

NEP 2020: Analysis on Hits and Misses

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Abstract: *The National Education Policy (NEP) was approved by the Union cupboard of Republic of India on July twenty eighth, 2020. when a niche of thirty four years, the Indian government consolidated feedback from a pair of.5 large integer village-level stakeholders to 2 national parliamentary level committees, over over fifty months of consultations and workshops. However, the extent to that the policy has incorporated recommendations remains unknown. In the thick of multiple op-eds and commentaries concerning the NEP, this text tries to analyse the policy from the lens of practitioners. especially, we have a tendency to examine 9 key chapters of the 'school education' section from our expertise over the last 5 years of getting seen the policy life-cycle through formulation, implementation, and (lack of) analysis in geographic region.*

Keywords: National education policy 2020

I. EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

1.1 Hits

- Extends the proper to Education eligibility window from 6-14 years to 3-18 years. With a goal of getting 100% of youngsters 'school-ready' by 2030, the policy pushes for universalisation of ECCE.
- Investment in infrastructure like play instrumentality and child-friendly buildings, yet as continuous skilled development (CPD) of ECCE academics and anganwadi employees through a six-month certification programme, together with some on-line parts.

1.2 Misses

- Maintaining the establishment of getting info underneath one ministry and implementation with 3 completely different ministries. Till date, this strategy has LED to poor integration of ECCE with pedagogy. The NEP's recommendation of a 'joint task force' doesn't appear to be associate degree adequate live to deal with this well-known gap.
- Lack of clarity around whether or not each anganwadi or pre-primary learning center are going to be equipped with a high-quality teacher and a employee (sevika).

Related Article: India cannot afford the National Education Policy (NEP)

II. FOUNDATIONAL LITERACY AND NUMERACY (FLN)

2.1 Hits

- A three month preceding course for college students, access to digital content through energised textbooks (ETB-DIKSHA), student-led peer learning, and community tutoring area unit suggested as a number of the suggests that to attain 100% foundational level (upto Grade 3) learning by 2025.
- Teacher vacancies to be crammed in a very time-bound manner, with a priority to deprived areas and sections of the society.

2.2 Misses

- No definition of what a basic text is, against that skill are going to be measured.
- A National Book Promotion Policy is mentioned. However, over a policy on books, it's necessary to prioritize access to relevant, age-appropriate reading materials across completely different languages for college kids, that is already Associate in Nursing in progress focus of state programmes like SamagraShiksha.

2.3 Unintended Consequences

- An exclusive specialize in foundational learning may remove from students having the ability to master grade-level learning outcomes. Further, the impetus to kids UN agency are thought-about 'gifted', and/or those that ar 'high performers', may well be restricted as a result.

III. UNIVERSAL ACCESS TO EDUCATION AT ALL LEVELS

3.1 Hits

- A commitment to attain 100% Gross entering quantitative relation (GER) across all levels by 2030.
- Investment in resources like infrastructure and academics for college kids until Grade 12; similarly as guaranteeing social staff and counsellors area unit created out there to students, in order that they will address factors tributary to dropout rates.
- Rigorous chase of 100% of youngsters, through a technology-based platform to make sure nobody is left behind.
- Encouraging totally different public-private partnership college models to curtail the amount of dropouts and free youngsters.

3.2 Misses

- No clarity on the quantitative relation of social employees or counsellors to kids, and at what level they're going to be appointed (for instance, faculty or cluster level), or whether or not they are sourced from existing personnel of alternative ministries.
- No clear mention of legal violations (including kid wedding and kid labour), that contribute to high school dropouts.
- No clarity regarding the social and skilled (economic) worth of the open learning courses created obtainable to kids WHO square measure unable to access schooling.

IV. CURRICULUM AND PEDAGOGY IN SCHOOLS

4.1 Hits

- The policy encourages native languages to be the medium of instruction a minimum of up to Grade 5; promotes bi-lingual education and textbooks for learning; additionally as multiple languages at middle and secondary levels. The instructed 5+3+3+4 category system focuses on shaping learning levels at every essential juncture, taking a multi-disciplinary approach, and reducing content by targeting core learning competencies. New age subjects like committal to writing and procedure thinking (among others) introduced at a school level. Students will currently opt for subject courses in Gymnasium (primarily in arts, physical, and line education).

