

Shaping Future: New Education Policy 2020

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Abstract

A major yet positive breakthrough was marked in 2020 after the introduction of New Education Policy 2020 after a whopping 28 years. This policy is set to transform the education system in India on great levels. However, the COVID-19 pandemic has also led to a decreased rate of implementation of this policy. The primary goal of this study is to critically analyze this policy as well as the education system of India with a detailed study of previous policies and changes introduced via the new policy. The study employs a mix of primary and secondary research. The data was sourced from the internet and a primary analysis was conducted. Such a topic has been chosen for our study as the education sector is the prime area of concern for the people of a country, especially in a yet developing economy like India. Therefore, with the detailed data collection, we have finally structured a SWOT analysis and concluded with recommendations for this important study.

Keywords: National Education Policy, New Education Policy, NEP, India, Education

Introduction

Education is the supreme building block for each and everyone's life and essential for one's future development. The New Education Policy sets out to deliver a strong base for a child's promising future. India's first education policy was introduced by the Indira Gandhi government in 1968 followed by the subsequent policy in 1986 at the time of Rajiv Gandhi's government. Since then, only modification of the then-existing policy had taken place in 1992 by the government of P.V. Narsimha Rao. Hence, a big change was imperative for the Indian education system, which has now finally come into existence with the New Education Policy 2020. Our life in today's world faces a lot of challenges, changes, and advancements so it undoubtedly becomes very important to go hand in hand with the ever-revolutionizing world out there. Therefore, the stepping stones of one's life, i.e., education become the most crucial thing that needs to be addressed. It is hence extremely necessary to work religiously towards the education sector of a country, therefore, this research paper will address the key changes that have come in place with this policy and a detailed understanding of its objectives and the remaining loopholes that yet need to be addressed.

Research Objectives

Through this research, the researchers aim to fulfill the following objectives:

1. To examine the education system in India.

2. To understand the provisions of the National Education Policy, 2020
3. To track the situation post-implementation of National Education Policy, 2020
4. To analyze NEP 2020 and include legitimate suggestions.

Methodology

The major source of data collection for this research is Secondary research. Various journals, articles, and websites have been analyzed and data has been interpreted accordingly. With the help of these resources, the researchers have critically evaluated the policy and included their inputs and analysis. An honest attempt has been made to fulfill the research objectives mentioned in the paper.

Under Primary data collection, we have gathered data from first-hand experiences and surveys, which haven't been available in the past. Our target audience includes participants ranging from almost all age groups who have a tangible educational qualification befitting to attempt the survey.

Mixed-Method Questionnaires

This approach implemented the elements of both close and open-ended questionnaire types into our data collection. Participants may answer some questions with premade answers and write their answers to other questions. The advantage of this method is that we benefited from both types of data collection to get a broader understanding of your participants.

Upon gathering the responses, we have "quantified" the data by organizing the responses into different categories and landed on a conclusion regarding the New Education Policy 2020.

Literature Review

Education plays a pivotal role in the making of a nation, enhancing its skills and knowledge, and securing the future of its inhabitants. Countries in today's times strategize on their education plans to propel their state's progress on all fronts. India being no exception, has made education one of its mainstream objectives. Ever since its independence and formation as a sovereign state, the importance of education has deeply been recognized by the Indian government. Beginning from the education policy formed in 1968, it has undergone a few alterations in the subsequent years, finally culminating in 2020 as the latest formulated plan.

The third amendment aims at preparing young minds to deal with the 21st century challenges and perceiving education in a new light. The policy would make India known for inculcating multidisciplinary and liberal education in its plan, laying down certain frameworks and guidelines to help achieve these objectives. Some of the chief areas of focus are foundational literacy, numeracy, and universal access to quality education. All of these demand faculty dedication and further investments from the government in infrastructure, learning material, human resource development, and teacher training. Considering the recent crisis, the world has witnessed, ruling out the digital divide has become all the more crucial. This is something that the policy has successfully incorporated into its agenda – addressing digital inequalities and ensuring technological connectivity and support for marginalized groups. However, with this, come the existing hurdles of inadequate electricity supplies and cyber infrastructures, that need immediate attention and remedial.

Suryavanshi S. had highlighted the importance of quality training and development of teachers in Indian

universities in his paper, providing them with an upper hand in opting their teaching methods, and aiding the universities in research and innovation.

