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CRITICAL ANALYSIS OF NPE 2020

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INTRODUCTION

After independence the First action taken by the government of India is to provide education among the citizens of the countries. Under 42nd constitutional amendment 1976, education was included under " concurrent list" so that both center and the state governments shared equal responsibilities for administration and funding of education. Various measures were taken to remove disparities from society and to impart education to every sect of the society. Special emphasis was done on women education, adult education, vocational education etc. Appointment of lady teachers, free pre-primary education, grant in aid, employment, skilled craftsman, semiskilled and unskilled labor physical education were also implemented by the then government of India. So, policies, plan, initiatives and programs were taken to achieve targets of education

MAJOR RECOMMENDATION OF NPE IN SCHOOL

Mother tongue or regional language are used in most government schools in the country. As for private schools, it's unlikely that they will be asked to change their medium of instruction

"Education is a concurrent subject. Provision on mother tongue as medium of instruction was not compulsory for states. That's why the policy clearly states that kids will be taught in their mother tongue or regional language" wherever possible." The policy looks at increasing interaction between students of different types of schools through a model of twinning, wherein one public school will be paired with one private school. Once these schools are paired , they would be able to learn from each other.

This idea helps to improve the way of teaching, academic tools like smart classroom and digital technology can be adopted by these schools which don't use these techniques. After adoption of this model each school can be paired with each other to encourage the share resources. Between a paired public school and private school this model depends. No forcefulness on schools were done and each pair is free to take decisions on their own

MAJOR RECOMMENDATION OF NPE IN MULTIDISCIPLINARY BACHELOR'S PROGRAMME

In the new NEP , under the four year programme students can exit after one year with a certificate , two years with a diploma, after three years with a bachelor's degree. This programme generally includes a certain amount of research work and the student will get deeper knowledge in the subject . Master's degree programmes will continue to function as they do ,and after four year's a BA student should be able to enter a research degree programme directly depending on how well he or she has performed.

MAJOR RECOMMENDATIONS OF THE NPE 2020 IN HIGHER EDUCATION

Replacing the UGC and the AICTE with the higher education commission of India.

1. Opening up Indian higher education to foreign players.
2. Reintroduction of the four-year multi-disciplinary Bachelors' program, with exit options.
3. Flexibility to instructions to offer different designs for Master's program.
4. Discontinuation of the M.Phil. program.

TRANSFORMING CURRICULAR AND PEDAGOGICAL STRUCTURE IN A NEW 5+3+3+4 DESIGN

The 34 years old education policy has been replaced by the new education policy of 2020. The existing 10+2 school education transforms to a 5+3+3+4 structure from the age group of 3-18 years. New academic structure in brief are as under.

5 = (3-8 years) - Foundational

3 = (8-11 years) - Preparatory

3 = (11-14) years) - Middle

4= (14-18 years) - Secondary

OBJECTIVES OF THE STUDY

- To analyse in detail the new education policy 2020.
- To make comparison between 1968 with 2020
- To make comparison between 1986 with 2020.
- To make comparison between 1992 with 2020.
- To suggest education implications for further research.

RESEARCH QUESTIONS OF THE STUDY

- Why there is a need to analyse this policy ?
- Why there is a need to compare this policy with the policy of 1968, 1986, 1992 ?
- Why is the policy is different from others ?
- What will be the impact of this policy on Indian education system after implementation ?
- What is new in this policy ?

NEED AND IMPORTANCE OF THE STUDY

NPE touches all aspects of education structure, including its regulations, governance , to create a new system, while remaining consistent with India's traditions and value systems. The aim of NPE is to ensure equitable access to the highest quality education. Main emphasis were to develop potential of each individual whether he/she belongs from any background. Complete realization is also one of the important aim of the policy.

This study helps to eradicate various ailments from society. Higher education institutions need to identify the strategies for implementation and to realize the vision of NPE 2020. NPE 2020's vision and commitment towards research and development of science and technology is reflected in terms of the provisions of the National Research Foundation (NRF) to fund outstanding peer reviewed research and to actively seed research in universities and colleges

STATEMENT OF THE STUDY

The study does full fledged analysis of NPE 2020 for that it compares study with primary and secondary sources. Hence, the statement of the problem is CRITICAL ANALYSIS OF NPE 2020.

CRITICAL ANALYSIS

Critical analysis involves critical writing and critical reading. Analysis means to break the study into parts. Critical analysis expresses evaluation of a text or writer's opinion. It involves both pros and cons of the study.

