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NEP 2020 AND ITS IMPLEMENTATION; A CRITICAL ANALYSIS

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ABSTRACT
The New Education Policy(NEP) 2020 is a comprehensive set of reforms aimed at transforming India's education system. The policy aims to address the challenges facing the current system, such as low learning outcomes and a lack of focus on critical thinking and problem-solving skills. The policy aims to transform the education system to make it more holistic, multidisciplinary, and flexible. The policy also aims to promote critical thinking, creativity, and innovation among students. This paper provides a comprehensive review of the NEP 2020 and evaluates its effectiveness in improving India's education system. The review study is based on a thorough analysis of existing literature, government reports, and data sources. The NEP 2020has been hailed as a landmark policy that will bring about significant changes in the education system. This research paper examines the effectiveness of the NEP 2020 in achieving its goals

KEYWORDS : *New Education Policy, Critical Thinking, Multidisciplinary Approach, Vocational Education and Skill Development*

INTRODUCTION

Education is the transmission of knowledge, skills, and character traits. The purposes o education relates to social inclusion, social justice, and human progress. It is necessary for sustainable development of the country and the society. Education system is defined as are structures created by the authority to educate its people. Education was given very much importance during ancient period. Gurukul system of imparting education was prevalent in those days. Vedas were transmitted orally from one person to another. In Vedic period medium of instruction was Sanskrit. Pali became the medium of instruction during Buddhist period. During Mughal Period education system resembled ancient Indian education to a great extent. British replaced ancient Indian Education systems with English system of education. To procure necessary manpower according to their need they felt need for educating the Indians in English. Later they started abolishing the Gurukul system and started for the cultural and linguistic changes of the country. After Independence too, the British system of Education was followed but the Indian government introduced a variety of programmes to address illiteracy in rural and urban areas. On the recommendations of the Kothari Commission Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring". The policy proposed equal educational opportunities for all to achieve national integration and cultural and economic development. In 1986, the government led by Rajiv Gandhi introduced the 2nd National Education Policy". The new policy proposed for "special emphasis on the removal of disparities in education and to provide equal educational opportunity" for women, Scheduled Caste and the Scheduled Tribes. The third NEP was introduced on twenty ninth July 2020 by the Prime Minister of Narendra Modi. The NEP recommended sweeping changes in education.

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RESEARCH PROBLEM

The present education system orients the students towards the concept of the subject. It does not give skill based learning concept to the students there by creating the gap industry between academic. The employability of the

students may be hampered due to the above fact. In present education system there is no multiple entries and multiple exits for the course. This may not help the students to get certificate diploma or degree to the students. Under NEP 2020 the above factors are overcome hence in the regard the study is undertaken.

RESEARCH METHODOLOGY

For Conducting this research , researcher consider secondary data as a source for information. secondary data was collected through various existing sources which are already available in nature . as per as source is consider existing literature, government reports, research articles , published documents.

RESEARCH OBJECTIVES

following objected is to be framed for conducting research

1) To study the issues and challenges of NEP 2020 in higher education.
2) To study how best NEP 2020 can help the students in higher education

REVIEW OF LITERATURE

1. Dr. Rahul Pratap Singh Kaurav, Prof K G Suresh, Dr. Sumit Narula, Ruturaj Baber. (2020):- This research paper aims to study sentiments of people towards the National Education Policy 2020. During this qualitative research study, the secondary data available from tweeter was processed with the help of word cloud, tree map, project map and mind map. For representing the sentiments of stakeholders graphs were used. At the end it was revealed that, most people consider NEP as a positive and welcoming step.

2**. K.Meenakshi Sundaram (2020):-** The Main objectives of the study were; to discuss the highlights of the new education policy and to see the views of academicians and the experts from the education sector on career opportunities that are expected though NEP 2020. The study is descriptive and primary data was collected through 89 respondents. Respondents were students, academicians and educationists. The data was collected through the questionnaire which was framed with the help of Liker scale. Major findings of the study as follows; NEP implementation is a challenging task and its success depends upon its implementation , multidisciplinary approach will change recruitment requirements of many companies in India and NEP will expand career opportunities through multi disciplinary approach.

3. Aithal Sreeramana and Aithal Shubhrajyotsna (2020):- This research effort covers highlights of earlier educational policy declared in 1986 and its connection with the present new education policy. The paper also studies the innovative practices proposed in the NEP and how they can be implemented with their merits. This study also bay on the effects of new education policy on teacher's education, professional education and on private institutions. Lastly theoretical suggestions are proposed for the effective implementation of new education policy.

4. Mridul Madhav Panditrao, Minnu Panditrao (2020):- This is a qualitative study wherein the study commences with the discussion on evolution of Indian Universities and previous education policies. Thereafter the study focuses on the present New Education Policy 2020 and its objectives, principles and its vision. It also emphasizes on the explanation of the new changes proposed in the NEP right from school education up to the higher education. At the end of the study implementation strategies are proposed along with the summary and conclusion.

5. Pankaj Thakur and Dr. Rajesh Kumar (2021):- This research effort is completely based upon the secondary data available through the existing literature. The researchers has discussed the essentially of the education policy for the betterment of education system. The previous education polices and their key highlights were discussed and compared with each other. Lastly the differentiating features of the New Education Policy 2020 were also discussed. The concern related with challenges in the implementation of National Education Policy 2020 was also covered in the separate segment. Lastly the entire research was concluded with the expression of the need for the action plan to successfully implement the National Education Policy 2020.

6. Dr. Nandini Banarjee, Dr. Amarnath Das, Ms. Sreya Ghosh (2021):- In this discussion paper the objectives of the study were common like other qualitative studies covered earlier in this paper. The main objectives were to highlight the features of the NEP along with its comparison with the previous educational policy of 1986 and to propose implementation strategies. This paper also mentions about the advantages of NEP especially from the perspective of higher education.

7. Shubhada M R Nirantha M R (2021):- In this theoretical study the main objectives were to study the highlights, overview, challenges merits, de-merits along with efficacy and relevance of NEP with the prevailing education policy. It covers the scope of the NEP right from school level education up to the higher education. At last the authors conclude

that the future of this NEP depends upon the transparent and uniform implementation of the policy. For this authors recommends the equitable resources at all level and cooperation and coordination amongst all the stake holders driven by institutional mechanisms

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 develop 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

In this critical 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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