

**“A STUDY ON ISSUES AND CHALLENGES OF NEP 2020 IN HIGHER
EDUCATION”**

A MINI PROJECT REPORT

ON

**“A STUDY ON ISSUES AND CHALLENGES OF NEP 2020 IN HIGHER
EDUCATION”**

**SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF THE DEGREE OF**

MASTER OF BUSINESS ADMINISTRATION

FROM

BANGALORE CENTRAL UNIVERSITY



SUBMITTED

BY

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REG NO: MB206220

UNDER THE GUIDANCE OF

Prof. Dr. Y.V SHESHADRI

ASSOCIATE PROFESSOR AIMS



**AL-AMEEN INSTITUTE OF MANAGEMENT STUDIES
HOSUR ROAD, BANGALORE-27
(2021-2022)**



AL-AMEEN INSTITUTE OF MANAGEMENT STUDIES

CERTIFICATE OF INSTITUTION

This is to certify that this project entitle “**ISSUES AND CHALLENGES OF NEP 2020 IN HIGHER EDUCATION**”. Has been successfully completed by **MOHAMED SAIF** of Reg.NO.**MB206220** during the year 2021-2022 and the report is submitted in partial fulfilment of the requirement for the award of the degree of **Master of Business Administration** as prescribed by the Bengaluru Central University under the guidance of **Prof. Dr Y.V .Sheshadri**.

Place: Bangalore

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Date:

Principal



CERTIFICATE OF GUIDE

This is to certify that the Project Report title **“ISSUES AND CHALLENGES OF NEP 2020 IN HIGHER EDUCATION”** Submitted by **MR. MOHAMED SAIF** bearing Reg.no **MB206220** is an original work of the student and is being Submitted in partial fulfilments of the requirement for the award of degree of **“MASTER OF BUSINESS ADMINISTRATION” (MBA)** of **“BANGALORE CENTRAL UNIVERSITY”** under the guidance of **Prof. Dr.Y.V SHESHADRI** this report has not submitted earlier either to this university/ institution for the fulfilments of the requirement of a course of study.

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DATE:

Prof. Dr.Y.V SHESHADRI
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**CERTIFICATE OF HEAD OF THE
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This is to certify that freelance project report is submitted by **MR. MOHAMED SAIF** is an original work of students and is submitted in partial fulfilment of the requirements for the award of “**MASTER OF BUSINESS ADMINISTRATION**” of “**BANGALORE CENTRAL UNIVERSITY**” under the guidance of **Prof. DEEPAK SINGH MC**. This report has not submitted earlier either to this university/institution for the fulfilment of the requirement of the Course study.

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**TITLE OF MINI PROJECT: “ISSUES AND CHALLENGES NEP OF 2020 IN
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SIGNATURE OF THE PRINCIPAL

Dr. B.A Anuradha



DECLARATION BY THE STUDENT

I hereby declare that **“ISSUES AND CHALLENGES OF NEP 2020 IN HIGHER EDUCATION”** is the result of the project work carried out by me under the guidance of **Dr.Y.V SHASHEDARI** in partial fulfilment of the award of **“MASTER OF BUSINESS ADMINISTRATION”** by **“BANGALORE CENTRAL UNIUNIVERSITY”**.

I also declare that this project is the outcome of my own efforts and that it has not been submitted to any other university or Institute for the award of any other degree or Diploma or certificate.

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PLACE: BANGALORE

MOHAMED SAIF



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CHAPTER: - 1

INTRODUCTION



INTRODUCTION TO INDIAN EDUCATION SYSTEM



India is a significant player in the global education market. India claims one of the world's most extensive networks of higher education institutions with 26.31 percent of India's population between the ages of 0 and 14; the education sector offers significant potential for development. India's education system has greatly improved in recent years, and it is now one of the best in the world. It is also one of the most important contributors to the country's economic prosperity. Apart from government initiatives, the importance of private institutions in the development of India's education industry cannot be overstated.

However, there are some suspicious figures as well. Despite increased investment in education, 40 percent of the country's population remains illiterate. Only 15% of kids are able to progress to the following level, which is high school.