The policy is supposed to have several implications for modern education according to P.S. Aithal who in their paper acknowledged its features and drew out comparisons from the existing system, seeing this policy as a departure from the conventional learning system. The success of the policy, however, would rely on the elective implementation of the mandated guidelines. A policy formed as late as 34 years requires greater conviction and responsibility, keeping in mind the present needs of the students. As enumerated in the UN sustainable goals list, the NEP 2020 in essence focuses on these goals – access, equity, affordability, responsibility, and quality.

History of National Education Policies of India

1968

The first-ever national policy on education was formulated in 1968. It had several clauses and programs to ensure equal education opportunities to create a better future for the growing youth of the country. The policy accounted for compulsory education up to 14 years of age with specialized training and qualification of the teachers to ensure imparting of quality education in India.

Three language formula was formulated for secondary education to provide an intersection of Hindi, English, and the local language. It also encouraged the teaching of Sanskrit since it was then considered essential for India's culture and heritage.

1986

The government of Mr. Rajiv Gandhi introduced a New Policy on Education and the second NPE in 1986. The changes included were to reduce the disparity and equalise the educational opportunities to all the communities including, SC and ST and women. This policy focused on trying to reach the scope of this scheme to rural areas and poor families by giving them incentives and benefits.

1992

In 1992 there was a modification for NPE 1986 by the P.V. Narasimha Rao government. The prime change implemented in this draft was an emphasis on quality of education, this policy stressed developing moral values among the students and overall development.

2020

Finally, after 34 years, there has now been the implementation of the New Education Policy. A lot of years have passed since the modification or change of Education Policy in India. Hence, this model of the policy introduces drastic change. There has been an entire revision of the curriculum structure of the education system to ensure the cognitive and coherent development of the students.

Current Situation of the Indian Education System

The Indian Education System has its own set of concerns and challenges that must be addressed to give better and improved education to the country's children, who are its future. Although much has changed in the Indian educational system over the years, there are still many rows and problems that need to be addressed.

Key Changes Introduced in NEP 2020

School Level

Right of Education

Earlier the Right of Education act started at the age of 5 years but now it has been started from the age of 3. The schooling age now starts from the age of 3 years.

New Curriculum and Pedagogical Structure

The 10+2 structure of the education system at the school level has now been replaced with the 5+3+3+4 structure for ages 3-8, 8-11, 11-14 and 14-18 years of age. The age of 3 to 6 years has been given important recognition since a child is at its crucial developing age in this gap hence it becomes imperative to provide them with the needed support.

Board Exams

Lesser stake and importance have been given to board examinations in the NEP and rather improved focus on cognitive abilities and core competencies. The board examinations will be held twice a year of 10th and 12th standard, one being the main examination and the other for improvement.

Reduction of the Gap between Curricular and Extracurricular Activities

Due to increased focus on the creative and critical thinking skills of students, the students will be given more flexibility in taking up vocational education. There will be an introduction to vocational subjects from the 6th class along with compulsory internship programs to give pupils real-life working experience.

Importance to Regional Language

The provision of medium instruction as mother tongue, the local language, or regional language has been given up to 5th grade to increase the enrollment rate of primary kids.

Discontinuation of Streams

The compulsory take-up of any one stream with set subjects has been discontinued. Now, any subject can be combined with a subject of an entirely different domain, hence, not restricting the scope of the future for the youth.

Assessment Reforms

The assessment system of the students will be more skill and practical-based rather than theory-based learning. PARAKH - Performance Assessment, Review and Analysis of Knowledge for Holistic Development, a new National Assessment Centre will be set up to keep a regular check on the education systems. The shift of focus on assessment has been removed from higher grades to skill development and higher-order thinking skills.

Higher Education

Undergraduate Degree

The undergraduate degree will now be of 4 years with multiple exit options. If one exits after 2 years, they will receive an advanced diploma option but to earn a bachelor's degree, they will have to complete the stipulated tenure of the course.

ABC

An Academic Bank of Credit will be established to store various credits earned by an individual in different institutions of education and finally can be transferred and counted together as a legitimate degree.

Higher Education Institutions

Universities and higher education institutions will be more research intensive now. There will be overall focused development of the training institutions to provide high-quality education and community management.

Common Entrance Exam

A university-level entrance exam will be introduced and implemented for admissions in the academic session of 2022. There will be a single body for the regulation of the entire higher education system, excluding medical and legal Education.

Teacher Training

Under NEP, there will not only be development and grooming of only students but also educators. The teaching training will now be a blend of traditional teaching methods as well as digital learning platforms. A new curriculum framework will be set up for Teacher Education and a minimum qualification of 4 years with integrated B.Ed. will be required for teaching.

