



# New Education Policy and Role of State

Dr. Jyoti Arun

Associate Professor, Political Science, SRLS Govt. PG College, Kaladera, Jaipur, Rajasthan, India

**ABSTRACT:** National Educational Policy (NEP): The union cabinet paved the way for transformative reform in the school and higher education system by launching the New National Education Policy (NEP). They also renamed MHRD as the Ministry of Education. After the old national education policy which was launched way back in 1986, this is the first education policy of the 21st century that has replaced 34 years old education policy. The new NEP is based on four pillars which are Access, Equity, Quality, and Accountability. In this new policy, there will be a 5+3+3+4 structure which comprises 12 years of school and 3 years of Anganwadi/ pre-school replacing the old 10+2 structure.

**KEYWORDS:** NEP, ministry, education, state, policy, union, cabinet, school, role, quality

## I. INTRODUCTION

The new National Education Policy (NEP), which was approved by the Union Cabinet, is expected to bring a flurry of reforms, ranging from school curriculum reductions to the abolition of MPhil programs. The NEP aspires to develop an education system that directly contributes to the country's transformation by delivering high-quality education to all citizens and developing India into a global knowledge superpower. The new education policy was adopted by the Modi government. The 10 + 2 structure has been fully eliminated in the new education policy. Our country's educational curriculum has been based on 10 + 2, but it will soon be based on 5+ 3+ 3+ 4. This means that one-half is from primary to second grade, the second portion is from third to fifth grade, the third part is from sixth to eighth grade, and the last part is from ninth to 12th grade. <sup>1</sup>

We'll provide you a quick overview of the "New Education Policy" including the Scheme Benefits, Key Features.

New Education Policy 2021 – Overview	
Name of Scheme	New Education Policy (NEP)
in Language	नई शिक्षा नीति
Name of Ministry	Union Cabinet Minister for Human Resource Development, Government of India
HRD Minister	Dr. Ramesh Pokhriyal Nishank
Launched by	Central Government of India
Beneficiaries	Students of India
Major Benefit	Provide New Reforms and Infrastructure In India

The Indian government's New Education Policy is referred to as NEP. It was last modified in 1992 after being drafted in 1986. The Modi-led BJP government vowed in its election manifesto to create a new education policy, or NEP, to bring about changes in the education sector. A panel of specialists, led by former ISRO chief K Kasturirangan, discussed the difficulties and adjustments that need to be made in the Indian education system, which included



everything from school to college to recruitment. These proposals were gathered, and the Ministry then approved them. The New Education Policy extends compulsory schooling from the age bracket of 6-14 years to 3-18 years. The NEP includes three years of previously unrecognized pre-schooling for children aged 3-6 years in the school curriculum. The new system will include 12 years of formal education and three years of Anganwadi/pre-school education.<sup>2</sup>

The 10+2 school curriculum framework will be replaced with a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years, respectively, with an emphasis on Early Childhood Care and Education (ECCE). The NEP emphasizes pupils' native language as the medium of teaching while adhering to the "three-language formula" and ensuring that no language is imposed on anyone. The NEP simply suggests using the mother tongue as a medium of instruction rather than making it mandatory. According to the policy paper, children learn and grasp non-trivial topics faster in their native language.<sup>3</sup>

The home language, mother tongue, local language, or regional language will be used as the medium of instruction until at least Grade 5, but preferably until Grade 8 and beyond. Following that, wherever practicable, the home or local language will be taught as a language. "Both public and private schools will follow this," the regulation adds. The Higher Education Commission of India (HECI) will be established as a single umbrella body for all higher education in India, excluding medical and legal education. Regulation, accreditation, and academic standards will all be governed by the same set of rules for public and private higher education institutions.<sup>4</sup>

