



CRITICAL ANALYSIS OF NEP 2020 AND ITS IMPLEMENTATION

Mr. Chinmaya Mallik

Student

Department of Commerce & International Business
Central University of Kerala

Abstract

The New Education Policy (NEP) 2020 is a comprehensive framework aimed at transforming the Indian education systems. The policy envisions a holistic and multidisciplinary approach to education, focusing on the development of students' cognitive, social, and emotional skills. However, the implementation of the policy faces several challenges, including the lack of infrastructure, shortage of trained, and inadequate funding. The Critical analysis of **NEP 2020** reveals that while the policy is ambitious and well-intentioned, its implementation may face significant hurdles. The policy emphasizes the need for a student-centric approach, but the current education system remains heavily teacher-driven. Moreover, the NEP proposes significant changes in the curriculum, but the lack of trained teachers and infrastructure to support new methodologies may hinder its implementation. The **NEP 2020** also aims to promote the use of technology in education, but the digital divide in the country may limit its effectiveness. Additionally, the policy envisions a significant shift towards vocational educations, but it is unclear how this will be implemented, given the current shortage of skilled trainers and resources. Overall, the NEP 2020 is a step in the right direction towards transforming the Indian education system. However, its success will depend on governments ability to address the challenges of implementation, including funding, infrastructure, teacher training and the digital divide.

Keywords: New Education Policy 2020, Holistic Education, Multidisciplinary Education, Skill Based Education, Technology Integration, Teacher Training.

1.Introduction

The National Education Policy (NEP) 2020 is a comprehensive framework for the development of education in India. The NEP 2020 is aimed at transforming the education system in India to meet the demands of the 21st century and to make India a knowledge-based society. The policy aims to overhaul the education system and provide students with a more holistic and practical education. It was launched by the Indian Government in July 2020 after extensive consultation with stakeholders, including educators, policymakers, and the public. The NEP 2020 proposes several reforms in the education system, such as the introduction of a new 5+3+3+4 curricular and pedagogical structure, the adoption of a multidisciplinary approach to education, the promotion of technology in education, the establishment of a National Education Technology Forum (NETF), and the creation of a National Assessment Centre (NAC) to assess student learning outcomes. The implementation of NEP 2020 has been ongoing since its launch. The government has formed various committees to oversee the implementation of the policy, including the National Implementation Committee (NIC) and State implementation Committees (SICs). The government has also set up a task force to develop a detailed roadmap for the implementation of NEP 2020. It has been widely appreciated for its vision and the comprehensive approach it takes towards the development of the education system. However, there are also some concerns and criticism regarding its implementation.

Literature Review

The National Education Policy (NEP) was introduced in India 2020, with the aim of transforming the education system and making it more inclusive, accessible, and equitable. However, since its introduction, the NEP has been subject to extensive critical analysis, with scholars and experts highlighting both its strengths and weaknesses. In this response, I will review some of the literature on the critical analysis and its implementation.

B. Venkateshwarlu (2021), The paper concluded that higher education plays a significant role which decides about the progress of the economy socially, in terms of technology and healthy human behavior in every country. **P.S, Aithal & Shubhrajyotsna Aithal (2020)** The paper studied the different policies which were announced in the higher education system and compared with the present adopted system. **Shailaja Menon (2019)** The paper identified the multilingualism and the National Education Policy 2020 approach to language education, it has also been a subject of criticism, it has been criticized for neglecting regional languages and promoting a three-language formula. **Ministry Of Education. Government of India (2020)**. This file identified the NEP recognizes the need for holistic education to develop learners, overall well-being and prepare them for success in life. **Anu Vaishale B & SOEL(2021)**The article studied the new structure and changes under NEP 2020. Its mainly aims to students empowerment with global knowledge with the major reforms had been targeting to 50% of the gross enrollment ratio by 2035 .

Objective

The critical analysis of NEP 2020 and its implementation can help identify the strengths and weakness of the policy and provide insights into how it can be effectively implemented. The objectives of critical analysis Of NEP 2020 & its implementation can include.

