

NATIONAL EDUCATION POLICY (NEP) 2020 – A COMPARATIVE ANALYSIS AND FORESEEABLE IMPACTS

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ABSTRACT

Acknowledging the outnumbering questions asked upon the reclamation of outmoded educational structuralism of India, the Modi-led BJP government finally sculpted the “New Education Policy (NEP) 2020” on July 7, 2020, to revolutionize and refashion the pedagogical standards of teaching and learning in India, with a gesture of multilingualism in it. The ‘light but tight’ manifesto of the reform meticulously embodies the motto of instilling and entrenching the pride of being Indian-in virtues, spirit, knowledge, and deeds unequivocally. Perhaps, that we earnestly needed an anatomical reform in terms of higher educational pursuits, the NEP doesn’t fall off in rendition of a more multifarious yet closely integrated stream structure, enabling vocational eloquence with regional preferences, curricula revision, leniency in board examinations, and mitigating moderations in higher disciplinary studies, to name a few. Besides, the NEP propounds major hits through transcendence of scholastic ratio to higher stakes, setting up of multidisciplinary institutions (HEIs), and reinforcement of a much inclusive, synoptic, holistic, and surreal practice of institutional teaching in the universities by the 2030s. Grounding the approbation that it garnered universally, few of its prospects albeit fetched intensified criticisms discerning out of controversies and dichotomies from various corners of India. This paper aims to strike a tangent between the credits of the amelioration and the major areas, it assumes disparagement in. The paper testifies the discontinuation of English, and the incorporation of regional linguistics bolstering Indigenous cause, and its impact on the commoners. It would also examine, if or not, the enforcement of diversified but local languages otherwise restricts the foreign competitive plethora and academia for the native Indian students, instead of empowering them for across the globe? Nevertheless, mending the archaic pedagogic norms, this amendment is unleashing reformative havocs chuckling several minds.

Elucidating a balanced thesis on the pros and cons of the policy, the paper inherently demonstrates individualistic stances on its controversial highlights. Employing doctrinal methodology to shape comparative articulation, it might take a pedantic dig on ardent nuances of the policy and try to postulate possibilities of improvisation. The author innocuously critiques what she feels unfavorable, unaddressed, or ambiguous in the country's interest or that in particular.

OBJECTIVE

Accounting to the sheer quantum of ameliorations and recommendations laid out by the 22-pointed gubernatorial hypothesis of NEP 2020, the paper serves as a comparative breakthrough of the lengthy pages, to culminate for the people in fewer counts, the policies' hits, loopholes, implications, and ambiguities. The author indulges in conscientious interrogation from critics and scholars, to harvest consequential and admissive predicaments, demarcating clear lines of articulation in merit or against, testifying the efficacy and enterprise of the policy, that is to impact 36.64 million students. Are we to say that the probabilities of its grass-root success are a prediction of veracity?

BRILLOPEDIA

INTRODUCTION

To the bewilderment of the nation, the NEP 2020, bagged enormous applause universally, for its vehement reforms that satiated 34 years of deprivation in terms of pedagogical structuralism and obsolete educational landscape in India. It officially testified the public vouch, on 29th July' 2020 amid the splurging corona crisis India, as the 'third amelioration on educational policy since independence', with the first being in 1964, and the second in 1986 under Rajiv Gandhi's prime ministerial reign named 'New Policy on Education' (NPE) witnessing subsequent revision in 1992 under the rule of P.V.Narsimha Rao.

The educational conclave commenced on July 7th, 2020 through live videoconferencing, attended by the university fraternities of JamiaMiliaIslamia, BITS, Pilani, Punjab university, and CU, Kerala, launched the T74 draft, NEP, which was previously proposed by the (ISRO) chief

Krishnaswamy Kasturirangan in 2017, and unfettered by the MHRD in 2019, got inaugurated in the parliament by the Union Cabinet. Explicitly claimed for the NEP to have gone through rigorous public consultations for 50 incessant months and incumbent suggestions from 676 districts, alongside 2.5 lakh gram panchayats, 6,6000 constitutional blocks, and 6000 Urban local bodies that have together augmented its 484 pages long propositions, it is ambivalent to ratify such huge ratios with blank names for a time, the nation was enduring the pandemic's crisis. This feeds doubts for the strategy of having unraveled these reforms during a disheveled state of the nation, to avoid people critically or meticulously question the authenticity and transparency of the policy or the rigor it has been claimed to process through. Heretofore, the question of it being enforced as an unpolished, appeasing, and unanimous disposition is still fueling thaws in general minds.

The NEP 2020 effects in the dissolution of MHRD (Ministry of Human Resource Development) into the rejuvenation of Ministry Of Education; it acts against the national syndicates like UGC and AICTE, approving educational affiliations under foreign universities; and dispensed governmental autonomies (along with entwined responsibilities) among private institutions, labeled as holistic and inclusionary. The underlying metrics of privatization, endorsement of foreign direct investment via education, and escalating the Budget allocation to education from 4.43 to a percentage of 6, without rigid distinctions made between the center and the state, are to be discussed by the author, emphasizing upon the loud visions and ostensible implications of the policy. The loftiness of the policy's theoretical commitments against the challenging areas of ground-level development in India needs more clarity, practicality, and permeation before we watch it being executed.

Despite, the policy being a staunch resolution to the problems dampening the Indian pedagogical scenario, its reformative prospects seem more visionary than enterprising.

- To interpolate off-campus internship opportunities with in-school vocational training is a commendable step towards merging the ruptures between academic pursuits and employability scopes, but in the Indian territories deprived of even basic education fundamentals, effectuating managerial, infrastructural, scholarly, and faculty-wise arrangements would mark a practical question on this hypothetical memorandum.

