

NEW EDUCATION POLICY-2020 ONLINE EDUCATION AND CHALLENGES IN INDIA

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ABSTRACT

Education is the base of our life, without it no person can achieve success in his life. Only because of the importance of education; it is possible to build a civilised society. Educated society plays an important role in India and makes an educated country. The Covid-19 pandemic has harshly affected education and governance systems across the world. The Corona crisis has raised many questions in front of our entire education system, in which the relevance of classroom teaching is big challenges to maintain its interest and needs. In today's changing environment, many changes are being made in the demand of time and according to the need of technology, which has affected every aspect of human life, in this period, education has acquired a new dimension, which is known as E-education or online education. Society has accepted the reality of online education, it is such a modern means of getting education, using which teachers and students can stay in touch even while living abroad. Education is a subject, in which it is difficult to transform overnight, if there is a strong determination, then it is not complicated to walk on the path of change, for this, in the New Education Policy 2020, the foundation of many changes in the education of the country has been laid. It is expected that this initiative of change will develop in the coming days the thinking which has been envisioned in the new education policy in India. In the new education policy, the need and priority have been clarified by including new dimensions like online education and digital education. In this research paper included pilot studies, Digital infrastructure, virtual labs, Online learning platforms and tools, Programs for training and incentives for teacher, Online assessments and examinations, Creation of materials for bridging gap, digital depositories and its types, challenges before online E-education and success or failure of E-education in India.

Keywords: Education, Online Education, Digital Education, New Education Policy.

Introduction

Getting education is an important task of life, which prepares man intellectually, which we get through various mediums, communication plays a major role in our teaching method, which leads to the natural development of the emotional aspect and reasoning ability of the children. India is called a country with a village, where a large part of the population resides, our geographical location is not the same, it is full of diversities, in which to get or give education and many such difficulties are in front of us today, which become a challenge and the way. is blocking. The Covid-19 global pandemic has affected the economic and social aspects of the entire world, as well as our education system and education, the impact arising from the current situation in educational terms and given the range and possibilities of the options available. Online education system has emerged as an alternative medium, which is playing an important role in taking forward the process of earning children sitting at home through digital mediums.

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Today online education is a reality which we have to accept. Online education system is like a boon in which the relevance of classroom teaching is a big challenge to maintain its interest and its need. Online is like a dream which is sometimes true and sometimes false. It can also go in both the aspects, but in the present situation, emotional connection is very important. Whenever we talk about the leaders of the children, activities along with the interactions that take place in the first class room play an important role because the all-round development program of the child is done through this platform to become technically competent. For online learning is an officer and also a challenge. The bill of class room education is not possible in a country like India, what is needed is to create such a common work and inclusive structure and format of education in which digital education does not make fun of the elementary education system and neither traditional education should encourage the innovation of digital learning try to interrupt.

There should be an online learning system, because the possibility of creating fear of loneliness, isolation, and frustration in children cannot be ignored. For the successful conduct of college education, there are majorly distant challenges before us, challenges of resources, challenges of resources, challenges of resources for successful conduct of online education, education is a subject in which it is difficult to change or happen overnight due to Corona. Crisis has affected every moment of human life, it has affected some side less and some side more. The education world is also an area where the epidemic has seen a wide impact, to prevent the growing effect of the epidemic, a complete lockdown was imposed in the country, due to which the education of the school, college and university was adversely affected, as a result of which education today rapidly moving toward E-education. Education includes web based learning, mobile based learning, computer and virtual classroom etc. According to the New Education Policy 2020, the foundation stone of many changes has been laid in the country. The National Policy on Education has promoted a multidisciplinary approach to learning, creating multidisciplinary, vocational and skill development courses through formal online and distance or virtual modes. Many years ago, when the concept of education came, the world was not comfortable with it. E-education has made its place in the entire educational system in time and difficult circumstances, but E-education is creating many challenges in the way.

How NEP 2020 Will Change the Entire Indian Education System

This 5+3+3+4 structure implies a different age group of the child for completing school life. This concept derives the exact age/grade of how the best quality education should be provided to a child. NEP stands for "National Education Policy 2020" – a policy that brings miracles to the basics of education. It creates a drastic transformation in the lives of many school and college students by introducing creativity, learning, experimentation, visualization and art in the education sector. Since its inception, NEP 2020 has been constantly changing with the changing times. Through NEP 2020, remarkable changes have been made in the structure of education (10 + 2). Implementation of the 5+3+3+4 structure (previous / preschool and higher education). This structure implies a different age group of the child who is to complete schooling.

