of an all-encompassing policy aimed at bringing about a change in the educational system. The programme made changes in a number of areas, giving special attention to a multi-disciplinary framework, encouraging research and innovation, and giving skills development top priority.

Current Trends and Challenges (NEP) India

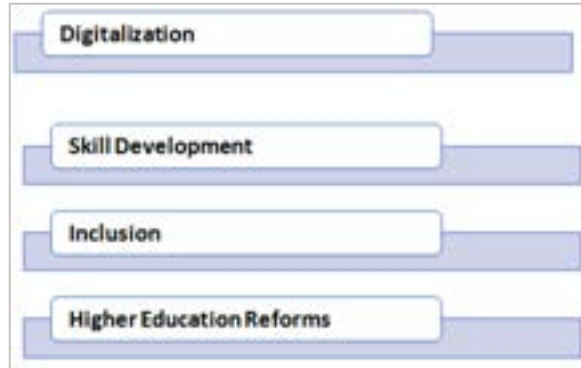


Figure 2 NEP Current Trends and Challenges

- The COVID-19 epidemic increased the utilisation of digital learning methodologies, highlighting the potential benefits and challenges of distance learning.
- As an approach to bridge the gap between educational attainment and workforce preparedness, skill-oriented education is becoming more and more important.
- A focused effort is being made to guarantee underrepresented and disadvantaged populations fair access to high-quality education.
- Constant discussions are taking place about the reformation of higher education to make it more in line with international standards and to encourage research and innovation.

India's historical context and aspirations for socioeconomic advancement have shaped its educational policies. The emphasis has shifted from merely obtaining an education to taking quality, relevance, and skill development into account, recognising the changing needs of the country.

An Unexpected Moment for India to Reorganising Its Educational System (NEP)

India has a historic chance to significantly transform its educational system with the National Education Policy (NEP) 2020. This strategy has the potential to implement comprehensive reforms that not only address the unique problems and diverse needs of Indian society, but also correspond with global trends in education.

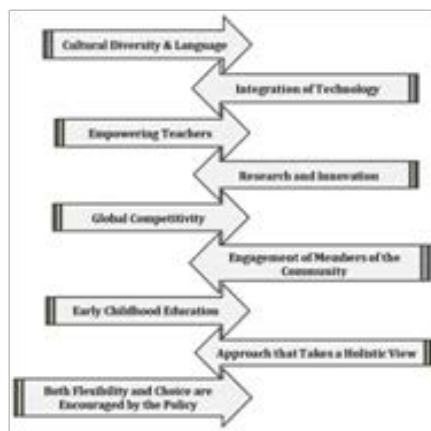


Figure 3 Transforming Indian Education System

This is a transforming event due to a number of variables including the following

- The NEP promotes a holistic approach to education, seeking to develop in its pupils not only academic excellence but also critical thinking, creativity, problem-solving abilities, and a well-rounded personality. The policy prioritises holistic development in an effort to produce people who will be more equipped to prosper in a world that is changing quickly.
- The policy promotes variety and flexibility in the available learning paths. It recognises that students have a diverse range of abilities and interests and advocates for a method that lets students choose courses and subjects that align with their interests.
- The NEP recognises that early childhood education plays a critical role in laying a strong foundation for lifelong learning.
- The primary education system's preference for using either the student's mother tongue or a regional language as the medium of instruction reflects respect for India's rich cultural diversity.
- The primary objective of the policy is to ensure that all students get off to a solid beginning in their educational journey by placing an emphasis on fundamental literacy and numeracy. This approach serves to maintain language history in addition to enhancing students' knowledge and learning outcomes.
- The NEP acknowledges the significant role that technology plays in education and suggests methods to incorporate it to enhance learning outcomes. The COVID-19 pandemic has caused a change in education towards online and digital formats. This change offers a chance to close the achievement gap and connect with pupils in farther-flung areas.
- The goal of the policy is to provide teachers more control over their job while acknowledging that they are an important factor in determining the quality of education. By emphasising teachers' professional development, continual training, and support, the NEP aims to raise student participation as well as the overall quality of instruction.
- In order to promote the development of a knowledge-driven society, the National Education Policy emphasises research and innovation in education. By establishing a National Research Foundation and promoting the growth of a culture that strongly values research, the policy aims to push the boundaries of educational greatness.
- The National Education Policy (NEP) aims to create a system of education that will prepare students to successfully compete in the global marketplace. Through the integration of 21st-century skills, vocational training, and experiential learning, the policy seeks to produce graduates who are talented, adaptable, and capable of contributing to the global workforce.
- The strategy acknowledges the value of local context and community involvement in the field of education. The National Education Policy seeks to raise educational standards by involving local communities' viewpoints in the formulation of policy

Findings of the study

- Several NEP implementation challenges were mentioned in the report, such as the diverse range of educational opportunities, resource constraints, and the requirement for policy collaboration between the federal and state governments.
- There have been concerns raised about the effect of teaching English as a mother tongue on students' language proficiency.
- Stakeholders expressed concern regarding the incorporation of technology, particularly in areas with inadequate digital infrastructure.
- The study revealed that NEP 2020 presents India with an exceptional opportunity to transform its educational system.
- It was believed that the policy's focus on critical thinking, creativity, adaptability, and holistic development would help create well-rounded individuals prepared for modern life.

- Fundamental knowledge and early childhood education were essential to the educational foundation of NEP.
- The policy increased India's competitiveness internationally by emphasising technology and research in education, which was in line with global trends.
- The policy's emphasis on holistic development, flexibility, technological integration, and research prepares students for a rapidly changing environment.
- The study found that while stakeholders are concerned about the practical execution and acceptability of the NEP, it has the potential to reform India's education system and address its difficulties.
- Careful planning, resource allocation, and cooperation between legislators, educators, communities, and other stakeholders would be necessary for successful implementation.

Conclusion

This strategy's main goal is to promote a more humanistic approach to education by integrating multi-disciplinary, inter-disciplinary, and trans-disciplinary methodologies into the educational system, with an emphasis on courses linked to the humanities. Under the new educational paradigm, professional degree candidates now have the option to take humanities courses—a humanities course was not available before. Furthermore, in order to meet the growing demands of the labour market, this strategy prioritises the development of employability through skill acquisition while also placing a strong emphasis on vocational skills. The present methodology heavily emphasises teacher training as an essential element. The current educational approach offers more flexibility by introducing transferable credit banks as a means of addressing the problem of high dropout rates. Throughout primary school, putting a lot of emphasis on the mother tongue or local language will probably lower the dropout rate and improve the learning capacities of the pupils. This new approach's main focus is on making Indenisation a priority, which will help to produce more people who are role models for the country. Additionally, the National Education Policy (NEP) 2020 actively helps some youthful, hopeful students obtain the necessary skill set. A strategy's ability to be implemented successfully will determine whether or not its intended results are realised. The fifth grade will be completed before the programme is discontinued. India's ambitions to become a superpower in the future are expected to be strengthened by the National Education Policy (NEP) 2020's expected substantial overhaul of the educational landscape.

When everything is considered, the evaluation of the New Education Policy in India is a complex conversation reflecting the differing perspectives of a nation trying to align its educational system with the changing demands of a rapidly changing world. The policy will be shaped not just by its innate qualities but also by stakeholders' collaborative efforts to apply and modify its ideas in a way that best fits India's unique environment. India has a unique opportunity to transform its educational system and bring it into line with the demands of the modern world according to the National Education Policy 2020. India's emphasis on all-encompassing development, flexibility, technological integration, and research-based approaches places it in a good position to offer a dynamic and creative learning environment that prepares students for success in an increasingly interconnected global community.

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