- To ensure inclusivity of disadvantaged and underprivileged children, with an array of policies for 'e-publications of all standard curriculum and digital accessibility of reading materials' among others are brilliant to push India towards technology, but its unplanned and even contradictory nature, given to the minimal internet availability and speed in various regions is a roadblock, still unaddressed.
- The shifting of scholarships to private and philanthropic shoulders, majorly threatening the equilibrium of funds in the long run through monopolized, meritocratic, and profit-prejudiced lines of privatization exhibit the back-stepping of government from its responsibilities.
- The intertwining of fundamental skills along with soft skills through amorphous mixing of private and government schools; and the major transitions in terms of the medium of instructions, trilingual publications, and inclusion of behavioral Sanskritization are a few of the critical pick-ups of the policy, which are walking in and out of the controversial chaos, countrywide.

This paper would critically traverse through the discriminatory thaws on class and regional lines that are ironically deemed as a propagative alibi and would delve into the private shouldering of primary governmental responsibilities (both monetary and autonomic).

Since the topic deciphers into a comparative analysis of the dichotomous scenarios of past and upcoming of the policy's enactment, the entire paper dwells in the oblivion of "what if..." note of comparison. Thus the arguments and predicaments, laid below underscore probabilistic consequences of what NEP's commits and hypothetically tries to understand the practically anticipated panorama relative to the past-picture of the policy.

LITERATURE REVIEW

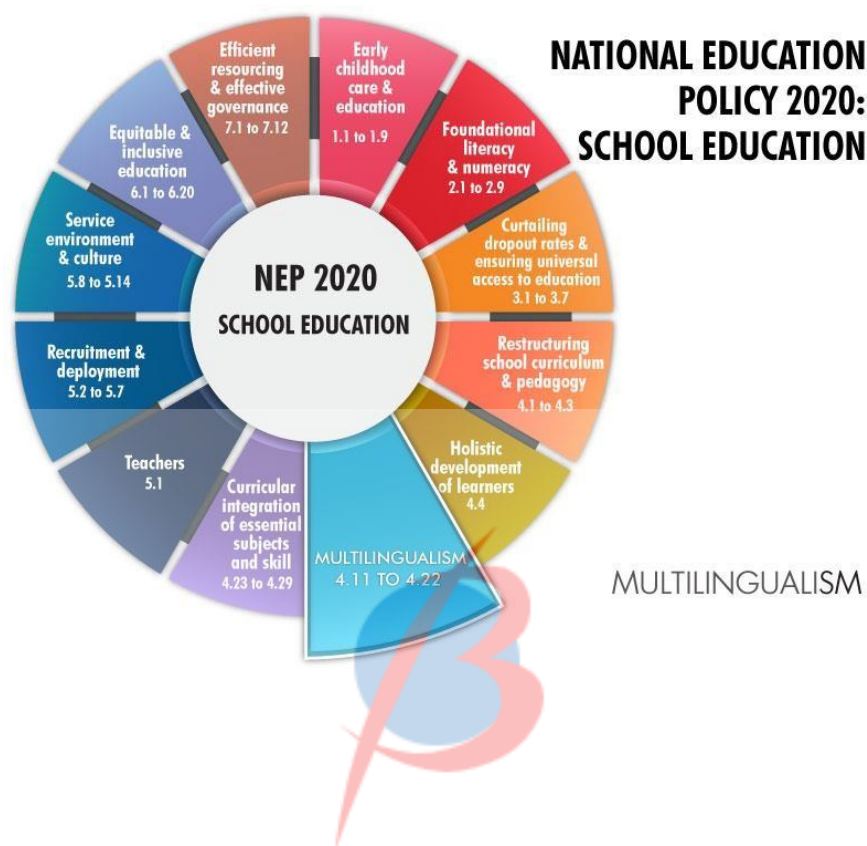
With an overriding goal of social inclusion, crafted through the pedagogical framework to encourage individual potential and development through a customizable workout of choice and preferences backed with the privilege of vocational exposure, the NEP 2020 evolved into a commonplace for tremendous criticisms, and outnumbering demonstrations, besides lots of appreciations. To prosper India into an emerging superpower with its economy touching skies, in

the global competitive landscape, the NEP presented superficial and good-for-read phrases, with meager advertence to laying the fundamental groundwork, or adherence to many of the much-anticipated fields of amelioration. These include crimes against female children resulting in rampant dropouts; solidification crisis about the depreciating outcomes of religious or community educational institutions; or setting bricks to vanquish the divides persistently permeating the Indian diaspora. While the NPE 1986 aimed at uniform educational standards for all social groups consolidating together a nationwide community of scholars catalyzed by common goals, the 2020 policy is emphatic upon globalization, and deduction of centralized structures according individual autonomies to institutions. It egregiously endeavors to reach the Gross enroll ratio (GER) to 100% by 2030. Henceforth to furbish human resource development, coexistence, and India's global reputation build-up, the policy aims at creating “value propositions instead of value chains.”

METHODOLOGY

The methodology undertaken to investigate, elucidate, and demonstrate the hypothesis premised over NEP 2020-A Comparative Analysis And Impacts, is Doctrinal, encompasses massive research across different channels of the web, amongst which—mostly are the newsgroup's journals and editorial articulations. The author opens up on the intricacies and implications of the various flexes and metrics in the paper, and evidently validates them circumscribing student's/children's perspective; regarding teacher's prospects, too far for it to currently commit its capacity to. Suggestively, an assortment of parameters has been curated to thematically look inside out of the ameliorating guidelines on the foregrounds of transparency, ambiguity, practicality, emphatic inclination, and purpose.