Financial Support for Students

An increased number of scholarships and money-based support will be provided to the underprivileged and the marginalized groups to increase their accessibility to education.

Digital and Distance Learning

A dedicated unit to build and enhance digital infrastructure, and increase digital content to help better the scope and capacity of education forums in India.

Additionally, the credit-based advantage will be offered to Massive Open Online Courses (MOOC) courses.

M.Phil. Discontinued

Under the NEP 2020, M.Phil. will be discontinued altogether.

IITs

All education institutions including the Indian Institutes of Technology will follow a more holistic approach in their teaching methods and provide multidisciplinary education.

Foreign Colleges in India

Top foreign institutions and colleges can set up their branch in India, hence promoting a wider horizon of working of this policy.

Funding for the Education Sector

There will be more and greater expenditure on the education sector of India. A provision of 6% of the entire GDP via public investments and expenditure is to be done in this sector as opposed to 4% earlier.

This will enable better working and facilitation of required funding of education.

Key Challenges Faced

The following are the current difficulties with India's educational system:

Investing in Education

More shares should be allocated to India's education system's development. Many helpful measures have been taken in this direction in recent years, and if this trend continues, India may soon be able to overcome its current issues.

The UN's gross enrolment pattern must be adopted by India as well.

Utilization of Capacity

The world increasingly requires innovative brains, and the government must support schools to help pupils maximize their potential and not allow their thoughts to go unheard.

Infrastructure Facilities

Better infrastructure, particularly at government schools, is required. Because the government is now focusing on digital education, they must take steps to ensure that all necessary facilities are available in government schools as well as in rural areas.

PPP Model

Well-designed PPPs can help India's school system become more innovative. As a result, the Public-Private Partnership (PPP) model must be considered.

Student-Teacher Ratio

There are far more students seeking good education than there are professors and professionals accessible. As a result, qualified teachers must be appointed to transfer information to the country's future generations. Quality requirements for accreditation and branding.

Students Studying Overseas

Because of the problems with the Indian educational system, many students choose to study abroad. The competent authorities must work on these, and students must opt to stay and learn in India, to empower the country.

There are a few basic measures that can aid in the resolution of the India Education System's issues:

Need for Innovation: India is heading toward digital education, which necessitates innovation. This will aid in the development of students and the country's youth's innovative ideas. This will change the Indian educational system, and authorities and the government must encourage and support young brains to focus on complete growth rather than just book learning.

Education Quality: There is a significant disparity between the level of education delivered in rural and urban sections of the country. Steps must be taken to standardize education quality across India so that everyone has access to equal and unbiased knowledge and growth possibilities.

Making Education More Accessible: There are several government schools and educational institutions that are reasonably priced yet lack facilities and quality. Private education institutes, on the other hand, charge higher tuition and provide better infrastructure and equipment for students. This discrepancy must be addressed, and the government must ensure that education is inexpensive and accessible to all citizens.

The following is a list of government initiatives aimed at improving India's educational system:

Sarva Shiksha Abhiyan: Started in 2001 intending to promote "Education for All" through upgrading existing school facilities and building new schools.

National Programme for Girls' Elementary Education: This is a targeted intervention by the Indian government to reach the "Hardest to Reach" girls, particularly those who are not in school.

Mid-day Meal Scheme: All children enrolling in government schools, government-aided schools, local body schools, special training centers (STC), madrasas, and mastabas funded under the Sarva Shiksha Abhiyan receive one meal every day (SSA).

Rashtriya Madhyamik Shiksha Abhiyan: This flagship project aims to improve secondary education and increase enrolment by placing a secondary school within a reasonable distance of every home.

Minority Institutions Infrastructure Development Scheme: The scheme aims to improve minority education by enhancing and upgrading school infrastructure at Minority Institutions to expand formal education opportunities for children from minority communities.

Beti Bachao Beti Padhao: It is a program in India that encourages girls to attend school.

India has a population of over one billion people, but only one-third of them are literate. Some of the country's most difficulties are population growth, teacher shortages, book shortages, and basic facility limitations, as well as a lack of public finances to support education costs.

One of the key contributors to India's economic prosperity is its enhanced education system. India has a substantial private school system that supplements government-run schools at the basic and secondary levels, with 29% of kids aged 6 to 14 obtaining private education.

