

Critical Analysis of NEP 2020 and Its Implementation

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Abstract:

The new education policy aims that all the students get the quality education and facilities irrespective of the place they were born and live. Since the aim is very challenging as most of the people have the high level of difficulties due to the environment they live in, the thinking they have, their financial condition and most importantly their lack of knowledge of the policies that the government implement or try to implement.

New Education Policy 2020, is one of the most important education policy that was drafted in 2019 and approved by Union Cabinet of India on 29 July 2020. It replaces the thirty four year old National Policy on education, 1986. The vision of the policy is to build an education system rooted in Indian ethos that contributed directly to transform India by providing high quality education to all and make India a global knowledge superpower. It mainly focus on learning that should be holistic, integrated, enjoyable and engaging. It also focus on the adoption of technology in teaching, learning and assessments. Also it focus on early childhood care and education (ECCE) and Foundational Literacy and Numeracy (FLN).

Policies have also often been influenced by contemporary political agendas and in this process many lacunae in our educational system have still persisted. A sad reality of our education policies is that they have failed to address the social and economic inequalities and cultural diversity inherent within the system of education, as it operates in India. No policy has been able to put in place a common system of education or a commonly accepted quality assessment mechanism. It is a challenge for future education policies to address this issue. All these issues have led to ineffective implementation of Educational policies till now. This paper will try to do a critical analysis of NEP 2020 by comparison with NEP 1986 to bring out the highlights.

Key Words : NEP 2020, NEP 1986, Comparison, Implementation issues.

Introduction:

National Education Policy of India 2020 has a purpose of making innovative policies to improve the quality, attractiveness, affordability, and increasing the supply by opening up the higher education. By encouraging merit-based admissions with free-ships & scholarships, merit & research based continuous performers as faculty members, and merit based proven leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfil its objectives by 2030.

Various educational stages to be implemented according to NEP 2020:

- 1) **Foundation Stage:** Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based, and discovery- based learning.
- 2) **Preparatory Stage:** Three years Preparatory stage consists of building on the play-, discovery-, and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with textbooks.
- 3) **Middle school educational stage:** Three years of Middle school education focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be adopted in specialised subjects with subject teachers.
- 4) **Secondary Stage:** Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education., Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10th and 12th standards
- 5) **Under graduation stage:** The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing first year, a diploma after passing second year, or a Bachelor 's degree after passing third year.
- 6) **Post- Graduation Stage:** The Master's degree – a one-year for four years bachelor degree students, a two-year degree for three years bachelor degree students, and an integrated five-year degree with a focus on high quality research in the final year.

7) Research stage: Research stage consists of pursuing high quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary subject for a minimum period of three to four years for full-time and part-time study respectively. During Ph.D. they should undergo 8-credit coursework in teaching/ education/ pedagogy related to their chosen Ph.D. subject. The earlier one-year MPhil programme is discontinued now.

Comparison of National Education policy 1986 & National Education policy 2020

1. NEP 1986: A summary of key features are as follows:

1. The role of education is the all-round development of students.
2. Common education structure of 10 (5+3+2) +2+3+2 is followed. The first preliminary education starts at 6th year of a child as Primary school level. Two years higher secondary level and two years pre-university levels were separately considered and both had board exams. Two years of higher secondary level, students choose specialization areas and subjects like Science subjects or Commerce subjects or Arts subjects. Undergraduate programmes are for three to four years. Postgraduate education is of two years with specialization focus.
3. Most of the Colleges in HEIs are affiliated to state universities and had no autonomy in curriculum and evaluation.
4. Examination is independent of teaching. All examination and evaluation is affiliating university controlled.
5. Teaching-learning method mainly focuses on classroom training and fieldwork. In the higher education system, the expected student-faculty ratio is 20:1.
6. Students have the freedom to choose subjects across their area of study. A one year research degree leading to M.Phil. in any subject was offered.
7. Pass in NET/SLET along with respective Masters degrees as an essential qualification to become an Assistant professor in any three types of HEIs.
8. The support of research funds through UGC or any other agencies is mainly for Universities than Colleges.

2. NEP 2020: A summary of key features are as follows:

1. Objective is to provide Multidisciplinary & interdisciplinary liberal education.
2. Common education structure of 5+3+3+4+4+1 is suggested. The first preliminary education starts at 3rd year of a child as a Foundation stage. Four years Secondary

education stage by clubbing Two years higher secondary level and two years pre-university levels. Exams are suggested at the school level except for Board level exams at 10th and 12th. Four years Secondary education stage contains common subjects and elective subjects. All undergraduate and postgraduate admissions of public HEIs are based on National Testing Agency (NTA) scores conducted by the national level. Undergraduate programmes are of four years with a provision to exit after one year with a diploma, after two years with an advanced diploma, after three years with a pass degree, and after four years with project based degree. Postgraduate education is of one to two years with more specialization & research focus.

3. All HEIs including colleges are autonomous and there will be no affiliated colleges to state universities and autonomy in deciding curriculum and evaluation.
4. Examination is a part of a continuous evaluation system. Faculty members are responsible for evaluation and examinations are departmental affairs.
5. Teaching-learning method mainly focuses on classroom training, fieldwork, and research projects. In higher education system, the expected student-faculty ratio is 30:1.
6. In HEIs faculty members are considered as collaborators and guide of educating students to make them as innovators & creative thinkers.
7. Students have the freedom to choose subjects outside and across their area of study. A one year research degree leading to M.Phil. in any subject is discontinued
8. Ph.D. degree is compulsory along with pass in NET/SLET as an essential qualification to become an Assistant professor in any three types of HEIs. The support of research funds through the National Research Foundation and any other agencies will be equally distributed to all three.

SUGGESTIONS OF NEP 2020 :

- 1) Use of Services of Retired Professors as Research Guides
- 2) A proper definition of Multidisciplinary College
- 3) Higher Education Leaders should be Role Models in Research & Innovations
- 4) Compulsory three modes of Teaching–Learning processes in HEIs
 1. Weekly three days classroom-based classes
 2. Weekly 2 days online classes

3. Weekly one day industry/vocational/skill based online/classroom-based classes
4. Two subjects per semester through MOOC like SWAYAM/NPTEL, ODL, etc.
- 5) Vocational Training based Earn while Learn Encouragement
- 6) Compulsory Employability & Entrepreneurship related papers in each semester to promote Employability & Entrepreneurability among the students
- 7) Strengthening Integrated National Digital Library (INDL)

Conclusion :

As clear from the comparison of NEP 1986 and NEP 2020, in the new policy now more practical, student centred features are introduced which will make it more effective for the learners.

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