AN OVERVIEW OF NATIONAL EDUCATION POLICY-2020

Subrata Halder

Ph.D. Research scholar

Department of Education

University of Kalyani, Kalyani, Nadia, West Bengal, India

Abstract:

The recently released National Education Policy 2020 shows an encouragingly promising perspective for the future. It represents a comprehensive framework for transforming the country's education system. The plan incorporates many fundamental changes to the education sector with a view to making India a knowledge-based powerhouse. This research paper aims to conduct an in-depth analysis of the NEP 2020, focusing on its strengths, weaknesses, opportunities, and threats. By examining these factors, the study intends to provide a critical analysis, provide an overview of the policy, and shed light on its potential implications for the Indian education sector. This research paper employs a qualitative approach through document review to provide insights into the Indian National Education Policy (NEP) 2020. The study examines the NEP's key features and objectives, shedding light on its implications for the education system. Investigative outcomes demonstrate that the NEP 2020 emerges as a comprehensive and ambitious policy document, poised to enact transformative changes within the landscape of Indian education. This research paper provides a comprehensive overview of the Indian National Education Policy (NEP) 2020. It examines the key principles, objectives, and structural changes introduced by the NEP in the Indian education system. The paper discusses the policy's emphasis on holistic and multidisciplinary education, the integration of technology, and the promotion of critical thinking and creativity. It also explores the potential challenges and opportunities associated with implementing the NEP at various levels. Through a thorough analysis of policy documents, scholarly literature, and expert opinions, this paper offers valuable insights into the NEP 2020 and its potential implications for the future of education in India. However, the implementation of NEP 2020 will be a complex and challenging task, and it is not clear whether the Indian government has the political will and resources to implement it in full. Therefore, the conclusion of the study is that, however, it's important to note that the successful implementation of any policy depends on various factors, including government commitment, effective execution, and collaboration with stakeholders.

Keywords: National education policy 2020, critical analysis, overview.

Introduction:

The first education policy (NEP 1968), which was based on the recommendations of the Kothari Commission, was introduced in the year 1968 by the Indira Gandhi Government. This policy necessitated free and compulsory education for children up to age 14, as enshrined in the Constitution of India. The second education policy (NEP 1986) was introduced in 1986 by the Rajiv Gandhi Government. This policy aimed to remove disparities and provide equal education opportunities to everyone, especially Indian women and the Scheduled Tribe (ST) and Scheduled Caste (SC) people. The 1986 policy was later modified in 1992 by the P.V. Narashimha Rao government. After almost three decades, the Modi government has introduced a new educational policy with the motive to revolutionise the Indian education system. The Union Cabinet adopted the National Education Policy (NEP) 2020 on July 29, 2020. NEP 2020 is the 21st century's first curriculum plan. This National Policy of Education represents the combined aspirations of millions of Indian educators collected, compiled, analyzed, and encapsulated into this 66-page document. It also attempts to guarantee

universal literacy and mission-based digitalization. It emphasises that arts and science cannot be drastically divided. NEP 2020 intends to empower teachers and enhance their recruitment, terms of operation, transfer policies, and job opportunities at all levels. The strategy envisages the separation of regulatory, managerial, and policy functions to eliminate conflicts of interest. Technology for improving different aspects of education is being given importance. By focusing on holistic development, flexible curriculum, technology integration, and teacher empowerment, it aims to create a future-ready generation equipped with the skills and knowledge required for the 21st-century world. All though the policy has emphasised a lot of positives, the biggest challenge ahead of the government is the nationwide implementation and achieving the learning outcomes. As the key challenges in the education sector are accessibility, affordability, and quality, However, successful implementation will necessitate strong political will, effective collaboration among stakeholders, and sustained investment in the education sector.

Objectives of the study:
The main objective of the study is
- To critically analyse NEP 2020.
- To find out the overview of NEP2020.
- To evaluate NEP2020 in terms of SWOT Analysis.

Methodology:
This is a systematic review. It is mainly based on secondary data, which is largely collected from different sources like journals, articles, periodicals, and books. A comprehensive search was conducted using the following electronic databases: Google, Google Scholar, ERIC, Acamia.edu, DOAJ, NDLI, and Sodhganga. The analysis is based on a thorough review of literature and policy documents, offering insights into the various aspects of NEP 2020.