The Higher Education

With many institutions, India boasts the world's third-largest upper secondary education system. These days, an increasing number of students are pursuing higher education. The number of students enrolling in higher education reflects the outcome. The number of institutions is steadily expanding. As of December 31, 2020, India had the following number of educational institutions:

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Institution	Qty (in no.)
Central University	54
State University	34
Private State Universities	395
Deemed to be Universities	129
Institutes of National Importance	51
Central Universities funded by UGC	40

Schools, colleges, universities, and other private institutions make up the education industry. The education industry equips students with the knowledge and skills they need to adapt to an ever-changing working environment. The industry is made up of a growing number of companies that aim to give clients with lifetime learning opportunities. Primary education, secondary education, higher education, and vocational education are the four categories that make up the education sector. All other industries rely on the education industry for their workforce capability. However, it faces its own set of workforce development issues. The Education industry is subject to intensive public and political scrutiny, as well as periodic waves of policy change and review, because it is responsible for skilling the current workforce and educating future generations for work and life. There are movements for educational reforms, such as enhancing the quality and efficiency of education to make it more relevant to students' lives and efficient problem solving in today's or tomorrow's society, or for evidence-based education techniques. Some states and the United Nations have acknowledged the right to education. Global activities are aimed at accomplishing Sustainable Development Goal, which calls for universal access to high-quality education



INTRODUCTION TO NEW EDUCATION POLICY 2020



The National Education Policy [NEP] was approved by the Union Cabinet of India on July 28th 2020 after a gap of 34 years the Indian government consolidated feedback from, 2.5 lakhs village-level stakeholders to two national legislative level committees over more than 50 months of consultations and workshops. However, the extent to which the policy has incorporated recommendations remains unknown.

The new education policy 2020 replaces the old [NEP] 1986 the policy is a comprehensive framework for primary education to higher education as well as vocational training in both rural and urban India the policy aims to transform India's education system by 2040.

After the release of the policy the government clarified that no one will be forced to study any particular language like [Hindi, Kannada, and Marathi etc.] And that the medium of instruction will not be shifted from English to any regional language. The language policy in [NEP] is a broad guideline and advisory in nature and it is up to the states, education institutions, and schools to decide on the implementation. In January 2015 a committee under former Cabinet Secretary [T.S.R. Subramanian] started the consultation process for the [NEP] based on the committee report on 1st June 2017 the draft [NEP] was submitted in 2019 by a panel led by former (ISRO) chief Krishnaswamy. The Draft New Education Policy (DNEP) 2019 was later released by [Ministry of Human Resource Development] followed by a number of public consultations the Draft [NEP] Was 484 pages. The Ministry

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undertook a rigorous consultation process in formulating the draft policy Over 2 lakh suggestions from

2.5 lakh gram panchayat 6600 blocks, 6000 Urban Local Bodies (ULBs) 676 districts were received.

NEP 2020: The new [5+3+3+4] School System:-

Here is the age-wise and class-wise breakdown of the [5+3+3+4] curricular & Pedagogical structure of NEP 2020 on the cognitive-developmental stages of the children.

<u>Secondary Stage - 4 Years</u> Age 11 to 18: Class 9 to Class 12
<u>Middle Stage - 3 Years</u> Age 11 to 14: Class 6 to Class 8
<u>Preparatory Stage - 3 Years</u> Age 8 to 11: Class 3 to Class 5
<u>Foundational Stage - 5 Years</u> Age 3 to 6: 3 Years (Anganwadi ,Pre-school ,Balvatika) Age 6 to 8: 2 Years (Class 1 & Class 2)

The new 5+3+3+4 School Structure will comprise years 12 of School & 3 years of pre-school.

From early childhood care and education to higher education, the gap between existing learning results and what is expected must be addressed by fundamental reforms that bring the highest quality, equity, and integrity into the system.

The goal must be for India to develop a world-class education system by 2040, with equitable access to high-quality education for all students, regardless of social or economic status.

This National Education Policy 2020 is the country's first education policy of the twenty-first century, with the goal of addressing the country's many expanding



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developmental imperatives. This Policy suggests that all components of the educational framework, including regulation and funding, be revised and revamped. To develop a new system that is in line with the aspirational aspirations of the twenty-first century.

