



## “A Critical Analysis of National Education Policy 2020 in India”

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### 1. Introduction:

The education system relies on the policies drafted by the govt. To strengthen the base of curricula and to develop a scientific temper, the Indian govt. has drafted policies from time to time. Before NEP 2020, the Indian govt. has drafted two national education policies. This is the third education policy that came after a long period. Early childhood education has been integrated into regular school for the first time under the new policy. With increased use and deployment of current technologies, skill-based learning is being prioritized. From a global perspective, the NEP 2020 aims to bring much-needed revolutionary changes to the Indian education sector. The NEP, 2020 envisions the holistic development of the education system.

### Some basic principles of this new policy are as follows –

1. All students are flexible to choose the subjects and are able to choose their own way along with their own interests and own talents.
2. This policy find out the various capabilities of each students in academic as well as in non-academic areas.
3. All students can able to choose any subjects from different streams.
4. All students are able to achieve the Foundational Literacy by Grade III.
5. There will be a multidisciplinary studies; so that the students able to gain knowledge from different areas.
6. Instead of rote-learning; new policy gives emphasis on conceptual understanding.
7. In the teaching-learning process; the multilingualism and the power of the language must be raised.
8. In this policy; main encourage is given on critical thinking and on innovative thinking. Instead of summative evaluation; the main focus is given on formative evaluation in a regular manner.
9. The students can able to develop some life skills like – Teamwork, Communication, Cooperation and Resilience.
10. In the teaching – learning process; the emphasis is given on maximum use of technology.
11. The Constitutional values and ethics will be developed in students such as – respect for others, scientific temper, spirit of service, cleanliness, empathy, and respect for public property, liberty and responsibility.

### Key Features of NEP 2020

**Increase Gross Enrollment Ratio:** The key feature of National Education Policy 2020 is to increase the Gross Enrollment Ratio of the country. Presently the Gross Enrollment Ratio of country is 23%. The Government wants to increase it to 50% till 2047.

- a) **Provide Multidisciplinary Education:** The feature of NEP is to provide the knowledge of multidisciplinary subjects to the students. Accordingly, the students of science faculty can opt the subjects from the commerce or art faculty.
- b) **Provide Interdisciplinary education:** According to NEP the students can opt for the interdisciplinary subjects also. The students of science faculty can opt any subject of other faculty have some relevance with the major subject of faculty.
- c) **Promote Indian Languages:** The aim of National Education Policy is to promote Indian as well Local Languages by providing the higher education in local and regional languages. The technical and medical education is also promoting in local and regional languages.
- d) **Participation of Students in Co-curricular Activities:** Under NEP curricular the students have to take part in the co-curricular activities conducted by the college. These activities may be sports, yoga, NSS, NCC, cultural events etc.
- e) **Multiple Entry and Multiple Exits:** The students who have taken the admission in level 4.5 i.e., first year of UG programme can
- f) **On-the Job training:** As a part of curricular the students have to undergo an on-the job raining programme to get practical knowledge from the industry which help them in their study and also help to make students employable.
- g) **Field Projects:** Similarly on-the-job training the students mandatorily go for the field project as part of NEP curriculum to enhance their skills and practical knowledge.
- h) **Research Projects:** The students who opted for the Honors with Research has to undertake the research project on the topic of student's interest. After the completing the Honors with Research the students can directly pot for the Ph.D.
- i) **Community Engagement Programmes:** To teach the lesson of community engagement and develop the sense of society belongings' the NEP introduced the Community Engagement Programme.
- j) **Choice of Selection of Major Subjects:** The subject a student compulsorily undergone as specialization is consider as major subject.