Key Challenges Faced in the Implementation of National Education Policy, 2020

The following are the key challenges that can be faced on and after the implementation of NEP 2020:

Implementation Roadblocks in Schools

Changing One's Perspective

The existing educational system harkens back to the British and industrial eras. Two or more generations of parents, teachers, grandparents, and educators will be involved in the shift in mentality. The NEP must give way to a generation that is focused on STEM education. The corporate sector will need to adjust its recruitment and grooming procedures to reflect this. Changing this perspective will be difficult on multiple

levels. However, the government can accomplish this by employing a variety of soft power strategies.

Pedagogical Reforms Must be Reimagined and Implemented

Learners must develop not only cognitive skills – both "foundational" abilities like literacy and numeracy and "high-order" cognitive skills like critical thinking – but also "social and emotional skills" like empathy, grit, perseverance, leadership, and teamwork. Such value-based learning, as well as considerable curriculum and pedagogical modifications, are called for in the NEP. These pedagogical innovations are difficult to adapt and must be redesigned for success.

Rethinking Evaluation

Boards that administer school-leaving exams will have to reconsider their evaluation criteria for students as well as determine the most relevant learning material rubric. Textbooks will need to be rewritten to reflect this. Formative assessment is almost non-existent. How will we be able to adapt and execute it seamlessly? Because the majority of K-12 students in India attend schools with annual tuition fees of less than Rs. 12,000, the proposed modifications will need to be easily implemented across all tiers of schools.

Prepared Educators

To achieve such lofty goals, instructors, educators, and government officials will need to be properly trained, as well as a pool of good, encouraging mentors. Learning should be a pleasurable and engaging experience rather than a tedious chore that produces unemployable kids. The policy will need to create a learning ecosystem that takes into account our country's geographical and cultural variety, as well as each student's unique learning pace.

A Bottom-Up Strategy to be used

We are socially indoctrinated as Indians to accept a top-down approach in all aspects of life. Only a grass-roots level action can bring about this social and educational revolution. In the grand scheme of things, one significant measure would be to repair and restructure the system from the ground up, beginning with a fundamental shift in the thinking of all players, including o ce workers and parents. A shift from "what to think" to "how to think" is required.

Teachers are being Held to a Higher Standard

To enter the teaching profession at all levels, we need to hire the finest and brightest. In addition, teachers must be restored as the most valued and important members of our society, as they are the ones who truly mold the next generation of citizens. Work on overcoming personal and professional barriers to working in remote, inaccessible regions is also necessary for preparing this workforce and ensuring the success of the NEP.

The New Model's Funding and Scaling

By 2030, India is estimated to have over 250 million kids enrolled in schools. With a teacher-to-student ratio of 1:35, India will require more than 7 million instructors to address the country's massive student population. For a 12th pass, graduates, and post-graduates for one, two, and four years, those teachers must have graduated from a prestigious B.Ed. program. Teaching is also one of India's lowest-paying occupations, with the average teacher earning roughly Rs. 200,000 per year. In comparison to the current printed content-oriented instruction, conceptual and experiential teaching will be difficult due to these limits. To address this severe weakness, the government will need to allocate more funds. In addition, the

current pool of teachers must be retrained in modern teaching methods.

Implementation Roadblocks in Higher Education

Learning or Obtaining a Certificate or Degree

Though incorporating flexibility into the higher education model through the concept of many exits is a crucial step toward reducing dropout rates, the value of such certifications and diplomas remains a question. Jobs and degrees are inextricably linked in the Indian psyche. As a result, to adopt the new system, we must first deconstruct the outdated belief that obtaining a job requires a degree. This is a hazardous mindset that weakens and inhibits an individual's other natural abilities.

A Commitment to Multidisciplinary Education

For college and university educators, the current education system does not provide formal training or orientation in pedagogy. This necessitates a redesign of the curriculum to make it more flexible and organic, allowing for the installation of foundational and higher-order thinking and skills at various stages of schooling. The policy aims to replace single-disciplinary higher education institutions with multi-disciplinary institutions. The path to this aim has been laid out with good intentions in mind.

Funding

Given the limited resources available, electively implementing the NEP 2020 objectives for higher education will be a challenge. It mandates private universities to make additional scholarships to allow low-income students to enroll, but the NEP fails to address how this may be accomplished. This shows a need for more public investment in higher education, which is not feasible in the current environment. The rise in education spending from 3% to 6% of GDP is just insufficient to meet the implementation requirements.