This concept derives the exact age/grade of how the best quality education should be provided to a child. The age group is given as:

From 3 to 8 years

From 8 to 11 years

Between 11 and 14 years

Between 14 and 18 years

It consists of 12 years of a child's life devoted to education along with 3 years of previous education.

Let us understand this concept in the form of a table:

Class's	Age group
Pre-school (Anganwadi / Play School)	Between 3 to 6 years
Class 1 to 2 From	Between 6 and 8 years
Class 3 to 5	Ages 8 to 11
Class 6 to 8	Ages 11 to 14
Grade 9 to 12	Ages 14 to 18

The aim of this concept is to offer the child previous education and then to focus on a higher level of education for the children. A child can enter the world of creativity and learning as early as 3 years old. He can create and choose a better world for himself.

Frame Mother Language / Provincial Language as a Standard of Teaching

The introduction of the mother tongue into the New Education System is a very respectful gesture. With this concept, the education system tries not only to support the mother tongue, but also to emphasize different regional languages. Students are now able to learn concepts in different languages up to 5th grade. It also helps students understand the meaning and roots of their mother tongue. Various options for undergraduate students For the Bachelor's level, students can choose their desired courses for either 1, 2, 3 or 4 years. They can aim to complete the required courses in 1 year and get a certification for a certain period of time, a diploma for completing any 2 year course and then study courses for 3 or 4 years. It will also help students to choose the best course based on their ability.

Provided that Equivalent Learning to each Gender and Group

This idea is to promote education of every gender, caste, category and disability. All are equal when it comes to proper education. Education is the right and power of every child in this world. This concept helps in providing educational facilities for different castes, categories or genders. This concept always believes in providing education to those children who are neglected by the society due to low caste, transgender and any kind of disability.

Additional Change in the Course of NEP 2020

- The final number of entrance examinations conducted for students to gain admission in various recognized universities.
- Production of different ways of learning such as online courses.
- Introduction of digital education on an online platform.
- Teachers to be promoted or transferred based on merit list.
- Transforming learning into a fun and entertaining concept.
- Implementing skills, understanding and new learning methods for each child.
- Greater focus on practical learning than theoretical learning.
- Every student can get quality education irrespective of caste, gender or any disability.
- Various teaching techniques and experiments used by teachers.
- Freedom to choose any subjects/streams without restrictions.
- Giving importance to Indian languages and ethics.
- Equality in caste, gender and category.
- Overall development of the educational system.

NEP 2020: Approaches and Misses

The National Education Policy (NEP) was approved by the Union Cabinet of India on 28 July 2020. After 34 years, the Government of India has consolidated feedback from 2.5 lakh stakeholders at the village level to two committees at the national parliamentary level, over 50 months of consultation and workshops. However, the extent to which policy has incorporated the recommendations remains unknown. Amid the numerous op-eds and commentaries on NEP, this article attempts to analyze the policy from a practitioner perspective. Specifically, we examine nine key chapters of the 'school education' section based on our experience over the past five years of seeing the policy life cycle through formulation, implementation and (in)evaluation in Maharashtra.

Early Childhood Care and Education (ECCE)

Approaches

Extends the eligibility period for the right to education from 6-14 years to 3-18 years. Aiming to make 100 per cent of children 'school ready' by 2030, the policy promotes the universalisation of ECCE. Investment in infrastructure such as play equipment and child-friendly buildings, as well as continuing professional development (CPD) for ECCE teachers and anganwadi workers through a six-month certification program, including some online components.

- **Miss**

Maintaining the current status of curriculum under one ministry and implementation with three different ministries. This strategy has so far resulted in poor integration of ECCE with basic education. The NEP's "Joint Task Force" recommendation does not appear to be an adequate measure to address this well-known gap. Confusion over whether each anganwadi or pre-primary education center will be equipped with a high-quality teacher and worker (sevika).

