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EVALUATION OF NEW EDUCATION POLICY -2020

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ABSTRACT
Education policy plays an important role in the socio-economic transformation of the country. It improves the quality of human resources in the economy. It initiates qualitative and sectoral development in the country. It acts as an engine of growth and development in the country. In India first education policy was introduced in the year 1968 under the leadership of former prime minister smt. Indira Gandhi. Second education policy was introduced in the year 1986 under the leadership of former prime minister shri. Rajiv Gandhi and followed by some amendments to the existing policy by the Narsimha Rao government in 1992

Keywords: *National Education Policy (NEP), University Grants Commission (UGC), All India Council of Technical Education (AICTE), National Council for Teacher Education (NCTE), and Higher Education Commission of India (HECI)*
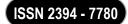
INTRODUCTION
NEP 20220 is the 3rd education policy of India introduced under the leadership of current prime minister Shri Narendra Modi on 29th July 2020. India got its 3rd education policy after a long haul of 34 years. The policy aims at initiating structural changes in the education system of the country with a holistic approach. In India, the higher education system is controlled by statutory bodies such as UGC, AICTE, and NCTE. Under NEP 2020 HECI will be the nodal agency to control the higher education system in the country through its parent bodies like NHERC, GEC, NAC, and HEGC.

THE VISION OF THE POLICY:
The policy will revolutionize the entire education system of the country bringing drastic and qualitative changes in teaching and learning methods. It emphasizes on E- content and bagless education. The vision statement of NEP 2020 is as follows:

1. Recognizing, identifying, and fostering the unique capabilities of each student through a holistic approach.

2. No hard distinctions

a) No distinction between Arts, Science and Commerce streams.

b) No difference between curricular and extracurricular activities and

c) No distinction between vocational and academic streams.

3. Emphasis on conceptual understanding

4. Promoting creativity and critical thinking.

5. Promoting multilingualism and the power of language.

6. Focus on regular formative assessment for learning.

7. Developing life skills programs.

8. Extensive use of technology.

9. Emphasis on diversity and respect for local content.

10. Synergy in curriculum.

11. To treat teachers and faculty as the heart of the learning process.

12. Light but a tight regulatory framework.

13. Continuous review of student progress.

14. Concentration on outstanding research.

15. Education is a public service.

16. Substantial investment.

Features of NEP 2020

1. NEP is based on four important pillars: Access, Equity, Quality, and Accountability.

2. Education pattern is based on a 5+3+3+4 structure.

3. Vocational education will be imparted from sixth grade.

4. Imparting education in local language/ mother-tongue till fifth grade.

5. Sanskrit will be an optional subject at all levels of education including the tri-language formula.

6. No compulsion on students to study any particular language.

7. Flexibility in the selection of subjects.

8. Multiple entries and exits option with appropriate certification at each phase of learning.

9. Academic bank of credit (ABC) will be created digitally.

10. Focus on e-learning.

11. Allocation of six percent GDP to the education sector.

12. Phasing out affiliation system in next fifteen years.

Four Phases of NEP

1. Foundation Stage. (meant for 3 to 8 years children)

2. Preparatory Stage. (8 to 11 years children)

3. Middle Stage. (Time duration 3 years from sixth grade to eighth grade)

4. Secondary Stage. (Time duration of 4 years 9th to 12th Grade)

Challenges of New education policy

1. Cooperation and support of state government. It is difficult to get 100 percent cooperation and unconditional support from all the state governments as they have their own educational boards.

2. Sanskritation of Education. The majority of the south Indian states are of the opinion the use of Sanskrit in the education system is based on the philosophy of Hinduism.

3. Problem related to high fees and donations. Metropolitan cities are supplemented by expensive education provided by education mafias extracting high fees and donations which will offer resistance to this policy. Education mafias are the part of the political system of our country running a large number of educational institutes.

4. Problems with budgetary allocations. Execution of NEP 2020 will require a 6 percent budgetary allocation which is practically impossible looking at the fiscal deficit of the country.

5. Problem of infrastructure. Implementation of NEP 2020 requires high-tech educational infrastructure to impart vocational training, e-learning, and extra co-curricular activities. Shortage of funds with the educational institutes in the area of concern.

6. Implementation of a proper pay scale for teaching faculties is nowhere mentioned in the policy.
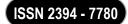
CONCLUSION

Every coin has two sides similarly NEP 2020 has its own significance and limitations. It requires strong political will and effective administration for its universal implementation throughout the country. As it is rightly said, "A mad king misuses his powers and drags his kingdom to sewers." If a policy is mishandled in terms of poor implementation it will prove to be a disaster.

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