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An Overview about NEP 2020 in comparison with NPE since 1986

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Abstract:

Though the National Education Policy 2020 of India has been announced to overcome the lacunas of the previous National Policies on Education since 1986, but there are many ifs-n-buts in this NEP 2020. Education is the main tool for the development of a country. Only a balanced, universal and scientific education policy can restructure the Education System of a Country; and ultimately which foster the improvement and growth of a Nation In this study, recommendations of NEP 2020 have been compared with the recommendations of the previous NEP, since 1986; mainly which components are related to real-world issues, and particularly relevant to our national perspective.

KEYWORDS: Higher Education, Education Policy, NEP, National Education Policy 2020.

1. INTRODUCTION:

Education is abecedarian for achieving full mortal eventuality, developing an indifferent and just society, and promoting public development. Furnishing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of profitable growth, social justice and equivalency, scientific advancement, public integration, and artistic preservation. (MoE, GOI 2020)¹ Universal high-quality education is the stylish way forward for developing and maximizing our country's rich bents and coffers for the good of the existent, the society, the country, and the world. India will have the loftiest population of youthful people in the world over the coming decade, and our capability to give high-quality educational openings to them will determine the future of our country. The implementation of India's first-ever education policy came in the year 1968 by the Indira Gandhi government. Then in the year of 1986, the second education policy was modified by the Rajiv Gandhi government and some amendments were done to the policy in 1992 by the And currently after 34 years in the year 2020, the third national education policy was imposed. According to the NEP 2020, the Ministry of Human Resource Development was converged as the Ministry of Education. And the first major change of this policy was as the 10 + 2 program changed to 5 + 3 + 3 + 4. And the stream

¹ MoE, GOI (2020). Ministry of Education, Government of India, from <https://www.education.gov.in/>



system is completely abolished and the various route of multiple entry and exit is imposed and the according to the NEP 2020 education is becoming multidisciplinary. (NEP 2020)²

The chairman of the committee was Mr. TSR Subramaniam. The report was submitted on May 2016 by the committee itself. The main objective of the committee was to improve the quality of education, and credibility of education, and address the gaps in the implementation of the new national education policy. On October 2016 the ministry asks the suggestion by releasing the draft of the policy. But the recommendations were not effective. After that one new committee was formed under the chairmanship of former ISRO chief Dr. Krishnaswamy Kasturi Rangan made up of 9 members. This committee drafted the national education policy in 2019 which finally passed as The New Education Policy 2020. The three most important changes in this policy are first, the Ministry of HRD renamed the Ministry of Education, secondly, the government decided to invest its GDP in education to increase from 1.6% to 6% and third, focusing on gross enrolment ratio as it will be increased to 50% by 2035 and to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030. (PIB Delhi 2022)³.

The NEP 2020 is introduced in a holistic approach for better development of the education system of the nation where it covered all the areas of teaching and learning such as academic, vocational, and extra-curricular activities learning is given equal footing. And it has developed in such a way that a child can learn based on their interest so that they can choose a better career path with practical knowledge of the real world. There are various changes done in the new National Education Policy 2020 where the main and major change is the Holistic Undergraduate program launched where there will available flexible curriculum, vocational subjects and interdisciplinary combination of subjects will be available for the students where the segmentation of the subjects in the various streams like humanities, commerce, and science will be abolished. The new graduate program will not be renamed in such a way as BA, B.com, or B.Sc. it will be simply graduation. Also in the program of the undergraduate, there will be provided certificates of completion for one year/session which will help the students who left their studies in the middle and wants to continue after the time. One of the major changes in the post-graduation program is that the MPhil degree to be discontinued. And the post-graduation program is to be 1 or 2 years which will be determined based on the undergraduate degree term.⁴ And to encourage multidisciplinary degrees the government planned to establish Multidisciplinary Education and Research Universities (MERU) at the level of IITs and IIMs. To

² NEP(2020).National Education Policy 2020, Ministry of Human Resource Development, Government of India from https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

³ PIB Delhi (2022). Press Information Bureau Posted On: 01 AUG 2022 6:04PM from <https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1847066>

