

SWOT ANALYSIS OF NATIONAL EDUCATION POLICY 2020

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Abstract:

The National Education Policy of India 2020 (NEP 2020) replaces the old National Policy on Education, 1986 and presents the vision for a new education system in India with the goal to overhaul India's education system by 2030. The primary objective of the policy is to establish our country as a leading destination for education worldwide. This will be achieved by offering diverse and dynamic educational opportunities of exceptional quality to individuals from all over the world. The strategy has enhanced the basis of education by reimagining the school curriculum from the 10+2 model to 5+3+3+4, aiming to promote the comprehensive growth of a kid. It is during this time that 80% of cognitive development takes place. Multiple entry and exits from any course provide students with flexibility, allowing them to get a 'basic certificate' after completing one year, two 'diploma certificates' after two years, and a 'degree' upon completion of the whole course. This ensures that no time is wasted. The SWOT analysis in this research article is trying to highlight the different positive and negative aspects of the policy.

Key words: NEP2020, India, education, quality, school

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Introduction:

The National Education Policy of India 2020 (NEP 2020) was initiated by the Union Cabinet of India on 29 July 2020. It replaces the old National Policy on Education, 1986 and presents the vision for a new education system in India. The goal is to overhaul India's education system by 2030. The strategy is seen as a comprehensive framework including primary education, higher education, and vocational training in both rural and urban areas of India. The Indian government implemented NEP 2020 with the primary objective of enhancing the education systems to assure the provision of high-quality education at both the school and university levels. Additionally, it prioritises enhancing the standard of education and instilling a sense of integrity among both students and academics throughout the entire nation. The primary goal of NEP 2020 is to establish a conducive atmosphere and institutions that facilitate research in higher education institutes. It aims to enhance the educational framework in India by promoting comprehensive development and providing vocational training to students at the elementary and primary education levels as well. The National Education Policy 2020 aims to revamp the school curricula and teaching methods by implementing a 5 + 3 + 3 + 4 plan. This plan is designed to align schools with the needs and interests of students at different developmental stages. These stages include a "Foundational Stage" lasting 5 years, a "Preparatory Stage" lasting 3 years, a "Middle Stage" lasting 3 years, and a "High Stage" covering grades IX, X, XI, and XII, which lasts for 4 years. The major objective of the NEP is to attain "universal foundational literacy and numeracy" among primary school children by 2025. In order to guarantee that this government will be evaluating and certifying the schools based on many factors. The main objective of the policy is to enhance the gross enrollment ratio. The Ministry of Human Resource & Development (MHRD) unveiled the New Education Policy on July 31, 2020. While the programme has highlighted several advantages, the primary obstacle facing the government is the widespread execution and attainment of the desired educational results. The primary obstacles in this context are Accessibility, Affordability, and Quality. The SWOT analysis aims to provide insight into the significance of the policy and the anticipated outcomes over time.

Discussion and analysis:

India's education system has had significant advancements in recent years, positioning it as one of the top education systems globally. India is significantly influencing the global education sector. India boasts a very comprehensive network of higher education institutions, which is considered one of the largest in the world. With 26.31 percent of India's population falling between the ages of 0 and 14, the education sector holds great potential for growth and advancement. Additionally, it plays a significant role in fostering the country's economic well-being. In addition to government measures, the significance of private institutions in the advancement of India's education industry cannot be overemphasised. Although there has been a significant rise in educational funding throughout the nation, a staggering 40 percent of the population still lacks basic literacy skills. Only a mere 15% of children are capable of advancing to the subsequent stage, which is high school. The NEP 2020 has identified the following issues pertaining to the education sector in India

- There is a reduced focus on skill development.
- The division of different subjects is rigid, and early specialisation causes students to focus on restricted areas of study.
- Access to education is limited, especially in socio-economically disadvantaged regions, and there are relatively few Higher Education Institutions (HEIs) that offer instruction in local and regional languages.
- Teachers and institutions have restricted independence.
- There are several issues in the higher education system that needs to be addressed.
- There are problems with the way careers are managed based on merit, and there is a lack of progression for faculty and leaders at the institutional level.
- There is not enough emphasis on conducting high-quality research at universities and colleges, and there is a lack of competitive and peer-reviewed funding for research.
- There are issues with the governance and leadership of higher education institutions, which are not optimal. Additionally, the regulatory mechanism in place is not productive.
- The presence of a large number of affiliating universities has resulted in a lower standard of higher education.

