

A MINI PROJECT REPORT ON
**“A CRITICAL ANALYSIS ON INDIA’S NEW NEP
2020”**

MINI PROJECT SUBMITTED IN FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF

MASTER OF BUSINESS ADMINISTRATION

FROM

BENGALURU CITY UNIVERSITY



SUBMITTED BY

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UNDER THE GUIDANCE OF

Prof. RAVISH B.A

PROFESSOR, AIMS



***AI-AMEEN INSTITUTE OF MANAGEMENT STUDIES AFFILIATED
TO BENGALURU CITY UNIVERSITY
(2021-2022)***

CERTIFICATE OF INSTITUTION

This is to certify that this Project entitled “**A CRITICAL ANALYSIS ON INDIA’S NEW NEP 2020**” has been successfully completed by **MOHAMMED FAZIL** of Reg. No. **MB206223** during the year **2021-22** and the report is submitted in partial fulfillment of the requirements for the award of the degree of “**Master of Business Administration**” as prescribed by the “**Bengaluru City University**” under the guidance of **Professor. RAVISH B.A**

Place: Bangalore

Date:

Principal

Dr.BA Anuradha



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CERTIFICATE OF GUIDE

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Place: Bangalore

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Date:

Prof. RAVISH B.A





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I hereby declare that the Project Report entitled “**A CRITICAL ANALYSIS ON INDIA'S NEW NEP 2020**” has been prepared by me under the supervision and guidance of **Prof. RAVISH B.A**, during the year **2021-22** in a partial fulfillment of the university regulations for the award of the degree of “**Master of Business Administration**” by “**Bengaluru City University**”.

I further declare that this project is based on the original study undertaken by me and has not been submitted at any time to any university or institution for the award of any other degree or diploma.

Place: Bangalore

Mohammed Fazil

Date:

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ACKNOWLEDGEMENT

This Project has been a great learning experience in valuable source of knowledge and information for me, which was only possible through the guidance and help of some eminent people, to whom I would like to, render my deepest appreciation and regards.

I like to thank the principal **Dr. B.A. Anuradha**, other faculty members and the institution itself without whom this experience would have been a distant reality.

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Last but not the least I present my heartfelt thanks to my family, Friends and well-wishers for their help and support.

MOHAMMED FAZIL

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CHAPTER-1

INTRODUCTION



INTRODUCTION:

On the 29th of July India saw the light of New Education Policy 2020 which received the approval of the Modi 2.0 government. It was 34 years long that the country waited to get this document approved. As COVID-19 has put forward many challenges in front of the education institutions how much this new policy is going to reshape the need of the country is a wait and watch scenario. The mode of teaching and learning has now changed. Offline teaching is now online. New software and new courses got its recognition which all opens new doors to explore. In all this New Education Policy has come in a time when the reducing GDP in the world is a matter of concern.

Since India's independence in 1947 the Union government has formed various educational policies and commissions to improve the education system and illiteracy levels in India. The first National Education Policy was formed in 1968 which was later modified in the years 1986 and 1992. After almost three decades a revolutionary change was brought to the Indian Education system by the formulation of National Education Policy 2020. It aims for an Indian education system that focuses directly on transforming our nation sustainably.

Into an equitable and vibrant knowledge society by providing high quality education to all. But much of its success depends upon its execution. If it is implemented in its true vision, the new structure can bring India at par with the leading countries of the world. The Draft NEP discusses reducing curriculum content to enhance essential learning and critical thinking. It also talks about a revision of the curriculum for the first time. The significant change is in pedagogical structure from a **10 + 2 + 3** system to a **5 + 3 + 3 + 4** system. There is an effort to optimize learning based on the cognitive development of children. On July 29, 2020, the cabinet approved a NEP intending to introduce numerous changes to the prevailing education system of India. Appropriate and liberal, the NEP 2020 scripts a significant advance in our education system.