Critical analyse of National Education Policy 2020:
This critical analysis is intended to make a SWOT analysis of the National Education Policy 2020. SWOT analysis is instrumental in strategy formulation and selection. It is a strong tool, but it involves a great subjective element. SWOT is an acronym for strengths, weaknesses, opportunities, and threats. By definition, strengths (S) and weaknesses (W) are considered to be internal factors over which you have some measure of control. Also, by definition, opportunities (O) and threats (T) are considered to be external factors over which you have essentially no control. SWOT analysis is a framework used to determine an organization's competitive position and strategic approach.

❖ **Strengths:**
The National Education Policy (NEP) 2020 in India has several strengths that aim to transform the education system in the country. Here are some key strengths of the policy:

- **Strengthened the foundation of education:** Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included.

- **Ensure quality Education:** That involves an appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support, which are the cornerstones of quality learning.

- **Universal Access and Inclusion:** The NEP 2020 strives to provide equitable and inclusive education to all students. It aims to ensure universal access to education, reducing disparities based on gender, socio-economic background, or location. The policy emphasises the inclusion of children with disabilities and aims to provide the necessary support systems.

- **Flexible Curricula and Skill Development:** The policy introduces a flexible and multidisciplinary approach to curricula, allowing students to choose subjects based on their interests and aptitudes. It promotes critical thinking, creativity, and problem-solving skills, focusing on 21st-century skills to prepare students for the future.

- **Technology Integration:** The NEP 2020 emphasises the integration of technology in education. It recognises the potential of digital tools and platforms to enhance learning outcomes and promote innovative teaching methods. The policy encourages the use of technology for teacher training, online resources, and personalised learning.

- **Teacher Professional Development and Autonomy:** The policy recognises the importance of well-trained and motivated teachers by providing continuous professional development opportunities. These will

need to be organised as in-house discussions, demonstrations, micro-teachings, and peer reviews instead of lectures by experts or an occasional workshop.

- **Higher Education Reforms:** The policy brings significant reforms to the higher education sector. It aims to promote multidisciplinary education, flexible course structures, and research-based learning. The NEP 2020 also emphasises the integration of vocational education, promoting industry-relevant skills and entrepreneurship.

- **Holistic and Multidisciplinary Education:** The NEP 2020 takes a comprehensive and holistic approach to education by focusing on the overall (cognitive, affective, and psychomotor) development of students. It emphasises the integration of academic, vocational, and co-curricular activities, ensuring a well-rounded education.

- **Multiple entries and exit**: Multiple entries and exits from any course are flexible moves that will enable students to get a "basic certificate" if they complete a year, two "diploma certificates" if three "bachelor's degrees" will be awarded, and completion of a 4-year course "UG degree (Honours) with research" will be given, hence no loss of years will be there.

- **Greater flexibility in the choice of subjects**: The introduction of greater flexibility in the choice of subjects and removing the barriers between arts and sciences, curricular, co-curricular, and extra-curricular activities, sports, and vocational crafts would enable students to study and progress at their own pace.

- **Increase the GDP allocation**: The increase in the allocation to the education sector in GDP from 4.43% to 6% of GDP is a welcome step. The policy targets an increase in the gross enrollment ratio in higher education to 50% (currently 26.3%) by 2035 and universal literacy by 2025 for primary schools.

- **Encourages higher-order thinking skills:** Assessment will shift to a formative style that encourages higher-order thinking skills, critical thinking, and conceptual clarity, which is a great step away from the rote learning practised in our schools.

- **Sensitize students towards gender issues:** Gender sensitivity is also an integral part of the curriculum, which will sensitise students towards gender issues.

- **Suitable infrastructure development:** The focus on suitable infrastructure development at all levels to make access easier for children with disabilities and inclusive classrooms is an appropriate measure to create a conducive environment in totality.

- **Teaching of contemporary subjects:** The teaching of contemporary subjects at middle and secondary stages: Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED) is another feature in the cap.

- **Strengthen language proficiency**: Inclusion of "classical language" as an option will strengthen language proficiency.