TABLE1: RELEVANT POLICIES TO NEP2020

Education Policy Timeline	Prime Ministers	Education Policy Reforms
1968	Indira Gandhi	Promoting higher education among rural and urban
1986	Rajiv Gandhi	Adult education and the empowerment of minorities
1992	PV Narasimha Rao	Common entrance examination for professional and Technical education
2005	Manmohan Singh	Common minimum program
2016	Narendra Modi	Addressing the gender discrimination,formation of the educational tribunal,the common curriculum for Science, Mathematics, Environmental Studies, and English
2020	Narendra Modi	Reimagining vocational education Catalyzing quality academic research in all fields by introducing the regulatory mechanism Curbing commercialization of education Effective governance and leadership for higher education Internationalization of professional education Promotion of Indian languages, arts ,and culture

TABLE2: EDUCATIONAL REFORMS IN INDIA AT POLICY LEVEL

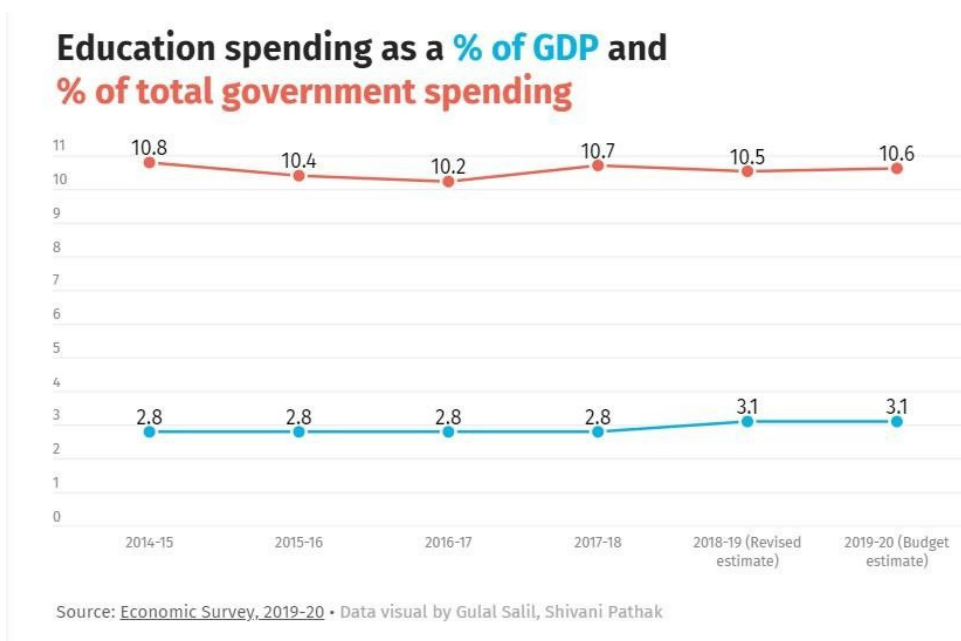
Sr. No.	Policy	Description
1	Right to Education(RTE)	To offer free and compulsory education to all children Belonging to any age group and economic class as a Fundamental Right
2	National Programme for Education of Girls at Elementary Level (NPEGEL)	The objective was to reach the girls, where resources are “hardest to reach.”
3	Rashtriya Madhyamik Shiksha Abhiyan(RMSA)	To develop secondary education at the grassroots level
4	Saakshar Bharat/Adult Education	To create a literate society and the target is non-literate and neo-literate of 15 years and older
5	Rashtriya Uchchar Shiksha Abhiyan(RUSA)	Form multi-facet improvements in the system of higher Education and related procedure
6	Samagra Shiksha Abhiyan (SSA)	Predominant program for the school education to Safe guard equitable learning
7	Inclusive Education for the Disabled at Secondary Stage (IEDSS)	To get higher enrolments from disabled/differently-abled students in secondary or higher education
8	District Primary Education Program(DPEP)	The main initiative is to revitalize primary education And uniformisation of education at the primary level
9	Draft National Policy on Education 2019, New Education Policy 2020	For cognitive development and enable reflective procedural development of children