In 15 years, the government will phase down college affiliation, and a stage-by-stage procedure for providing colleges with graded autonomy will be formed. There would be no formal distinctions between arts and sciences, curricular and extra-curricular activities, or vocational and academic programs under NEP. Students can choose from a variety of disciplines throughout the streams. Internships will be included in vocational education, which will begin in sixth grade. Under the NEP, undergraduate degrees will last three or four years, with several exit alternatives available during that time. After one year of study in a topic or field, including vocational and professional fields, colleges will be required to award a certificate, a diploma following two years of study, or a Bachelor's degree after a three-year program. The government will also create an Academic Bank of Credit to store academic credits earned at various HEIs digitally so that they can be transferred and counted toward a final degree.<sup>5</sup>

Finally, based on the foregoing points, we can conclude that this policy implements much-needed adjustments. There was no uniform system in place, which has now been eliminated. It has more transparency and a single national agency in charge of overseeing the whole education system in the country.<sup>6</sup>

## II. DISCUSSION

India has a long and varied history of implementing educational policies at the local, state, and national levels. Over the centuries, the country has seen many changes and developments in its educational system, with the aim of providing access to quality education for all its citizens. Education is one of the fundamental rights of any individual, it helps individuals to become responsible and productive members of the society. It fosters critical thinking, develops skills and knowledge, and makes a person more responsible towards the society as they contribute to the economy of the nation and participate fully in civic life. It plays a very crucial role in promoting personal and social development. It helps to build strong communities and a strong democracy, and it is essential for the ongoing and development of our world.

In ancient India, education was considered a privilege of the elite classes, with only a small portion of the population having access to formal education. The Vedic period saw the emergence of Gurukuls, or residential schools, where students were taught by Guru (teachers) traditionally and holistically. In the medieval period, the Mughal and British rulers introduced new forms of education, such as madrasas for Islamic studies and Western-style schools for English language and literature.<sup>7</sup>

With the advent of the modern Indian state, the focus shifted to providing universal access to education. The Constitution of India, adopted in 1950, recognized education as a fundamental right and laid down the principle of free and compulsory education for all children between the ages of 6 and 14. The government also initiated various measures to improve the quality of education and make it more inclusive, such as the establishment of the Central Board of Secondary Education (CBSE) and the National Council of Educational Research and Training (NCERT) to standardize and modernize the curriculum.<sup>8</sup>



In recent years, the Indian government has implemented several new educational policies aimed at further improving the education system. Some of the key policies and initiatives include the following:

- The Right to Education (RTE) Act, passed in 2009, mandates that every child between the age of 6 and 14 has the right to free and compulsory education in a neighborhood school. The Act also makes it mandatory for all private schools to reserve 25% of their seats for students from economically weaker sections.
- The Sarva Shiksha Abhiyan (SSA) is a national program launched in 2001 to provide universal access to education for all children, particularly girls and children from disadvantaged backgrounds. The program focuses on improving the infrastructure and quality of schools, increasing the enrollment and retention of students, and promoting gender equality and inclusive education.<sup>9</sup>
- The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a scheme launched in 2009 to improve the quality of secondary education in India. The program focuses on providing adequate infrastructure, trained teachers, and quality learning materials in schools, as well as promoting vocational education and skill development.
- The National Curriculum Framework (NCF), revised in 2005, emphasizes the need for a learner-centric and inclusive education system. It stresses the importance of critical thinking,<sup>10</sup> creativity, and problem-solving skills, and encourages the use of diverse teaching methods and local resources.