Highlights Of National education policy 2020:

The National Education Policy 2020 envisions an India centered education system by considering its tradition, culture, values and ethos to contribute directly to transform the country into an equitable, sustainable, and vibrant knowledge society. By drawing inputs from its vast and long historical heritage and considering the contributions from many scholars to the world in diverse fields such as



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mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture, shipbuilding and navigation, yoga, fine arts, chess, etc., the entire Indian education system is founded and built. The objective of the currently announced NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every aspirant to raise the current gross enrolment ratio (GER) to 50% by 2035. The various educational lifecycle stages announced in the policy are listed in table 1 along with their special features.

Table 1: Various Educational Stages to Be Implemented as per NEP 2020:

SL.NO	Education Life - Cycle Stage	Features
1	Foundation Stage	Five years Foundational stage provides basic education which is flexible, multilevel, play-based, and discovery-based learning. Using time tested Indian tradition and culture , this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children .
2	Preparatory Stage	Three year Preparatory Stage consists of building on the play- discovery, and activity based learning. In addition to it ,this stage gradually introduces formal classroom learning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights.
3	Middle School Education Stage	Three years of Middle school education focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be



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		adopted in specialised subjects with the subject teachers. Students are exposed to the semester system and yearly two class level examinations will be conducted.
4	Secondary education stage	Four years of secondary school education is designed to provide multidisciplinary subjects including liberal arts education. This stage will be built on the subjects-oriented pedagogical and curricular style with greater flexibility , greater critical thinking, and attention to life aspirations, students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10 th and 12 th standards.
5	Secondary Education stage	The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing first year, a diploma after passing second year, or a Bachelor's degree after passing third year. The four years undergraduate degree programme is preferred with major, minors and research projects
6	Post-graduation Education stage	The Master's degree – a one-year for four years bachelor degree



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		students, a two-year degree for three years bachelor degree students, and an integrated five-year degree with a focus on high quality Research in the final year. The Masters' degree will consist of a strong research component to strengthen competence in the professional area And to prepare students for a research degree.
7	Research Stage	Research stage consists of pursuing high quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary subject for a minimum period of three to four years For full-time and part-time study respectively. During Ph.D. they should undergo 8-credit coursework in teaching/ education/ pedagogy related to their chosen Ph.D. subject. The earlier one-year MPhil programme is discontinued.
8	Lifelong learning	The NEP 2020 proposes lifelong learning and research to avoid human beings becoming obsolete in society in terms of knowledge, Skills and experience to lead a comfortable life. It is believed that education and research at any stage of life will give further maturity for satisfaction in life.



India, being a growing liberal country for educational reforms, currently has about 845 universities and approximately 40,000 education institutions (HIEs), reflecting the overall high fragmentation and many small sized HEIs in the country which are Affiliated to these universities .

Education is to a considerable extent, a private good. Purchasers of education benefit directly from what they pay for. Education is often viewed, however, also as a public good, primarily because of its positive spill over effects. India is free, its schools are not – The Reforms should focus on - Autonomy for private schools and quality for government schools! Government schools are as good or to be precisely as bad as government hospitals.

They are badly managed and many schools have become Ghost schools. The primary goal of the NEP is to ensure that all Indians receive a quality education at an affordable price. The greatest success of NEP 2020 is that it recognises the need for fewer regulations, more autonomy, better teaching and learning methods, better teacher training and more meaningful exams; essentially, it has given India a vision for the future. However, it has not provided a realistic way in which private institutions can raise funds to meet the needs of their students and their communities. Educational institutions have not been able to raise sufficient funds via philanthropy nor increase their tuition fees to improve the quality of education. Even in the best of times, philanthropic contributions are unreliable and cannot be the main source of funding for any educational institution. Fees cannot be increased beyond healthy affordability. NEP doubles down on a strategy that has failed and continues to say that private educational institutions should only raise their funds via philanthropy. India's New Education Policy 2020 and the Covid-19 pandemic has heavily exposed the weaknesses of the financial model promoted by the NEP. With philanthropic contributions negligible and fee collections grinding to a halt, many institutions are now in a crisis and are unable to pay their faculty, service their loans or meet the routine day-to-day expenses. This again illustrates the need to allow educational institutions to create a liquid corpus fund that can be invested and saved, and one that can be used during difficult times. The much-awaited National Education Policy has been adopted by the Union Cabinet. With the ambitious aims for Universalization of Education from pre-school to secondary level with 100 % GER in school education by 2030 and to bring 2 cores out of school children back into the main stream, the spirit of the policy is transformative. It balances