4.2 Misses

- There is no definitive call or guideline round the language of instruction. for instance, the policy says to use native languages 'wherever possible', that leaves tons of area for the standing quo—which is that the existing 3 language formula—to continue, particularly within the case of the high-performing government run college systems like Kendriya Vidyalayas (KVs). The policy includes a on the face of it thorough list of pedagogies, values, skills, and strategies, that ar all 'good to have'. several of those ar already gift within the National info Framework of 2005, and there ar challenges that are documented in translating them into teacher practices or student behaviours. The issue of children's 'mother tongue' and residential language being totally different from the native language used for instruction in colleges, particularly within the case of migrant and Adivasi families, has not been self-addressed. The policy asks educators to integrate 'Indian data systems' covering subjects like yoga, Indian philosophy, and Adivasi/indigenous ways that of learning, within the info. However, upskilling educators, WHO presently struggle even to show the fundamental info, to integrate these complicated ideas during a laic and inclusive manner, is unquestionably a challenge.

4.3 Unintended Consequences

- National textbooks, that are projected, can be taken as an attempt to over-centralise education. Teachers may become confused concerning prescribed schoolroom practices, because of the long list of approaches that are listed. This might additionally result in a scarcity of focus furthermore as restricted success in any single approach.

V. TESTING AND ASSESSMENTS

5.1 Hits

- Focus on measurable learning outcomes the least bit levels of the new projected schooling system, with testing at third, 5th, and eighth grade levels.
- Promoting formative assessments (those that square measure conducted on Associate in Nursing current basis covering smaller parts of the syllabus), peer assessment, and holistic progress reports, to live the continuing educational progress of the youngsters.
- Student option to be incorporated within the tenth and twelfth grade board exams. The policy suggests doing therefore by giving freedom of subject alternative, permitting better of 2 makes an attempt, and selection of issue (standard and better level).

5.2 Misses

- The policy suggests formation of 2 new agencies: PARAKH and NTA—Performance Assessment Review Analysis of data for holistic Development and National Testing Agency, severally. These new agencies could lead on to over-centralisation, and probably, over-testing of youngsters at national and state levels. Overlap between importance given to twelfth commonplace board exams, furthermore as common university entrance examinations once twelfth commonplace.
- Funding joined to performance of states may very well end in low-income and low-performing states being strapped for central funding within the future, resulting in more stratification.
- The policy suggests the event of a holistic written report card for college kids and oldsters, which will be accessed through Associate in Nursing AI based mostly code for sporadically chase their growth. However, it doesn't clarify however the present obvious digital divide are going to be bridged.
- The policy language mentions the main focus on 'gifted students' to extend admission into IITs/NITs via promoting Olympiads and different competitive testing. Poorer families cannot afford preparation and test fees for Olympiads, and if premier institutes embody them in their admissions criteria, as instructed by the policy, it'd deepen existing social inequities in instruction.

5.3 Unintended Consequences

- High stakes testing culture (with faculties needed to publically list student scores) on multiple state and national assessments, can pressurise kids to perform, negating the meant result of reducing coaching job culture', that was a haul highlighted within the policy within the initial place.
- Teachers and faculties can begin teaching for the take a look at, utterly feat aside the holistic learning objectives unreal within the programme section.

VI. TEACHERS AND TEACHER EDUCATION

6.1 Hits

- The policy proposes the minimum teacher education degree demand to vary from the present 2 year D.El.Ed/B.Ed degree to a four year B.Ed college man programme, by 2030.
- Excessive teacher transfers to be halted, in theory, resulting in higher continuity with students, as conjointly provision for native residence.

- Policy powerfully suggests promotion supported benefit, instead of on seniority and teaching level (elementary/primary/secondary). There are choices for vertical quality of lecturers, wherever high-performing lecturers is promoted to figure at a part or state level.
- Promotion of emulsified learning teacher coaching programmes (MOOCs) for CPD of lecturers and faculty principals, with a minimum of fifty hours of CPD mandated annually.

6.2 Misses

- Missed chance to enhance effectiveness of in-service teacher coaching by linking it to credits aligned with seniority. (A world best apply is to own 'credits' allotted to triple-crown completion of every teacher coaching programme; wherever the buildup of credits inside a 10-year amount is joined to qualification for increments, and/or type the idea of some weightage for promotions.)
- There is no sturdy commitment to up support for education. The policy talks a couple of increase course for current special educators, however that's not adequate unless the quantity of special educators square measure redoubled in applicable quantitative relation with students.