Few texts have been intentionally highlighted under semicolons, to cite exact allusions from the NEP circular released by the MHRD, with some others seeking resemblance from news bulletins as origins. (See reference)



MULTILINGUALISM

Can replacing English be reimbursed with anything better?

Pitching practicality into the visions of our constitution, the new education policy endeavors to ascertain plurality, inclusivity, and equality amongst the ripening generations, to not just recognize the affluent history of India's diverse cultural and traditional associations, but also to be subserviently respectful of the present communities and beliefs. To break the monotony of single language standardization or raising English as the defiant frontier against differences in regional or tribal societies, NEP brings to the floor, the strategy of drenching young minds with multilingualism through the invocation of mother tongue/home/local language in their fundamental curricula. Besides, the language of instruction wouldn't cardinal be prioritized and every language taught in would experience equal degrees of honor and dignity. Likewise, standard books would be ameliorated to instruct in bilingual (English and Hindi) mannerism, ensuring children's exuberance in both respective languages, especially for the subjects of Mathematics and Science.

The NEP broadly demands both private and public schools to ensure the mother tongue/home language as the dialect of instruction till grade 5 mandatorily and even beyond till grade 8 suggestively, under preferential circumstances, heretofore discontinuing English as a uniform obligation, majorly venerated in convent/missionary schools. To execute the trilingual policy postulation, individual states must effect bilateral exchange programs between themselves, where the faculties would be interchangeably deployed to facilitate linguistic pluralization in appertinent institutions. However, the odds of interstate commute, accommodational arrangements for the faculty members, etc. have been ambivalent till now.

How far is Sanskritization viable on the modern global forefronts?

As, the policy has been demonstrated as a step towards digging depths to India's ancient cultural reservoirs of knowledge, linguistics, and heritage, it rakes fertility in acclaiming the restoration of Indian vernaculars, mainly Sanskrit, as the most amply expressive, scientific, and logical language, canonized in beautiful tenets, rooting oneself in which, would recount advancements in not just academic, but sociopolitical and technological avenues too. But in hegemonizing the Indian traditional tongues to the current vocal practice, the policy might oversee the facades of validating culture over contemporary requisites. The Sanskritization might be a reform long due through historical lenses, but for how convoluted and complex the language's dialectical epistolary is, how perplexing the grammatical structuralism, scripts, and set of vocabularies are, and for the complicated phonetics and etymology, or learning the Sanskrit nomenclature is, it may turn extremely exasperating for the students to learn and is simultaneously unfit to be readily interacted within the formal/professional/scientific avenues. The augmenting appendix of incorporating yoga, philosophy, and propagating indigenous learning methodologies, would again be exhausting to upskill the teachers with, who're yet acquiring to produce quality in basic teaching, in a provided secular, simple, and inclusive setup.

Is Multilingualism doubling miseries for students?

Since the massive reading/writing materials would be made eligible for the bilingual amelioration, the inter-state immigration of the children having parents with transferrable jobs

would be bogged down drastically. The medium of instruction witnessing flowery transitions might lead to parents either corporate compromising themselves or giving admissions in former English standardized schools thereby defying the entire ideological purpose of the policy.

While the confluent initiative of promoting Indigenous influence on young minds through multilingualism is self-explanatory, welcoming foreign institutional setups to bring about a breakthrough in the Indian landscape leveraging it with the global standards seems a little incongruous. Ancient Indian legacies already inhabit a good number of ideologies in India, obstructing western influence, and further rehabilitation of the culture in terms and tides of the education system downgrading the impression of English would only discredit competitive moods among foreign universities that invest in here. Due to partial implementation by public schools, and repugnance from private boundaries, given that it's ambiguously non-mandatory for states to execute or not to, the classist gaps and divides stemming out of the social imbalance and non-paralleled linguistic standards would also ripen. The proposed dialectical disparagement and major GRE focus onto vernacular-promoting institutions are some haphazardly thought measures. In times of employability crisis almost rotting India internally, promoting obscure replacement to the system which is already wrought with failures in creating ample job opportunities or wider profile preferences, would only work superficially. It has to be recognized that the Indigenous understanding of English is beyond mere a language and the international standardization of the same as a popularly competitive dialect of acceptance is certainly unavoidable too, looking at the scarcity that's already faced in its due presence.

School-Complexes would be the new infrastructural hubs for educational acculturation in India

Although the policy would amorphously arrange for all students, equal subjection to academic resources through familiar linguistic mediums, but the privately-owned schools especially the Convent/missionary institutions, would potentially try to seek an upper hand in promoting English above all, deriving from the benefit of difference. Since the mixing up of interschool fraternities, ambiguously self-silences about infrastructural or faculty interpolation, the attitude ingrained and repudiation attributed to the private institutes, countrywide vis a vis the

reprehensibility against public schools, would be an incessant impediment and cause of red concern to the policy.

Meanwhile but, the consolidation of schooling communities which is to be worked around intermingling 10-15 different schools into school complexes within a single administrative unit, could be a great hit, as it'd be bolstering the affluence and exposure of multiple teaching resources and faculties across schools, intermixing of children to espouse brotherhood and unity, besides increased governance, transparency and accountability over the top. The consolidation, albeit leaves an impending doubt that it might evolve into the subsequent closure or shrinkage of public schools.