⁴ Sawant R. G and Sankpal U. B (2021), National Education Policy 2020 and Higher Education: A Brief Review, International Journal of Creative Research Thoughts (IJCRT), Volume 9, Issue 1 January 2021, ISSN:2320-2882, Pp. 3456-3460,



foster the research culture in higher education an apex body will be set up as National Research Foundation. The Higher Education Commission of India (HECI) will be set up for higher education as a dedicated and sole body excluding Medical and Legal Education. The NEP also covers some changes the teachers' education. A new comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021 established and by 2030 the minimum degree qualification for teaching will be 4 years integrated B.Ed. degree.⁵ The objective of the National Education Policy is to the universalization of education, and achieve global standards of education. The NEP 2020 focused on the practical skills of the students so that by leaving the school they have practical knowledge of skills that will help the students to fight in the real world. Along with these some changes will be focused on the evaluation in the board examination where there will test the score, attaining of knowledge, and applicable skills. There will lie no difference between private and government education. The various gaps between government, as well as private education will be fulfilled.⁶

2. Literature Review:

“The New Education Policy 2020: Key Highlights and Implications” by Dr. Meenakshi Khaparde and Dr. Ramanujam Parthasarathy, (2020)⁷ discusses the various aspects of the policy and their potential implications. The authors highlight the policy's emphasis on multidisciplinary education, the use of technology in education, and the need for flexibility in the education system to accommodate diverse student needs. They also point out potential challenges, such as the need for significant infrastructure improvements and the potential for increased privatization.

“A Critical Analysis of the New Education Policy 2020” by Dr. Rajesh Kumar Sharma and Dr. Namrata Sharma, (2021)⁸ provides a more critical perspective on the policy. The authors argue that while the policy has some positive aspects, such as the focus on early childhood education and the recognition of the importance of vocational education, it also has significant shortcomings. These include the potential for increased inequality due to the emphasis on privatization, the lack of attention to the needs of marginalized communities, and the potential for increased standardization and rote learning.

⁵ Kumawat H and Sharma M (2021), Study of the Indian Nation Education Policy 2020 Towards Achieving its objectives, *Ilkogretim Online - Elementary Education Online*, 2021; Vol 20 (Issue 2): pp. 1050-1055, <http://ilkogretim-online.org>

⁶ Gupta B. L. and Choubey A. K. 2021. Higher Education Institutions – Some Guidelines for Obtaining and Sustaining, *Autonomy in the Context of NEP 2020. International Journal of All Research Education and Scientific Methods (IJARESM)*, Vol. 9, Issue 1, January 2021, and ISSN: 2455-6211, Impact Factor: 7.429. Pp. 72-84

⁷ Khaparde, M. & Parthasarathy, R. (2020). *The New Education Policy 2020: Key Highlights and Implications. International Journal of Educational Research and Technology*, 11(2), 73-86.

⁸ Sharma, R.K. & Sharma, N. (2021). *A Critical Analysis of the New Education Policy 2020. Journal of Educational Planning and Administration*, 35(2), 97-111.



“The New Education Policy 2020 and Its Impact on Teacher Education: A Critical Analysis” by Dr. Smita Nayak, (2020)⁹ focuses specifically on the impact of the policy on teacher education. The author argues that while the policy recognizes the importance of teacher education, it does not provide a clear roadmap for improving teacher training or addressing the challenges faced by teachers in the current system. The paper calls for greater attention to be paid to the needs of teachers and for a more holistic approach to teacher education.

“New Education Policy 2020: An Analysis of its Promises and Challenges” by Yashwanth Dhanthi and Dr. K. Madhavi Latha, (2020)¹⁰ analyzes the policy's promises and challenges. The paper identifies the policy's strengths, such as the emphasis on multidisciplinary education and the integration of vocational education, as well as its challenges, such as the lack of clarity on the implementation of the policy's proposals.

“A Review of the New Education Policy 2020: Implications for Higher Education” by Dr. Richa Mishra and Dr. Sangeeta Singh, (2021)¹¹ evaluates the policy's implications for higher education. The paper argues that the policy's emphasis on multidisciplinary education and flexible undergraduate programs has the potential to transform higher education in India. However, the authors also point out that the policy's focus on privatization and reliance on technology raises concerns about access and equity.

“The New Education Policy 2020: A Critical Review” by Dr. Ritu Kandpal and Dr. Lalit Kishore (2021)¹² provides a critical review of the policy. The paper argues that while the policy is ambitious and comprehensive, it lacks a clear roadmap for implementation and does not adequately address issues of equity and social justice in the education system.