ISSUES AND CHALLENGES:

The primary objective of the national education strategy 2020 is to establish our country as a leading destination for education worldwide. This will be achieved by offering diverse and dynamic educational opportunities of exceptional quality to individuals from all over the world. Essentially, we can delineate the numerous problems and obstacles that hinder the execution of NEP, 2020 in the nation as follows:

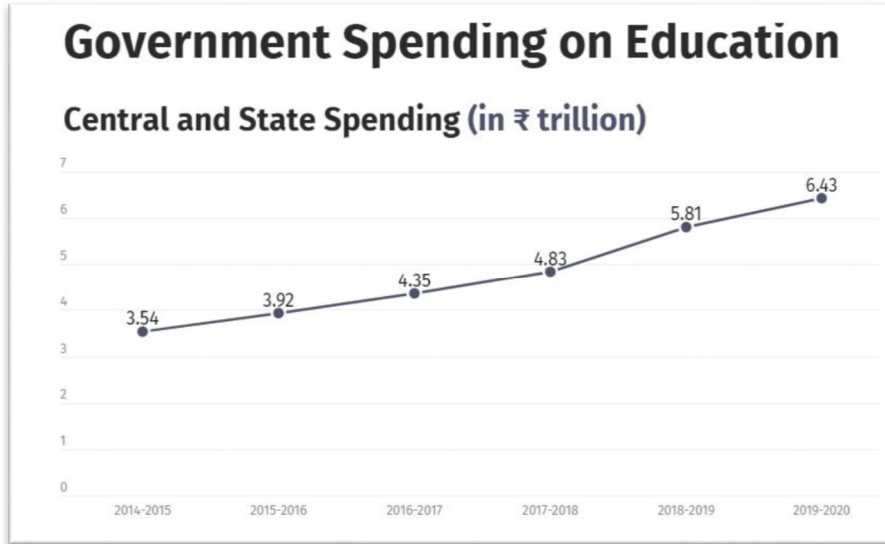
Infrastructural and financial hurdles:

The programme aims to increase spending in the education sector to achieve a minimum of 6% of GDP as soon as possible. According to the 2019-20 economic census, India allocates a mere 3.1% of its GDP to the education sector, despite 52 years having passed since the proposal was made. Upon closer examination, it becomes evident that despite an increase in education spending from 2.8% to a modest 3.1% between 2014-15 and 2019-20, it has remained consistently at about 10.5% of the overall government budget.



The Central Government has reduced the allocation for education as a proportion of the budget from 4.14% in 2014-15 to 3.2% in 2020-21. There is considerable scepticism on the government's method of financing the 6% rise in GDP. According to the research conducted by the accountability initiative, the education budgets decreased in 16 major states during the fiscal year 2020-21. In order to achieve the National Education Policy (NEP) of 2020, a substantial financial commitment is necessary for the next years. This investment will be directed towards many goals, such as attaining a 6% Gross Domestic Product (GDP) allocation for education, promoting digital literacy, training teachers, improving infrastructure, and raising the gross enrollment ratio to 50% by the year 2035.

Vernacular as a medium of instruction



The new education policy of 2020 recommends using the mother tongue or local language as the primary language of teaching up to class 5, and preferably up to class 8 and beyond, whenever feasible. However, this policy presents several problems. While the government has not enforced it as a requirement, it has sparked a significant issue. It is anticipated that there would be an increase in the disparity between individuals who are proficient in English and those who are not, as a result of this. A further obstacle is the arduous work of creating educational resources for languages that lack standardization or a written script. This endeavor will necessitate a substantial initial expenditure. This raises a significant concern about the allocation of the extra expense. Will it be shouldered by the government, the schools, or will it indirectly affect parents? Alternatively, would it be distributed evenly among all parties involved?