For we know the massive population of India especially in states where interpolation is necessarily needed, the ideological differences are far deeper than the infrastructural, especially on grounds of applauding English as a socio-academic standardized distinction. The lack of intermixing, and pre-ordaining of government schools into local languages would severely discourage participation from the private students, and deepen the class differences between public and private school children. As the populace is more provoked by the social status attached with the English language, than being concerned about the constitutional breaths or historic legacies, any hammer on boosting either, without hurling the mentalities of the general diaspora, would seek mere redundancy.

Though there's enough to be practically charted before execution like the institutional up-gradation, faculty agreement, and wiping disparagements, the loosely stranded administrative threads of the government would take a lot, to permeate into these advancements, departmentally. Within the timeframe of application, the crisis of English might nonetheless escalate to the extent of mismanagement.

Let's be frankly informed about what socioeconomic and professional incentives English derives in India

We're vitally acquainted with the scantiness of job opportunities, pervasively escalating at a worrisome rate, and their due attribution to the English language, with preference, privilege, and priorities being given to eloquent English veterans. In such scenarios of employability,

competitive standards, and preferential calibers, an equitable landscape of growth and development, soaked in national integration, might lead to nonconformity or noncompliance within the technological and professional avenues, as perhaps transcending the entire culture of official/professional/formal work dentures, to shelter applicants from a whooping background of linguistic diversity would challenge the prominent standards of communication across them. It would, ultimately neither boost competitive moods nor help espouse equilibrium in foreign and home languages, resulting in internal dis-integrity and overtly meritocratic primacy connoting with the threads of English. In the absence of ideological consideration, the policy might lead to institutional inversion, and insinuate a dreadful setback, disheveling major paradigm shifts in offices, schools, and societies in India. Given the fact of importance what a nation's diaspora attaches to, employment issues are much significant to respective historical enrichment, and thus giving up to their appetites, people would negate prioritizing local language/mother-tongue over the uniformity brought by and the erstwhile need of, English.

Assimilation can be a cure or a crash!

And, it can't be subjected to neglect, how the international competitive avenues continuously pose English as a meritocratic requisite to applicants from India rising for eligibility. It's been simultaneously embedded in our same history, of how Indians, being pre-acquainted with the English language, negotiated to move to England, declining Russian offer, even after being brutally subjugated for hundreds of years by the same English! People, at then were rationally discernible of benefitting from the language that's been already in blood and breath, to posit defiant stances at global levels. English is a vastly adapted and spoken language with a global inhabitation of 1.35 billion (or 360 million) populace amongst the very which, the majority isn't its native diaspora, designating it to the 3rd most spoken language worldwide. And exponentially, with a dead-end curriculum of English enforcement, we're still lacking in compliance at global levels, how could its bifurcation to mere being a part of the curriculum alongside home languages, guarantee or even sustain the currently deteriorating merit any better. The policy is a testimony of making India self-sustainable and empowered, but it's an age-long prerogative, and until then, global representation of English-speaking Indians, who often overarch other nationals with their eloquence, shouldn't be compromised or put to jeopardy.

Besides departing from English, propagation through local linguistics would impede the international growth, and disrupt the official co-working of Indians, if at all not end. Taking in purview, the propagation of multilingualism as a beginning to widen the substantial influence of Hindu vernacular against the fairy establishment of internationally affiliated colleges on Indian land, posit ironical stances. The scenarios exhibit that either the regional dialectical orders be retained as self-sufficing in the bigger picture on the cosmopolitan fronts, or English be pivotally promulgated as a language of pertinence accounting to the non-native speaking density it has worldwide, both come together, would be at each other's forfeit.

Ancient Indian linguistics had a lot to offer, but would modernism comply with it?

If practically overlooked, the enriching prospect of the policy-giving preferential support and dignity to the disadvantaged/underprivileged students with the ease of their own dialectical choices would seemingly illustrate not just how of needful it was to be acknowledged lately, but also aid in extending scientific/technological exposure to these children, offered in their own lingual convenience. This will definitely be one of the iconic uplifting steps for the underrepresented, to compete at national levels or even to the global. Also, the rejuvenation of our heritage, culture, cinematography, inscriptions and artworks that have deep-departed because of western adoptions, would witness rehabilitation, as the generations will know about generations and tje epoch will revisit and pay gratitude to the their ancestral civilizations, cherishing their contributions in fields of arts and media. Worthwhile the reincarnation of historical heritage, to bestow the carry-forward of forgotten technological and scientific achievements and decrees through Indian dialectical orders, would not just retain modern privy of our ancestral accomplishments, but also upkeep continued pursuit and liveliness of them, through adoption of mystic languages, but via modern platforms.

Meanwhile, multilingualism has been pertinently carried around debates, controversies and discussions for its ignorance, inadvertence or simply lopsided/biased approach towards delusional pedagogical structuralism.

Is technology the answer?

However, the outlaid ambiguity on the medium of instruction to be adopted for teaching/learning, which if in case different from the mother tongue and regional languages as that in the case for tribal children, a challenge would be posed. The circulation of e-books or online publication of reading materials or online intensive assessment tools, though progressive to ears, will be subject to exhausting disparities among students, before one can plan their assimilation, as there are many underprivileged and disadvantaged, or even the ones tracing belongingness to tribal societies, who'd struggle to comply on the technological forefronts. This divide must be worked upon, and the essentials must be availed in terms of internet access and outsourcing of devices/IT centers/cyber centers, etc. (including any supplementary materials/equipment).

A presumptuous yet workable solution to it

Henceforth, a resolution to the critical encroachments over the policy could be to subjectively obligate different education institutions to take up Indian languages as a medium, subject, or chapters to study or even make a surreal policy to demarcate the essential accommodation of the aforementioned, in lieu of enforcing it as the preliminary medium of instruction.