DELIMITATIONS OF THE PRESENT STUDY

- The study will be limited to national policies of education 1968, 1986, 1992 in comparison with 2020 only.
- The recommendations and various aspects of these policies will only be studied and analysed in context with present time.
- NPE doesn't say anything specifically on children of parents with transferable jobs, but acknowledges children living in multilingual families.

Teachers will be forced to use a bilingual approach, including bilingual teaching-learning materials with those students whose home language may be different from the medium of instruction

REVIEW OF LITERATURE

- Biswas and Satpathy (2013) in the book "Vistas of Education" observed that National policy on Education (1986) visualizes a national system for education which would take strong-minded stride for the universalization of primary education and the increase of adult literacy, so that enhancing a device for the devaluation of inequality. The modified policy contemplates a National System of Education to bear about consistency and evenness in education, making adult education programs a mass movement, providing universal quality, retention and access in elementary education, special emphasis on education of girls, formation of pace-setting schools like opening of more.
- Sharma (2016) Narendra Modi and the new education policy retentiveness, reform and authenticity basis of NEP, as a policy up-gradation or hardly an idea associated to Modi's governance, inclusive aspect of the NEP and its link with Modi's idea of inclusion, compare and examine are Modi's idea of inclusion through different policy initiatives and the global perception of sustainability, i.e. sustainable development goals.

NEED OF THE REVIEW

- It enables the investigator to define limits of his field.
- It is needed to avoid un fruit full and useless problem areas.
- It is needed to avoid unintentional duplication of well established findings.
- It is of immense need for a researcher to get understanding of previous work that has already done.
- It gives us understanding of a research methodology.
- It is needed to know about the recommendations of previous researches for further research which they have listed in their studies.

RESEARCH GAP

Critically analyzing National Education Policy 2020 and comparing its pros and cons with previous policies.

- Competence of teachers, status, emoluments must be improved.
- Special emphasis must be given to English according to this policy.
- Free and compulsory education for all children up to the age of 14 years.
- Industrial and agricultural education gets emphasised according to this policy.

METHODOLOGY COLLECTION OF DATA FROM PRIMARY AND SECONDARY SOURCES.

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CRITICAL ANALYSIS AND COMPARISON OF NATIONAL POLICY OF 1968, 1986, 1992 WITH 2020

Under Article 45 of the constitution pursuing to arrange free and compulsory for all children up to the age of 14 years . To decrease wastage and stagnation in schools and to increase enrolment in schools.

It envisages a common educational structure i.e. 10 + 2 + 3 which was recommended by Kothari Commission (1964-66). This structure has now been accepted in all parts of the country. Regarding the further break-up of first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary followed by 2 years of High School.

Selected Teacher Training Colleges will be upgraded to complement the work of State Councils of Educational Research and Training?

With the help of the new education policy devised by the Government of India, education will be made available to everyone in the country from the pre-school to the secondary school level.

NEP 2020 is beneficial as it will help about two crore school students to come back to educational institutions

Negative points of NPE 1968, 1986, 1992, 2020

The NEP or policy 1968 was not very successful . There were several reasons for this.

During the formation of NPE -1 Indian economy was in breach. The Indian government was not giving enough concentration to education. And centre lacked a uniform vision and definite philosophy for education.

At that time, Education was in a state list, so the role of Centre was little on how the states would implement this scheme, Despite this, the key legacies of this policy include our current 10+2+3 system of education ; and three languages formula , which is followed by most schools. Math and science were now getting more priority.

The education policies are silent on condition of those schools which are run throughout the country on commercial lines by certain persons or bodies. No education policies , so far , has suggested measures for reducing the differences in educational standards of poor children and more privileged ones.

The new education policy will further increase the differences between the sections of the society. While the students in the government schools will be taught in their respective regional language, the students in private institutions will be introduced to English from the early classes. This will further increase students who will not be comfortable with English as they will be introduced to the subject about seven years later than the students in private schools.

RESULTS AND INTERPRETATION

- Aimed to significantly overhaul several aspects of the Indian education system, the New education policy might dissect out cramming and exam-centric education mess.

A new Education Policy aims to facilitate an inclusive , participatory and holistic approach, which takes into consideration field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices

EDUCATIONAL IMPLICATIONS OF NPE 2020 FOR FURTHER RESEARCH

- We only compare new education policy with previous policies and we only take a look on comparison and critical analysis in this research but on this policy various fields remain untouched but various fields remains untouched . Only theoretical work is done no practical work is done on this field