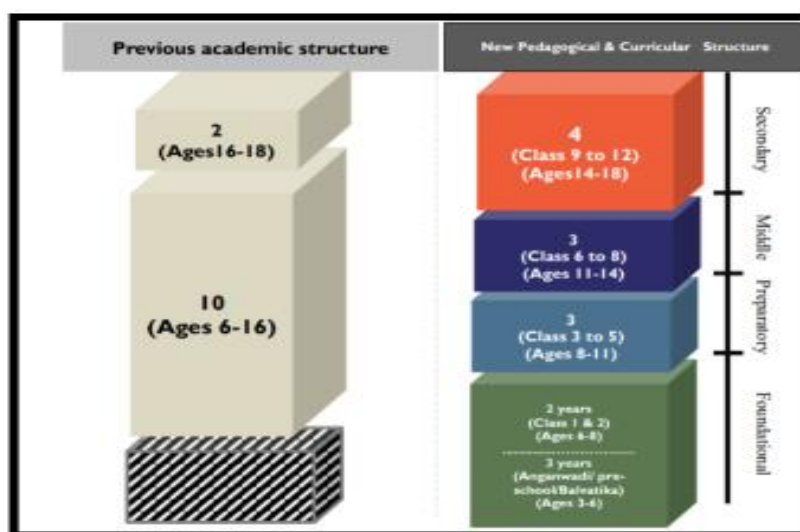
While drawing on India's traditions and value systems, education, including SDG4, will be prioritised. For the sake of national security, it is regarded vital to instil knowledge about India and its diverse social, cultural, and technological demands, as well as its inimitable aesthetic, language, and knowledge traditions, and strong ethics in India's young people.

Pride self-assurance, self-awareness, collaboration, and integration.

PRINCIPLES OF POLICY:-

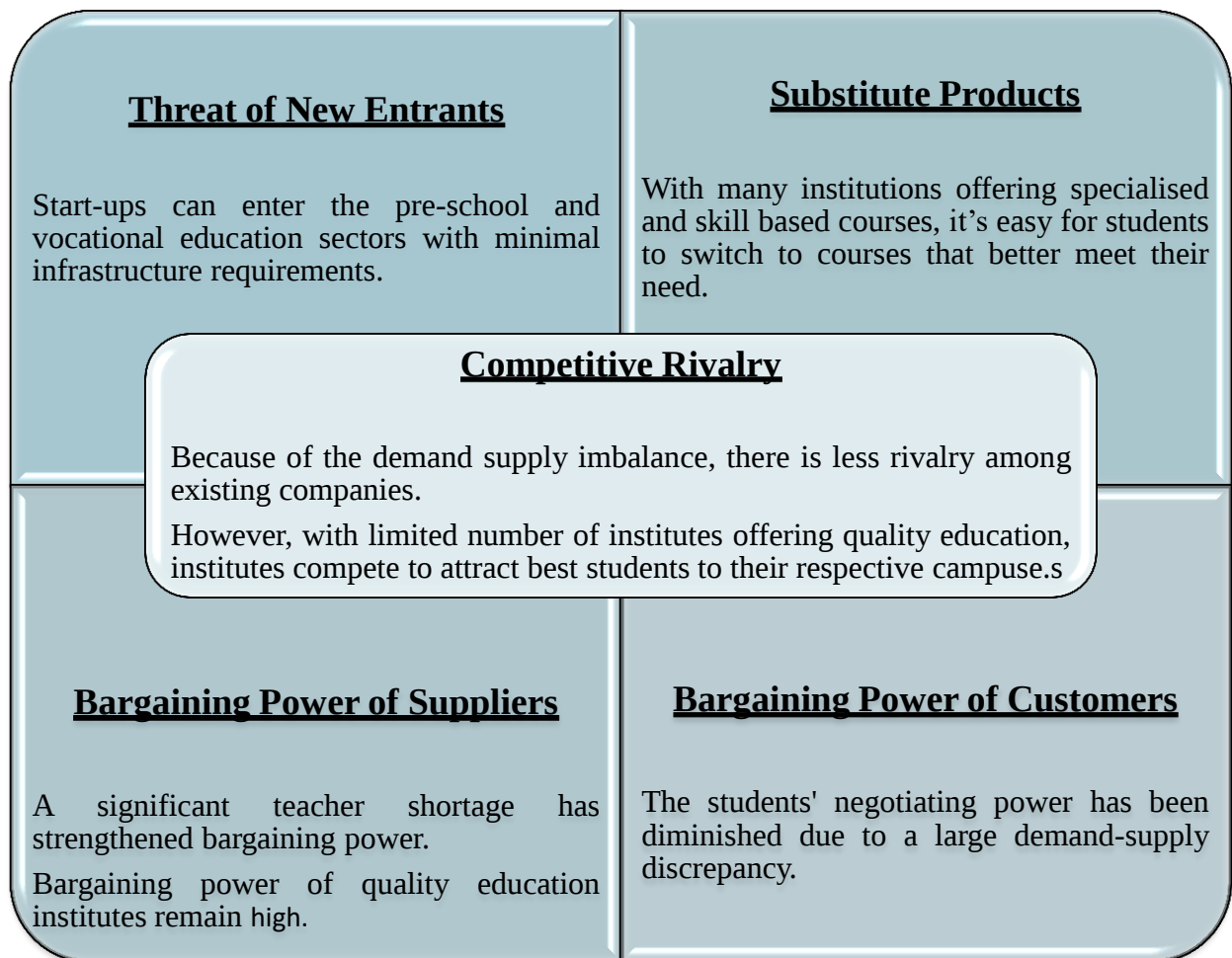
The following are the essential concepts that will guide both the education system as whole and particular institutions within it.

