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Implementation of the 2020 National Education Policy: A Study

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Abstract

This paper is just to discuss the sort of question that raises in the mind of the people about the education system in India, with the experience of the researcher schooling and with her own experience as an educator compared with that of the education system that is prevailing in the society at present. Here the paper will be probing at the two sides of its advantages as well as disadvantages of the NEP 2020 from a critical point of view. Some may have contrast opinions with the issues discussed here. Only with discussions we can make a good and healthy society. Thereby this paper attempts to analyse the implementations of NEP 2020 from a critical note.

Keywords: NEP, criticism, acceptance, implementations

Introduction

Normally people questions the education system in India. This paper is just to discuss the sort of question with the experience of the researcher schooling and with her own experience as an educator compared with that of the education system that is prevailing in the society at present. Here the paper will be probing at the two sides of its advantages as well as disadvantages of the NEP. Some may have contrast opinions with the issues discussed here. Only with discussions we can make a good and healthy society. Thereby this paper attempts to analyse the implementations of NEP 2020 from a critical note.

Initially, NEP started in the year 1968 when Indira Gandhi was the Prime Minister. Later when Rajiv Gandhi was the Prime Minister another NEP came into existence in the year 1986. Now in 2020 at the period of Narendra Modi, he has brought new education policy. In between 1992 and all, at the period of Narasimha Rao government they brought changes in the old policies like bringing entrance exam in the professional courses.

Implementations of NEP 2020: Four Major Compartments

The NEP 2020 have brought up with 60 pages with the new policies slightly changed and somewhere new initiatives were also added along with that. This is of four compartments. First one is school education which consists of primary as well as secondary education. Secondly it focuses on the higher education that is college level. Thirdly it talks about the other areas to be focused finally the fourth one which highlights how to make it happen.

In school education they have brought early childhood care and education which is the foundation of learning (ECCE). How teacher should teach and how students should learn is discussed here. Certificate for primary teachers were also given. Primary students were prepared for learning. Here the Target is within 2030. Then it talks about the literacy and numeracy, which highlights the implementation of writing and reading among students. This also concerned with the people teacher ratio (PTR).

Then it also insist upon the nutrition that is to give health card by checking nutrition level of the students. Even the dropped out due to social circumstances were discussed by bringing back the dropped out by giving them good education and creating a good infrastructure in their institutions. Then it discusses about restructuring that is 5+3+3+4 structure. Many criticism raised on this issue too. Next the policy also highlights on the Sanskrit where it is insisted to have this language and created great issue among the society. When it is insisted to continue three languages more issue emerged in the society it is considered that in spite of this the advantage of policy is education through mother tongue at least up to 5th standard both in private schools as well as Government schools. They have also insisted on Tamil language specifically which is considered to be the classical language.

Further, At least through online it is insisted to give linguistics to students. Even sign language is also discussed in the policy. Later it also talks about the vocational courses where the burden of books is discussed by giving solution of downloading PDF options. Next it also discusses on the assessment method. In spite of more criticism the policy has been brought to light, were this assessment will help to compare the students performance and to improve the

students performance. For this type of assessment or testing NTA (National Testing Agency) was introduced which is autonomous level as well as National Assessment Centre for School Education was initiated in order to access schools that are of two types of service to be made to survey schools and also to survey the marks.

The policy also insist upon the sports and insist not to transfer teachers from one place to another which highlights “no para teachers”. Further it is insisted to check at least the teacher should know the local language before appointment. Here the policy specifically highlights, teachers rule is to teach only. Teachers are also insisted to take up continuous professional development and it is considered to be most vital in their profession. Moreover Article 51 (A) must be followed by the teachers. Further it points out to give inclusive education in all areas through education zones and discuss about the allotment of fund which is called to be Gender Inclusive Fund for the girls who come from villages, and in such a way to benefit the transgender too. It is also insisted that governance will be easy when we follow the cluster method.