Also, notably, the policy summons providence of various foreign languages, such as French/Spanish/Japanese/Thai/Korean, etc. from the secondary school onwards, reinforcing global accessibility and representation of Indians, alongside these languages which is an applauded step.

PEDAGOGICAL REFORMS**Will these reforms break the iceberg or simply flatten its tip?**

Appending to how the glorification of ancient Indian civilization has been unnecessarily stressed upon, the step is looked downon as anointment of the RSS-the parent political guardian of BJP, or that of certifying appetites of Hindu extremists. Certain pedagogic changes are filmed

distortedly to how it should've been registering to the existing loopholes. The curriculum could be found at edges with many more criticisms tied along.

- Firstly it could be etched out of how 'fun in learning', is discontinuously interpreted as mere the incorporation of fun, frolic, and banal activities, rather than transforming the learning process into a more inclusive, creative, and easily-comprehensible one. The conscientious improvisation in the mannerism of learning has been zoned out, by emphatically relegating diligence to dance, and criticality to comicality, turning the question of insightful yet joyous learning into a fun-frivolous replacement.
- Secondly, it's been deemed misunderstood of depreciating the pressure of covering the vast syllabus, to the bare quantified deduction of reading materials, without deconstructing 'the problem of incomprehensibility', and 'the lack of practical and cognitive approaches in the classroom.' There required amelioration addressing 'fundamentally recurring issues of understandability' among students has been nullified. When what's taught more is decoded less, the problem arises.
- Thirdly, the reform of 'integrated curriculum' undermines the prospect of teachers' incompetency in deciphering the basic instructional books. This often results in them mistakenly burying or appending few aspects of extravagance, manipulating the overall comprehensibility of the text.

However positively, there have been certain hits of the pedagogical policy too, sweeping success:

- Allowing flexibility, fun, and exposure to a voracity of different subjects ranging across arts, linguistics, humanities, science, commerce, sports, co-curricular subjects, etc. is a genuinely applauded space to encourage intermingling and multifaceted growth.
- Implying subjects in relatively shortened modules; enabling alternative subject sessions to break the monotony, and adapting to a resilient testing module with frequent formative assessments replacing one-time all-assessing examinations would pamper the kid's exceptional growth, with their exceptions cherished.

The states would be liable/free to gauge over innovative/experimental methods to go about such resilience.

To elaborate, the exponential or more specifically, the exam-centered way of assessing a child's overall performance, would be shunned to decay into the emergence of bifurcated tentative schedules and an all-rounder scorecard system; vigilant and cognitive of child's overall growth history. However there's comparatively milder surveillance on how teachers must put it to work, extract skins of the child's growth through individual rearing, and execute the learning process accordingly.

A brief history of what propelled the system to plunge such narrowly?

Compared to the NPE 1986, the non-formal emphasis on poor/disadvantaged children's education was regarded as the propaganda for eradicating child labor, and therefore schools like Kendriya Vidyalaya, Bal Vikas Vidyalaya, and Navodaya Vidyalaya were set up to nurture the underrepresented students. Meanwhile, the government's step to equalize lagging population, international/convent schools kept enrolling richer/wealthier kids, adding angular discriminations to the already wrought systems of education at then. Haphazard management of public schools became a frightening realm, and scorecards took over the charge of assessment, disregarding the space for extracurricular, practical, and vocational activities. While such concocted discourses were preying over the poor, rich enjoyed in their French-fenced alma mater, mostly and simultaneously. But the bygone times are set to see staunch dichotomies via a vis the NEP 2020.

Furthermore of the talk, the appreciation reckoned by the proposed pedagogical reforms are enumerated through the following lines of assessment.

The 10+2 classification transcends to that of 5+3+3+4. A boom or a bane?

Ensuring the meticulous revision to accommodate more accessible teaching methods, by incorporating diverse assessment tools and letting reading materials be proactively availed by children through e-publications and circulation, the pedagogic structure attains parallels to the educational standards of developed nations around the globe. It scratched the old etymological standards of 10+2, embedding the new configurations of 5+3+3+4 corresponding to the age groups of 3-8, 8-11, 11-14 and, 14-18. Here children would be subjected to first the fundamental

schooling (previously kindergarten), with 3 years of elementary school added to 2 preliminary standards; the child would then go for preparatory schooling, from grades 3-5; she shall next be promoted to middle school with grades 6-8; thereafter she moves to higher school 9-12, wherein the division would work around two phases of 9 & 10 grades, and higher secondary 11 & 12 grades. The aforementioned metrics could mere be superficial changes in pedantic teaching-learning strategies, as there are to be identified major infrastructural and personnel crises in reality.

How is the New Pedagogic division worked around? Do we ensure eased curriculum and freedom of pursuits?

The categorization of revised pedagogy can be as follows:

- The elementary ages would be defined in didactic resonance, where ethical/moral/societal knowledge would be imparted- "personal/social hygiene, courtesy, etiquettes, teamwork, and brotherhood" would be taught. But this would translate into a child going for admission by the age of 3 instead of 5, which might adversely or haphazardly affect the child. But since the age is considered apt for quick-grasping and language grabbing, the argument is currently to be overlooked.
- The preparatory standards would, furthermore, be effected in slight transitions from frolicking to interacting, and communicating formally, while stitching grounds for basic academic fundamentals of writing/reading/speaking/physical education/science & mathematics in a lighter but solidified ways. While again looking around the surreal ways of teaching, one might overlook the "gifted child" or the "high-performers", as grade-level exceptional performance would be overarched by the lightweight supplementary syllabus in the glaring absence of guidance for revised fundamental/basic book syllabus in such areas.
- The middle grades would witness subject-based faculties, extending room for discussions and debates around the scopes of complex subjects like science, mathematics, social sciences, sports, etc., but at the cost of reduced content and enhanced focus on core competencies. This will aid in deepening a child's verbosity and

exuberance in fundamentally necessary subjects. While also, bilingual textbooks would begin to be incorporated by this time. The higher secondary school will see a 'subject-oriented' curriculum, having a multidisciplinary setup, with more critical/analytical thinking, in-depth knowledge of subjects, "more frequent assessment of modules" and scrupulous attention towards a child's career goals, allowing children to be at discretion for their individualistic choices, which was restricted earlier. Subjects of computation would hereby be included.