A Study on the Implementation of NEP 2020: A research paper titled “Implementation of the New Education Policy 2020: Challenges and Opportunities” by Shashank Shekhar and Arvind Kumar Singh (2021)¹³, published in the International Journal of Recent Technology and Engineering (IJRTE), highlights the challenges and opportunities in implementing the NEP 2020. The paper identifies key areas such as the development of a national curriculum framework,

⁹ Nayak, S. (2020). The New Education Policy 2020 and Its Impact on Teacher Education: A Critical Analysis. *Journal of Education and Practice*, 11(22), 80-89.

¹⁰ Dhanthi, Y., & Latha, K. M. (2020). New Education Policy 2020: An Analysis of its Promises and Challenges. *International Journal of Scientific Research and Review*, 9(1), 4672-4682. Link: <https://www.ijssr.org/papers/vol9-issue1/Version-5/K091547724682.pdf>

¹¹ Mishra, R., & Singh, S. (2021). A Review of the New Education Policy 2020: Implications for Higher Education. *Indian Journal of Education*, 9(2), 78-85. Link: <https://www.academia.edu/download/67096995/8-IJE-May-21-78-85-Dr.-Richa-Mishra-and-Dr.-Sangeeta-Singh.pdf>

¹² Kandpal, R., & Kishore, L. (2021). The New Education Policy 2020: A Critical Review. *Journal of Education and Practice*, 12(3), 183-189. Link: <https://files.eric.ed.gov/fulltext/EJ1297526.pdf>

¹³ Shekhar, S., & Singh, A. K. (2021). Implementation of the New Education Policy 2020: Challenges and Opportunities. *International Journal of Recent Technology and Engineering (IJRTE)*, 10(6), 8639-8642. Link: <http://www.ijrte.org/wp-content/uploads/papers/v10i6s2/F16030210620S.pdf>



teacher training, and integration of technology in education, where more attention needs to be paid to ensure successful implementation.

NEP 2020 and Higher Education: A research paper titled “New Education Policy 2020 and Its Implications for Higher Education in India” by Kshitij Tyagi and Hemant Sharma (2021)¹⁴ published in the Journal of Education and Practice, examines the implications of the NEP 2020 on higher education in India. The paper analyses the proposed changes such as the introduction of a four-year undergraduate degree and the establishment of a single higher education regulator, and discusses their potential impact on the quality of education and employability of graduates.

NEP 2020 and Skill Development: A research paper titled “New Education Policy 2020 and Skill Development in India” by Rishabh Raj (2020)¹⁵ published in the International Journal of Scientific Research and Review, explores the role of the NEP 2020 in promoting skill development in India. The paper discusses the proposed changes in the education system that aim to provide a more practical and hands-on approach to learning and develop essential skills such as critical thinking and problem-solving.

3. Relevance of the Study:

This study is significant for several reasons:

- **Policy analysis:** The study provides a comprehensive analysis of the NEP 2020, which is a crucial policy document for the Indian education system. By examining the possibilities and challenges posed by the policy, the study provides insights into the potential impact of the NEP 2020 on education in India.
- **Informing policy implementation:** The study's analysis of the challenges of implementing the NEP 2020 is particularly valuable. It highlights the need for significant resources and political will to successfully implement the policy. By drawing attention to the potential difficulties of implementation, the study can help inform policymakers and education stakeholders as they work to put the NEP 2020 into practice.
- **Promoting debate and discussion:** The study's exploration of the possibilities and challenges of the NEP 2020 can also help promote informed debate and discussion about the policy. By providing a nuanced analysis of the policy, the study can contribute to a more informed and productive conversation about how to improve education in India.

¹⁴ Kshitij Tyagi and Hemant Sharma. (2021). New Education Policy 2020 and Its Implications for Higher Education in India. Journal of Education and Practice, 12(5), 100-107. Retrieved from <https://www.iiste.org/Journals/index.php/JEP/article/view/54903/56670>

¹⁵ Raj, R. (2021). New Education Policy 2020 and Skill Development in India. International Journal of Scientific Research and Review, 10(1), 1-9. Retrieved from https://www.ijssr.org/administration/issues_pdf/1610073656.pdf



- **Addressing social and economic inequalities:** The study's emphasis on the potential for the NEP 2020 to exacerbate existing social and economic inequalities is crucial. By drawing attention to this issue, the study can help ensure that policymakers and education stakeholders are aware of the need to address these disparities as they work to implement the policy.