- **Teaching in the mother tongue:** Teaching in the mother tongue at the primary level and, if possible, up to class 8 has been a welcome move, as all over the world, educationists are unanimous that teaching in the mother tongue in the early years promotes easier learning, better understanding, and improved learning skills.

- **Promotion of Indian languages:** To ensure the preservation, growth, and vibrancy of all Indian languages, several initiatives are envisaged.

❖ **At a glance, strengths of the policy tabulated below:**

Strengths of NEP 2020	
Ensure Universal Access	achieve a 100% gross enrollment ratio in school education from pre-primary school to grade 12 by 2030.
Increased Access, Equity, and Inclusion	All infrastructure and learning materials are accessible and available to disadvantaged and underprivileged students and learners with disabilities.
Strengthened the foundation of education	Through restructuring the school curriculum by including an informal, flexible, multilevel, play-based, and activity-based instructional approach.
Ensure quality Education	Curriculum, pedagogy, continuous assessment, and student support.

Promotes 21st century's capacities and skills	Through a vocational training course as an extracurricular activity.
Promote Indian Regional language and Multilingualism	learning through the mother tongue and vast array of languages of the country.
Sensitize students towards gender issues	Gender sensitivity is also an integral part of the curriculum.
GDP allocation and GER in higher education	The allocation of GDP from 4.43% to 6%. and gross enrollment ratio of 50% (currently 26.3%) by 2035.
Multiple- entry and exit from any course	Greater flexibility in the choice of subjects gives an opportunity for continuous involvement in Education.
Integrity of Faculty and institutional autonomy	Through merit-based appointments and career progression and the freedom to design their own curricular and pedagogical approaches within the approved framework.
Holistic and Multidisciplinary Education	through all-round development, choice-based credit courses, and projects in the areas of community engagement and service.
Academic and administrative autonomy	The Higher Education Commission of India (HECI) has four independent verticals: the National Higher Education Regulatory Council (NHERC for regulation), the General Education Council (GEC for standard setting), the Higher Education Grants Council (HEGC for funding), and the National Accreditation Council (NAC for accreditation).
Quality Academic Research	Through the National Research Foundation (NRF).
Integrated teacher education programmes	Substandard and dysfunctional teacher education institutions (TEIs) by 2023.
Assessment Reforms	Shift from summative assessment to regular and formative assessment. And set up the National Assessment Centre (PARAKH).

❖ **Weaknesses**:

While the National Education Policy (NEP) 2020 in India has several strengths, it also faces certain challenges and potential weaknesses. Here are some areas where the policy may have weaknesses:

• **Implementation Challenges:** One of the key concerns surrounding NEP 2020 is the effective implementation of the proposed reforms. Translating policy provisions into action at the ground level requires significant coordination, resources, and capacity-building. Ensuring uniform implementation across diverse states and regions of India may pose challenges.

• **Financing and Resource Allocation:** The NEP 2020 proposes ambitious changes and reforms in the education system, but it does not provide a clear roadmap for financing and resource allocation.

• **Quality Assurance:** While the NEP 2020 emphasises the importance of quality education, it does not outline a comprehensive framework for ensuring quality assurance and monitoring mechanisms.

• **Teacher Shortage and Training:** Scaling up teacher training programmes While the policy emphasises continuous professional development, the mechanisms for implementing effective training programmes for teachers need further clarification.

• **Language Transition:** While this aims to promote linguistic diversity and flexibility, it could face challenges in terms of the availability of teaching materials, teacher training, and the potential resistance to language transitions in certain regions.

- **Assessment and Examination Reforms:** Ensuring a smooth transition from the current examination-oriented system to a more comprehensive and holistic assessment approach may require careful planning and support.

- **Inclusion of Marginalized Groups:** Although the NEP 2020 emphasises inclusivity, there is a need for specific measures to address the educational challenges faced by marginalised groups, such as economically disadvantaged students, children with disabilities, and students from remote areas. The policy's success in providing equitable access to quality education for these groups will depend on targeted interventions and support.

- **Monitoring and Evaluation:** The NEP 2020 does not outline a robust framework for monitoring and evaluating the impact of the proposed reforms. Regular assessments and evaluations are crucial for identifying gaps, measuring progress, and making necessary adjustments. A comprehensive monitoring and evaluation system should be in place to ensure the effectiveness and accountability of the policy.

