A Review New Education Policy 2022 of India\

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ABSTRACT

The National Education Policy 2020 (NEP 2020), which was presented to the public on July 29, 2020, provides an overview of the future direction of India's educational system. In order to guarantee ongoing education, NEP 2020 places a primary emphasis on the following five pillars: affordability, accessibility, quality, equity, and accountability. Because there is such a high demand for information in both society and the economy, it was imperative that people continue to broaden their skill sets on a continual basis. As a result, it has been designed in a manner that is congruent with the requirements of the citizens. As a result, the primary focus of NEP 2020 is on expanding access to high-quality educational opportunities and fostering lifelong learning for all people. This will ultimately result in increased employment that is both full and productive as well as decent, in accordance with the Sustainable Development Goals listed for 2030 by the United Nations. The new policy will take the place of the National Policy on Education, 1986, which it will replace. It will also serve as the foundation for a comprehensive framework to reform education at all levels in India by the year 2040.

The National Education Policy 2020 (NEP 2020) asks for significant changes to be made in K-12 and higher education in order to better equip the next generation to prosper and compete in the emerging digital age. In light of this, the text places a significant amount of emphasis on multidisciplinary, digital literacy, written communication, problem-solving, logical thinking, and occupational experience.

KEYWORDS: Education policy, Development, Higher education, Schooling, Comparison, Teachers, Targets, Issues, Drawbacks, Challenges.

INTRODUCTION

Only through education can the full potential of humankind be realized, which is crucial to developing an equal society and promoting national progress. Economic and social success in India is linked to universal access to high-quality education, as stated in the Directive Principles of State Policy and Fundamental Duties. "National integration and cultural preservation" Indians began implementing their previous education agenda back in 1986. When India's National Education Policy (NEP) was amended, changed, and approved on July 29, 2020, the policy had been in existence for 34 years. As an important step forward for India's educational

system, the initiative will definitely improve India's attractiveness as a study abroad destination worldwide. The policy is built on four pillars: accessibility, equity, quality, and affordability and accountability. It is recommended by NEP 2020 that Indian HEIs adapt their systems and institutions to better regulate, manage, and support multidisciplinary research. The launch of NEP 2020 marks a turning point in Indian education. An educational system that is focused on India and aligned with the country's goal of becoming a knowledge-based economy and culture is the goal of the plan Even more interesting is the new education plan's emphasis on merging multiple educational institutions and specializations so that it may better address the needs of the students and the community as a whole.

"In this backdrop, India has embraced 2030 Agenda for Sustainable Development (SD), which aspires to achieve inclusive and equitable quality education; and encourage lifelong learning opportunities for everyone. And such an utopian objective will need the whole education system to be restructured to support and encourage process of education, so that all of the essential targets and goals i.e. Sustainable Development Goals (SDGs 4.4) of the 2030 Agenda may be accomplished. So as to bring about reformation in the present education system the Government of India decided to remodel it by adopting a comprehensive National Education Policy 2020 (NEP 2020). The new strategy envisions an India focused education system that helps directly to changing our country sustainably into an equal and thriving knowledge society, by offering high quality education to everyone. It is the first education strategy of the 21st century, which strives to answer numerous pressing developmental imperatives of our nation. This Policy suggests updating and redesigning of all parts of the education system, including its regulation and governance in order to develop a new system that is linked with the aspirational aims of 21st century education, while building upon India's traditions and value systems. NEP 2020 places special focus on development of the creative potential of each person and higher order cognitive abilities, such as critical thinking and problem solving; and also social, ethical, and emotional capacities and dispositions. Most significantly, the rich tradition of ancient and everlasting Indian knowledge and concepts has guided to construct this Policy.

Emergence of NEP 2020:

Long ago India's first Education Policy was adopted in the year 1986. About thirty-four years afterwards, a new policy dubbed National Education Policy 2020 (NEP 2020) is announced by the Government of India. NEP 2020 so supersedes National Policy on Education of 1986. The

decision symbolises a tremendous milestone for India's education system, which will undoubtedly make India an appealing destination for higher education world-wide.

The Government of India has taken initiative in January 2015, and the real consultation process for the New Education Policy was launched under the supervision of former Cabinet Secretary Shri. T. S. R. Subramanian. Based on the committee report, in June 2017, the draught NEP was presented in 2019 by a panel chaired by former Indian Space Research Organisation (ISRO) Chairman Dr. K. Kasturirangan. The Draft New Education Policy (DNEP) 2019 was then issued by the Ministry of Human Resource Development (MHRD), followed by a series of public consultations. After that, the Ministry went through an exhaustive consultation process in order to design the policy. The new policy document was being developed, and on July 29, 2020, after it had been amended, edited, and eventually accepted, it was put into effect.

The National Education Policy 2020 (NEP 2020), which was presented to and accepted by the Union Cabinet of India on July 29, 2020, provides an overview of the direction that India's future education system would take. The plan envisions an education system that is centred on India and that contributes directly to changing the country into an egalitarian and thriving knowledge society by making high-quality education accessible to everyone. Both rural and urban areas of India would benefit from the programme since it establishes a complete framework for primary education, higher education, and vocational training. The new programme intends to completely revamp India's educational landscape by the year 2021. The policy firmly supports and foresees a significant rise in the amount of public money invested in education by both the Central government and every State government in the country".