Connectivity via the Internet

We need internet access in rural places because, as the epidemic showed, e-learning is the way forward. Digital classrooms, expertise-driven online teaching models, AR/VR technologies to bridge gaps in physical teaching and lab infrastructure, uniform assessment schemes across schools, career counseling sessions, and teacher training to become adept at new-age technologies will all be part of the digital infrastructure for this purpose. In the coming decade, this will remain a key concern.

Progress of NEP Since its Implementation

Minister Ramesh Pokriyal in a meeting reviewed the progress of NEP 2020. He said that the situation caused by COVID-19 has led to a deficiency in the progress of this policy. The NEP has not been able to make the desired progress so far. Due to the pandemic, a lot of things have needed to be put at bay and opening up of institutions and their normal working is very difficult however they are trying to pace up the implementation of it as much as possible. As and how the situation with COVID gets better, so will the progress of NEP hence more and more efforts are being made for better and more efficient working it.

The year after the release of the new National Education Policy (NEP) 2020 on 29-July-2020, has seen mixed outcomes for the executive efforts of the Central and State governments and their autonomous agencies. The first step in the implementation, renaming the former Ministry of Human Resource Development (MHRD) as the Ministry of Education (MOE) as suggested by the NEP, was immediate since the cabinet had approved this change at the time of the policy introduction itself. However, the progress since then has been

inconsistent.

The Department of School Education and Literacy (DoSE&L) of the education ministry was quick to announce certain measures to implement NEP 2020. It organized the 'Shikshak Parv', a festival for teachers, from 8-25 September 2020, after consultations with States and Union Territories (UTs), autonomous bodies, and all other stakeholders. The result was a comprehensive implementation plan SARTHAQ (Students' and Teachers' Holistic Advancement through Quality Education), released on 8-April-2021. SARTHAQ defines activities by each recommendation of the NEP 2020. It delineates 297 tasks, identifies the agencies responsible for taking up each one of them, and also specifies the timelines and objectives of each.

Early Education

Given the NEP 2020's major decision to replace the 10+2 system with the 5+3+3+4 system and its emphasis on the first five years of early childhood care and education beginning at age three, the DoSE&L also launched the ambitious NIPUN Bharat initiative to promise foundational literacy and numeracy for all children by the year 2026–27. This is a long-awaited and welcome move, as the remainder of the NEP 2020 will be largely irrelevant for children if the most basic learning - reading, writing, and arithmetic at the fundamental level - is not achieved first before building upon it, as experienced in the past.

DoSE&L is also strengthening existing programs such as the "Samagra Shiksha Abhiyan" to align them with the recommendations of NEP 2020. It has introduced the national mission to improve learning outcomes through an integrated teacher training program called NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) for teacher development. Other initiatives listed in their one-year achievement report include The strengthening of vocational education initiatives in Samagra Shiksha; introducing key stage assessments for determining the health of the system and learning outcomes through SAFAL (Structured Assessment for Analysing Learning); the announcement of NDEAR (National Digital Education Architecture), an open, interoperable, evolvable, public digital education infrastructure that will keep pace with the rapid expansion of technology, and improvement of the ease of doing business for educational institutions, amongst others. The DoSE&L, through a steering committee under Dr. K. Kasturirangan, is also working closely with the states to implement reforms and develop the State Curricular Frameworks followed by the National Curricular Framework.

Higher Education

The situation in higher education, on the other hand, has evolved at a much slower pace. For instance, the four-year undergraduate program, one of the cornerstones of NEP 2020 to provide holistic and multidisciplinary education or liberal education, has not yet been included in the list of degrees approved by the University Grants Commission (UGC). One of the critical responsibilities of the Department of Higher Education, as envisaged by NEP 2020, is the setting up of a new framework for the regulation and maintenance of standards in higher education as per its constitutional mandate. The new framework envisages that distinct, independent, and empowered bodies should take up the separate roles of regulation, accreditation, funding, and standard-setting. Such a distinction of functions is critical to eliminating overlapping jurisdiction, creating checks and balances within the system, minimizing conflicts of interest, and eliminating concentration of power. NEP 2020 stipulates the formation of these four structures as independent verticals within the Higher Education Commission of India (HECI), an umbrella institution, to ensure their working synergy. HECI and its associated verticals will come into being through an Act of Parliament,

but there are no indications that such a bill is ready yet.