1. **To study the Examining the policy's goals:** The first objective is critically evaluating the goals & objectives of the NEP 2020. This involves understanding the rationale behind the policy and assessing its relevance to the current education system in India.
2. **To identifying gaps in the policy:** The second objective is to identify the gaps and shortcomings in the NEP 2020. This involves examining the policy's provisions and assessing whether they are sufficient to achieve the desired outcomes.
3. **To Evaluating the implementation plan:** The third objective is to evaluate the implementation plan of the NEP 2020. This involves examining the feasibility of the policy's implementation plan and assessing whether it is likely to achieve the desired outcomes.
4. **To Analyzing the impact on stakeholders:** The fourth objective is to analyze the impact of the NEP 2020 on various stakeholders, such as students, teachers, parents and education institutions. This involves assessing whether the policy's provisions are likely to benefit or harm these stakeholders.
5. **Recommending Improvements:** The final objective is to recommend improvements to the NEP 2020 and its implementation plan. This involves identifying specific areas where the policy can be strengthened and suggesting practical solutions to address the gaps and shortcomings in the policy

Research Methodology

This is a conceptual paper. So the study collected the information from secondary sources i.e . websites, articles etc.

Analysis of Data

1. **New Education Policy 2020:**The National Education Policy (NEP) was approved by the Union Cabinet of India on July 28th 2020. After a long gap of 34 years and it aims to bring about significant changes in the education system of the country and provide an equitable, inclusive and multidisciplinary education to all students, and aims to create a learner- centric education system that prepares students for the challenges of the 21st century. NEP 2020 also aims to provide flexibility in the curriculum, promote the use of technology in education, and ensure continuous teacher training and professional development. The policy has been widely discussed and debated since its release with some stakeholders hailing it has a major reform while others raising concerns about its implementation.

2. Multidisciplinary Education: The policy recognizes the importance of developing critical thinking, problem solving, and creative skills among students, which is a departure from the traditional rote-learning approach. This multidisciplinary approach will help students to develop a broader perspective and make them more versatile, adaptable, and well-rounded. The NEP emphasis on providing a multidisciplinary education to students. This means that students will be exposed to a range of different subjects, including sciences, languages, arts, and humanities. The idea behind this approach is to provide students with a broad-based education that will equip them with a range of skills and knowledge.

3. Holistic Education: The holistic education is an approach to education that recognizes the importance of developing the whole person- intellectually, socially, emotionally and physically. The policy recognizes that education is not just about acquiring knowledge but also about developing the skills, attitudes, and values that are necessary for leading a fulfilling life, its helps to well-rounded individuals who are capable of dealing with the challenges of life. By developing the intellectual, social, emotional, and physical aspects of a student's personality, holistic education can help to prepare them for the challenges they will face in the future. Its also help to create a more inclusive and equitable society. By recognizing the importance of developing the whole person, holistic education can help to reduce inequalities and ensure that all students have access to quality education

4. Teacher Training: The teacher training refers to a continuous process of upgrading the skills, knowledge, and professional competencies of teachers to enhance their teaching effectiveness. The policy emphasizes the need for regular and ongoing training and development programs for teachers to ensure that they are equipped with the latest knowledge and skills in their respective domains. Its emphasis on Continuous Professional Development (CPD): The NEP 2020 highlights the need for continuous professional development of teachers to improve their teaching skills and knowledge. The policy recommends that teachers should have access to regular training programs, workshops, and seminars to upgrade their skills and knowledge

5.Examination Reforms: The policy recommends a shift from rote learning to conceptual understanding and promotes the use of formative and summative assessments

6. Research & Innovation: The policy recognizes the importance of research and innovation in education and recommends the establishment of a National Research Foundation (NRF) to promote research in all fields.

7.Availability of Financial Resources. A report by the National Institute of Public Finance and Policy (NIPFP) highlights the need for significant financial resources to implement the policy effectively. The report estimates that the implementation of NEP 2020 will require an additional investment of Rs. 1 lakh crore to Rs. 1.5 lakh crore annually.