- k) **Choice of Selection of Minor Subjects:** The subject a student will select from the options provided by the higher education institute other than the major subject is consider as minor subject. Selection and study of minor subject is compulsory for the students.
- l) **Choice of Selects of generic electives and open electives:** Under the NEP curriculum the students get chance to learn some subjects which are not related to their major subjects. It helps students to learn some multidisciplinary approach.
- m) **Open and Distance learning:** Open and Distance Learning (ODL) helps students to provide the flexibility and various opportunities to learn various subjects of their interest through variety of media, including print, electronic, online etc.
- n) **Conversion of UG degree from three years to four years:** Traditionally the universities and autonomous colleges offers the three years UG degree to the students but under NEP the UG degree will be four years.
- o) **Credit based:** The NEP focused on the credit-based education rather the marking and percentage system. The NEP suggested each semester of the programme of 20 to 22 credit and the UG degree of 160 to 168 credits. Whereas the PG degree is of 80 to 84 credits.
- p) **Transfer of Credit:** The credit earned by the students from any other institution or through the online mode is transfer to the student's ABC Id. This will benefit to the students to keep proper record of their credit earned from the different places and different mode of learnings.
- q) **Requirement of ABC ID:** The students need to generate the Academic Banks of Credit (ABC). All the credit earned by the students will automatically transfer on students ABC Id.
- r) **Determination of Levels:** The NEP curriculum decided the levels of education. Level 4.5 is first year of degree programme, Level 5.0 is second year of degree programme, Level 5.5 is third year of degree programme, Level 6.0 is fourth year of degree programme.
- s) **Knowledge of IKS:** The main and key feature of NEP is to provide the Ancient Knowledge of student's major subjects. It helps to discover the ancient knowledge of particular field and the use of that knowledge to develop the current knowledge.

## 2. Literature Review:

Summarize existing literature on the role of teachers in educational reforms.

Highlight relevant studies and research related to teacher effectiveness, professional development, and curriculum implementation.

- 1) (2020) K. Meenakshi Sundaram<sup>1</sup> research on National Education Policy 2020 Concerning Career Opportunities. To enumerate the highlights of NEP 2020 and to analyze views of academicians and educationist on the career opportunities that are emphasized by the NEP 2020 are the objectives of this research paper. By implementing high-quality education can open a vast array of possibilities in employment, business, entrepreneurship, and teaching fields. NEP 2020 uplift both individuals and communities out of the cycles of disadvantage. The students can opt for varied subjects in the courses across and can gain diversified knowledge, which enables them to choose a career productively. Vocational courses have opened the doors of self-employment, meeting the needs of the community and society. This new policy focused on music, arts, and instruments, which will pave the way for new career opportunities for talented or aspiring towards these courses. Technological innovation in education can bring new opportunities to the students who desire to excel in software jobs and hardware as both are two sides of a coin for the IT industry. It is concluded by author that the NEP 2020 will bring full-fledged career opportunities to aspiring students who want to attain holistic development through a multidisciplinary approach.
- 2) (2021)<sup>2</sup> Gopalan K.R. Objectives of this paper was to understand about the impacts of the New Educational Policy of 2020 ,to know about the prevailing situation of the Educational policy, to determine the practical implications to provide adequate trained staff and resources . The framework will change itself as understudy driven with the opportunity to pick center and unified subjects inside an order and across disciplines. Employees additionally get self-governance to pick educational plan, technique, teaching method and assessment models inside the given strategy structure. The Indian schooling structure was moving from teacher headed to student driven, information headed to data driven, marks headed to capacities driven, appraisal headed to exploratory driven, learning headed to examine driven, and choice headed to skill driven. It was evident from study that the null hypothesis has been rejected and the alternate hypothesis has been proved, there is a significant association between the age and the preference to rate that the populations were aware about the New Education Policy of 2020.

## 2. METHODOLOGY

### 2.1 Research design and approach

The research conducted for this comprehensive analysis of the NEP 2020 in India involved gathering information and data from existing secondary sources, such as academic journals, research papers, government reports, policy documents, and reputable online sources. The use of secondary sources allowed for a comprehensive analysis of the NEP 2020, as it provided a wide range of perspectives and insights from various experts, researchers, and stakeholders in the field of education. Throughout the research process, rigorous evaluation and synthesis of the secondary sources were employed to ensure the reliability and validity of the findings. The information obtained from the selected sources was critically examined, and key insights were extracted to address the research objectives effectively. By relying on secondary sources of information, the research aimed to synthesize existing knowledge and perspectives on the NEP 2020.