Basic Literacy and Numeracy (FLN)

- **Approaches**

A three-month preparatory course for students, access to digital content through energized textbooks (ETB-DIKSHA), student-led peer-to-peer learning and community tutoring are recommended as some of the means to achieve 100% basic level (up to Class 3) learning by 2025. Vacancies for teachers should be filled in a timely manner, preferably for disadvantaged areas and sections of society.

- **Miss**

No definition of what is the core text against which literacy will be measured. The national book promotion policy is mentioned. However, more than book policy, it is important to prioritize access to relevant, age-appropriate reading materials in different languages for students, which is already a consistent focus of government programs such as Samagra Shiksha.

Universal Access to Education at all Levels

- **Approaches**

Commitment to achieve 100% Gross Enrollment Ratio (GER) at all levels by 2030.

Investment in resources such as infrastructure and teachers for students up to grade 12; and also ensure that social workers and counselors are available to students to address factors contributing to early school leaving. Strict monitoring of 100 percent of children through a technology-based platform to ensure that no one is left behind. Support various models of public-private partnership schools to reduce the number of children who drop out of school and are out of school.

- **Miss**

It is not clear what the ratio of social workers or counselors to children is and at what level they will be appointed (for example at school or cluster level) or whether they will be drawn from existing staff from other ministries. No clear mention of violations of laws (including child marriage and child labor) that contribute to early school leaving. It is not clear what social and professional (economic) value open education courses have for children who do not have access to schooling.

Curriculum and Pedagogy in Schools

- **Approaches**

This policy encourages local languages to be the medium of instruction up to at least Year 5; supports bilingual education and textbooks for learning; as well as multiple languages at intermediate and secondary levels. The proposed 5+3+3+4 class system focuses on defining learning levels at each critical point, takes a multidisciplinary approach, and reduces content by focusing on core learning competencies. New age subjects like coding and computational thinking (among others) introduced at the high school level. Students can now choose subjects at secondary school (mainly art, physical and vocational).

- **Miss**

There is no definitive decision or guideline regarding the language of instruction. For example, the policy says to use local languages "where possible", which leaves a lot of room for the continuation of the status quo - which is the existing three-language formula - especially in the case of high-performing government school systems such as Kendriya Vidyalayas (KVs). This policy includes a seemingly exhaustive list of 'good to have' pedagogies, values, skills and methods. Many of these are already contained in the 2005 National Curriculum Framework and there are problems that have been documented in translating them into teacher practice or student behavior. The issue of children's different "mother tongue" and home language from the local language used for instruction in schools, especially in the case of migrant and Adivasi families was not addressed. The policy requires educators to incorporate "Indian knowledge systems" into the curriculum, which includes subjects such as yoga, Indian philosophy and adivasi/indigenous ways of learning. Up skilling educators who are currently trying to teach even the core curriculum to integrate these complex ideas in a secular and inclusive way is definitely a challenge.

Testing and Evaluation

- **Approaches**

Focus on measurable learning outcomes at all levels of the newly proposed education system with testing at the 3rd, 5th and 8th grade levels. Promotion of formative assessments (those that are carried out continuously and cover smaller parts of the curriculum), peer assessment and holistic progress reports to measure children's ongoing academic progress. A student choice that will be included in the board exams for the 10th and 12th years. The policy proposes this by offering freedom of choice of subject, allowing best of two attempts and choice of difficulty (standard and higher level).

- **Miss**

The policy proposes the creation of two new agencies: PARAKH and NTA – Performance Assessment Review Analysis of Knowledge for Holistic Development and National Testing Agency. These new agencies could lead to over-centralization and potentially over-testing of children at the national and state levels. Overlapping importance given to 12th standard board exams as well as regular college entrance exams after 12th standard. Funding linked to state performance may actually lead to low-income, low-performing states being tied to central funding in the future, leading to further stratification. The policy suggests creating a holistic progress card for students and parents that can be accessed through AI-based software to monitor their growth regularly. However, it does not clarify how the existing glaring digital divide will be bridged. The policy language mentions focusing on "gifted students" to increase admissions to IITs/NITs through promotion of Olympiads and other competitive testing. Poorer families cannot afford the preparation and exam fees for the Olympics, and if leading institutes were to include them in the admissions criteria, as the policy suggests, it would exacerbate existing social inequalities in higher education.