Analysis

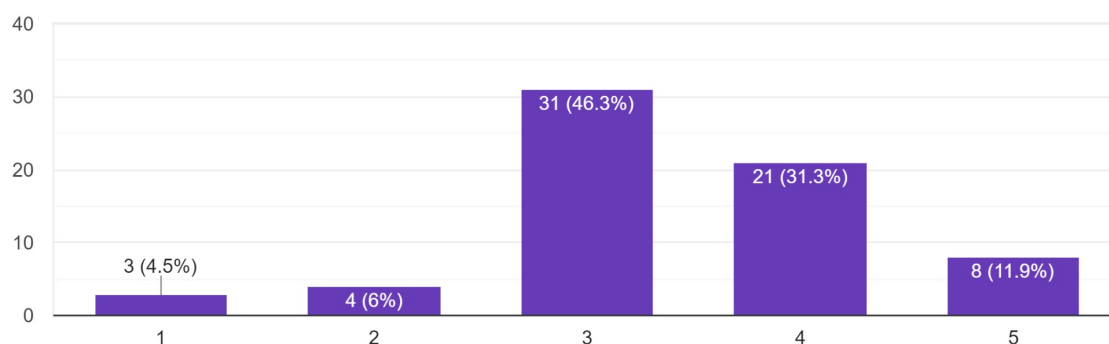
A survey questionnaire was circulated for about one week across age groups ranging from 18 to 60 years while the gender ratio was predominantly male that accounting for 59% of the total respondents.

The respondents had diverse educational backgrounds constituting undergrads to working professionals, who were befitted to present their diverse views on the New Education Policy.

Following are the pictorial representations of the significant survey questions:
(The bars represent the number of respondents)

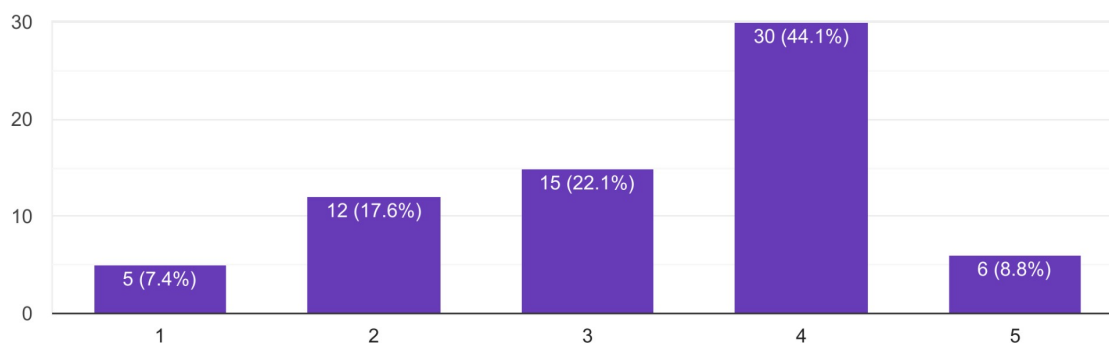
My knowledge about New Education Policy is thorough and complete.

67 responses



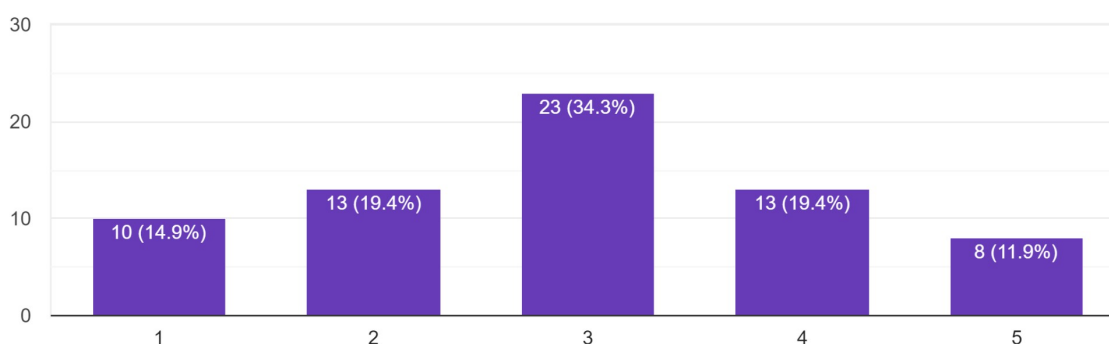
Will NEP affect job prospects for teachers having only the old conventional education and skills?