between the fundamentals of Bharatiya ethos and global trends of adopting technological tools in education. Implementing the policy in letter and spirit, especially through the States, will be the challenging. Education being a concurrent subject, states have a crucial role in the implementation. Since 2005, year on year, the Annual Status of Education Reports – ASER, have consistently shown that children's reading and arithmetic levels are worryingly low. Fifteen years ago, about half of all children in Standard V in rural India were unable to read a Standard II level text. As I know this number has remained virtually unchanged. This year the corona Pandemic has made it worse. Each additional year of schooling is adding less and less "value" for successive groups of children. Strong foundations are needed to be built in early years that children can "leap forward". The widespread phenomena of "falling behind" that we see today happens because the right things are not done at the right time. For those children who did not have the benefit of a good start in their early years, "more of the same" or "business as usual" will not work. Given the size, depth and magnitude of the "catch up" that is required, we will need a persistent and high priority effort for at least five years or more. One out of four teachers is absent in state schools across India and one in two, who is present, is not teaching. 10% teachers pass the Teacher Eligibility Tests – means 90% fail the eligibility tests. Teachers are the most important school-based determinant of students' academic success. It's no surprise that teacher absence lowers student achievement. India's New Education Policy 2020.





The National Education Policy 2020 consists of 4 parts and 27 chapters. In the policy, the government of India drafted various barriers and situations that affect children education. The draft initially starts with the introduction part which states about the fundamental requirement of the children, how to achieve human potential, development of equality and just in the society, National development, quality education, scientific advancement, national integration and, cultural preservation. It also describes goal 4 of the 2030 agenda adopted by India in 2030. Goal 4 is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030.

❖ **WHAT ARE THE NEW CHANGES UNDER NEP 2020?**

After 1968 and 1986 education policy the NEP 2020 is the new policy that aims to reform the teacher's quality as well as student's quality. The NEP 2020 mainly aims to student's empowerment with global knowledge. In this 2020 NEP policy, the government had replaced the 34 years old national education policy. There are 10 new key changes brought in the new system.

The Key changes in the NEP 2020 policy are as follows:

1. . The schooling starts from age 3 in the form of Anganwadi or kinder garden.
2. The education structure had changed from 10+2 to 5+3+3+4
3. The differentiation and rigidity between science, arts, and commerce had been removed.
4. The schemes of internship and vocational education had been introduced from class 6th onwards. This empowers the student to gain clarity and experience regarding the work environment as well helps them to improve their social skills as well as practical knowledge.
5. The NEP had brought changes in board exam models. Though the class 10th and 12th board exam continue, the model of the exam has been changed and the exam will not be focused on the syllabus it will be focused on the evaluation of the core subject knowledge.
6. The NEP 2020 had brought back the Four years undergraduate program system.
7. The Major reforms had been targeting to 50% of the gross enrollment ratio by 2035.
8. The Common College Entrance Test will be conducted in all forms of the graduation program.
9. The College fees will be fixed by the government and a separate committee will be organized to supervise the college fees and ensure that no colleges charged any fees above the cap fixed.
10. The MPhil program will be removed from the education structure and the introduction of the mother tongue medium of instruction in the system of education.

❖ PUBLIC OPINION AND STUDENTS OPINION REGARDING THIS NEP 2020 POLICY:

According to my survey analysis, I believe that many students encourage certain features and many feel that this system will be burdensome for them to establish. Some students still believe that the quality of education had been decreased to the bottom-line due to this Covid 19 pandemic. They complain that the present education through online classes and semester through online had paved the way for an incapable student to obtain a professional qualification. They also seem that the present situation had created a way for disqualified or less-qualified students to obtain professional carrier.