Another aspect that requires attention is the selection of the appropriate mother tongue or local language to be utilized as the primary medium of instruction in schools, as well as those that should not be employed. If the policy is implemented as proposed, it will present a challenge for higher education institutions that use a language other than the mother tongue, such as English or Hindi, as the medium of instruction. This could create a language barrier among students, making it difficult for them to communicate with each other. Ultimately, it evolves into a power struggle between both students and instructors.

Vocational education and skilling

The National Education Policy 2020 has made it compulsory for vocational courses to be introduced from the 6th grade onwards. It also emphasizes that every kid should be instructed in practical skills such as local crafts, carpentry, cooking, gardening, and so on. A significant obstacle in the realm of vocational training is the inadequate availability of suitable resources. In

order to introduce vocational courses in schools, three main requirements must be met: infrastructure, setup, and qualified staff. However, a crucial dilemma emerges about the allocation of the additional expenses associated with these requirements, since they necessitate substantial expenditure. An issue of worry arises from the fact that a significant proportion of pupils come from underprivileged backgrounds. There is concern that this strategy may have a negative impact, primarily because it might provide diversions, particularly for economically disadvantaged kids who may choose to pursue low-skilled occupations at a young age, resulting in higher dropout rates.

Lack of trained teachers

In accordance with the stipulations of the National Education Policy (NEP) of 2020, the school curriculum and teaching methods have been redesigned for the foundational years, which include preschool, nursery, kindergarten, and classes 1 and 2. Experimental learning will be included across the curriculum to enhance the preparation stages of classes 3, 4, and 5. Greater emphasis will be placed on subject-oriented education for students in grades 6 to 8 which is expected to enhance freedom in choosing subjects for students in grades 9 to 12. Skills will be integrated into instructional tactics, crafts, and practices and will be consistently present throughout the curriculum.

In order for this highly innovative curriculum to be successful, it must be implemented by the instructors with great effectiveness and efficiency. The first obstacle we will encounter is a dearth of well educated educators. Imparting instruction to educators in conjunction with the updated curriculum presents several obstacles. At the grassroots level, a significant number of teachers are burdened with administrative tasks and other duties, which leaves them with minimal or no time for participating in training programmes of this nature. While the NEP2020 discusses the education and training of teachers, including the implementation of a National Curriculum Framework for Teachers Education (NCFTE) in 2021, it is now a visionary aspiration.

Digital divide

The new strategy prioritizes the incorporation of technology, digital literacy, and coding starting at a young age. Although there is significant emphasis on incorporating technology in all aspects of the education sector, such as teaching, learning, and assessment, establishing virtual labs, equipping schools, providing training, and facilitating discussions, this approach overlooks the digital divide between urban and rural areas, as well as the lack of digital infrastructure and access to devices and the internet

Ability	Rural		Urban	
	Male	Female	Male	Female
Able to operate a computer	12.6%	7%	37.5%	26.9%
Able to use internet	17.1%	8.5%	43.5%	30.1%

Source: Ministry of Statistics and Programme Implementation 2019

Based on the 75th round nationwide survey conducted by NSSO in 2017-2018, there is a notable disparity in digital literacy between males and females in both rural and urban regions in terms of their proficiency in operating computers and using the internet. Table 1 reveals that just 7% of females in rural India possess the ability to use a computer, in contrast to their male counterparts who have a rate of 17.1%. In metropolitan regions, there is still a gender disparity, despite a bigger number of users.

SWOT ANALYSIS

From above analysis we can summaries the Strength, Weakness, Opportunities & Threats of the newly introduced NEP, 2020 as follows:

Strengths

1. The strategy has enhanced the basis of education by reimagining the school curriculum from the 10+2 model to 5+3+3+4, aiming to promote the comprehensive growth of a kid. It is during this time that 80% of cognitive development takes place.
2. Multiple entry and exits from any course provide students with flexibility, allowing them to get a 'basic certificate' after completing one year, two 'diploma certificates' after two years, and a 'degree' upon completion of the whole course. This ensures that no time is wasted.
3. The implementation of more flexibility in topic selection and the elimination of barriers between arts and sciences, curricular, co-curricular, and extra-curricular activities, as well as sports and vocational crafts, will empower students to study and advance at their own pace.
4. The increase in the provision of funds to the education sector, from 4.43% to 6% of the Gross Domestic Product (GDP), is a positive development. The strategy aims to raise the Gross Enrolment Ratio in higher education to 50% by 2035, which is currently at 26.3%.
5. Additionally, it aims to achieve Universal literacy in elementary schools by 2025. The assessment will transition to a formative approach that promotes the development of higher-order thinking abilities, critical thinking, and conceptual clarity. This move is a significant departure from the memorization-based learning methods commonly used in our schools.
6. Gender sensitivity is an essential component of the curriculum that aims to raise awareness among students about gender-related matters.

7. The emphasis on the right infrastructure construction in schools to provide access for students with disabilities and promote inclusive classrooms is a relevant strategy to establish a favourable atmosphere overall.
8. The inclusion of modern disciplines such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, and Global Citizenship Education (GCED) is an additional aspect of the curriculum at the middle and secondary levels.
9. The addition of the 'Classical Language' as a choice will enhance language skills.
10. Teaching in the native language at the elementary level, and ideally, up to class 8, has been positively received. Education experts worldwide agree that instructing in the mother tongue throughout the early years facilitates more effortless learning, enhanced comprehension, and increased learning abilities.

Weaknesses

1. The policy's lack of a clear approach to the involvement of the private sector in school education, other than repeating common ideas about charity, is very unsatisfactory.
2. Expanding mandatory education to include both preschool and secondary education will necessitate a significant financial commitment. However, the policy does not include any provisions for how funds will be raised for this purpose.
3. Combining three years of preschool with the first two grades of primary school might provide additional difficulties for the implementation of the Right of Children to Free and Compulsory Education Act (RTE).
4. The consecutive editions of ASER (Annual Survey of Education Report) depict a deplorable condition in the education sector. The inadequate academic achievements, disparities between theoretical education and practical job skills, significant disparity between education opportunities in rural and urban areas, and imbalances in the private and public education sectors. According to the ASER 2019 report, a mere 16% of children in Class 1 from 26 rural districts examined have the ability to read the text at the expected level. Additionally, nearly 40% of these youngsters are unable to even identify letters.

5. The ongoing worldwide pandemic has presented significant obstacles for the school system in several aspects. However, the NEP does not address or demonstrate concern over the forthcoming issues associated with the epidemic.
6. The inclusion of the salubrious realm of learning, together with the continuing Happiness Curriculum, now being implemented in Delhi government schools, should have been prioritized to actively engage students and foster their connection with mindfulness.
7. The government must commit adequate resources and infrastructure to cover the expense of educating in-service teachers, which will entail time, energy, and resources.
8. According to the India Internet 2019 Report, an overwhelming majority of users in the nation, namely 99%, utilize mobile devices as their primary means of accessing the internet, rather than laptops or PCs. In rural regions, the usage of laptops is only 2% and desktops are only 1%. In metropolitan areas, the usage of laptops is 6% and desktops are 4%. In addition, the level of internet access remains extremely low, with only 27% of rural India having access. Currently, over 40% of the villages are still awaiting connectivity to the internet grid under the Bharat Net programme. This lack of access to the internet puts rural kids at a disadvantage.

Opportunities

1. The NEP 2020 aims to implement a comprehensive report card that evaluates a student's performance in all three domains of learning: cognitive, psychomotor, and affective. This approach will enable students to get a holistic perspective of the world from many parts of life.
2. It is a positive development for both students and authorities to allow international institutions to establish campuses in the country. This will provide students additional research-focused opportunities, enhance their skills, and maybe prevent the emigration of talented individuals in the future.
3. The academic credit kept in a digital locker will function similarly to a bank credit, allowing students to resume their education after a hiatus, as mandated by the higher education commission at a later date.