- **Role of the private sector:** When we talk about the "private sector," we intend to mean any enterprise, group, or organisation that is not a government agency. In the economic sector, the private sector is the part of the economy that is run by individuals and companies for profit and is not state-controlled. Therefore, it encompasses all for-profit businesses that are not owned or operated by the government. The policy's failure to address the role of the private sector in education is somewhat disappointing.

- **Methods of mobilizing funds:** Extending compulsory education both to preschool and secondary education will require a large sum of investment; however, there are no specific provisions mentioned in the policy regarding the methods of mobilising funds for the same.

- **Clubbing:** Also, clubbing three years of preschool with the first two grades of primary school can create further challenges for the Right of Children to Free and Compulsory Education Act (RTE).

- **Pandemic related challenges:** The current global pandemic has presented huge challenges for the education system in various ways. However, the NEP does not talk about it or rather shows concern in terms of upcoming pandemic-related challenges.

- **Resources and infrastructure:** The cost of training the in-service teachers will also require time, energy, and resources, for which the government has to allocate proper resources and infrastructure.

- **Unavailability of internet:** Further, internet penetration is still very poor and stands at a mere 27% in rural India. Under the Bharat Net program, more than 40% of the villages are yet to be connected to the internet grid, which creates a disadvantageous situation for rural students.

- **Discontinued of M.Phil.:** The National Education Policy (NEP) has proposed discontinuing the two-year M.Phil. programme as an intermediate step between a postgraduate degree and a Ph.D. degree.

- **Fund allocation and mobilization:** extending compulsory schooling to both pre-school and secondary education, but the fund allocation and mobilisation have not been discussed in a transparent manner.

- **Mandatory requirement of teacher:** Failed to discuss the need and mandatory requirement of an outstanding teacher in every school.

- **Lack of clarity on implementation:** The NEP 2020 is a complex policy, and there is a lack of clarity on how it will be implemented. This has led to some confusion and uncertainty among stakeholders.

❖ **At a glance, weaknesses of the policy tabulated below:**

Weaknesses of NEP 2020	
Implementation Challenges	Uniform adoption is a challenge.
Allocation and Expenditure	Lack of a defined financial and Resource Allocation strategy.
Quality Assurance and monitoring methods	It does not include a detailed plan for this.
Language Transition	Regional resistance to language changes.
Assessment and Examination Reforms	The use of alternate evaluation techniques, and standardised tests is not clearly outlined in this document.
Lack of assistance and interventions.	Fair access to a high-quality education will depend on targeted assistance and interventions.

Monitoring and Evaluation	For the policy to be successful and accountable, a thorough monitoring and evaluation mechanism must be in place.
Shortage Motivated, Energized, and Capable Faculty	Failed to discuss the need and mandatory requirement of an outstanding teacher in Government and private schools.
Inadequate integration	Integration of technology and pedagogy. There are big gaps.
Over Ambitious	Due to various social and democratic instabilities and rigidities, the educational outcome cannot be expected as planned.
Challenges in rural areas	However, it is likely to be more challenging to implement the policy in rural areas, where there are already significant educational disparities.

❖ **Opportunities:**

The National Education Policy (NEP) 2020 in India presents several opportunities that can potentially transform the education system and unlock positive outcomes. Here are some key opportunities offered by the policy:

• **Integration of Technology:** The NEP 2020 acknowledges the potential of technology in education and emphasises its integration. This offers an opportunity to leverage digital tools, online resources, and educational technology platforms to enhance teaching and learning experiences, expand access to quality education, and bridge the digital divide.

• **Multidisciplinary and Vocational Education:** The policy promotes multidisciplinary education and the integration of vocational skills. This presents an opportunity to broaden the curriculum and offer diverse learning pathways to students based on their interests and aptitudes. It can help students develop practical skills, enhance employability, and foster entrepreneurship.

• **Research and Innovation:** The NEP 2020 seeks to foster a culture of research and innovation in education. It provides an opportunity to establish research-oriented universities, promote collaborations between academia and industry, and encourage original thinking and problem-solving. This can lead to advancements in various fields and contribute to societal development.