From this point of view, they believe that though the government provides various guidelines to improve the education system there are still opportunities exists for failure. A few students also provide examples that the present education system is a privatized education system and the majority people of India believe that the education system in private school and international schools are way better than the education in a government school. India being a developing country, many middle-class families cannot afford the education fees levied by private and international schools. Though the government lays the cap for school fees, college fees, there are still few educational institutions that collect fees over and above the cap fixed by the government. Few students expressed that the government had provided a permit for the education institution without fulfilling the compliances laid by the government. They highlighted the accidents that occur in an educational institution.

❖ **Challenges in implementation of NEP :**

The extension of free and compulsory education from only grades 1-8 to preschool and secondary levels is welcome and overdue; yet one wonders how the costs of doing this will be met. 1993, the Supreme Court mandated in the Unnikrishnan case that every child below the age of 14 years had a right to free education, yet when the RTE Act was finally passed it only included children between the ages of 6 to 14 years because the country could not afford the cost of preschool. Extending compulsory education both to preschool and secondary education will require a very large Financial fund However, the emphasis placed on preschool and foundational learning is timely, given the frightening picture of illiteracy in schools painted by the government's own National Achievement Surveys (NAS) and Pratham's yearly Annual Status of Education Reports (ASER). The truth is that basic reading, writing, and numeracy skills need to be built before class 2, failing which a student will struggle to keep up with increasingly complex subjects, and perhaps drop out altogether. The suggestion to introduce a reception class before class 1 is on point and something that educationists have long sought. But the recommendations for short training programmes for anganwadi workers and the use of volunteers to ensure foundational learning seem at odds with the objectives intended here, harking back to the much-criticised use of 'para' teachers in Sarva Shiksha Abhiyan (SSA) or the each-one-teach-one approach of the National Literacy Mission. We have had enough experience in the last few decades of the short



cuts that can be adopted by states in implementing such well-intentioned strategies, and it would be a pity to witness a recurrence.

The dilution of minimum infrastructure as presently required by the Act would be a heaven-sent boon for operators of low-cost budget schools, but will need to be accompanied by strong measures that ensure achievement of the envisaged outcomes. Failure to institute such measures would only result in a large proportion of students being denied a minimum learning environment and actual learning.



As a result of this rot, even the poor are abandoning government schools. Between 2011 and 2018, 2.4 crore children left state schools and joined private schools - DISE data. Today, almost half of India's children (47.5%) are in the private school system, with 12 crore children, making it the third largest in the world. But good private schools are very few and its heart breaking to see long lines of parents waiting to get their child

into a decent school. It's difficult for an honest person to start a school. 35 to 125 permissions are required depending on the state, and can take up to five years and lakhs in bribes. Hence, idealistic educators stay away and private schools end up mediocre. Soon Government schools may be history. Many have already become 'Ghost' schools with Teachers and No students! Instead of over-regulating private schools, the state should focus on improving the quality of government schools. A Quality Approach to School Funding Money matters for student achievement. Over the past few decades, lower middle-class and middle-class families have come to believe that private schools will ensure their children a bright career. The subsequent mushrooming of English medium private schools has led to the decline of public schools. India is home to one of the largest and most complex education systems in the world with more than 1.5 million schools and more than 260 million enrolments. While the country has achieved near universalization of primary education, major gaps remain. Why not For-profit schools? The overall cost incurred by parents for school education is around 1.9 lakh crores. Nearly half of this is towards the school fees. 20% is spent on Books. Private coaching costs 13%. 11% is spent on transport. Other expenditure cost 5%. From National statistics office survey on education-2017-18. For profit schools-This single change will bring in huge investments into education and improve quality and you will have more choices. It's time that India dropped its socialist hypocrisy that forbids a private school from making a profit. In order to survive, it must make a profit and why not? Profit allows it to improve its quality and to expand to meet the huge demand for better schools India's New Education Policy 2020: An Introduction NEP: Page No. 14 The contribution of private schools to the rise of India is incalculable. Their alumni fill the top ranks of professions, civil services and business. Their leaders have made India a world class power in software. I remember someone telling me- I have become a millionaire after marriage! I thought it was perhaps a rag to riches story. I curiously asked him - what were you before marriage? Pat came the answer 'I was a billionaire'! The opposite is said to be the case in education! Set up a school with Rs 100 crore and you'll soon have Rs 1,000 crore in the bank. This despite the fact that education in India is "not for profit" by definition. Currently, private education in India generates a significant amount of black money. There is currently no incentive for large corporates with deep pockets to step into this sector. The huge demand for funds for the sector needs a clean structure that allows for profit. This single move can pave the way for



