



National education policy 2020: Challenges and prospects

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Abstract

The National Education Policy 2020 (NEP) has come following 34 hotly anticipated years and there is a lot of trust that this strategy will impel the Indian schooling area into the 21st hundred years of current learning. While the NEP 2020 addresses the vast majority of the central questions looked by the Indian schooling system, there are a few focuses that need nearer examination. This paper centers on making sense of the vital targets and highlights of NEP 2020 and afterward evaluates the benefits and hindrances of the arrangement. Moreover, the paper closes by referencing perspectives that should be viewed as in the manner towards change of the Indian training area.

Keywords: NEP, GER, HE, HEI

Introduction

India has forever been an objective for students from one side of the planet to the other. From antiquated sciences to expressions, reasoning, what's more, writing, the nation has offered different options for a really long time. For that reason it is otherwise called the land of learning. With the coming of time, not much of changes in the schooling system in India have been made to adapt up to the rest of the world. To help the development of the Indian training area, as of late the service of schooling has proposed the new instruction strategy 2020 which will supplant the 34-year-old public arrangement of schooling, 1986. According to Prime Minister Narendra Modi, the new schooling strategy of 2020 spotlights on learning rather than considering goes past the educational program to zero in on decisive reasoning. NEP 2020 has purchased a Paradigm shift beginning from changes in the academic construction to professional preparation to advanced education. It centers on the quality instead of the amount, more accentuation is given on inventiveness and seeing as opposed to Rote learning. The public training strategy of 2020 covers a wide ambit of regions, in this manner the execution of every last bit of it, at the same time is a major test.

The National Education Policy (NEP) is a complete construction that directs the schooling area of a nation and targets satisfying the three essential premises of instruction. These three targets are value or no separation in view of orientation, general admittance to training and great quality schooling. Till date there have been three National Education Policies implemented in India. The National Education Policy of 1986 under Prime Minister Rajiv Gandhi was changed in 1992 by the P V Narasimha Rao Government and was being used until the new 2020 NEP reported by Prime Minister Narendra Modi. While the NEP of 1986 and The Right of Children to Free and Compulsory Education (RTE) Act, 2009, had the option to get the value and general access targets of training somewhat, they fizzled at giving great quality schooling. The ASER 2019 report information demonstrates the bad quality of training in India including the horrifying nature of training gave at Government schools and Anganwadis that has brought about a profound training split between those going to private and government schools. Furthermore, ASER information of 2019 draws out that a change in perspective of concentration from subject figuring out how to mental abilities in early years can have a colossal effect on fundamental proficiency and mathematical skills. Moreover, while RTE accommodated "free and necessary instruction" to offspring old enough gathering six to fourteen years, there is no plan for past 14 years old gathering. This has brought about an extreme drop in confirmations for advanced education since most kids would exit school after the age of fourteen. According to AISHE information, the higher India Gross Enrolment Ratio as kept in the beyond couple of years has been particularly low. The information beneath outlines the GER for the beyond couple of years. In the year 2018-19, the GER was just 26.30.

Key Features of NEP 2020

The NEP committee under Dr Kasturirangan aims at bringing a paradigm shift to the Indian education landscape. NEP 2020 promotes a multidisciplinary approach to education that can potentially transform India's human capital. The Muslims constitute 15 percent of the Indian population and have a HE enrollment of only about 5.2 percent. NEP 2020 aims at the inclusion of all groups and improving the overall quality of the Indian education. The five pillars that NEP 2020 rests on are Access, Equity, Quality, Affordability and Accountability. It also corresponds with Sustainable Development Goals (SDGs) 2030 Agenda and aims at establishing a holistic approach towards learning. The main features of NEP 2020 include raising the GER for higher education to 50

percent by 2035 and 100 percent in preschool to secondary level by 2030. Moreover, the 10+2 school curricula structure will be replaced with 5+3+3+4 that will bring the age group of 3-6 years under the umbrella of school curriculum. In addition, NEP 2020 aims at establishing a National Mission on Foundational Literacy and Numeracy to attain "universal foundational literacy and numeracy" across all primary schools for students up to Class 3 by 2025. Furthermore, it also includes the setting up of National Curriculum and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) to strengthen the system of early childhood education including Anganwadis and preschools. NEP 2020 targets at equipping students with vocational skills and providing a flexible holistic education. For this, the separation between arts, commerce and sciences will be removed and greater focus will be laid on experiential learning and vocational education. Classes 3,5 and 8 will have examinations that will be held by an appropriate authority. Class 10 and 12 board examinations will be made "easier" with an objective of holistic growth of students. In order to focus on multilingualism, the policy includes local / regional / mother language being used as a medium of teaching till at least class. Furthermore, a National Professional Standards for Teachers will be developed by the National Council for Teacher Education by 2022 to promote proper teaching. Equitable education access will be ensured through establishment of Gender Inclusion Fund and Special Education Zones that will provide facilities to disadvantaged groups and backward regions.