• **Teacher Empowerment and Professional Development:** The policy emphasises the importance of teacher training and professional development through in-house discussions, demonstrations, micro-teachings, and peer reviews instead of lectures by experts or an occasional workshop. This presents an opportunity to invest in the capacity-building of teachers, provide them with updated pedagogical knowledge and teaching methodologies, and empower them to become effective facilitators of learning.

• **Flexibility and Choice:** The NEP 2020 promotes flexibility and choice in education. It allows students to choose subjects based on their interests and aspirations, providing them with a more personalised learning experience. This opportunity can help nurture individual talents, cater to diverse learning styles, and promote a love for learning.

• **Collaboration and Stakeholder Engagement:** The policy encourages the collaboration and engagement of various stakeholders, including policymakers, educational institutions, teachers, parents, and communities. This offers an opportunity for collective efforts and partnerships to bring about meaningful educational reforms, share best practices, and ensure the effective implementation of the policy.

• **Inclusive Education:** The NEP 2020 emphasises inclusive education, aiming to provide equitable access to education for all learners, including those with disabilities and from marginalised communities. This presents an opportunity to address educational disparities and create an inclusive and supportive learning environment that values diversity and promotes social equality.

• **International Collaboration and Global Exposure:** The policy encourages international collaborations, partnerships, and student exchange programs. This presents an opportunity to foster global exposure, cultural understanding, and the exchange of knowledge and ideas. It can help students develop a global perspective and enhance their competitiveness in the global job market.

• **Understanding the world from all the aspects of life:** A holistic report card is what the NEP 2020 is envisaging, where the performance of a student will be measured, keeping in mind all three domains of learning: cognitive, psychomotor, and affective, which will help them understand the world from all aspects of life.

- **Research-based options for students:** It is indeed a welcome step for the students as well as the authorities to pave the way for foreign universities to set up campuses in the country, which will not only provide more research-based options for students and increase competency but can also stop brain drain in the long run.

- **Stored and transfer credit through a single window:** As per National Education Policy 2020, the Academic Bank of Credits (ABC) has been envisaged to facilitate the academic mobility of students with the freedom to study across the higher education institutions in the country with an appropriate "credit transfer" mechanism from one programme to another, leading to the attainment of a degree, diploma, or PG-diploma.

- **Free exchange of ideas on the use of technology:** An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, and administration, both in schools and higher education.

- **Clustering of schools:** The best idea in the policy is "pairing schools," or "twinning" one government school with one private school, which enables the students to see the different aspects of learning by doing, the infrastructure, teaching methodology, and the whole set-up of education from different perspectives.

- **Autonomy in choosing aspects of pedagogy in classroom teaching:** Keeping in mind the interest, versatility, and uniqueness of an educator is one such move that has brought hope for educators by giving them more autonomy in choosing aspects of pedagogy in classroom teaching in lieu of chalk and talk, lectures, or audio-visual aids. Teachers should be encouraged to research their own practises for reflection, review, and self-assessment.

- **Transformational impact for the future of the youth:** This policy has been released at an opportune moment when it has a huge demographic dividend. If this policy has been implemented in letter and spirit, it's going to have a transformational impact on the future of the youth.

❖ **At a glance, Opportunities of the policy tabulated below:**

Opportunities of NEP 2020	
Integration of Technology	Opportunity to expand access to quality education and bridge the digital divide.
Equip learners for Succeed in the workforce	By providing students with the 21st century's skills and capabilities.
Research and innovation	Reshape the education landscape in India.
Growing global market for education (viswa guru)	Increased investment in research and innovation to boost India's economy and make it a global leader in education services.
Credit transfer, faster credit recognition and credit stored	Through a single window (Academic Bank of Credit website-based portal)
Internationalization of education and academic mobility	Provide greater mobility to students in India who may wish to visit, transfer credits to, or carry out research at institutions abroad, and vice versa.
Institutional Development Plan (IDP).	For the assessment of institutes, it's the programmes and the faculty.
Reimagining Vocational Education	By 2025, at least 50% of learners in the school and higher education systems will have exposure to vocational education.
Flexibility	There are no clear distinctions between the humanities and sciences, academic and extracurricular pursuits, or vocational paths.
Versatility	led to the development of a diverse variety of institutions, providers, and study programmes.
Self-Pace	Time is in flux, but learning is constant.