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which was achievable but not converted into workable. Why this has happened because we could not allocate required resources and education was not a priority area of our Governments, may it be central or state. What we have done is we played with figures but facts were different. It doesn't mean that nothing has happened or no progress is achieved, the pace was not as expected. On this background of big and ambitious dreams not converted into reality.

New Education Policy 2020 poses again such a question mark "Can we really attain the goal" Always we have miserably failed in appropriate resource allocations. For example 6 % of GDP budget for education discussed and recommended in all previous Education Commissions and Policy Documents but it never became a reality. Now in NEP 2020 also assures of 6 % GDP Budget to education but for provisions and implementation the NEP 2020 document only says, Central and State Governments will make efforts for such allocations. When the Central Government is facing resource crunch during global slowdown of economies and Covid -19 severe and negative impact of economies becoming standstill how one can expect that during the revamping of economies education sector will get due share ? At least next 3/4 years are challenging for countries to recover their economies from Covid-19 impact. Will really the Government of India and debt-ridden, financially weakened and over-stressed state governments can make provisions of 6% of GDP? At least next five years in my assessment it is impossible to become a reality.

Karnataka has become the first state in the country to implement the National Education Policy at the higher level amid the challenges of the Covid pandemic as well as infrastructural lacunae. Now the government has announced that NEP will be adopted at the pre-school level also by the next academic year.

When universities, professional courses and the higher education sector are already in the process of transformation, amid the challenges of Covid, educationists have raised concerns over the implementation of NEP in the state. The higher education ministry maintains that despite challenges, the policy has to be implemented in the interest of the student community. It says when everything is changing fast, the age-old education system will severely hamper the capabilities of students. The state has set a target to implement NEP thoroughly in the next 10 years.

With the aim to move India towards an 'Atmanirbhar Bharat', this year the focus was on rolling out the NEP and its elements across schools. We are excited that Karnataka is the first state to implement NEP. The New Education Policy has many steps in the positive direction and is expected to transform the Indian education system, said K. V. S. Seshasai, CEO of the Pre-K Division of EuroKids International and Kangaroo Kids.

"Draft stage preparation is planned before five years. The central government has sought feedback from the Gram Panchayat level upwards. People from various walks of life, from various fields are included in the consultation process. We are not hurrying," he explained. Educationist Niranjan Aradhya, however, differed with the government's view and stated that the NEP is an impractical policy. It is being brought to dismantle the present education system and benefit private players. "Show me one paragraph in the NEP draft which addresses inequalities.

B.C. Nagesh, Minister for Primary and Secondary Education, stated that the NEP will be introduced in pre-primary and primary schools from the next academic year. The government will take 18,000 primary and 5,078 high school students on a temporary basis. The NEP prescribes a teacher and student ratio of 30:1, which is very much there in the state. There are 276 Karnataka Public Schools in the state which have pre-nursery classes and children can get admitted at the age of three and study up to class 10. It is also being contemplated to shift Anganwadis close to government schools.