Teachers and Teacher Education

- **Approaches**

The policy proposes that the minimum education requirement for teachers be changed from the current two-year D.El.Ed/B.Ed degree to a four-year B.Ed bachelor's program by 2030. In principle, the excessive transfer of teachers needs to be stopped, which will lead to better continuity with students, as well as provision for local residence. The policy strongly recommends promotion based on merit rather than seniority and level of instruction (primary/primary/secondary). There are also opportunities for vertical teacher mobility where high-performing teachers can be promoted to work at the district or state level. Supporting mixed teacher education programs (MOOCs) for the continuing education of teachers and school principals with a minimum of 50 hours of continuing education per year.

- **Miss**

A missed opportunity to improve the effectiveness of in-service teacher education by linking it to seniority-appropriate credits. (Global best practice is to have "credits" awarded for successful completion of each teacher preparation program; where the accumulation of credits over a 10-year period may be linked to eligibility for increments and/or form the basis of some weight for promotions.) There is no strong commitment to improving special education support. The policy talks about an increasing rate for current special education teachers, but that is not enough unless the number of special education teachers increases in proportion to the students.

Fair and Inclusive Education

- **Approaches**

"Gender Inclusion Fund" which supports women and transgender students by managing inclusive activities nationwide, developing sufficient security infrastructure and targeted catering. Special Education Zones (SEZs) and Kasturba Gandhi Balika Vidyalyayas (KGBVs)/KVs will be set up in aspiration districts with a targeted focus on improving the quantity and quality of learning

- **Miss**

- There are no action points or time-bound targets for bridging the gap between social categories or for children with special needs; only a "verbal acknowledgment" that there are injustices.
- Mention of a "culture of inclusion" at school level, but no details of how this might be achieved.

- Given the deteriorating educational outcomes of some religious minorities, especially Muslims, better recognition and support could have been given in this policy.
- The issue of safety and sexual abuse of female students is not addressed either at the level of the boarding school or in the Fund for the Inclusion of Women and Men.
- It is not clear regarding the role, appointments, budgets, ratios, etc. of social workers, special educators and counselors who are required to bridge various gaps in development and social inclusion.

School Complexes

• Approaches

- Reorganization of smaller schools with very low enrollment into a "school complex" structure that brings together 10-15 such small schools into one administrative unit will help reduce school isolation, make effective use of learning resources and increase governance and accountability, especially in rural/Adivasi areas India.
- Granting autonomy in planning and implementing the initiative on the ground is a good idea in principle. A School Complex Management Committee (SCMC) and public representation at the school complex level will support decentralized implementation as well as greater parental involvement.

• Miss

Safe and accessible mobility of students and parents especially in accessing shared resources like libraries, Balbhavanas, laboratories, Samajik Kendra and so on is envisaged. This mobility is currently lacking and in the first place required the opening of small schools within a radius of 1 km.

Setting the Standard and Accreditation of the School

• Approaches

- A strong push to introduce transparency and accountability across schools by setting standards through a specialist agency (the State School Standards Agency or SSSA) that incorporates learning-related indicators and student feedback into school assessments.
- Development, performance and accountability are the three key pillars of support for officers and teachers in the system, promoting greater alignment and clarity in job roles, regular performance measurement structures and timely feedback mechanisms.

• Miss

- Oversight frameworks such as the School Quality Assessment and Accreditation Framework (SQAACF), SSSA standards, monitoring by the Ministry of Education and periodic testing by the SSC create an impression of excessive oversight of school functioning.
- The policy mentions that public schools should become the most attractive option for parents while at the same time relaxing the criteria for setting up private schools.

Conclusion

It is necessary to give an important place to the fact that education should be in any form but the education of the learner should not be interrupted. In the Corona era, India has truly made Digital India. Online education today is the biggest means of receiving and providing everything. It is being said that online classes cannot be a substitute for real classes as one has to learn something in the presence of the teacher and the other in his/her virtual situation. Both are different situations. Today online education is a reality which we will have to accept it or not. One can study every fact minutely and can also visit it at any time as per wish online education teaching only gives knowledge of different subjects. But there is a complete lack of moral education in schools in this system. In the present perspective, this method is being used only to keep the students busy. So there is no doubt that new information technology and online and e-learning is like a boon for the education system, while on the other hand traditional offline education has its own importance. Therefore, the education system can neither be completely focused on online education nor can it be kept only with the help of traditional education. Better results can be obtained by combining both online education and traditional education.

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