Collaborate, Communicate, Contextualise	NEP would enable top-performing universities to collaborate as well as establish campuses abroad.
Pragmatism in advanced education	To help learners acquire knowledge and skills in a paradigmatic manner as per the requirements of their profession and training process.
Fostering Creativity	NEP places more emphasis on education with substantial modifications for the benefit of the nation and all of humanity's inquisitive minds.
Self- Reliant	The goal of the policy is to instil in students a deep sense of national pride that manifests itself not only in words but also in deeds, spirit, and intellect.
Rethink, Reimagine and Reinvent	To address the challenge of quickly changing demands in the future.
Research ecosystem	To develop high-quality, inventive and creative products.

❖ **Threats:**

While the National Education Policy (NEP) 2020 in India presents several opportunities, it also faces certain threats and challenges that could hinder its successful implementation. Here are some potential threats to the policy:

• **Funding Constraints:** The NEP 2020 proposes ambitious reforms and changes in the education system, but the availability of adequate funding remains a significant challenge. Implementing the policy's recommendations requires substantial financial resources, and the allocation of funds may face constraints due to competing priorities and limited budgets, potentially hampering the effective implementation of the policy.

• **Research and innovation investment**: India is, at the current time, only 0.69% of GDP as compared to 2.8% in the United States of America, 4.3% in Israel, and 4.2% in South Korea. (National Education Policy 2020, 2020)

• **Resistance to Change:** The NEP 2020's proposed changes, such as the shift to a multidisciplinary approach and the integration of vocational education, may encounter resistance, skepticism, and reluctance to adapt to the new paradigm.

• **Infrastructure and Access Disparities:** India's education system faces significant disparities in terms of infrastructure and access, particularly in rural and remote areas. The NEP 2020 aims to bridge these gaps and ensure universal access to quality education, but the lack of infrastructure, inadequate facilities, and limited resources in certain regions could pose challenges to achieving this goal.

• **Teacher Shortage and Quality:** India already faces a shortage of qualified teachers, and recruiting and training a sufficient number of competent educators to meet the demands of the NEP 2020 could be a challenge. Ensuring the availability of well-trained teachers and maintaining their quality in terms of subject expertise and pedagogical skills is crucial for the successful implementation of the policy.

• **Standardization vs Localization:** The NEP 2020 aims to promote standardisation and uniformity in certain aspects of education, such as learning outcomes and teacher training. However, India's diverse linguistic, cultural, and regional contexts may require localization and adaptation of certain policies and practices. Balancing standardisation with the need for contextualization may pose challenges and potentially hinder effective implementation.

• **Monitoring and Accountability:** The NEP 2020 emphasises the importance of monitoring and evaluation for effective implementation. However, ensuring a robust and transparent monitoring and accountability framework, including mechanisms for assessing the impact of the policy and tracking progress, could be a challenge. Without a comprehensive monitoring system, it may be difficult to identify and address implementation gaps and ensure the accountability of stakeholders.

• **Digital Divide:** While the NEP 2020 promotes the integration of technology in education, the digital divide in India poses a significant threat. Unequal access to digital infrastructure, internet connectivity, and

devices in rural and marginalised communities could widen the educational divide. Ensuring equitable access to technology and addressing the digital divide will be critical to harnessing the potential of digital learning.

- **Policy Fragmentation and Coordination:** The implementation of NEP 2020 requires coordination among multiple stakeholders, including central and state governments, educational institutions, and regulatory bodies. Ensuring effective coordination, streamlining policies, and overcoming bureaucratic hurdles can be challenging, potentially leading to fragmented implementation and slower progress.

- **Language barriers:** The three-language formula is not appreciated by many states like West Bengal, Andhra Pradesh, and Tamil Nadu, as making Hindi a compulsory language will look like an imposition on the people south of Vindhya.

- **Exercise of imposing uniformity:** The NEP 2020 itself is an exercise in imposing uniformity and standardisation along a single axis of control and power, which is paradoxical given India's size, population, diversity, and constitutional federalism. It might be resisted by many states, as education is on the concurrent list.