The National Education Policy has really tried to address the needs of the 21st century and create a student friendly environment for holistic development. The first year of the NEP was challenging as schools operated digitally owing to the pandemic. With an emphasis on digital first ideology, the NEP will ensure continuous and uninterrupted learning. The government should actively partner with all participants in the early learning sector as they implement the NEP, said K. V. S. Seshasai.

❖ Mc Kinsey 7's Frame Work Model



1. **Strategy**: This is a national education policy plan for developing and sustaining a systematic strategy that allows students to choose their own stream of study.
2. **Structure**: Access, Equity, Quality, and Accountability are the four pillars of the new NEP. The original 10+2 structure will be replaced by a 5+3+3+4 framework that includes 12 years of education and 3 years of Anganwadi/pre-school.

3. **System**: On the 29th of July 2020, the Union Cabinet approved NEP 2020 (New Education Policy 2020), which will replace the existing 10+2 school system with a new 5+3+3+4 school system. Aside from that, the age range for the Right to Education (RTE) has been extended from 3 to 18 years (it was formerly 14 years).
4. **Shared values**: All religions include the following five human values: "Truth, Peace, Nonviolence, Love, and Righteous Conduct," among the five universal values officially addressed in NEP 2020, are based on previously identified values in various government publications.
5. **Style**: The National Education Policy 2020 emphasized the use of mother tongue or local language as the medium of teaching until Class 5, while also recommended that it be continued until Class 8 and beyond. Sanskrit and foreign languages will be emphasized as well.
6. **Staff**: Mahesh Chandra Pant is the chancellor of the Union Ministry of Education's National Institute of Educational Planning and Administration. Govind Prasad Sharma is the chairman of the National Book Trust, the government's book publishing authority. Najma Akhtar is a well-known academician.
7. **Skill**: Building life skills such as communication, cooperation, teamwork, and resilience to support logical decision-making and innovation. Experiential learning for children, with a strong emphasis on story-based learning.

❖ **Statement Of The Problem:**

The current educational system focuses on intellectual learning and does not include any industry Academia. In NEP 2020, the students' interface lacks employability chances. It is skill-based learning, and it provides abundant opportunities for employment. NEP 2020 is multidisciplinary and provides various learning opportunities for pupils. Apart from their subject, these regrets are also the reason for the study.

❖ Need Of The Study:

NEP 2020 aims to provide infrastructure support, innovative education centers, and tracking students and their learning levels, as well as facilitating multiple pathways to learning involving both formal and non-formal education modes and partnering schools with counselors or well-trained social workers. Some of the important takeaways from the new strategy include having a single regulator for higher education institutions, various entry and exit choices in degree programmes, low-stakes board exams, and common entrance exams for universities.

CHAPTER-2

RESEARCH METHODOLOGY



❖ **TITLE OF THE STUDY:**

“A DETAILED STUDY ON A CRITICAL ANALYSIS ON INDIA'S NEW NEP 2020”

➤ **OBJECTIVE OF THE STUDY:**

1. To study critically India's new NEP
2. To study the impact of NEP in higher education

❖ **RESEARCH METHODOLOGY:**

SOURCES OF DATA COLLECTION: The data is collected through the secondary data.

SECONDARY DATA COLLECTION: The secondary data collected are

- Through Internet
- Journals
- Newspapers
- Articles
- Magazines
- Research papers

❖ **DISCUSSION:**

The secondary data will be collected, analyzed and compared with each other in order to get the required necessary information about the report so the related answers are found and put into observations to formulate necessary results. The report will be completely based on the readily available data by the respondents before.

❖ LIMITATIONS OF THE STUDY:

This study also includes some limitations which have been discussed as follows:

1. Time constraint is one of the major limitations.
2. Data collection was limited to the secondary sources only.
3. The research was limited to the city of Bangalore only.
4. There might be bias in information obtained.