<sup>1</sup> Study on National Education Policy 2020 Concerning Career Opportunities , K. Meenakshi Sundaram in Shanlax International Journal of Economics Volume: 9 Issue: 1 Month: December Year: 2020

<sup>2</sup> Public Opinion on The New Education Policy 2020 ,Gopalan K.R.1 Journal for Educators, Teachers and Trainers, Vol. 13 (1)

### 3. Objectives of study

#### Objectives:

- i. To know the key features of NEP-2020
- ii. To identify the key challenges, such as financial constraints, infrastructural requirements, teacher training, and resistance to change, that may hinder the successful implementation of the NEP 2020.
- iii. To analyze the potential for transforming education system.
- iv. To identify SWAT Analysis of NEP 2020

#### Hypothesis of Study:

- 1) National Education Policy 2020 will bring revolutionary change in education system.
- 2) National Education Policy 2020 will be helpful to solve the problems of current education system.
- 3) National Education Policy 2020 will change the role of teachers and students.
- 4) National Education Policy 2020 will change the teaching, learning and examination pattern.
- 5) National Education Policy 2020 will increase the administrative and clerical work.

### 4. Interpretation of Data

On the basis of study of available secondary data following interpretation has been done.

It is grouped in challenges and limitations in implementing the nep 2020, opportunities for transforming the education system, Critical analysis of the NEP 2020's potential for transforming the education system and Identifying the strengths, weaknesses, opportunities, and threats (SWOT analysis) of NEP 2020.

A SWOT analysis provides a comprehensive assessment of the strengths, weaknesses, opportunities, and threats associated with the implementation of the New Education Policy (NEP) 2020 in India

#### 4.1. CHALLENGES AND LIMITATIONS IN IMPLEMENTING THE NEP 2020

1. **Infrastructural constraints and resource allocation** : One of the significant challenges in implementing the NEP 2020 is infrastructural constraints and resource allocation. The policy aims for quality educational infrastructure but existing setups, especially in rural and disadvantaged areas, often fall short. Inadequate funding hampers improvement, affecting teaching and learning. The Ministry of Human Resource Development's report highlights a substantial gap between existing and required infrastructure, including classrooms, libraries, labs and other essential facilities (Kaurav et al., 2021).
2. **Addressing equity and inclusivity gaps** : Addressing equity and inclusivity gaps is a core focus of NEP 2020, striving for equal education opportunities regardless of social, economic, or cultural backgrounds. Yet, effectively implementing policies to tackle these gaps remains challenging. India's education system grapples with disparities in access, enrolment, and outcomes across social and economic strata. Marginalized groups, encompassing low-income, rural, and marginalized caste communities, often confront obstacles to quality education (Holla & Srinivasan, 2011). NEP 2020 acknowledges this hurdle, aiming to bridge disparities through scholarships, inclusive programs, and regional focus. However, actualizing these intentions demands a precise and directed strategy. Additionally, linguistic and cultural diversity, coupled with language barriers, pose further complexities. NEP 2020 highlights multilingualism's importance and local languages in education; yet executing a standardized education across varied linguistic and cultural landscapes necessitates meticulous curriculum planning and teacher preparation.
3. **Resistance to change and institutional barriers** : Implementing NEP 2020 faces challenges tied to resistance and institutional barriers. The policy brings significant changes in curriculum, assessment, teacher education, and governance. However, resistance from stakeholders, including institutions, administrators, and educators, can hinder its execution. This resistance often stems from the unknown, impact concerns, and resource demands (Kasemsap, 2017). Some institutions may hesitate to alter established practices, hampering swift implementation. Such resistance can delay or partially realize NEP 2020, constraining its transformative potential on education.
4. **Capacity building and training requirements** : Successful NEP 2020 implementation hinges on developing educators' and administrators' skills. Teacher training and professional development are vital for improved pedagogy, subject knowledge, and socio emotional competence. However, the expansive training needs pose significant challenges. Training a vast number of professionals demands resources, planning, and coordination. Availability of qualified trainers and infrastructure, especially in remote regions, is limited. Ensuring program effectiveness and sustainability requires ongoing support and monitoring.
5. **Policy coherence and coordination at various levels** : NEP 2020 spans curriculum, assessment, teacher education, and governance reforms. Ensuring policy coherence and effective coordination at various levels of implementation is a critical challenge. Different government departments, educational bodies, and institutions are responsible for implementing different aspects of the policy. Mechanisms for interdepartmental and inter institutional coordination are crucial for synchronized efforts. Clear guidelines, effective communication, and shared responsibility are vital. Regular monitoring and evaluation, feedback mechanisms, and periodic reviews can help identify gaps and challenges in policy implementation, allowing for timely course correction and adjustments.