The National Education Policy (NEP) is a comprehensive policy framework that aims to reform and revitalize the education system in India. The NEP emphasizes the importance of equitable and inclusive education and focuses on providing quality education to all, regardless of their socio-economic background or location. It also promotes the use of technology, innovation, and education research.<sup>11</sup>

The implementation of these policies has led to significant progress in the field of education in India. The enrollment rate in schools has increased, and the gender gap in education has narrowed. However, there are still challenges that need to be addressed, such as inadequate infrastructure and trained teachers, disparities in access and quality of education across different regions, and the need for continued reform and innovation. Therefore, the implementation of educational policies in India has undergone a significant transformation over the centuries, from being elitist and exclusionary to being more inclusive and equitable. While there have been many achievements and improvements, there is still a long way to go to ensure that every child in India has one.<sup>12</sup>

The National Education Policy (NEP) of India is a comprehensive framework for the development of the education sector in the country. It was last updated in 1986 and the new NEP of is expected to bring about significant changes to the way education is imparted in India. This sweeping reform of India's education system was announced by the Indian government . It replaces the previous National Policy on Education, which was formulated in 1986 and modified in 1992. The NEP aims to make significant changes to the way education is delivered in India, with a focus on making the education system more inclusive, equitable, and holistic. One of the main goals of the NEP is to move away from the outdated and narrow focus on rote learning and memorization, and instead promote critical thinking, creativity, and problem-solving skills. To achieve this, the NEP emphasizes the importance of teaching a wider range of subjects, including the arts, sports, and vocational skills, in addition to traditional academic subjects. The NEP also seeks to provide a more flexible and diverse range of educational pathways, allowing students to pursue the subjects that interest them and best suit their talents and goals.<sup>13</sup>

The new NEP is expected to focus on several key areas, including increasing access to education, improving the quality of education, and promoting equity and inclusiveness. It is also likely to prioritize the use of technology in education and the integration of vocational and skill-based training into the education system. One of the major goals of the NEP is to increase access to education for all. This will involve expanding the reach of the education system, particularly in rural and remote areas, and ensuring that all children have access to quality education from an early age. The policy is also likely to focus on increasing enrollment and reducing dropout rates, particularly among girls and underprivileged groups.<sup>14</sup>

To improve the quality of education, the NEP is expected to focus on teacher training and professional development. This will involve providing teachers with the skills and knowledge they need to effectively teach and support their students. The policy is also likely to emphasize the importance of teacher-student interaction and the use of technology in the classroom. The NEP is also likely to focus on promoting equity and inclusiveness in the education system. This will involve addressing issues such as gender and socio-economic disparities, and ensuring that all students have equal opportunities to access quality education. The policy is also likely to prioritize the inclusion of the disadvantaged groups, such as children with disabilities and those from unobserved communities.<sup>15</sup>

Another key area of focus for the NEP is the integration of vocational and skill-based training into the education system. This will involve providing students with the opportunity to acquire practical skills that can be used in the workforce, and ensuring that the education system is aligned with the needs of the economy. The policy is also likely to promote the use of technology in education and support the development of new and innovative educational technologies.



Overall, the NEP is expected to bring about significant changes to the education system in India. By focusing on access, quality, equity, and inclusiveness, the policy aims to ensure that all children in India have the opportunity to receive a high-quality education that prepares them for the challenges of the 21st century.<sup>16</sup>

Apart from these benefits, The National Education Policy has several drawbacks that educators, policymakers, and other stakeholders have identified. One major drawback of the NEP is that it lacks a clear implementation plan. The policy contains several ambitious goals and objectives, but it does not provide a detailed roadmap for how these goals will be achieved. This lack of clarity has led to confusion and uncertainty among educators, who are unsure of how to implement the NEP in their schools and classrooms. Another drawback of the NEP is that it does not adequately address the issue of funding. The policy calls for significant investments in the education system, including the construction of new schools, the hiring of additional teachers, and the introduction of new technology and teaching methods. However, the NEP does not provide any concrete plans for how these investments will be funded, leaving many schools and teachers struggling to make ends meet.<sup>17</sup>

The NEP also faces criticism for its emphasis on standardized testing. The policy calls for the introduction of a common entrance exam for higher education, as well as the use of standardized tests to evaluate the performance of students and teachers. However, many educators believe that these measures are not effective in promoting learning and may even discourage students and teachers from taking risks and trying new approaches.