Overall, the study "The National Education Policy 2020- A Study on Possibilities and Challenges" is significant for its contribution to policy analysis, informing policy implementation, promoting debate and discussion, and addressing social and economic inequalities.

4. Objectives:

- i) To compare National Education Policy 2020 with the Education Policy 1986.
- ii) To [find out](#) the merits and demerits of the National Education Policy 2020.
- iii) To [find out](#) the relevance of National Education Policy 2020 in the present scenario.

5. Methodology:

The methodology used in this article is based entirely on secondary data, which has been collected from various sources such as articles, newspapers, journals, ministry disclosures, and other relevant materials. The research methodologies employed in this study involve a conceptual discussion about the relevance of the National Education Policy (NEP) 2020 with the current scenario, as well as an examination of its various merits and demerits. Additionally, the article compares the NEP 2020 with the previous Education Policy of 1986.

The study is structured in a systematic manner, with clear headings and subheadings. The various sections include Title, Abstract, Introduction, Literature Review, Objectives, Methodologies, Brief Highlights of Objectives, Conclusions, Suggestions, and References. The Methodologies section specifically outlines the research methodologies used in this study, including the collection of secondary data and the conceptual discussion of the NEP 2020's relevance and its comparison with the previous Education Policy. Overall, this study relies on a thorough examination of secondary data sources, along with a systematic and structured approach to organizing and presenting the findings.

6. What are the Major Changes in the Pedagogy and Structure of Education?

6.1 School System:

The 10 + 2 system will be divided into 5 + 3 + 3 + 4 format. Where there will be a FOUNDATION STAGE with 5 years where 3 years of pre-primary school and 2 years of classes 1 and 2. The second stage will be the PREPARATORY STAGE which is 3 years for Classes 3 to 5. In the MIDDLE



STAGE, there will be 3 years of classes 6 to 8. And in the fourth stage, there will be 4 years of classes 9 to 12 where students can choose the subjects of their interest and specialty from class 9 where previously the students have been able to choose the subjects after the 10th class. The NEP expands the age group from 6 to 14 years of mandatory schooling to 3 to 18 schooling.

Board exams for grades 10 and 12 will be continued, but they will be low stakes. The focus will be on testing concepts and knowledge applications. Students will be given a second opportunity at boards to improve their scores. Students will be able to choose many of the subjects and the level at which they take board exams. There will be no hard separation among 'curricular', 'extracurricular', or 'co-curricular', among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams. Co-curricular and vocational subjects like sports, arts, commerce, and science will be treated at the same level. Students can opt for courses as per their preference. Reviews by peers and teachers are included. Skills, such as analysis, critical thinking, and conceptual clarity will be taught in school. The school curriculum overhaul will come in the shape of a new National Curricular Framework for School Education (or NCFSE 2020-21), which will be undertaken by the National Council of Educational Research and Training (NCERT).

As per MHRD the target of the National Educational Policy 2020 is to achieve universal foundational literacy and numeracy in primary school by 2025. A pupil-teacher ratio of under 30:1 will be ensured in each school. Increased focus on reading, writing, speaking, counting, arithmetic, and mathematical thinking. A national repository of high-quality resources will be made available on DIKSHA. Gross Enrolment Ratio Goals for 2035 for secondary school 100% (current 56.5% for class 11 and 12) and for higher education 50% (current 26.3%).

6.2 Language:

The NEP puts focus on students' mother tongue as the medium of instruction. As per the NEP disclosure in the MHRD portal "wherever possible, the medium of instruction until at least Class 5, but preferably till Class 8 and beyond, will be the home language, mother tongue, local language or the regional language. Thereafter, the home or local language shall continue to be taught as a language wherever possible. This will be followed by both public and private schools."

Research shows that children pick up languages extremely quickly between the ages of 2 and 8 and that multilingualism has great cognitive benefits for young students, as children will be exposed to different languages early on. The three-language formula of current education policy will continue but no language would be imposed on anyone. And at least two of the three languages should be Indian. The NEP only recommends the mother tongue as a medium of instruction and does not make it compulsory but it will affect how much depends upon States



implementation. When the original NEP draft was released by the center in May 2019, it contained a clause stipulating the teaching of Hindi as part of three language formulas in schools. Following a backlash from Tamil Nadu, West Bengal, and other States, the Centre quickly issued a revised phrasing of that clause.