In higher education we have to achieve higher quality education from low quality. They say “light but tight syllabus”. Though it is light it should be powerful. Also to increase or develop Cross Enrollment Ratio and to face out affiliated education system. In a way to keep only University and demolish affiliated system. Next it insist upon multiple entry and multiple exist option. Through this it creates academic banks of credits which is welcome by the society. Then this policy has closed M.Phil program which is treated as demerit of the policy among many. Then improving teachers infrastructure is also insisted here. It also insist upon the two type of action which have to be taken by government and institution that is SWAYAM and other portals which is the needy thing that is to be introduced among teachers. Further the ratio of learning from 5% to 50% within 5 years is motivated in the high quality research with the help of NRF that is National Research Foundation. Then it insist upon to create board of governance to have regulatory system.

Finally in the third compartment in other areas to focus and in the fourth compartment make it happen it insist on adult education specifically making each and everyone to know all languages. And to change the scarcity for skilled teachers. Finally to conclude this can happen or should be met into happening or to implement this type of policy is insisted by Raksha Shiksha Aayog within the targeted year 2040.

To conclude once it is made into happening once it comes into existence we can do the revising process of the national education policy.

Criticism and Acceptance: NEP 2020

After probing into the implementations of NEP 2020, it is important to discuss about the criticism and acceptance of NEP 2020 too. If we have to look at the changes that have taken place in the school education we have to see the scrapped structure, that is, 10+2 structure and check the structure which is brought to light, that is, 5+3+3+4 structure.

Table 1

Class	Age	Stage
Preschool	3-6	Foundational Stage
1-2	6-8	
3-5	8-11	Preparatory Stage
6-8	11-14	Middle Stage
9-12	14-18	Higher Secondary Stage

The first five stages are stated to be the foundation stage. Here 3 years is said to be the preschool studying period and the rest of the two periods are said to be which is meant for 1st and 2nd standard. After this, the next three stages will be for class 3 to class 5, which is called the preparatory stage. When the students complete their fifth standard they come out with two things that is foundation literacy and numeracy (FLN). Which means those students will not have much knowledge to write properly or to read properly even don't know to do calculations. This is being given a solution as they can be taught with activity based learning and through interactive classes. Many educators still recommend this only. But still many people feel that the country is not doing this in an effective manner. At least it is grateful that the New Education Policy has been addressed this sort of issue.

Another, critical factor is whether the 5th standard students will be able to study in their local language or in their mother language? If it happens they can speak in English and that has been a wider talk among the society. But we can say that in which language the child thinks and in which language it speaks at home in that language the child should be educated. So that the education will be more effective. When the educators go to teach them with whatever experiments and models in English they won't be able to understand the language. Rather than that if we teach them in their mother tongue they will easily understand the concept. In fact that stands to be the power of mother tongue. Even the students who study in English medium are struggling and stammering to talk fluently in Tamil. If there is mother tongue education they can also easily talk in Tamil language. If it is widely spread in many schools it will be a positive move. In anywhere in the policy it is not stated that for the “students up to 5th standard English won't be taught”. Anyhow those children are going to learn English as a language only and so we can't see or accept the statement that they own be able to speak in English at all. So we can teach them English as a language and equip the schools and train them to come out with increased fluency. For another subjects we can teach them in mother tongue as that of the other countries do. For instance the countries like South Korea, Japan, United States of America, and United Kingdom. As they do and succeed, we too can do and teach our students and make our country cherish.

And in the policy it is said that students can learn three languages. There also arises some more issue in the policy that is even though students learn language effectively before ten years it is also seen as a burden for them. In that way it is said they can learn two Indian language and one foreign language. In India most of the schools will have choices like Tamil, Hindi and English. It can be decided whether Hindi can be included or not so that students will have no burden to acquire the language.

The next stage is said to be middle stage. Here from class 6 to class 8 are discussed. In this stage they give more importance to experimental learning. More than that it is also insisted on vocational training like electrical, electronics, carpentry, gardening and so on. In these things they give more importance and so they can do it for 10 days as internships by meeting vocational experts like carpenters, pottery makers, plumbers and gardeners. Which is called Ten bag-less days. Educators support these types of experiments only. Hope, this would be satisfactory to many people. Here the criticism rises if they teach vocational education to the students in that age, it may lead to drop out of many students from the schooling at any time. Yes it may happen to one percent or less than that or

even up to two percent but it's not right to think in a negative way. There is also a positive note that if those students are exposed to these types of training they will have a practical knowledge at their higher level itself. This will help them to go towards the Entrepreneurship once they complete their higher education. In that way our country can move from a service based economy to a product based economy.