4. An independent organization, the National Educational Technology Forum (NETF), will be established to facilitate the unrestricted exchange of ideas about the use of technology to improve learning, evaluation, organization, management, and administration in both primary and tertiary education.
5. The most commendable concept in the strategy is the implementation of 'Pairing Schools' or 'twinning' of a government school with a private school. This arrangement allows students to get insights into many elements of education, such as hands-on learning, infrastructure, teaching methods, and overall educational setup, from diverse viewpoints.
6. By prioritising the educator's interests, adaptability, and distinctiveness, a significant development has emerged that offers educators greater independence in selecting pedagogical approaches for classroom instruction, instead of relying solely on traditional methods such as lecturing or using audio-visual aids. Teachers should be incentivized to do research on their own teaching methods in order to engage in reflection, evaluation, and self-evaluation.
7. The policy has been launched at a strategically advantageous time, coinciding with a significant demographic dividend. If this strategy has been fully and effectively implemented, it will have a profound and positive effect on the future of young people.

Threats

1. The three-language formula is met with disapproval by certain states, like as West Bengal, Andhra Pradesh, and Tamil Nadu, since mandating Hindi as a required language may be perceived as an imposition on the people residing south of the Vindhya mountains.
2. The NEP 2020 is contradictory since it attempts to enforce uniformity and standardisation in a single direction of control and authority, despite India's vast size, population, variety, and constitutional federalism. It might face opposition from several states due to the fact that education is under the concurrent list.
3. The planned free breakfast system, while commendable, will exacerbate the budgetary load and compound the existing issues of anomalies and corruption in the mid-day meal scheme.
4. There is a discrepancy between the skills taught at educational institutions and the skills required for available employment.

5. There is no text provided. Most experts believe that despite policy rhetoric promoting reason and critical thinking, the actual implementation on campuses reveals a discrepancy, seen in the recent attacks on both the college itself and critical thinkers.
6. The COVID-19 epidemic has highlighted the necessity of establishing a substantial digital infrastructure to facilitate digital education.
7. Due to high unemployment rates and job losses, firms may maintain low salaries and easily replace educators in the knowledge industry with subpar or inexperienced teachers.
8. According to the 2016 All India Survey on Higher Education, over 22 million students, accounting for 65% of the total, are currently enrolled in private colleges across a range of disciplines. The evidence of the shift towards further privatisation and rising costs in the Indian education system is unequivocal and evident.
9. The uncontrolled expansion of self-financing colleges is a significant challenge that requires governmental intervention.
10. Changing the name of the Ministry from the Ministry of Human Resource Development to the Ministry of Education is a positive symbolic gesture. However, it is important for the government at both the central and state levels to take advantage of this opportunity and bring about a significant and impactful change in India's education system.
11. Therefore, the implementation should align with the desired goals of the policy. Ivan Illich accurately said in his books that the student is trained to mistakenly equate instruction with learning, grade progression with education, and a certificate with competence. Thus, the emphasis should be placed on the acquisition of knowledge and skills of high calibre rather than on the sheer volume of learning. The comprehensive scope of the 2020 national education strategy poses a significant challenge in terms of its simultaneous implementation across all domains.

CONCLUSION

The planned New Education Policy 2020, which was introduced last year, has not yet been put into effect. Revitalising the Indian education system with a contemporary perspective is a bold and ambitious endeavour. Regardless of the visual appeal, the execution of every policy holds its

own significance. The effectiveness of a policy greatly depends on the efficiency of its execution. Conversely, a poorly executed implementation can lead to disastrous outcomes. The policy plan prioritises the creation of introductory, professional, and vocational courses for students. The purpose of creating courses is to cultivate a student's mindset and natural ability. Additionally, it emphasises the development of industry-ready skills and an entrepreneurial mindset among the students. The objective of the NEP is to enhance the utilization of technology in the field of education. The policy includes a clause that emphasizes the importance of technology or e-learning at the present time (Kaurav, Rajput, & Baber, 2019). The programme also stipulates the formation of a National Education Technology Forum, which would serve as a platform for the exchange of ideas about the utilization and advancement of technology. Previously, the education policies provided pupils with opportunities for exposure, which in turn facilitated their personal growth and development. The present education strategy prioritizes a student exchange programme that offers students many opportunities to leave the programme.

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