- ✓ Recognizing, identifying, and fostering the unique capabilities of each student.
- ✓ Flexibility.
- ✓ There are no definite divisions.
- ✓ Multidisciplinary and a holistic approach to learning.
- ✓ A focus on conceptual comprehension
- ✓ creativity and critical thinking
- ✓ The centre of the learning process is teachers and faculty.



 PORTER’S – FIVE FORCE FRAMEWORK:-





 NEED FOR THE STUDY:-

1. To comprehend the NEP 2020 concept.
2. To know the benefits of the policy.
3. Must be aware of the concerns and challenges that the government faces in implementing the policy.

 STATEMENT OF PROBLEM:-

The present education system orients the students towards the concept of the subject. It does not give skill based learning concept to the students there by creating the gap industry between academic.

The employability of the students may be hampered due to the above fact. In present education system there is no multiple entries and multiple exits for the course. This may not help the students to get certificate diploma or degree to the students. Under NEP 2020 the above factors are overcome hence in the regard the study is undertaken.

CHAPTER: - 2

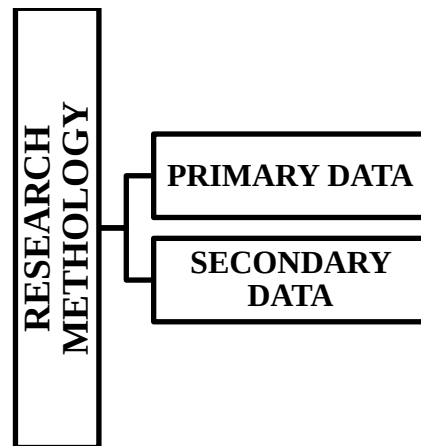
METHODOLOGY OF RESEARCH



OBJECTIVES OF NEP 2020:-

- ❖ To study the issues and challenges of NEP 2020 in higher education.
- ❖ To study how best NEP 2020 can help the students in higher education.

METHODOLOGY OF RESEARCH:-



TOOL FOR DATA COLLECTION :-

1. PRIMARY DATA:-

The primary data is collected through the discussion with students and teachers of education organisation.

2. SECONDARY DATA:-

Keeping in mind the various objectives of the studies the secondary data collected from the following sources.

- ✓ Research papers.
- ✓ Newspapers.
- ✓ Websites.
- ✓ Journals.
- ✓ Magazines
- ✓ Articles.

 LIMITATIONS :-

1. There may be bias in the information provided by the respondents.
2. The project work is carryout in Bangalore city.
3. The major data is collected through secondary sources.

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S.W.O.C ANALYSIS



SWOC ANALYSIS of NATIONAL EDUCATION POLICY 2020:-

The Ministry of Human Resource and Development (MHRD) issued The New Education Policy on July 31, 2020, after years of deliberation and two committees. Although the strategy has many beneficial aspects, the government's major problem is widespread implementation and achieving the desired learning results. Because accessibility, affordability, and quality are three major concerns in the education industry, this article seeks to do a SWOT analysis of the National Education Policy 2020.