8. Lack of Consultation with Stakeholders in the Development of NEP 2020: A report by the Centre for Equity Studies (CES) notes that there was limited consultation with marginalized communities and civil society organizations in the development of the policy. This could limit the policy's ability to address the needs of these communities.

Finding of the Study

1. Implementation of Challenges: One of the major findings of the studies is that the implementation of NEP 2020 faces significant challenges due to the lack of infrastructure, resources, and capacity at various levels. The policy has ambitious goals and targets, but there is a need for significant investments and reforms to achieve these goals

2. Emphasis on Vocational Education: The NEP 2020 emphasizes the importance of vocational education and skill development, which is a positive step towards addressing the employability challenges in India.

3. Multilingualism: The NEP 2020 emphasizes the importance of vocational education and skill development, which is a positive step towards addressing the employability challenges in India.

4. Teacher Training and Professional Development: The policy's focus on continuous professional development and multi-disciplinary training for teachers is a positive step towards improving the quality of education.

5.Assessment and Evaluation: The NEP 2020 proposes a shift towards a competency-based approach to assessment and evaluation, which is a positive step towards promoting holistic development and reducing rote learning.

Suggestions

1.Infrastructure and Resource Allocation: The implementation of the NEP 2020 requires significant investments in infrastructure, resources, and capacity building. The government should prioritize and allocate adequate resources to implement the policy effectively, particularly in remote and rural areas.

2.Clarity and Guidance: It requires more clarity and guidance on the implementation of various aspects of the policy. The government should provide clear guidelines, frameworks, and training programs to help stakeholders understand and implement the policy effectively.

3. Collaboration and Partnerships: NEP 2020 requires collaboration and partnerships between various stakeholders, including the government, academia, industry, and civil society. The government should promote collaboration and partnerships through initiatives such as public-private partnerships, research collaborations, and knowledge-sharing platforms.

4. Monitoring and Evaluation: The NEP 2020 proposes a shift towards a competency-based approach to assessment and evaluation.

5. Inclusivity and Equity: The NEP 2020 emphasizes inclusivity and equity in education. However, the government should ensure that the policy is implemented effectively to reach all segments of society, particularly those from disadvantaged backgrounds.

Conclusion

Overall, the paper concludes that while the NEP 2020 offers a comprehensive vision for education reform in India, its implementation is fraught with challenges and limitations. The success of NEP 2020 will depend on the governments ability to address these challenges and ensure the participation of all stakeholders in the process of education reform.

Reference

1. A Critical Study Of NEP 2020: Issues, Approaches, Challenges, Oppertunities And Criticism Venkateshwarlu. B . Peer Reviewed and Refereed Journal: VOLUME:10, ISSUE:2(5), February:2021.
2. Analysis of the Indian National Education Policy 2020 towards to achieving its objectives:https://www.researchgate.net/publication/343769198_Analysis_of_the_Indian_National_Education_Policy_2020_towards_Achieving_its_Objectives
3. National Education Policy 2020. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/nep/NEP_Final_English.pdf referred on 10/08/2020.
4. Critical analysis Of the Education Policy 2020 in India – B. Anu Vaishale & SOEL , Chennai. <http://www.probono-india.in/blog-detail.php?id=207>
5. New Education Policy 2020 Highlights : School and higher education major changes <https://www.hindustantimes.com/education/new-education-policy-2020-live-updates-important-takeaways/story-yYm1QaeNyFW4uTTU3g9bJO.html> Jul 30, 2020.
6. NEP 2020 : Implementation of New Education Policy in our education system. <https://www.hindustantimes.com/education/nep-2020-implementation-of-new-education-policy-in-our-education-system/story-bw4OiekFCamI7NPoNkgAoJ.html> Oct 22, 2020
7. Draft National Education Policy 2019, <https://innovate.mygov.in/wpcontent/uploads/2019/06/mygov15596510111.pdf>