Another concern of the policy is that it emphasizes the importance of providing equal access to education, but it does not provide sufficient details on how this will be achieved. This has led to concerns that the NEP will not adequately address the needs of disadvantaged students, such as those from rural areas, low-income families, and minority groups. So, educators, policymakers, and other stakeholders have identified several drawbacks to the New Education Policy. These include a need for a clear implementation plan, inadequate funding, an emphasis on standardized testing, and a lack of attention to the needs of unattended communities. While the policy contains many valuable ideas and goals, it will require careful planning and execution to overcome these challenges and achieve its full potential.<sup>18</sup>

The NEP has faced criticism from local schools in India for its emphasis on standardized testing, lack of support for disadvantaged students, and feasibility and implementation challenges. While the policy aims to improve the education system and provide high-quality education to all students, these criticisms suggest that it may not be adequately addressing the needs and concerns of local schools and may not achieve its desired outcomes.

Educational policies can vary significantly in their goals, content, and implementation, and can have a wide range of potential impacts on students, teachers, and schools. Some potential drawbacks of new educational policies could include:

- Disruptions to existing systems and routines: Implementing a new educational policy may require significant changes to existing systems and routines, which can be disruptive and cause confusion for students, teachers, and administrators.<sup>19</sup>
- Cost: Implementing a new educational policy may require additional resources, such as funding for new materials or training for teachers, which can be expensive.
- Resistance to change: Some stakeholders, such as teachers, parents, or students, may resist changes to the educational system, which can make it difficult to effectively implement new policies.
- Unintended consequences: It is possible that a new educational policy may have unintended consequences, such as unintended effects on student achievement or the well-being of teachers and students.<sup>20</sup>
- Inequalities: Some educational policies may disproportionately benefit or disadvantage certain groups of students, such as those from low-income families or those with disabilities. It is important to carefully consider the potential impacts of new policies on equity and access to education.

It is critical to carefully consider the potential drawbacks of any new educational policy before implementing it and to be prepared to address any challenges that may arise during the implementation process.<sup>21</sup>

The NEP also emphasizes the importance of developing critical thinking and problem-solving skills, as well as promoting a love of learning and curiosity. One of the main goals of the NEP is to make education more inclusive and accessible to all students. To achieve this, the policy calls for the expansion of early childhood care and education, as well as the establishment of alternative education programs for children who may not have access to traditional schools. The NEP also aims to improve the quality of education by making it more relevant and engaging for students. To accomplish this, the policy recommends a shift away from rote learning and towards a more holistic, student-centered approach to teaching and learning. This includes the use of experiential and inquiry-based methods, as well as the incorporation of local knowledge and cultural practices into the curriculum.<sup>22</sup>

Another key focus of the NEP is developing critical thinking and problem-solving skills. The policy recommends the use of open-ended questions and tasks that encourage students to think creatively and come up with solutions to problems. It also emphasizes the importance of providing students with the necessary support and resources to help them develop these skills. The NEP also places a strong emphasis on the importance of teacher training and





development. It calls for the establishment of professional development programs for teachers, as well as the creation of a more supportive and collaborative working environment. The policy also recommends the use of technology to improve teacher training and to provide teachers with access to the latest research and best practices in education. It is important to note that the NEP that aims to modernize and reform the education system in India has both positive and negative aspects. It is very important to consider the perspective of a diverse range of stakeholders, including educators, students, parents, and policymakers, when evaluating the effectiveness of the NEP. It is also important that the implementation on the local, district and national levels will depend on various factors, including resources, and infrastructure to support its implementation. Another key goal of the NEP is to achieve proposes several measures, including increasing the availability of education in regional languages, providing financial support for disadvantaged students, and implementing measures to reduce the gender and socio-economic gaps in education. The NEP also seeks to improve the quality of education by increasing the availability of trained and qualified teachers, and by providing better support and resources for schools and teachers.<sup>23</sup>