SALIENT FEATURES OF NEP RELATED TO HIGHER EDUCATION

The new NEP has been implemented with the purpose of formalising improvements that have been made in the system from the level of schools to the level of colleges and universities. Keeping in mind the current state of affairs, educational material will henceforth place an emphasis on fundamental concepts and ideas, as well as applications and approaches to problem-solving. It is anticipated that the National Education Policy will have a constructive influence on the nation's higher education system that will be both immediate and long-term in nature. A noteworthy move on the part of the Indian government is that it will soon let campuses of international colleges to be established in the country. The children will have the

opportunity to experience a worldwide standard of education right in their own nation thanks to this. This kind of education will assist students in learning and maturing in a more holistic manner, and the strategy of developing multi-disciplinary institutions will lead to a renewed emphasis on every discipline, including the arts and the humanities. Students will emerge from this experience with a more solid foundation of knowledge.

An other beneficial move that will alleviate the stress of several competitive tests and relieve the burden of studying for so many of them is the introduction of a single common admission test. This test will be administered by the same organisation. Additionally, coming ahead, it will guarantee that all student candidates are competing on an equal playing field. The creation of an Academic Bank of Credit (ABC) is undeniably a sound plan for the purpose of accumulating the academic credits that students receive by attending classes offered by a variety of reputable educational institutions of higher learning. By successfully completing a course, a student will be able to receive scores, which will then be awarded to their ABC account. If a student later chooses to attend a different institution, these credits may be taken with them. These credits will be preserved even if the student withdraws from school for any reason, which means that he or she will be able to return many years later and take up just where the student had left off.

The recently implemented regulatory system for higher education will guarantee that different administrative, accrediting, finance, and academic standard-setting functions are carried out by independent entities that are autonomous and have the authority to establish standards. These four structures are going to be built as four distinct verticals inside a single overarching entity, which is going to be called India's Higher Education Commission (HECI). In the field of higher education, the NEP has been responsible for the implementation of a significant number of new policies and advancements. Some of the salient features are:

- "Single regulatory body for higher education: The NEP aims to establish Higher Education Commission of India which will be the single regulatory body except for legal and medical education.
- Multiple entry and exit programme: There will be multiple entry and exit options for those who wish to leave the course in the middle. Their credits will be transferred through Academic Bank of Credits.

- Tech- based option for adult learning through apps, TV channels: Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed.

- E-courses to be available in regional languages: Technology will be part of education planning, teaching, learning, assessment, teacher, school, and student training. The e-content to be available in regional languages, starting with 8 major languages – Kannada, Odia, Bengali among others to join the e-courses available in Hindi and English.

- Foreign universities to set-up campuses in India:World's top 100 foreign universities will be facilitated to operate in India through a new law. According to the HRD Ministry document, such (foreign) universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.

- Common entrance exam for all colleges: The common Entrance exam for all higher education institutes to be held by National Testing Agency (NTA). The exam will be optional.

- A Higher Education Council of India (HECI) will be set up to regulate higher education. The council's goal will be to increase gross enrollment ratio. The HECI will have 4 verticals: a) National Higher Education Regulatory Council (NHERC), to regulate higher education, including teacher education, while excluding medical and legal education. b) National Accreditation Council (NAC), a meta-accrediting body. c) Higher Education Grants Council (HEGC), for funding and financing of universities and colleges. This will replace the existing National Council for Teacher Education, All India Council for Technical Education and the University Grants Commission. d) General Education Council (GEC), to frame graduate attributes, namely the learning outcomes expected. It will also be responsible in framing a National Higher Education Qualification Framework (NHEQF). The National Council for Teacher Education will come under the GEC, as a professional standard setting body (PSSB)".

CONCLUSIONS

There are significant differences between developed and poor nations when it comes to the use of technology in education. For example, developed nations have a wealth of resources, expertise and experience that underdeveloped countries lack. Although to a lesser level, wealthy countries face many of the same issues as developing ones. In terms of teacher apprehension and motivation, lack of appropriate educational software and technical support, as well as the challenges of providing adequate teacher training, taking care of infrastructural deficiencies, and implementing learner-cantered instruction and proper assessment procedures in schools, they all face the same issues. A lot of what wealthy nations have done to cope with technological integration issues may be applied to developing countries, as well. Educators and policymakers may benefit from the suggestions made in this study. A priority list should not be seen as a list of rules that must be followed, but rather as a list of ideas that may be used by stakeholders to develop realistic implementation strategies for districts, schools, and classrooms. A list of priorities based on the requirements, specifics, and capacities of developing nations should be drawn up, and rules should be used in order to carry out and assess the plans. However, doing a requirements analysis and establishing objectives should be a top priority, as should procuring finances, purchasing ICT equipment, educating instructors, providing enough support for schools and teachers, and including significant stakeholders in the decision-making process. All of this has to be backed up by the government's unwavering support and regular monitoring and review of the implementation process.

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