The other issues are from 6th standard onwards to teach them coding. In future this will be a basic skill and so it is not that much wrong. Provided the only thing that we have to do is to check whether in all schools they have proper infrastructure or not.

The next stage is secondary stage that is from 9th standard to 12th standard. From this stage onwards students will know to choose or pick their own major subject. In this stage, there raise a question, whether students will be able to do this or not? Any how it happens. The justification is that we prepare or generate comprehensive report in such a way analyzing how the students perform in each subject rather than how they show interest in other art and craft, coding, electronics, and technology. With this student can easily able to decide which career they have to choose. Apart from this it is also said that they will arrange for counselling, in a way, they will give career counselling and they guide students towards their career. But this can be checked only after implementation.

Next the important thing in this policy is the secondary education which is going to be multidisciplinary. That is so far a student till 10th standard were focusing only on mathematics and science and in 11th standard there raise a rule for them, that they have to score high to choose their interested subject and if so they will be getting mathematics group if it is moderate they will be getting science group and if it is below average they will be moving to commerce group. Those who got below average will be in a critical situation in that case. Up to that point they won't be having any idea of what is commerce? What is accountancy? or what is economics? Suddenly they have to go with it and study. Suppose the science student who have interest in accountancy can't study it. Even suppose history student want to study, it is also not possible. But according to the policy it is said, the student can choose on their interest and it is not necessary to choose what they dislike. Such freedom is given by the policy. Due to this the advantages is, the Student are free from stress as they have chosen their interested topic or subject. Due to this there will be more creative students. As we have seen many students who choose the group that they don't like and become a drop out due to this type of situation, this type of cases will be reduced due to this type of policy. In our country the vast thing is road learning. That is to by heart and write the exam and finally score marks. To eradicate, this type of problem, it is important to bring application based knowledge and subject core knowledge which the policy insist that they are going to re-define as well as re-design the curriculum. Thereby to make the assessment simple it is insisted to by provide MCQ type of questions and through this assessment testing will help to test the students application based knowledge. But the policy is not that much easy. Once it is implemented only we will be able to know it clearly. In the middle and secondary stage it is also insisted that they are going to teach artificial intelligence, design thinking, environment education, global citizenship education and organic living. This is most welcome by the society.

More than that there are some more concerns in this policy. First to point out is teachers who are in the ground levels to implement these policies. In other Nations the talented ones

are considered to be the teachers. The process of hiring teachers are very strong and even the packages for them will be high. Moreover the annual appraisal will be so strong but in our country those who don't find job in their profession would have been entered into teaching profession and in many private institutions they are paid only less salary and the performance appraisal is also not that much high. Only when we appoint best teachers this type of problem will be solved. Until the policy will be there only for namesake and it won't be that much impact-full among the society.

Further, for classes 3, 5 and 8 it is insisted to conduct board exams. In that age to take up board exam will really be a burdensome one for students and will create more mental pressure for the students. Yes, people understand that, in order to access students performance only such assessments are kept but in spite of that without conducting board exam also they can access students performance through class tests. The other concern is that, the same exam pattern for the student who studies at Chennai and for the student who studies at local village town. This is not that much good. When the researcher was doing her fifth standard there studied more than sixty students, but among them only the researcher have become a professor at present and few went with other profession and many students were dropped out at their 12th standard itself. This is what happens in many local village towns at present. When this policy supports entrance exams then there won't be many students to do their higher studies. Until we give quality education equally to the International School and to the local School it is not okay to keep a common entrance exam. If not it will not let students of Government and rural areas to rise up from their position. So till 12th standard the policy should be strongly applied.

Conclusion

Thereby to conclude, wwhen the building wants to be structure properly it is in the hands of the foundation likewise the education policy should be structured properly. There is a need for change. Still the new education policy is a challenge it has to be implemented soon.

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