Assessment of NEP 2020

NEP 2020 at last carries the expected shift to reasonable expertise-based acquiring required in the Indian training scene. The strategy addresses the vast majority of the basic issues of the Indian school system and gives an approach to teaching and fostering the human resources of India. Numerous leave directs in training gives an open door toward individuals to get into work at various times, ages and levels. Adaptability of subjects and evacuation of detachments among streams will help those keen on multi-disciplinary courses. Moreover, accentuation on professional training will help in creating fundamental abilities in understudies. Presentation of e-courses will guarantee appropriate schooling during pandemics and unanticipated occasions and furthermore ensure that understudies from in reverse locales and distraught gatherings gain admittance to top notch training. The progressions that will be made in the board assessment framework will help in passing judgment on understudies on their gaining abilities and move the accentuation away from the customary repetition learning. Additionally, measures taken by the strategy to work with the passage of chief worldwide colleges won't just build the decisions for Indians and set aside cash of a few Indian global understudies yet additionally increment unfamiliar trade by drawing in understudies of various ethnicities. Making the provincial/mother/nearby language the mode of guidance is a right step towards perceiving the multi-lingual variety of India and elevates to the point of fair general schooling. In any case, the point of NEP 2020 to carry back 2 crore youngsters to school, lay out a comprehensive and evenhanded school system by 2030, guarantee that each kid emerges to school capable in no less than one expertise, accomplish widespread essential mastering and numeracy abilities by 2025 and universalize ECCE to optional Education by 2030¹¹ could appear to be somewhat aggressive. Besides, there are a few parts of the NEP 2020 that require close assessment. Consideration must be paid to the ramifications for minimized gatherings and established values. The shortfall of any assertions with respect to reservation in scholarly establishments is somewhat troubling. Also, little consideration has been paid to instructive establishments in ancestral regions known as ashramshalas which are remembered for the Early Childhood Children Education program. Likewise, there is no time period indicated inside which Socially and Economically Disadvantaged Groups (SEDGs) will get close enough to HEIs. It is likewise very hard to envision how every one of the approaches and plans under NEP 2020 will be carried out notwithstanding developing privatization of the Indian instruction area. While NEP 2020 discussions about laying out "Offices in Languages, Literature, Music... ", it passes up a few other significant fields such as Women's Studies, Development Studies, Cultural Studies, and Environmental Studies.

Also, the Government's obsession of expense guideline forestalls private colleges and rumored state funded colleges from charging charges that reserve development and sustain high quality schooling. The "light however close" arrangement of the Indian Government might find true success in the event that HEI takes on a liberal methodology. Moreover, there is minimal motivator for head worldwide University to open an Indian branch. Strategy folly and over guideline in the training area is a conspicuous explanation for Indian colleges not coming in the main 100 worldwide rankings and furthermore the way that China today has a tertiary GER of around 60% against India's 26.3 percent regardless of having been behind India only twenty years prior.

Challenges in National Education Policy 2020

First, the sheer size and diversity of India's education sector makes implementation an uphill task. For example, sample the size of the school education system alone. With more than 15 lakh schools, 25 crore students, and 89 lakh teachers, India remains the second largest education system in the world. The size of the higher education system is massive too. As per the AISHE 2019 report, India's higher education sector consists of 3.74 crore students in nearly 1,000 universities, 39,931 colleges, and 10,725 stand-alone institutions. Thus, a countrywide implementation of this mega education policy is going to be a mammoth exercise involving multiple stakeholders at the state, district, sub-district, and block levels. Creating a shared responsibility and ownership amongst key stakeholders, including the private sector, at the state and district levels that have extraordinary diversity is going to be a major challenge for the education leadership.

Second, the NEP's eventual realisation is critically linked to state capacity. As rightly pointed out by the NEP Drafting Committee led by K. Kasturirangan, India's education system is underfunded, heavily bureaucratised, and lacks capacity for innovation and scale up. The internal capacities within the education ministries (centre and states) and other regulatory bodies are grossly inadequate to steer the magnitude of transformations envisaged in the NEP. For instance, moving away from a rigid content-driven rote learning system to experiential learning and critical thinking would require nothing short of a revolutionary change in the attitudes of the people running the education system, let alone the attitudinal changes amongst the teachers, students, and parents.

Third, the NEP would largely hinge on the extent of cooperation between the Centre and states. While the NEP has been drafted by the Union government (with inputs from multiple stakeholders including the state governments), its implementation largely depends on the active cooperation of the states. This is because most services-related education are performed by the state governments. In short, the Centre has to skilfully navigate the principles of cooperative federalism and decentralisation while rolling out key initiatives. And this is not an easy act to perform given the sharpening of political polarisation in the recent years and visible breakdown of trust between the Centre and states. A number of Opposition-ruled states have been raising strong objections to several key provisions of the NEP and the manner in which they are being rolled out. The more worrying development is that the Tamil Nadu government's recent decision to not implement the NEP can encourage other Opposition-ruled states to follow a similar path. Thus, managing federal math is critical to the realisation of the NEP.