- **Irregularities and corruption**: The free breakfast scheme proposed, though a great initiative, will increase the fiscal burden and add on to an already complicated mid-day meal scheme that has seen irregularities and corruption over the years.

- **Mediocre teachers and unskilled teachers**: With unemployment and job losses, remuneration can be kept low, and employers can fire the educators in the knowledge sector because there are plenty more mediocre and unskilled teachers to take their place.

- **The direction of education becoming more Privatized and costlier**: As per the 2016 All India Survey on Higher Education, nearly 22 million students (65%) are enrolled in various courses at private institutions. The evidence of the movement of the education system in India in the direction of becoming more privatised and costlier is thus clear and unambiguous.

- **Regulatory mechanism:** The regulatory mechanism to address the unchecked proliferation of self-financing colleges is another big concern.

❖ **At a glance, threats of the policy tabulated below:**

Threats of NEP 2020	
Multilingualism debate	Some states are blissfully considering this policy as a futile attempt to impose Hindi.
Institutional limitations	A healthy education system, not a forced multi-disciplinary one.
Issues with examinations	Semesterized, Midterm, Practical Assignment
Unskilled teacher	lack of access to advanced learning tools.
Economic downturn and Political instability	Which could make it difficult to implement NEP 2020.
Globalization	This could lead to a brain drain.
Societal challenges	Facing and addressing these challenges will require high-quality interdisciplinary research across India.
Digital Divide	lack of access to advanced technology.
Dropout Rate	Someone who does not complete a course in formal education.
Pedagogical Limitation	Variety of pedagogical techniques if it becomes a required option inside a single school, it will be a disaster for a classroom.
Resistance to change	Resistance from some stakeholders, such as teachers and parents.

Findings of this study based on SWOT analysis;

The NEP 2020 has the potential to improve the quality of education in India, but it will require significant investment and reforms. However, the paper also notes that the policy faces a number of challenges, such as a lack of resources and political will. The key finding of the research paper on the Indian National Education Policy 2020 is that it critically examines the policy's implications on various aspects of the education system in India, including curriculum, pedagogy, teacher training, and governance, highlighting both positive and potentially challenging aspects of the policy's implementation.

Aspects of Education system	Changes Introduced
Curriculum	• Shift from rote memorization to experiential learning. • Emphasis on holistic and multidisciplinary education. • Flexible curriculum allowing cross-disciplinary choices. • Integration of vocational education and skills.
Technology	• Promotion of technology integration and digital literacy. • Use of online resources for learning and teacher training. • Digital classrooms for remote and underserved areas.
Teacher Training	• National Professional Standards for Teachers. • Focus on continuous professional development. • Training for the effective use of technology in teaching.
Language Policy	• Promotion of regional languages up to the primary level. • Inclusivity in education through multilingual approach. • Concerns about access to higher education in English.
Higher Education	• Introduction of a multidisciplinary approach. • Greater autonomy for higher education institutions. • Promotion of research and innovation in the curriculum. • Caution against potential privatization.
Assessment	• Shift towards competency-based assessments. • Reduction in high-stakes board exams. • Emphasis on holistic student development.
Equity and Access	• Focus on inclusion of disadvantaged and rural areas. • Promotion of gender and socio-economic diversity. • Measures to improve access to quality education.

Conclusion:

NEP 2020 is a comprehensive and ambitious policy document that aims to transform the Indian education system. It covers all levels of education, from early childhood to higher education, and it sets out a clear vision for the future of Indian education. NEP 2020 emphasises holistic development, equity, and inclusion. It seeks to make education more accessible to all sections of society and to create a more just and equitable education system. NEP 2020 is forward-looking and designed to meet the challenges of the 21st century. However, it faces some weaknesses and challenges. The Indian government should make a long-term commitment to education and allocate the necessary resources to implement NEP 2020 in full. The Indian government should work with stakeholders to build consensus around the implementation of NEP 2020 and address any concerns that may arise. The Indian government should monitor the implementation of NEP 2020 and make adjustments as needed. The Indian government should invest in research and development to ensure that Indian education is at the cutting edge of innovation, and it will be important to monitor its implementation closely. This could have a positive impact on the lives of millions of Indians and help to make India a more prosperous and equitable society.

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