- Moreover, "topic-centered, project-based clubs and circles" would be fostered across schooling complexes and even districts, where children finding identical interests would be grouped together. NCERT and NCFTE would preferably be designed in adherence to special guidelines for gifted children with innate talents, which might lead to a chapter addition in B.Ed. courses for teachers.

Children would be subject to free choices, greater exposure to career objectives, alternative class choices, and more inclusive integration of voracious and polarized subjects to choose from amongst the Multidisciplinary Pedagogy.

This would pose contraries to the archaic means of mere scorecard-based performance assessment and arbitral/monotonous parameters of solely gauging the child's development with acute pressurization, rigid structuralism, zero practical resilience, mug-up culture, and unrealistic, unexposed, highly irrational ways of teaching. While solving these issues, it lays a lack of clarity in abridging digital divides in the country when it talks about keeping digitized records of child's advancement through AI, tracking them periodically.

Is the introduction of PARAKH, a real goal-breaker for the education system? The iconic step of diluting the pressure of Board examinations

With the proposed setup of PARAKH, to guide the assessment procedures across the educational boards, the policy assures, of testing the cognitive diligence of a child, with more conscientiously holistic scorecards with "360-degree, multidimensional report", in grades 3,5,8,10 & 12 with a remarkable requisite to test child's applicable intellect of knowledge in real-life situations, besides testing one in "cognitive, affective, and psychomotor domains". However, the

institutions like PARAKH and NTC could invariably lead to persistent over-centralization of authority.

Furthermore, the revision is being made in light of railroading board examinations which were earlier vastly inculcated for being pressure-severed and memory-driven assessments, into low-stakes and holistically-preparing exams, which would only remain a compartment of report cards assessing primarily a child's "core capacities, competencies rather than requiring months of coaching or memorization". Boards could further be bifurcated into annual/semester/modular examinations, and be conducted twice a year-former as the main assessment and latter for improvisation, depending upon how a child facilitates, relegating the one-time best performing pressure on students. Further, exams could diverge into binary formats, one as objective and the other as a descriptive analogy. Report cards would perhaps be branched out for self-assessment and peer-assessments, to critically inhabit self-analyzing oneself from the very preliminary ages.

What invites greater felicitations to the policy, is but the obliteration of any harsh separation between academics (curricular), co-curricular and extracurricular, or no stringent gaps between academic studies and vocational training, underscoring multidimensional development of the child. All of these are indeed set to bag special sections in the report cards.

BRILLOPEDIA

Diverse and polarized university entrance examinations to be substituted with NTA-led uniformity

National testing agency (NTA), would be deployed to conduct a uniform standard entrance examination across the territories, as "high-quality common aptitude tests", in the subjects of science, humanities, arts, and vocational studies, twice a year based on "conceptual understanding and abilities to apply knowledge". So in lieu of shortlisting students via broad subject classifications, through numerous entrance tests held across different universities with polarizing guidelines and curricula variations, the NTA would arbitrarily suffice for a "premier, expert, autonomous testing organization" conducting examinations inwrought with all undergraduate, graduate and fellowship avenues, across Indian universities. Unlike before, students can exclusively decide the subjects they would want to be examined for; the colleges perhaps could assess the individual subject portfolio, proficiency, and affluence of the child,

allowing them a choice-based appearance in their respective interest areas. Since this would be logical/analytical aptitude-based, the legacy of coaching would be revoked, students would've lesser pressure of college-specific parameters, universities would be relaxed of such conducive acts, and at best, the inequality, meritocracy, preference-induced system of education and unnecessarily distinguished standards for distinct colleges would see horizons, getting replaced by the uniform tests, with equitable assessing standards.

Escalating stakes to higher secondary schools, from grades 10th and 12th, we're made privy to groundbreaking reformations in learning patterns, curricula, and syllabi. The NEP sets new harvests for college students, effecting amalgamation of poles-apart subjects, and enabling crossover across different streams. This was the most required, and the much-commended step towards holistic education, where children who were earlier deprived of simultaneous pursuits, if chosen one, would get enormous opportunities via multidisciplinary access and an open sky to sketch upon.

Due to conventional shackles of thick classifications, the cross-disciplinary studies couldn't be opted by the children, who let's say wanted to simultaneously attempt chemistry and geography resulting in their growth to happen in seemingly canonized and constrained binds. The reforms, therefore, let the child choose, prefer and pursue the courses/streams of his/her will, and develop a versatile personality with multitudinous knowledge. This wasn't just the most vouched for, or an imperative takeaway from the reforms but also an avalanche to foot-up kids into more mature, multiply trained, and intellectual adulating. They're no more to settle for one but can pick up multiple options.

What are the HEIs and how will they endorse a more practical, inclusive, and critically analytical practice? Is '*Kadambari*' to be restored?