6.3 Unintended Consequences

- Graduate lecturers with four years of university education might realize the federal agency four,000 average regular payment in affordable faculty|school}s (making up over seventy % of the personal school sector) to be unreasonable, inflicting a stir within the sector, or raising the general price of operations of these colleges, creating it not therefore 'low-cost' within the long-standing time.
- Confusion around the way to elevate the skilled qualification of existing lecturers to the amount of the long run four-year trained lecturers. Distinct factions forming inside teacher unions and skilled communities is additionally a prospect. instead, associate vastly resource intensive and difficult, or doubtless contested , method of upskilling can got to be undertaken.
- The policy has some allusions to performance-based pay/incentives to lecturers, mentioning sturdy benchmarks, as well as peer reviews. However, world level pitfalls are documented in cases wherever the performance-based incentive system isn't done collaboratively.

VII. EQUITABLE AND INCLUSIVE EDUCATION

7.1 Hits

- The 'Gender Inclusion Fund' that supports feminine and transgender students by driving state-level inclusion activities, developing sufficient infrastructure for safety, and targeted boarding.
- Special Education Zones (SEZs) and Kasturba Gandhi Balika Vidyalayas (KGBVs)/KVs to be came upon in aspirational districts, with targeted specialize in up the amount and quality of learning

7.2 Misses

- There are not any action points or time-bound goals on bridging the gap among social classes or for youngsters with special needs; solely 'verbal acknowledgement' that inequities exist.
- Mention of 'culture of inclusion' at college level, however no details on however one would build that happen.
- Given the deteriorating academic outcomes of bound non secular minorities, particularly Muslims, there may are higher acknowledgement and support explicit within the policy.
- The issue of feminine student safety and sex crime isn't self-addressed either at the private school level or within the Gender Inclusion Fund.
- There is no clarity on role, appointment, budgets, ratios, and so on, of the social staff, special educators, and counsellors WHO square measure needed to bridge varied organic process and social inclusion gaps.

VII. COLLEGE COMPLEXES

8.1 Hits

- Re-organising smaller colleges with terribly low entrance into a 'school complex' structure, that connects 10-15 such tiny colleges into one social unit, can facilitate scale back college isolation, expeditiously use teaching learning resources, and increase governance and answerableness, particularly in rural/Adivasi elements of India.
- Providing autonomy to set up and implement the initiative regionally may be a smart plan in essence. college complicated Management Committee (SCMC) and public illustration at a faculty complicated level can encourage localised implementation additionally as higher engagement of oldsters.

8.2 Misses

- Safe and reasonable quality of scholars and oldsters is assumed, particularly whereas accessing shared resources like libraries, Balbhavans, laboratories, Samajikkendras, and so on. This quality is presently absent, and is what necessitated gap of tiny colleges among one kilometre radius within the initial place.

8.3 Unintended Consequences

- School consolidation can be misinterpreted as associate impetus to high school closure, leading to shrinkage of presidency college footprint. this might later be used as associate argument for promoting proliferation of personal colleges.
- Related article: What the National Education Policy (NEP) suggests that for India.

IX. STANDARD SETTING AND SCHOOL ACCREDITATION

9.1 Hits

- A strong push to usher in transparency and answerableness across faculties by setting standards through a fanatical agency (State faculties Standards Authority, or SSSA), which includes learning connected indicators further as student feedback into faculty ratings.
- Development, performance, and answerableness to be 3 key pillars of supporting officers and lecturers within the system, promoting larger alignment and clarity in job roles, periodic performance mensuration structures, and timely feedback mechanisms.

9.2 Misses

- With oversight frameworks like faculty Quality Assessment and certification Framework (SQAAF), standards by SSSA, observance by department of education, and regular testing by SSC Board, there's a sway of an excessive amount of oversight on the college functioning.
- The policy mentions that public faculties ought to become the foremost enticing choice for fogeys whereas at the same time loosening the factors to line up non-public faculties.

9.3 Unintended Consequences

- Multiple observance and overseeing frameworks by totally different establishments may result in over-bureaucratization and redundancy within the regulation of the education system.
- Public speech act of learning outcomes on the college web sites or SSSA website, whereas fascinating in theory, can cause air mass by the colleges on the scholars to perform, or lecturers to indicate high take a look at scores, resulting in high-stakes testing culture, so negating the purpose created earlier around testing being additional for development and support instead of the rest.
- Loosening of criteria for putting in non-public faculties can principally be adopted by cheap non-public faculties, leading to stratification of students' instructional expertise associated an angle of 'low-cost is nice enough for the poor'.

- All in all, whereas the policy isn't wrongfully guaranteed to any action, it positively makes clear the government's vision to commence some landmark changes to the education sector. Like the other policy, loads can rely on clear and swift implementation.

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