#### 4.2 OPPORTUNITIES FOR TRANSFORMING THE EDUCATION SYSTEM

The New Education Policy (NEP) 2020 presents several opportunities for transforming the education system. By embracing these opportunities, the policy has the potential to bring about positive changes and improvements in the overall educational landscape. By focusing on inclusive practices, the policy aims to bridge educational disparities, ensuring all students, including marginalized groups, have equal access to quality education, irrespective of their background. The policy recognizes the potential of digital tools, online resources, and e-learning platforms in expanding access to education, facilitating personalized learning, and promoting digital skills among students and teachers. By embracing technology, the education system can become more dynamic, interactive, and responsive to the needs of 21st-century learners. Integrating vocational education prepares students for the evolving job market by nurturing practical skills, entrepreneurship abilities, and innovation mind sets. Recognizing teachers' crucial role, the policy emphasizes comprehensive training programs, supporting them in

adopting learner-cantered pedagogical methods. By promoting socio-emotional learning, physical fitness, and well-being, the policy seeks to nurture well-rounded students with talents, creativity, critical thinking, and emotional intelligence. By capitalizing on these opportunities, the NEP 2020 has the potential to transform the education system in India, leading to improved learning outcomes, increased student engagement, and enhanced overall development of learners.

#### 4.3. Critical analysis of the NEP 2020's potential for transforming the education system

While the NEP 2020 presents opportunities for transforming the education system, critical analysis reveals certain factors that could impact its effective implementation and outcomes. Firstly, ensuring adequate infrastructure and resource allocation is paramount for its success, particularly in marginalized regions. Secondly, bridging equity and inclusivity gaps necessitates strategies translating policy intentions into practical reality, especially for disadvantaged groups. Overcoming resistance to change and institutional barriers demands stakeholder engagement, effective communication, and capacity building. Additionally, ensuring policy coherence and coordination across levels is vital for successful implementation. Collaborative efforts among policymakers, educators, and administrators are essential. While the NEP 2020 holds promise for educational transformation through reforms, addressing infrastructure, equity, resistance, and coordination issues is pivotal. By critically analyzing these factors and aligning strategies with research findings, the NEP's positive impact on India's education system can be maximized.

#### 4.4. Identifying the strengths, weaknesses, opportunities, and threats (SWOT analysis)

A SWOT analysis provides a comprehensive assessment of the strengths, weaknesses, opportunities, and threats associated with the implementation of the New Education Policy (NEP) 2020 in India.

##### Strengths:

1. The NEP 2020 introduces comprehensive reforms covering curriculum, assessment, teacher education, and governance, promising improved education quality.
2. Its holistic approach emphasizes cognitive, social, emotional, and vocational learning, fostering well rounded individuals.
3. The policy prioritizes inclusivity and equal opportunities, addressing educational equity concerns across socio-economic backgrounds.

##### Weaknesses:

- a. Resource constraints, infrastructure limitations, and resistance to change could hamper effective NEP 2020 implementation.
- b. The lack of a robust monitoring and evaluation framework may hinder assessing progress and necessary improvements.

##### Opportunities:

- a. NEP 2020's alignment with digital education trends offers opportunities for improved access, personalized learning, and innovative teaching.
- b. Collaborations between education, industry, and civil society can drive innovation and relevant curriculum development.

##### Threats:

- a. Insufficient funding could obstruct successful policy implementation, affecting infrastructure, teacher training, and technology integration.
- b. Poor coordination between stakeholders at different policy levels may lead to inconsistent implementation, undermining overall effectiveness.

## 5. CONCLUSION

In this comprehensive analysis of the New Education Policy 2020 (NEP 2020), its implications, reforms, and challenges for transforming education is examined. The NEP 2020 introduces significant changes in curriculum, assessment, teacher education, and governance to foster inclusivity, digital literacy, skill development, and holistic student growth. Priority must be given to resource allocation for infrastructure and equitable access, while stakeholder engagement and coherent policy coordination are keys. Monitoring and evaluation are essential for effectiveness, along with adapting the policy to emerging trends and fostering collaborations among institutions, industries, and civil society. In conclusion, the New Education Policy 2020 offers a robust framework for educational transformation in India, but challenges like resource constraints and equity disparities must be tackled for successful implementation. By considering the implications of this analysis, policymakers and practitioners can make informed decisions to effectively implement the NEP 2020 and shape the future of education system in India.

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