1. STRENGTHS:-

- The policy has improved the basis of education by re-imagining the school curriculum from a 10+2 model to a 5+3+3+4 model for a child's holistic development; this stage accounts for 80% of cognitive growth.
- Multiple entry and exits from any course is a flexible move that will enable students to receive a 'basic certificate' if they finish a year, two 'diploma certificates' if they complete two years, and a 'degree' once the course is completed, resulting in no loss of years. They will get honours degree once they complete the course on 4th year.
- Greater subject choice flexibility, as well as the removal of boundaries between arts and sciences, curricular, co-curricular, and extra-curricular activities, sports, and vocational crafts, would allow students to study and grow at their own speed.
- The increase in GDP allocation to the education sector from 4.43 percent to 6% is a positive move. The policy aims to raise the Gross Enrolment Ratio in higher education to 50% (now 26.3%) by 2035, and to achieve universal literacy in primary schools by 2025.
- Gender sensitivity is also part of the curriculum, which will help pupils become more aware of gender issues.
- Assessment will transition to a formative style that promotes higher-order thinking skills, critical thinking, and conceptual clarity, which is a huge step away from the rote learning that is currently used in our classrooms.



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- An emphasis on proper infrastructure development at schools to make access simpler for children with disabilities, as well as inclusive classrooms, is an appropriate measure to create an overall favourable environment.
- Teaching in the mother tongue at the elementary level, and if possible, up to class 8, has been a welcome step, since educationists all over the world agree that teaching in the mother tongue in the early years facilitates learning, comprehension, and increased learning skills.
- Adding 'Classical Language' as an option will help students improve their language skills.
- Teaching of contemporary subjects at the middle and secondary levels, including Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, and Global Citizenship Education (GCED).

2. WEAKNESSES:-

- Aside from echoing previous philanthropic clichés, the policy's unwillingness to address the role of the private sector in school education logically is quite disappointing.
- Extending compulsory education to preschool and high school will necessitate a significant financial commitment; however, the programme makes no particular provisions for raising funds for this purpose
- In addition, combining three years of preschool with the first two grades of primary school may make the Right of Children to Free and Compulsory Education Act more difficult to implement (RTE).
- The current global pandemic has posed numerous obstacles to the educational system. However, the NEP either ignores it or expresses concern about potential pandemic-related difficulties.



- The beneficial domain of learning, as well as the ongoing Happiness Curriculum currently being implemented in Delhi government schools, should have been incorporated in order to engage children and connect them with mindfulness.
- In addition to time, energy, and resources, the cost of training in-service teachers will need the government allocating adequate resources and infrastructure.
- According to the India Internet 2019 Report, 99 percent of internet users in the country utilise mobile phones rather than laptops or PCs to access the internet. In rural areas, laptops and desktops are used by just 2% and 1% of the population, respectively, whereas in urban areas, laptops and desktops are used by 6% and 4% of the population, respectively. Furthermore, internet penetration in rural India is still extremely low, at only 27%. More than 40% of villages have yet to be connected to the internet grid as part of the Bharat Net programme, putting rural children at a disadvantage.

3. OPPORTUNITES:-

- The NEP 2020 envisions a holistic report card in which a student's performance is assessed by taking into account all three domains of learning: cognitive, psychomotor, and affective, which will aid them in comprehending the world from all perspectives.
- It is a positive step for both students and authorities to allow international universities to establish campuses in the country, which will not only provide additional research-based options for students, but also boost competency and, in the long run, prevent brain drain.
- Academic credit kept in a digital locker will function similarly to bank credit, allowing a student to return to school after a break, as determined by the higher education commission later.
- The National Educational Technology Forum (NETF), an autonomous body, will be established to provide a forum for the free exchange of ideas on the use of technology

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to improve learning, assessment, planning, and administration in both school and higher education.

- The policy's best idea is 'Pairing Schools,' or 'twinning,' of one government school with one private school, which allows students to observe different parts of learning by doing, infrastructure, teaching technique, and the entire educational set up from different perspectives.
- Keeping an educator's interest, adaptability, and individuality in mind is one such approach that has given educators optimism by allowing them more liberty in selecting components of pedagogy in the classroom, rather than chalk and talk, lecture, or audio-visual aids. Teachers should be encouraged to conduct self-reflection, review, and self-assessment study into their own practises.
- This policy was released at an ideal time, when it has a significant demographic dividend. If this policy is followed to the letter, it will have a profound impact on the youth's future.