CHAPTER-3

SWOC ANALYSIS



❖ **STRENGTHS:**

1. 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.
2. Multiple entry and exits from any course is a flexible approach 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.
3. Students would be able to study and grow at their own pace if topics were more flexible and barriers between arts and sciences, curricular, co-curricular, and extra-curricular, sports, and vocational crafts were removed.
4. 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.
5. Assessment will transition to a formative style that promotes higher-order thinking skills, critical thinking, and conceptual clarity, which is a big step away from the rote learning that we see in classrooms.
6. Focusing on adequate infrastructure construction at schools to make access simpler for children with disabilities and inclusive classrooms are relevant measures to create an overall accommodating atmosphere.
7. Another feather in the cap is the teaching of contemporary subjects at the middle and secondary levels, such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, and Global Citizenship Education (GCED).

❖ **WEAKNESS:**

1. Apart from replicating established philanthropic clichés, the policy's unwillingness to address the role of the private sector in school education logically is quite disappointing.

2. Extending compulsory education through preschool and high school will necessitate a significant financial commitment; however, the programme makes no particular provisions for raising funds for this purpose.
3. Furthermore, combining three years of preschool with the first two grades of primary school may pose additional obstacles to the Right of Children to Free and Compulsory Education Act (RTE).
4. In a variety of ways, the present global pandemic has posed significant challenges to the educational system. However, the NEP either ignores it or expresses concern about potential pandemic-related difficulties.
5. The expense of in-service teacher training will also need time, energy, and money, all of which the government must allocate appropriately.
6. According to the India Internet 2019 Report, 99 percent of internet users in the country utilize 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.

❖ **OPPORTUNITIES:**

1. 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.
2. It is a positive step for both students and government to allow international universities to establish campuses in the country, which would not only provide additional research-based options for students, but also boost competency and, in the long run, prevent brain drain.
3. 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.

4. The National Educational Technology Forum (NETF), an autonomous entity, will be established to provide a forum for the open exchange of ideas on the use of technology to improve learning, evaluation, planning, and administration in both school and higher education.
5. The policy's best idea is 'Pairing Schools,' or 'twinning,' of one government school with one private school, which allows students to view different parts of learning by doing, infrastructure, teaching methods, and the entire educational set up from diverse perspectives.
6. 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.

❖ CHALLENGES:

1. NEP 2020 as a "visionary education policy for the twenty-first century" that "harnesses the possibilities of each student, universalizes education, builds capacities, and transforms the learning landscape in the country."
2. Creating a shared sense of duty and ownership among key stakeholders, including the private sector, at the state and district levels, where there is a great deal of variety, will be a huge challenge for educators.
3. Several Opposition-ruled states have voiced strong opposition to the NEP's key elements and the way in which they are being implemented.
4. According to the NEP, the country must increase public spending on education to 6% of GDP in order to achieve the aims of the new policy.
5. India today has around 1,000 universities across the country It's a huge job to open a university every week.
6. There is a need to build a huge pool of qualified teachers.
7. Higher education that is multidisciplinary necessitates a cultural revolution.
8. . When it comes to school reform, the numbers are no less frightening.

CHAPTER-4

ANALYSIS



By 2030, the education from preschool to secondary school will be 100% of gross enrolment ratio in school education. Gross enrolment ratio refers to the number of students enrolled in the school at the different grade levels and compare with the ratio of the previous batch of the grade.

- The board examinations of the class 10th and 12th become more competencies and practical rather than memorized facts. It will be easier. And students are allowed to take the exam twice.
- All the extracurricular activities like music ,art and literature should be taught as a compulsory part in the colleges. All higher education institutions must have compulsory departments in languages, literature, art, dance, theatre, etc.
- NEP 2020 includes the three-language policy which states that whenever possible, the medium of instruction until at least grade 5 but preferable till grade 8 and beyond it will be any language. And Sanskrit will be the mainstreamed.
- The post-graduation degree M.Phil. (master of philosophy) to be discontinued.
- Each and every student will be taught a vocational skill by his or her choice and coding will be taught from 6th class.
- There will be a compulsory internship of 10 days from the 6th class with local trades or crafts.
- NEP 2020 mainly focuses on the practical knowledge and skill development which will begin from 6th class.
- For admission in all the higher education institutes , there will be one common entrance exam which is held by NTE and this exam is not compulsory for all the students, it will be optional.
- There will be multiple entry and exit system, people can start and end their education after a period of time and they are allowed to join back their studies ,without losing any credits.
- NEP 2020 also promotes the foreign study destinations. It is compulsory for each and every institution to have an international student's office to host foreign students.
- NEP 2020 allows foreign colleges to set up their colleges in India and they have special rules and regulations to set up their campuses.