Fourth, the role of the private sector, particularly in dealing with the higher education system, is extremely critical for translating the inclusionary vision of the NEP. It may be noted that as much as 70 percent of higher education institutions (colleges and universities) are run by the private sector. Significantly, roughly 65-70 percent students are currently enrolled in private higher education institutions. This apart, the private sector brings much needed financial resources and innovation. Therefore, it is imperative for the government and regulatory bodies to create workable institutional mechanisms that would harness the contribution of the private sector and recognise them as equal partner in the NEP process.

1. Prospects of National Education Policy 2020

Though the education level has increased for both youth as well as adults, still the number of illiterates is as much as the population was at the time of independence. The constituent assembly passed the Constitution of India in the year 1950. Free and compulsory education for the children till 14 years of age within 10 years from the commencement of constitution was noted as Directive Principal of the constitution. Following are the factors which make education for all a dream:

- Gender bias
- Low rural access
- Increasing number of illiterates
- Privatization
- Low expenditure on education by government

2. Improving Gender Equity

The differences between male and female are reducing and the same can be seen in literacy rate, showcasing a development in gender equity. Still, hard work left to promote the education of women. There are various reasons, such as:

- The social status of women
- Healthcare of women and children
- Improving economic independence

Therefore, we cannot feel satisfied with the upward movement in literacy rate as long miles to go for gender equity. Kerala, Mizoram, Goa and New Delhi are having high literacy rate, whereas, Bihar, Uttar Pradesh, Arunachal Pradesh and Rajasthan are educationally backward states. Social and Economic Poverty are main reasons for educational backwardness.

3. Higher Education

People in India face great difficulty to reach the higher levels in the current education system. As per National Sample Survey Organization data, in the FY 2007-08, the unemployment rate was 18.10% for youth with education up to secondary level. Whereas unemployment rate for youth with education up to primary level was only 11.60%. The government should take emphasis on allocation of higher education and improve the students.

Conclusion

The National Education Policy 2020 is a positive development and gives a lot of desire to the fate of schooling in India. Guaranteeing "Value and Inclusion", "People group Participation", "Utilization of Technology" in educating and getting the hang of, cultivating "Decisive reasoning and Creativity", underlining on "Applied Understanding", and perceiving the capacity of each and every understudy are the vital standards of NEP 2020. The objective to make ECCE to Secondary Education all around available to all and lay out central proficiency and numeracy among understudies will assist with moving India into the 21st hundred years. The change in the

educational program and academic design that NEP 2020 spotlights on will drive India's school system into current learning. Center around decisive reasoning, experiential learning, and intelligent classes will stress on the general learning and improvement of each and every Indian understudy. Joining of subjects by breaking limits between various streams, underscoring on innovation and computerized proficiency, advancing multilingual instructing and skill-based training and tests will decidedly affect the Indian schooling scene. Making it required for understudies to procure abilities in wellbeing and sustenance, wellness, sports, health and actual training will assist with soaking up significant fundamental abilities in youngsters. Teaching each understudy about established values and privileges will help produce dependable residents of future India. Notwithstanding, there are sure perspectives that must be painstakingly inspected. The three main pressing concerns encompassing this arrangement are multilingualism, professional schooling, and youth training. While the move toward make the territorial/nearby/mother language as a mode of guidance and empowering children to get and learn various dialects is greatly valued, many are of the view that English has turned into the worldwide language today and subsequently understudies ought to be urged to learn English as soon as could be expected. Moreover, light should be shed upon professional preparation. NEP 2020 states that professional instruction and preparing will be given to a kid when he arrives at Class. Nonetheless, the Child Rights and Law expresses that a youngster can't be placed into any work till the age of 14.

Moreover, while the move to strengthen early education in India is much needed and appreciated, there is little clarity over the system. Prior to the NEP 2020, students of age groups 3-6 would attend Anganwadis. NEP 2020 has stated that children of the age group 4-8 will attend preschools. Therefore, a proper pre-schooling arrangement must be established wherein children till the age of 3 are provided food and nutrition by Anganwadis and kids from 4-8 years attend preschools which standalone provide good quality education and nutrition. There also exists a sharp education and knowledge divide today between those who attend private preschools and government ones. Efforts have to be made to make sure good quality education is provided to all. The Indian Government should specify a time frame within which Education spending as a percent of Indian GDP will be raised to 6%. In order to introduce technology and digital learning and make Indian university campuses vibrant and world class, funds are a necessity. Nevertheless, NEP 2020 comes after 34 long awaited years and hopefully it will mark the rise of the Indian education sector and propel our education system into the twenty first century. While it is quite challenging to implement all reforms, if Indian education sector works in a systematic and united manner, we will be successfully able to surmount all initial challenges and reap the benefits of modern learning and education.

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