4. CHALLENGES:-

- Many states, such as West Bengal, Andhra Pradesh, and Tamil Nadu, dislike the three-language model since making Hindi a compulsory language will appear to be an imposition on people living south of Vindhya
- Given India's size, population, variety, and constitutional federalism, the NEP 2020 is an exercise in establishing uniformity and standardisation along a single axis of control and authority. Many states may object because education is on the concurrent list.
- The planned free breakfast programme, while a nice idea, will increase the fiscal load and add to an already bloated and corrupt mid-day meal programme.



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- The COVID-19 epidemic has demonstrated the necessity for a massive digital infrastructure to deliver digital education.
- The majority of experts believe that while policy encourages reason and critical thinking in campus activities, actual actions on the ground differ, as evidenced by recent attacks on students and critical thinkers.
- With unemployment and job losses, employers can keep salaries low and fire educators in the knowledge sector, knowing that there will be plenty of substandard and inexperienced teachers to take their place.
- According to the 2016 All India Survey on Higher Education, approximately 22 million students (65%) are enrolled in private colleges, studying a variety of subjects. The evidence of India's education system moving in the direction of privatisation and cost increases is therefore apparent and unmistakable.



CHAPTER: - 4

OUTCOMES



❖ **ANALYSIS:-**

✚ **CHALLENGES of NEP 2020 IN HIGHER EDUCATION:-**

1. When it comes to school reform, the numbers are no less

Frightening The National Education Policy 2020 aims to reintegrate 2 crore children who are currently not enrolled in school. In any case, achieving this over 15 years necessitates the establishment of about 50 schools per week.

2. It's a huge job to open a university every week.

In today's India, there are over 1,000 universities spread across the country. To achieve one of the policy's stated goals of doubling the Gross Enrolment Ratio in higher education by 2035, we will need to open one new institution every week for the following 15 years.

Opening a university every week on a continuous basis is unquestionably a huge challenge.

3. Currently, there is an emphasis on healthcare and economic recovery, which is slowing down the execution speed.

Despite the strain on the budget, economists have called for substantial stimulus packages totalling to double-digit percentages of GDP.

4. Need to create a large pool of trained teachers

The strategy envisions a major structural re-design of the curriculum in schools, which is a very positive move.

However, in order to properly offer this curriculum, we need teachers who have been trained in and understand the pedagogical requirements.

Many of the curriculum modifications necessitate significant mental shifts on the part of both teachers and parents.

5. Higher education that is multidisciplinary necessitates a cultural shift.

The National Education Policy 2020's emphasis on inter-disciplinary learning is a good step forward in higher education.

Universities, particularly in India, have been highly compartmentalised and soloed for decades.

6. In the Covid era, funding is a major issue.

This is not a challenge for the faint of heart in terms of funding. The National Education Policy 2020 calls for a rise in education spending from 4.6 percent of GDP to 6% of GDP, or INR 2.5 lakh crores per year.

This money will be properly spent on expanding schools and colleges around the country, hiring instructors and professors, and covering operational costs like giving free breakfast to students.

The fact that this policy is implemented at a time when the economy has been hammered by Covid-19-related lockdowns, government tax collections are abysmally low, and the fiscal deficit was large even before Covid complicates things.

7. Other challenges

- ✓ Submissions.
- ✓ Anganwadi Centres and Primary Schools must be developed.
- ✓ Address the Pupil-to-Teacher Ratio.
- ✓ Power decentralisation.
- ✓ All E-Courses and Labs must be developed.
- ✓ Obtaining finance from the private sector.
- ✓ Enhancing higher education infrastructure.
- ✓ Focusing more on improving teaching standards.
- ✓ Accelerating the development of digital infrastructure.
- ✓ Content standardisation guidelines.
- ✓ Enforcing a unified implementation strategy

 ISSUES of NEP 2020 IN HIGHER EDUCATION:-

1. Integration is lacking

There are gaps in both the thought and the document, such as the integration of technology and pedagogy. There are significant gaps, for example, in lifelong learning, which should have been a crucial component of upgrading to new sciences.

2. A linguistic barrier

Much of the paper, such as the language, is open to discussion. In order to improve learning results, the NEP aims to offer home language learning up to class five. Sure, early idea comprehension is better in the native language and is important for future success. Even with the best instruction and facility, learning suffers if the foundations are not good. However, it is also true that social and economic mobility is a primary purpose of education, and the language of mobility in India is English.