68 responses



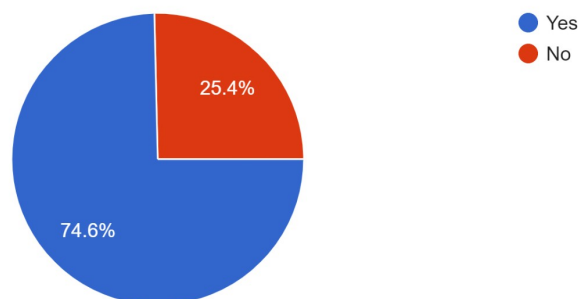
Under the 3 language formula, at least two of the three languages should be native to India. Does imposing multi-lingual aspect in academic institutions for each subject cause a problem?

67 responses



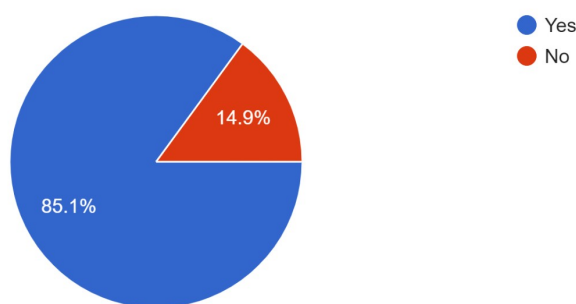
As per NEP-2020, the government is planning to regulate the fees of private institutions. Is it a legitimate move to curb high fees?

67 responses



The existing 10+2 structure will be replaced by 5+3+3+4 structure focusing on the formative years of learning in students. Is this a better alternative?

67 responses



According to the responses of the survey, it was analyzed:

1. Many people are yet not fully and deeply aware of the policy, hence, increase in the awareness of the policy is much needed.
2. The NEP can have a negative impact on the job prospects of people with old and conventional skills only. Skill updation for them is also needed.
3. The three-language formula is good for increasing the knowledge of the young learners however can create pressure for some, especially the ones who don't have a regional language other than Hindi.
4. A negative impact of NEP is the hike in the prices of schooling, therefore, creating more burden for those below the poverty line.
5. The structural change of education is good but has increased schooling years from 12 years to 15 years, on the downlight.

Hence, on an overall view of the respondents, many of them feel the potential in the policy but it can turn into reality only after proper implementation of it. At the end, there are yet many loopholes that need to be addressed.

Finally, in this section, the researchers have conducted with a SWOT analysis of the National Education Policy, 2020.

To create an Atmanirbhar Bharat wherein people of our country are self-reliant, education forms an important base to foster personal development and self-fulfillment. As the key challenges of the National

Education Policy are Accessibility, Affordability and Quality, the following is the SWOT analysis of the policy.

1. Strengths

NEP 2020 has successfully strengthened the foundation of education by remodeling the curriculum from the 10+2 model to the 5+3+3+4 holistic development model promoting cognitive thinking. This policy ensures no loss of years as it is flexible. If a student wants to leave his education in between, he will at least get a basic certificate of the semesters attended and does not require to repeat it all over in the later years. There is greater flexibility in the choice of subjects trying to mitigate barriers between different streams, curricular and cocurricular activities sports, vocational arts, etc, ensuring holistic, creative, and meticulous development of everyone. The share of the education sector in GDP to 6% is a welcoming step targeting a gross enrollment ratio of 50% by 2035 along with universal literacy by 2025. The aspect of education promoting critical and conceptual thinking will help learn beyond the box, not just restricted to their syllabus. The initiative of familiarizing students with sensitive issues is a great step that enables students to be abreast of societal issues and normalize that there is no difference between males and females. The focus on suitable infrastructure would help disabled students as well to easily attend classes, thereby creating a conducive environment. Teaching in various new fields like Artificial Intelligence (AI), Health, Environment Education is another feather in the cap. The feature wherein students can opt to learn in their mother tongue till class 8 would help promote interactive learning, inclusive growth, and better understanding and might reduce dropout rates too.

2. Weaknesses

Being a forward-looking step by the government in the education sector, NEP 2020 is also coupled with certain demerits. This policy fails to address the role of the private sector in school education. This is highly disappointing. We cannot deny the fact that extending compulsory education both to pre-school and secondary education requires huge investment. The policy is still not clear with its strategy concerning the mobilization of funds. Clubbing 3 years of pre-school with the first two grades of the primary can lead to further challenges for the Right of children To free and compulsory Education (RTE). There is a gap between textbook teaching and real-life vocations, a huge imbalance in urban-rural, private-public education sectors which still need to be addressed. The current pandemic has imposed several challenges for the education sector that NEP 2020 fails to address. A happiness curriculum should be implemented in Delhi schools to enable student engagement and connect them with mindfulness. The cost of training will be high, which would require energy, time, and resources allocated properly. There is a lack of good internet connectivity along with gadgets like mobiles, and laptops, especially for rural people. According to the BharatNet program, more than 40% of villages are yet to be connected to the internet which proves to be disadvantageous to village students.