With the establishment of Higher Education Institutions (HEIs), premised on the multidisciplinary curricula, endorsing greater emphasis on research-driven education, community engagement, and energetic and capable faculties across various fields and disciplines, the universities and subsequent colleges would see a three-tier infrastructural distinction. HEIs would transition to RUs-Research-intensive universities, TUs-Teaching universities to facilitate

egregious pedagogical pillars, and ACs-Autonomous degree-granting colleges-emulated evolution of universities, which autonomously grant degrees across multidisciplinary fields, mainly in undergraduate courses. While there's already been enough contention regarding rigid separations in the pedagogical structures before, the amelioration ensures now there's none! These three HEIs can travel through replacements depending upon their efficacies and action plans. These HEIs are termed to escalate GER or Gross Enrollment Ratio from 26.3% in engagements to 50% by 2030.

To foster a 21st-century population with ample knowledge coupled with critical, and analytical thinking capabilities, alongside a hue of "intellectual, aesthetic, social, physical, emotional, and moral" capacities, one must be put "across the furnace of arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion, and debate; and rigorous specialization in a chosen field or fields". And therefore to uphold the epithets of holistic and comprehensive learning processes through assessments, one must regard the integration of "creativity and innovation, critical and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increasing social and moral awareness" against preaching syllabus instructions in an enclosed milieu. Perhaps there could be found transcriptional shreds of evidence of such works in the ancient historic scripts such as "Banabhatta's Kadambari", which describes the pertinence of knowledge in 64 well-defined Kalas or arts. These were further ramified into "scientific fields, such as chemistry and mathematics", as well as professional fortes as "medicine and engineering", vocational fields such as "carpentry and clothes-making", with various other pertinent soft skills such as "communication, discussion, and debate", alongside frolicking qualities of "singing and painting".

Henceforth, defying the previously practiced, hypothetical, and theory-oriented systems, NEP, dodging off, poises more intertwined or integrated curricula for all-round development of a child. Since equitable and dignified importance would be awarded to each of the aforementioned fields or disciplines, a child could pursue and prosper in any given forte of his choice, as each would unequivocally be well-defined as a stream/pursuit of pertinence and would see much wider career scopes in the nearing future. While the author felicitates the measures, long due, what

she'd put out her contention to, is the incorporation of subjects like coding and excessive digital exposure in 5th-6th grades, which should customarily be unleashed at grade 9th. This might unravel unnecessary pressure, or cause untamed appetites in children who get excited formerly but are left deserted in the world of the web, having no strict vigil or surveillance or apparently not the right age to be involved in things that have infinite ends. This could be severely addicting or even inexorable, impacting the child's health herself or through her, many others. While one secures this point for staunch criticism, one also applauds the exposure ushered in through internships and vocational training in the 6th grade, so as to enlighten the children of the career options, job opportunities, and wider scopes for future-sustenance. It won't just equip them with proficient weaponry from a very delicate age, or give them experience along with the right training prior to pursuing employment options in those fields professionally, but also engage their minds to dignify, respect, and look equal upon all the professions. However, there's stressing ambivalence on infrastructural buildup, and personnel arrangements to comply with the vocational training across enormous fields. We could however envisage a more eloquent, and inclusive development of kids, growing through the intermingling and interdisciplinary courses/careers/occupations.

It's been explicitly evident of people finishing diploma courses instate a higher employability ratio, compared to the Ph.D. scholars or people accomplishing epitomes of academic certifications. It happens in not just the lack of employment in the country, but also how the country's diaspora perceives the already existing employment/occupations opportunities. A Ph.D. diplomat couldn't work as a general store manager, waiting for the right opportunity to strike, but a decent diploma-holder would negotiate to settle at whatever feeds his stomach. Author doesn't essentially stress on the fact that one should settle for something less to his eligibility, but to say that consistent and incremental job cycles should be rolled upon to check if there are enough vacancies for the currently unemployed, until there's some permanence in such terms, wouldn't be irrelevant. This should work by dignifying and respecting each profession. The educational system should also prompt the accumulation of extra-skills among students that could aid with spontaneous crises of employment if the major degrees don't work out. Nurturing children in all equitable light would reimburse in them growing without professional classism, solely following what fascinates them. The motivated enrollment of civilians in odd jobs would not just bolster the industry itself, but also end up the problem of unemployment. There's why the new omissions

are just the right thing to cater to increasing unemployment and fostering start-up ideology in students, to develop vastly knowledgeable, well-equipped, and versatile future leaders.

Vast yet closely-connected Entry and Exit options

Giving grounds to the hypothesis, let's look at how the NEP espouses fair options of exit and entry without jeopardizing previous credits of the child if has recommenced her studies within a stipulated period. A child can preclude or discontinue her ongoing sessions, and get enrolled back within a specific period laid out, in her undergraduate program, within any discipline. An Academic Bank of Credit or ABC would be universally installed to institute credit storage of all the recognized HEIs, around the country, to prevent any miscarriage or loss of credit scores earned by the students, and to keep account, in case of future requisites during their recommencement. Students who've been previously missing out degrees for emergencies or unplanned drop-outs would now be enabled to continue their pursuits methodically and without suffering a loss.

While it extends the scope for children to rectify their initial wrong choices of disciplines or pursuits, it also necessitates that the children's efforts nevertheless make a count to their career ladders, based on the duration they pursued their education for, which is to be calculated at each year's end.