OUTCOMES OF THE STUDY

The New Policy Education (NEP 2020). It makes lofty claims about structural reforms, educational reform, and a better system. While this may or may not be accurate, it does demonstrate a commitment to reorganizing priorities and prioritizing the well-being of its pupils. It underlines the importance of learning outcomes and expresses confidence that the new system would provide students with a more tailored education with more choices.

1. All of the students' and institutions' educational objectives.
2. Provide a road map for achieving course and programme goals.
3. It is based on the development of information and skills and can be obtained through teaching-learning approaches.
4. Focuses on students' development and encourages them to adopt a lifelong learning mindset.
5. Prepares students to deal with challenges in real-life circumstances.
6. Include no projects that aren't related to the students' learning objectives.
7. Instead of forcing pupils to memories theoretical topics in order to get a good grade, encourage them to learn through practical activities.
8. Be explicit about what you're looking for—the learning results must be quantifiable.
9. Focus on "student-centric" learning rather than "teacher-centric" approaches.
10. Do not limit the learning outcomes to those of a single course or programme.
11. This learning outcome helps students to consider, examine, and comprehend the importance of an idea in depth before acting on it.
12. Having information is insufficient. Students must be able to impart useful knowledge to others.
13. The ultimate level of learning is personal progress in terms of knowledge, talents, and ability to create something for society.

❖ SUGGESTIONS:

1. Restructuring the school curriculum to include early childhood care and education.
2. reducing dropout rates in order to ensure universal access to education.
3. By 2035, increasing gross enrolment in higher education to 50%.
4. Establishing a Research Foundation to improve research in higher education institutions.
5. Improve the quality and social integration of public schools.
6. Increase the amount of money set aside for education in the budget.
7. Students become more skilled, intelligent, and efficient as a result of this programme.
8. Develop your capacity to understand and respond to real-life circumstances.
9. Students are able to learn for the rest of their lives.
10. Students place a greater emphasis on invention than on following the rules.
11. In every way, the learner develops knowledge, values, and becomes successful.
12. NEP Enhances the educational value.
13. Encourages students to contribute to a better society.

CHAPTER-5

Learning and Experience



❖ Learning Experiences:

The project's purpose was to conduct a critical examination of India's new NEP 2020. In order to analyze the study, secondary data was obtained, and it was determined that The Draft NEP proposes lowering curricular content in order to improve essential learning and critical thinking. For the first time, it also mentions a curriculum change. The most notable change is the shift from a 10 + 2 + 3 to a 5 + 3 + 3 + 4 pedagogical structure. As a management student, these justifications have objectively improved my understudying in collected survey's. In the interim, it sheds some light on the Indian government's new NEP Initial. Furthermore, this experience will be good for my next final project in my curriculum, in which I believe I will be able to do more in the analysis section and will involve primary data with appropriate tools and techniques within research methodology.

❖ CONCLUSION:

Education is a necessary and crucial component of any society's and country's overall development, and a nation's comprehensive national education strategy is developed to meet this need. The Government of India's approval of the New National Education Policy 2020, is a significant step in this direction. The way this new education policy is implemented will determine its success. As a result, India is the country with the youngest population, and India's future depends on providing these kids with high-quality educational opportunities.

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15-12-2021	Discussion of SWOC Analysis	
22-12-2021	Discussion of outcomes of the study, learning experiences and conclusion.	