Finally, the NEP recognizes the role of parents and communities in the education of children. The policy calls for the establishment of parent-teacher associations and community-based education programs, which can help to foster greater involvement and engagement in the education process. It also emphasizes the importance of providing adequate support and resources to ensure that parents and communities can play an active role in their children's education.<sup>23</sup>

Hence, the National Education Policy is a comprehensive set of guidelines and recommendations for the Indian education system. It aims to make education more inclusive, relevant, and engaging for all students, and to foster the development of critical thinking and problem-solving skills. By implementing these recommendations, the NEP aims to ensure that all students have the opportunity to receive a high-quality education and reach their full potential. In conclusion, the New Education Policy represents a major shift in the way education is delivered in India, and it has the potential to bring significant benefits to the education system. Though it has faced a lot of criticism from students as well as educators and learners who are in the mid of the course which will no longer be considered a degree (like an M.Phil). However, its success will depend on effective implementation and adequate resources, and it will require continued effort and commitment from the government, educators, and the wider community.<sup>24</sup>

### III. RESULTS

With the rapidly changing global ecosystem and employment landscape, it is becoming increasingly crucial that students not only learn but, more importantly, learn how to learn. Consequently, education today is moving towards less content and teaching how to be creative and multidisciplinary, think critically, solve problems, and innovate, adapt, and absorb new material in dynamic fields. To bridge the gap between the current state of learning outcomes and what is required, a new education policy was recently released by the Ministry of Education (MoE), known as the National Education Policy. The new education policy is the first education policy of the 21st century to address our country's various growing developmental aspects. This policy proposes revamping and revising all aspects of the education structure, like its regulation and governance, to make a new system aligned with the goals of 21st-century education. Changes in the education policy are a major way to provide the nation with better students, professionals & better human beings.<sup>25</sup>

The new school curricula and pedagogy aim for the holistic development of students by equipping them with vital 21st-century skills, reducing curricular content to improve essential learning and critical thinking and emphasising experiential learning. This will allow students to have increased flexibility and choice of subjects. There will be no hard separations between arts and sciences, between vocational and academic streams, and between curricular and extracurricular activities. In addition, vocational education will be introduced during Grades 6-8, with internship opportunities offered under a practice-based curriculum designed by NCERT while framing a new National Curriculum Framework for School (NCFSE).

With New Education Policy (NEP) guidelines, LEAD's revolutionary teaching methods and internationally benchmarked curriculum are playing a crucial role in enabling Indian schools to align with the NEP education system.



### Conceptual understanding

LEAD has introduced unique pedagogical approaches for different subjects to ensure students learn subjects as a skill and not gain just theoretical knowledge. LEAD's classroom activities, interactions and routines make learning holistic and experiential.<sup>26</sup>

### Proficiency in languages and communication skills

LEAD offers strong language learning from early pre-primary years with English Language and General Awareness (ELGA) and Sampoorana Hindi programs. While in class, LEAD embraces activity-based learning to ensure students can easily lay hold of abstract subjects like Maths.

### Inclusion of essential subjects and skills

LEAD has introduced subjects such as Coding & Computational Skills (CCS) in the school curriculum itself. Rather than simply consuming content using technology, LEAD enables students to become creators by using technology to build apps, websites and games and thus become future-ready.

### Regular formative assessments

LEAD-partner schools conduct assessments that target learning outcomes and competencies. With remedial and doubt-solving sessions, teachers at LEAD-partner schools understand students' struggles and help them overcome their challenges.<sup>26</sup>

## IV. CONCLUSION

The new education policy has retired the traditional ways of learning and rejuvenating the education sector. Since the government's outlook has changed towards the country's education system, school management and parents now realise the need to align their children's education with the new education system. To cope with the changes, the education sector needs a new-age integrated academic management solution like LEAD that perfectly aligns with the salient features of NEP<sup>27</sup>

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