6.3 College Admission Entrance Exams:

As earlier admission into the colleges is conducted based on the cutoff marks, the NEP 2020 will streamline this system. There will be conducted a common entrance exam for admissions into colleges and universities. The National Testing Agency (NTA) will conduct a common entrance examination (CEE) for admissions to colleges and universities across the country. A common aptitude test, as well as specialized common subject exams in science, arts, languages, humanities, commerce, and vocational subjects, will be held at least twice every year.

6.4 Higher Education:

Higher Education Commission of India (HECI) will be set up as a single overarching umbrella body for the entire higher education, excluding medical and legal education. HECI will replace University Grants Commission (UGC). The target of NEP 2020 is to push out of the affiliation of colleges in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges.

6.5 Reforms For Higher Education:

Higher education moving towards a higher education system consisting of large, multidisciplinary universities and colleges. NEP targeting to phase out all institutions offering single streams and all universities and colleges must aim to become multidisciplinary by 2040. Also one of the major targets of NEP 2020 is at least one university in or near every district will be established. And Higher Educational Institutions across India that offer a medium of instruction or programs in local or Indian languages. All the institutions will be given faculty and institutional autonomy.

There will be changes made for revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences; Reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research, and service; Establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research and to actively seed research in universities and colleges. There will be governance as “light but tight” regulation by a single regulator for higher education.



6.6 FYUP- Four-Year Undergraduate Program:

The Undergraduate Program will be for 4 years and multiple exit options will be there. MHRD disclosed Under Graduation will be either three or four years will multiple entry and exit options. After completion of one year, there will be provided a certificate. Similarly, completion of the second year will provide a diploma; for the third-year bachelor's degree, and four years of bachelor's degree with research respectively.

6.7 Academic Bank of Credit:

Academic Bank of Credits digitally stores academic credits earned from different Higher Education Institutions so that these can be transferred and counted towards the final degree earned.

6.8 Masters of Philosophy to be scrapped:

MPhil was a middle research degree between a master's and a Ph.D. Those who have entered an MPhil, more often than not ended their studies with a Ph.D. degree.

6.9 Foreign Universities: Foreign Universities be permitted to open a campus in India.

6.10 Technology in education:

Technology will be used in teaching, Learning & Assessment; Education Planning; Digital India Campaigns; Administrative & Management; Regulations through Public Disclosures. National Educational Technology Forum (NETF) will be established. Massive Open Online Courses (MOOCs) will be encouraged by NEP 2020. Divyang Friendly Educational Software will be developed. E-Content in various regional languages will be there. It will be developed in such a way that it will meet 21st Century Challenges. Virtual Labs will be developed. There will be online classes as well as online assessments and online examinations.

6.11 Teacher Recruitment:

The teacher must be at the Centre of the fundamental reforms in the education system. The new education Policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. For recruiting teachers Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle, and Secondary) of school education. To gauge passion and motivation for teaching, a classroom demonstration or interview will become an integral part of teacher hiring at schools and school complexes. These interviews would also be used to assess comfort and proficiency in teaching in the local language so that every school/school complex has at least some teachers who can converse with students in the local language. Teachers in private schools also must have qualified similarly through TET,



a demonstration/interview, and knowledge of local languages. By the year 2030, the minimum degree qualification will be a 4-year integrated B.Ed. Degree.

6.12 Finance:

The current public expenditure on education in India has been around 4.43% of the GDP. NEP targets to expend up to 6% of GDP. The same target was set up in 1968 and 1986 too but till now it is not achieved yet.

7. Comparison between the new National Education Policy 2020 and with the previous National Policy on Education 1986-92:

- i) **Ministry:** Ministry of Human Resource Development is renamed as the Ministry of Education.
- ii) **Gross Enrolment Ratio:** Target of NEP 2020 is to maintain a Gross Enrolment Ratio of up to 50% by 2035 for higher education whereas in the year 2018 Gross Enrolment Ratio for higher education is 26.3%. On the other hand, the targeted GER for higher secondary is 100% by 2035 whereas in the year 2021-22, 57.6% itself.
- iii) **Structure:** 5+3+3+4 structure of education replaced the existing 10+2.
- iv) **Stream:** There will no hard separation of streams. The higher education system is multidisciplinary. But as per the current policy, higher education is based on discipline.
- v) **Utilization of GDP:** The NEP 2020 aims to utilize 6% of GDP for educational purposes whereas existing policy targeted to utilize of up to 4.5%
- vi) **Minimum Qualification for Teaching:** Minimum qualification for teaching as per NEP 2020 is 4-year integrated B.Ed. degree by 2030. Where no such policy is there in the current policy.
- vii) **Entrance Examination:** NTA will conduct all the entrance examinations for various universities and colleges at least twice a year. Where in the current policy there have not any policy regarding admission into higher educational institutions.
- viii) **Multiple Entry and Exit Options:** In the NEP 2020 there are multiple entry and exit options for incomplete courses and all the academic credits will be transferred through the Academic Bank of Credits. But as per current policy there aren't any policies for storing the credit and there are no multiple entry and exit options available.
- ix) **E-Contents:** E-Contents in a total of 8 languages will be available in NEP 2020 but there is a lack of e-content in regional languages.
- x) **Graduation:** As per NEP 2020 there are 4 options available depending upon the tenure of the course i.e., diploma, certificate, graduation, and graduation with research option will