3. Opportunities

NEP 2020 envisages a holistic report card where the performance of students will be assessed via three domains: cognitive, psychomotor, and affective which will help understand the world from all aspects of life, The foreign universities can set up campuses in India which will not just broaden the scope of research but also increase efficiency and stop the brain drain. DigiLocker will be like a bank credit which would facilitate a student to resume education even after the break as specified by the higher education commission. Pairing government and private schools can be a feasible option for students to explore different aspects of learning, infrastructure methodology, and education from varied perspectives. Keeping in mind the

varied interests of teachers, NEP 2020 provides more autonomy to educators to choose a suitable pedagogy in classroom teaching, chalk and talk lecture along with audio-visual aids. Teachers must be encouraged to research their practices for review, research, and self-assessment. This policy, if implemented in the right way, would bring a significant impact on the future of young minds in our country.

4. Threats

The three-language formula has not been appreciated by states like West Bengal, Andhra Pradesh and Tamil Nadu as making Hindi a compulsory language would look like an imposition of this language on non-Hindi speaking states. The NEP 2020 imposes uniformity and standardization along with control and power, paradoxical to India's population, size and diversity. This can be resisted by many states under the concurrent list. Despite being a great move, the free breakfast scheme poses a fiscal burden on the already existing mid-day meal scheme which has been irregular and corrupt over the past many years. There is a mismatch between quality education and several jobs available. It is predicted that the proposed critical thinking under NEP 2020 would not help in campus activities as many attacks have been witnessed on campus and critical thinkers in the past. The need for digital education and digitization has increased owing to the COVID-19 pandemic. Due to unemployment, remuneration can be low and educators can be fired from the knowledge sector as many mediocre and unskilled teachers can take their place. As around 65% of students are enrolled in private institutions, it depicts that the education sector in India is becoming more privatized and costlier. This is unambiguous. The unchecked proliferation of self-financing colleges is a matter of major concern.

Recommendations

The several key recommendations we concluded after analyzing the loopholes of the policy are:

- (1) Redesign school curriculum to include early childhood care and education.
- (2) Reduce dropout rates to ensure universal access to education.
- (3) Increase gross enrolment in higher education.
- (4) Improve research in higher education institutes by establishing a research foundation. In light of some of the NEP's suggestions in this piece, we assess the current state of education in the country.
- (5) Increase awareness about the policy and publicize more so as to significantly increase the outcome of the policy.
- (6) Reducing the education schooling years back to 12 years from 15 years with better structure.
- (7) Skill training for people with old and conventional schooling.
- (8) Abandon the traditional marking system and incentivize the students to be skilled and practical knowledge-based learners rather than focusing only on scoring marks.
- (9) Introduce cost-free and compulsory skill training workshops for all those below the poverty line.
- (10) Betterment of infrastructure of educational institutions and introduce learning via the internet.
- (11) Focus on improving the quality of teachers and schools rather than just the establishment of learning institutions.
- (12) Improving research in higher education institutes by setting up a research foundation.
- (13) Highlight and figure out the role of the private sector in this area.
- (14) Establishing better internet connectivity all around the globe for the betterment of mobile learning.
- (15) Introduce a happiness curriculum or compulsory mental health programs for easing stress and pressure in the budding years of the children.
- (16) Increasing funds for this sector and better mobilization of them.

Conclusion

This policy was a needed gap filler after 34 years of no change in the education system of India. Education, especially higher education, has a great scope of improving a country's economy by improving the overall development of its people. Improved education helps in the better adaptation of people to technology and environmental changes improve their living standard and help in qualification for availing jobs, hence, betterment of their job and social security. The past 34 years saw lots of changes and advancements in technology and lifestyles of everyone, therefore it was necessary to critically analyze the situation and update the education system. After critical judgment and understanding of the required changes, good corrections, and essential changes have been taken care of in the NEP 2020. By far most necessary proposals have been proposed in this policy. It has the capability of success in India only if it is implemented correctly. There is a need for regular and continuous implementation and updating of the policy. After proposing a great policy, it is imperative to look after the working of it. The actual outcome of a policy depends on the actual groundwork and execution of it, the real result it can yield in quantifiable terms.

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