3. Debate on multilingualism

In regions where the ecosystem goes all the way through higher education and into employment, home language thrives. This may not be enough without such an ecosystem in place. The NEP mentions multilingualism, which should be emphasised. In India, most classes are de facto bilingual. Some states happily regard this approach as a fruitless attempt to impose Hindenburg.

4 Pedagogical constraints

Flexibility, choice, and exploration are all mentioned in the paper. The text recognises that there are a variety of pedagogical needs in higher education. If it becomes a required choice inside single institutions, it will be disastrous, because designing a curriculum for a classroom with both one-year diploma and four-year degree students detracts from the institution's character.

5 Institutional constraints

A healthy education system will have a variety of institutions rather than a compelled multidisciplinary. Students should be able to choose from a variety of educational institutions. The strategy runs the risk of developing a new type of institutional isomorphism that is imposed from the top.

6 Examination-related issues

Because of the competitive nature of exams, they are neurotic events; the ramifications of even a minor lapse in performance are enormous in terms of opportunities. As a result, the structure of opportunity holds the key to solving the test issue. That is not the case in India. This will necessitate a society that is less uneven in terms of both access to excellent institutions and income disparities as a result of that access.

IMPACT of NEW EDUCATION POLICY (NEP) 2020:-

This national education policy will have a huge impact on billions of people. However, 'Students and Teachers' are the two key categories that will be impacted. So, let's look at how this new education policy will affect kids and teachers.

1. Impact on Students:-

NEP 2020 will provide students with new learning options. The most significant effect would be a shift in the learning environment and process for pupils. The new education policy will include the following features:-

- ✓ Increase the emphasis on students' skill development and competency growth.
- ✓ Develop 21st-century abilities in pupils to prepare them for the future.
- ✓ Encourage pupils to pursue both academic and non-academic goals.
- ✓ Provide a variety of pre-primary, open, and remote learning possibilities. Students who are learning.
- ✓ Provide pupils with access to counselling and other resources.

Students' curiosity and bewilderment will rise as a result of so many expanding opportunities. As a result, it is recommended that individuals seek the advice of experts and professionals when making career selections. The Teacher is the first expert the students encounter. As a result, the Indian government has something to give teachers.

2. Impact on Teachers:-

According to a KPMG analysis, 13% of secondary school teachers in India are not properly qualified. Teachers not only assist students in achieving academic success, but also in making sound professional selections. As a result, they should arm themselves with cutting-edge teaching techniques. Teachers can enrol in Univariate's 'Teach Online - Tools for a Digital Age' to learn advanced teaching skills and grasp current teaching trends. It is a 6-hour customised course for teachers who want to adapt to newer and more innovative teaching methods. They must now develop their abilities in order to meet the needs of the industry, as well as bridge the gap between industry and skills. They should focus on skill-based rather than concept-based instruction. They should focus on practical aspects by presenting real-life scenarios. They must constantly improve their abilities and knowledge. They need to place a greater emphasis on research in their respective fields.

❖ OUTCOME:-

1. A multidisciplinary Way of Thinking.

The term "multidisciplinary" is frequently used but rarely understood. Simply put, it is a method of learning that incorporates a variety of disciplines and topics of study to create a well-rounded education. Does this ring a bell? It's a term that regularly appears in college brochures to describe their liberal approach to learning and teaching. However, NEP 2020 guarantees us that we will not have to wait until higher education to learn about this paradigm. Science, the arts, and commerce will all be obsolete. Students will no longer be constrained to a limited choice of subjects as a result of the elimination of the three different streams system. Students will have more options in terms of what they can study and will be able to choose courses of study that are better aligned with their interests. For example, if you enjoy history but also enjoy chemical bonding and are interested in business, you can study all of these things at the same time! There is no need to be concerned. The major goal is to encourage students to be more collaborative in their approaches and flexible in their thinking so that they can achieve their maximum potential.



2. Holistic development is encouraged.

We can't stand sitting in our classrooms at times. We want to get out and walk about for a while since those Physics concepts are just that—principles, inside those four walls. We need to see for ourselves what they really mean at times. To grasp the Archimedes Principle, we must repeatedly drop a stone into a tank of water. We must visit planetariums in order to learn the names of the many constellations. To learn from the world, we must look away from our textbooks. Holistic learning advocates for this. Outside of classrooms, education will take place just as much as it will inside. They'll be innovative and interesting, with a strong emphasis on learning for the sake of learning. It will be more tangible, realistic, and based on how things work in real life. More vocational programmes, internships, and school sessions without textbooks are needed to develop students who are as street-savvy as they are book-smart.