be there. Again, on the other hand as per the current policy, there is no option available for any diploma or certificate as the new policy has.

- xi) Master's program:** Master's degree of one and two years with research options is given in the NEP 2020. On the other hand, the 2-year master's degree option is already in the current policy.
- xii) MPhil degree:** MPhil degree will be discontinued as per NEP 2020, the scholars can directly pursue Doctorate after the master's degree. First MPhil then Ph.D. or Doctorate could be pursued as per current policy.
- xiii) Foreign Institution:** The best Indian universities can set up their campuses in other countries and the best Foreign Universities can set up their campuses in India, where there is no such policy in the existing education policy.

8. Positivity of the Nep 2020:

- i) More gaining capacity in mother tongue learning:** When children learn things in their local language they gain and memorize them earlier.
- ii) Multiple entry and exit in higher education:** As per the new policy the dropout students will be able to continue from where he/she left earlier.
- iii) Education for everyone:** The government targeted to make available schooling available to everyone who lived in either a metropolitan city, urban as well as rural with the help of NEP 2020.
- iv) School Enrolment:** Approximately there are two crore school students will come back to the educational institution through NEP 2020 approach.
- v) National Book Promotion Policy:** The formation of the National Book Promotion Policy in India is one of the major advantages of NEP 2020.
- vi) Academic Bank of Credit:** As per NEP 2020 an academic bank of credit will be established, which will be stored digitally. And the credits earned by the students can be stored and those can be counted when the final degree gets completed
- vii) Same regulation:** As per NEP 2020 same regulation and accreditation rules will be used for both public as well as private academic bodies.
- viii) Autonomy to the Institutions:** Phased-out college affiliation and autonomy will be granted to colleges which will help the institutions to make their syllabus, conduct examination, declare results, issue certificates, and so on. This will be benefited the institutions as well as the students as all the various kinds of delays will be shaped and inefficiency and irregularity will be eliminated.
- ix) Online academics:** For students are being prepared for the pandemic in the future, online academics will be promoted at a larger scale.



- x) **Multidisciplinary Universities to be set up:** As per NEP 2020, Multidisciplinary Education and Research Universities at par with the Indian Institute of Technologies (IITs) and Indian Institute of Management (IIMs) are to be set up in the country. These are scheduled to be set up for multidisciplinary programs in the education system.

9. Demerits Of the NEP 2020:

- i) **Criticism of primary education in the mother tongue:** There will be unequal learning in private and government schools. And will be different from State to State As English is the dominant language of the internet, science, and technology there the students will face some difficulties when their primary education is completely based on the local language i.e., mother tongue. The class divide will be furthered. Rich people always prefer English medium for learning to their kids. There will arise some obstacles of differences in learning a language as it will depend upon the poverty class while choosing the language. And one of the major obstacles is what about children of people in transferable jobs. Where an employee of the central government transferred interstate the children of that people will suffer the different local languages among the different States.
- ii) **The Common entrance exam will not be mandatory:** It will not mandatory and will be left to individual universities and colleges to use NTA assessments for their admissions.
- iii) **Criticism of foreign Universities:** Whether foreign Universities will be permitted to open a campus in India, it will promote private players and foreign universities; foreign involvement in education will be there; higher education can become grant based to load based.
- iv) **Students may mislead:** According to NEP 2020, the students willing to complete their degree have to study for three or four years while somebody can easily complete their diploma in two years which might encourage students to leave their studies midway.
- v) **Coding or programming learning:** While a student learns he/she has to be aware of the English language at least to identify or understand and access the various things of databases and artificial intelligence. As per NEP 2020 when a student is taught completely in a regional language till class 5 and will have to learn coding or programming from class 6 itself, then it will not possible for an ordinary student.
- vi) **Specialized teacher:** After the implementation of NEP the multidisciplinary approach will come where a student can learn various subjects as interdisciplinary, he would not become specialized in a particular subject. As per current policy, different students are getting specialized in their particular subject which makes a person more knowledgeable.