- Across any given discipline/field under the 3-4 years undergraduate program (the guidelines exclusively attending to UG pursuits), one withdrawing after the preliminary year of admission takes a certificate away.
- Will be handed over a diploma after two years of pursuit are completed.
- Will be rewarded with an admissive bachelor's degree as she goes on to complete three years of discipline continuance, and
- Upon withstanding the final year, as she undertakes a rigorous research project, she would be awarded a research degree for accomplishment.

The HEIs would place keen advertence on the individual research projects, and facilitate the same via "incubation centers, technology development centers, centers in frontier areas of

research, greater industry-academic linkages, and interdisciplinary research including humanities and social sciences research".

Being a preferably inclined takeaway of the 2020 educational policy, it will be applicable to the multidisciplinary setup and along with the formerly dictated guidelines.

Is the abrogation of MPhil threatening research experience, or saving 2 years of academic ladder?

Another critical parameter receiving mixed responses is the abrogation of MPhil, which was pre-considered as a gateway to the Ph.D., pursued after one accomplishes her masters, to examine her interests and preferences for the particular subject, within a stipulated research-intensive period of 2 years. While the NEP guidelines preserve current enrollments in MPhils, it trades off the course in the upcoming academic year. The oppositions claim in dissidence, that it might sub-standardize the research validation of the students, blowing off the research culture, relegating knowledge/experience adjudged within the period, and severely hitting off the research quality rendered within the universities. It might've been a discretionary duration for students before undertaking a particular subject pursuit in the Ph.D., and its obliteration is supposed to deteriorate the legacy of research in India, recording a subsequent fall in the university rankings. On the other hand, the ones who've felicitated it with open hands, retain the reclamation of saving two precious academic years of the child which were deferred, in captives of pursuing MPhil, which is of very meager or narrow importance to pursuing researches, and mainly a CV asset to boost. Unfettering students from additional loads of years with prior inclusion of research at under and post-graduate levels, would establish fair results and put a tentative check on their efficiencies, without much time-exaggeration.

The Worrisome Pretexts of NEP

Though, as NIRF surveys suggest, the headways or opportunities for higher academic teaching and other professions would see a drop-off, after the scrapping down of MPhil, there's much

more of employability and fellowships, under grants and yet-to-be implications of the draft, that shall soon be unveiled.

Besides, what the author picks up, is the verbal jargon in terms of bridging social, cultural, communal, and regional gaps between children, while addressing greater inclusivity; and complete obscurity in terms of role-assignments to different faculty volunteers for furbishing the needs; or on the budget and it's proportional disbursement amongst the aforementioned; or on the ratios of recruitments to that of school complexes, number of children or communions, or even on the appointment of special educators, staffs or counselors, specifically needed to suffice the cause. What, yet could be warmly appreciated is the setting up of small school units within the radius of 1km and promoted mobility of students and parents to common spots like Libraries, Laboratories, Balbhavans, etc.

The author wouldn't be interrogating the roots of privatization or its implications vis a vis the NEP 2020, delineating in a nutshell, the worrisome endorsement of private institutions for upholding and operating through the facilities of public requisites. The intermixing dealt along one public school with one private school might overtake the needs of the needy, for "underfunded government schools going along profit-oriented private sectors" without working to reconcile the ideological/infrastructural divides within, could lead to unexpected consequences. In compliance with the new norms, the previously condemned segregation might turn to the further deepening of classist mindsets in the future. Besides allowing scholarships/fellowships, to be provided by private/philanthropic organizations could stimulate unchecked lapses in the raising, availing, and disseminating of funds to the underprivileged. Guiding us to a conclusion that an inherent savor towards privatizing the responsibilities, constitutionally vested within the government's autonomy, could be smelt.

FINDINGS

In conformity with the above-demonstrated hypothesis based on the doctrinal research methodology and comparative stances recaptured from an individual eye, the conclusions we derive are:

1. The emphasized propagation of Multilingualism could culturally enriching, yet threatening, in its capacity to withstand the contemporary needs and preferences, burdening competitive minds with typical baggage weighing traditions.
2. Overemphasis on Sanskritization (or obsessive Hinduism) against depreciating the importance of English from the instructional curricula could be taxing for Indians at globally competitive, employable, scientific, and analytical foregrounds.
3. Pedagogical changes strike in the right direction with a perfect velocity of initiatives and ameliorations, however, exhibit the obscure and oblivious nature of grass-root implementation.
4. Inclusion of vocational training, exposure to internship opportunities, early-age technical/cognitive grooming, prioritizing research studies, and soft skills alongside hard fundamentals have been of enormous need and long due.
5. Structural reforms in undergraduate courses, the introduction of credit-score records, relaxation to all-rounder report cards and bi-annual boards, common entrance examinations, and multiple exit options under Multidisciplinary studies are remarkable and fitting.
6. Obliteration of MPhil before Ph.D. is a dauntless decision critiqued for deteriorating the research standards across Indian universities. It is however assumed to save 2 years of academic pursuit, allowing reconciliatory research space during UG and PG courses.
7. Privatization has been vaguely yet inherently attempted through various self-explanatory measures, to share shoulders of autonomy.
8. All the E-reforms initiated are applauding but simultaneously challenging too if opted without leveraging the underprivileged/disadvantaged with the mainstream populace in terms of internet accessibility and technical savagery.
9. The same goes for maintaining AI records for children, which will need absolute digitization and uniform connectivity.
10. It is expected to see the following reforms getting cornered around, as more new ameliorations are set to be unleashed after the success of the currently proposed, in the 2030-40s.

The paper extends sincere gratitude to various channels contributing to the research accomplishment; holds applause and criticism for the policy of the government, yet acknowledges the arrays of reforms it brings to the table of commons. Henceforth, the author opens the space for any counterargument or improvisation.

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