3. Promoting Technological Literacy

The world is evolving at a breakneck pace, and technology is at the heart of it. The only way to progress is to keep moving forward. We must adapt to the current technological environment. We must be on our toes at all times, or we shall be left in the dust. However, the true purpose is for us to contribute to it. . As a result of the execution of NEP 2020, technology will play an increasingly important role in Indian education. It will teach the future of the country to be technologically proficient by teaching every student how to use it. It guarantees that students will learn how to code, programme AIs, and create them, and that they will eventually become their own employers.

This type of education is critical for both the nation's and individual growth and well-being. Promoting learning outcomes like these will determine the country's success and aid in the fight against the difficulties we face today. It will also serve to strengthen national unity while retaining the diversity that makes us unique, allowing us to effectively compete and interact with the international community to aid in the growth of the globe.



4. A Polished Perspective on Examinations

"Everything will be fine as long as I pass," a lot of us remember thinking. It wasn't that we wanted to study; it was that we wanted to write this exam and pass it. As a result, it is clear that the current educational system is ineffective. But it becomes worse when we consider the impact of today's "coaching culture" on us. It is costly for parents, difficult for children, and emphasises results above learning. It has tainted education by making it hazardous, dysfunctional, and competitive. To change this picture, NEP 2020 proposes to stagger tests, allowing for more formative rather than summative assessments. Small examinations, quizzes, and oral presentations will become the norm, with the goal of testing being to enhance higher-order abilities such as creativity, critical thinking, and logical problem solving. And maybe all those hours spent playing Tetris will finally pay off.

5. By 2025, the National Mission will have achieved foundational learning and numeracy skills.
6. By 2030, there will be 100 percent GER from pre-school through secondary school.
7. Board Exams are used to assess key ideas and knowledge application.
8. At the end of the school year, every child will be proficient in at least one skill.
9. Common Standards of Learning in Public & Private Schools.
10. Home language/mother tongue/regional language as the medium of instruction until at least Grade 5, and preferably until Grade 8 and beyond.
11. Monitoring Student Progress to Achieve Learning Objectives.
12. National Professional Standards for Teachers (NPST).
13. There is no strict distinction between the arts and sciences, curricular and extra-curricular activities, or vocational and academic courses.
14. 5+3+3+4 Structure of the Curriculum and Pedagogy.
15. Curriculum Reduction to Core Concepts.
16. With the support of NEP 2020, the government hopes to make schooling accessible to all.
17. Through this new strategy, around two crore school pupils will be able to return to educational institutions.
18. NEP 2020 is the formation of the National Book promotion Policy in India.



CHAPTER: - 5

LEARNING EXPERIENCE



LEARNING EXPERIENCE:-

I compared previous education policy to NEP 2020 when writing this report, which helped me grasp the full structure of NEP 2020. NEP will prioritise skill-based learning over conceptual-based learning, and it will assist students in improving their abilities and knowledge. NEP 2020 will prepare students for the future, as well as teachers, who will need to enhance their teaching methods and stay current in their fields of study. By fully implementing NEP 2020, India's entire educational system will be transformed, allowing students and instructors to increase their skills, knowledge, ability, and capacity.

CONCLUSION :-

This policy has a lot of positive aspects, but it still has to be enhanced. NEP 2020 may turn out to be the best policy in the field of education and human resources if its policies are updated on a regular basis. "A mad king misuses his power and leads his country to sewers," as the proverb goes, and the policy, if mishandled, may prove disastrous. Misuse of policy is natural in a country plagued by concerns such as favouritism, corruption, lobbying, and so on.

Furthermore, the hope that this policy provides to those in need is enormous. By 2030, the education system and workforce should have improved thanks to NEP 2020's student-cantered concept.

ГЛАВЫ ТРЕТЬЯ - О

РІРІТІЦІ-КВІНЛА



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15-NOV-2021	Discussion of the title, statement of problem, and need for study.	
23-NOV-2021	Discussion of Research Methodology, Methods of Data Collection.	
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