Unfortunately, as per NEP 2020 approach the future generation will suffer through unspecialized or unskilled teachers for the particular subjects they opt for.

- vii) **The interdisciplinary approach is useless where CBCS is there:** A few years ago the universities are asked by UGC to implement the CBCS system i.e., Choice Based Credit System which allowed students to take subject interdisciplinary as Generic Elective, Ability Enhancement Compulsory Courses, Skill Enhancement Compulsory Courses, etc. which helps students to learn as their interest in other subjects as well as per this system the students also have their specialization in their subject which prepare themselves as a subject expert. So, Where CBCS exists the Interdisciplinary higher study approach is useless.

As many universities recently launched the CBCS system after many years of planning and research the new system will make all the efforts of the CBCS useless which normally not sounds good for the education system.

10. The Relevance of National Education Policy 2020 in the Present Scenario:

National Education Policy 2020 is a tool for providing quality education to all aspiring students which may be rich or poor, by ensuring a low dropout rate. In the current scenario after the COVID pandemic, everything is getting digitalized. And NEP will provide quality education with the help of technology. NEP 2020 aims to teach technical education such as coding or programming in schools which will help the students to learn everything digitally from anywhere. With traditional learning vocational education will be beneficial to the students to live in the world outside the school or college. Vocational Education will help to tackle the employment problem among the youth. India is one of the backward countries in the globe in the matter of education. One of the major reasons for the enrolment of students from below the poverty line into schools or higher educational institutions due to lack of funds or another reason for which they left their studies midway but the NEP 2020 approached them to enroll themselves after a gap and they should be able to continue their studies where they left earlier, also their academic bank of credits will be stored digitally which will be the count of completion of the program.

In the digital world, everything is going digitalized and NEP will focus to provide electronic materials in the regional languages also which be more beneficial to the students. Students also be able to learn vocationally which will encourage them to come to school which will increase their GER. Ultimately literacy rate will increase, more jobs will be created, unemployment problem will be solved which will increase the Gross Domestic Product (GDP) of the country. The GOI launched the NEP 2020 to promote education among the people of India. The goal of NEP 2020 is to universalization of education from preschool to secondary level with a 100% Gross



Enrolment Ratio in school education by 2030. Also aims to raise GER in higher education by up to 50% by the year 2035.

Recently, the NCF i.e., the new National Curriculum Framework for the foundation stages of education was launched by Union Education Minister Dharmendra Pradhan. It has been recommended that the mother tongue should be the primary medium of instruction in schools, both public and private, for children up to eight years of age. The latest push for the use of the mother tongue comes after repeated, unequivocal policy articulated in its favor at the highest levels of the Union Government, including from Prime Minister Narendra Modi and Home Minister Amit Shah. According to the NCF, evidence from research confirms the importance of teaching children in their mother tongue during the foundational years and beyond. "Since children learn concepts most rapidly and deeply in their home language, the primary medium of instruction would optimally be the child's home language in the foundational stage. The NCF has observed English can be one of the second languages taught at that level.

11. Conclusions and Suggestions:

The NEP only provides a broad direction and is not mandatory to follow. Since education is a concurrent list subject, the reforms proposed can only be implemented collaboratively by the Centre and States. The government has set a target of 2040 to implement the entire policy. NEP will change the education system. But it will not say as NEP 2020 will change the education system more effectively. First NEP provides the facility of a multiple entry and exit system which will increase the GER but the interdisciplinary approach will suffer some lack as discussed earlier. For better development of a country there is a sound education is very important. With time there is some amendments are required but a completely new system may create huge disadvantages to teaching and learning. As the current situation after COVID-19 all things are digitalized and taking it on base NEP also focused on online teaching and learning as well as assessment and evaluation too which will benefit more and more. NEP 2020 will shape the Streamwise segments from Class 11 itself which have some lacks. Better making everything interdisciplinary The NEP might change the Schooling system till class 10 and after that, the current policy with CBCS is better, while some amendments are required, which government should modify or make amendments for better development.

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