"Execution Of National Education Policy 2020: Opportunities And Challenges"

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Abstract:

Education must be promoted by a policy that would allow education to illuminate all of our dark mental corners as a crucial component of the growth of society and as a foundational characteristic within an individual to address life's issues. As it plays a significant role in the growth and development of the country and its population, education is the cornerstone of the country. An effective policy can make it easier for education to construct individuals, societies, and ultimately nations by facilitating the development of education as a whole. You could think of the National Education Policy 2020 (NEP) as the spark that turned the light on in this direction. This essay aims to acknowledge the regularity of receiving fresh instruction. As it plays a significant part in the growth and development of the country and its population. This essay makes an effort to acknowledge the predictability of having a new education policy for our nation in order to examine the opportunities and success over the difficulties in the road to NEP 2020 implementation.A new education policy that emphasizes the equity, excellence, accessibility, and accountability of education in our nation. The event that activated the light, effort to investigate the opportunities and triumph over the hurdles in the path of NEP 2020 implementation, this article explores the predictability of having a new education policy for our nation. The equity, quality, affordability, and accountability of education in our nation are the main goals of the newly developed education policy.

Keyword: National Education Policy, Higher Education, Challenges.

Introduction:

In the process of appraisal of educational system and real life cultural and industrial strength of India, the famous poet T. S. Iliot coated- "Time past & time present are both perhaps contained in time future". This present study is objected to focus at the glorious past of India, misery thereof and the present ray of hope ignited by the National Education Policy 2020. To reach at a 'time future' where our pass outs match the global standard, we need objective assessment of our strengths and weakness to grab the opportunity and eliminate the challenges.Gross Enrolment Ratio in higher education including vocational education to be raised from 26.3 % in 2018 to 50 % by 2035 and aims to add new seats to 3.5 crores in higher education institutions. To facilitate digital storage and transfer of credits earned from different HEIs Academic Bank of Credit will be established. The new education policy provides multiple entries and exit

points with certificates at every stage and envisages multidisciplinary education with a flexible curriculum and creative combination of subjects. Multidisciplinary Education and Research Universities (MERUs),to be established to provide the best multidisciplinary education of global standards in the country, at par with IITs, IIMs, NIT, ICAR, ICMR, AIMS. The National Research Foundation is an umbrella body will be established to foster quality research across the country and strengthen the overall research ecosystem. The entire higher education excluding legal and medical education will come under the purview of the Higher Education Commission of India (HECI) which will be set up as single Apex body. The same set of norms for regulation, accreditation, and academic standards will be applicable to both public and private higher education institutions. In the upcoming 15 years, the affiliation of colleges is to be phased out and the graded autonomy concept will be introduced to encourage healthy competition between universities. The National Educational Technology Forum (NETF), will be set up to foster a free exchange of ideas on the use of technology. Increase in public spending on education from around 4% to 6% of GDP with the collective efforts of the centre and the state government ,education of 1986. The new policy introduced many reforms in the Indian education system beginning with reformation at central level and renaming the Ministry of Human Resource and Development to Ministry of Education (KPMG, 2020).(1) The new ministry is dedicated towards strengthening the education system. The policy envisions offering a new structure to the education system in the country. The new education system entails education from pre – school / anganwadi to higher education. The NEP proposes revision and revamping of education structure, including its regulation and governance, to create a new system aligning with the aspirational goals of 21st century education. The present 10+2 structure is reformed into 5+3+3+4 design corresponding to age groups 3 - 8 years (foundational stage), 8 - 11 years (preparatory), 11 - 14 years (middle) and 14 - 18 years (secondary). This policy brings pre - school education under the purview of formal schooling. The policy aims to achieve 100% Gross Enrolment Ratio in school education by 2030 by bridging social gaps in access, participation and learning outcomes in school education (Singh, 2020).(2) The NEP proposes sweeping changes including opening up of Indian higher education to foreign universities, dismantling of the Universities Grants Commission and the All India Council for Technical Education. One of the paradigmatic shifts is the setting up of the Higher Education Commission of India (HECI) that will act as a single regulator and several functions including accreditation, funding and academic standard setting. Further, structural changes include creation of National Curriculum Framework that will implement changes in curriculum, pedagogy and other content needs (KPMG, 2020). (3) Under this policy, the National Educational Technology Forum will be established which shall operate as a platform for free exchange of ideas on the use of technology to enhance learning, assessment planning and administration for school and higher education (Prasad, 2020).(4) Further, the policy emphasizes the need for formative assessments and encouraging peer review system of assessment by creating National Assessment Centre and developing a system such as Performance Assessment Review and Analysis of Knowledge for Holistic Development (PARAKH) for monitoring the achievement of learning outcomes and guide the boards of education to make learning more contemporary and suited to future needs (KPMG, 2020).(5) The policy lays emphasis on four key areas of reforms i. e. curricular changes to build strong foundational skills, improving quality of learning across all levels of education, shift in the ways of assessment and need for systemic transformation (NEP, 2020).(6) The policy stresses on creating a national curricular and pedagogical framework which is competency based, inclusive, and innovative and focuses on comprehensive development of children. The curriculum shall focus on holistic development of learners by equipping them with 21st century skills, mathematical and scientific temper. The emphasis is also on reduction in syllabus to enhance essential learning and critical thinking (KPMG, 2020). (7) It is further noted that vocational education will be imbibed into school curriculum from Class 6 onwards and every children will learn at least one vocational skill and to expose 50 percent of the learners in school and higher education to vocational skills by 2025. Further, in higher education, students can opt for any subjects among various streams such as Arts, Humanities, Sciences, Sports and Vocational subjects (Prasad, 2020).(8) The main focus is on experiential learning by giving assignments, projects, real time learning experience, interactions and improved skills. The policy envisages a sweeping structural re -

design of the curriculum and to deliver this effectively, there is dire need of trained teachers who understand pedagogical needs to make smooth transition to the new education system. Further, the system needs to shift the focus from teacher – centric to student – centric learning to foster collaborative skills, critical thinking, problem solving and decision making abilities among children. As the policy entails bringing back nearly 250 million students back to school by 2030, this would require nearly 7 million additional teachers to handle this kind of student population (Ralhan, 2020). (9) The policy does not revisits the concept of 'no detention policy' which guaranteed promotion through Class 1 to 8 to all children, irrespective of their skills and readiness to move to other class (Joshi, 2020).(10)

ISSUES AND CHALLENGES:

The national education policy 2020 aspires to make our country a top choice for education by offering all international citizens access to a top-notch, diverse, and dynamic education hub. The goal of the policy is to increase spending in the education sector to 6% of GDP as soon as possible. The education policy is a synthesis of various phases rather than a newly structured strategy. It has been altered, reiterated, and recapitulated numerous times over time. It was initially presented in 1968, reiterated in 1986, recapitulated in the 1992 policy review, and is currently reformed in 2020. Economic research provides us with specific examples of how much India spends on education. Even 52 years after the advice, India barely allocates 3.1% of its GDP to the education sector, according to the 2019–20 economic survey. Even 52 years after the advice, India only dedicates 3.1% of its GDP to the sector of education. If we dig further, we will find that even while overall education spending has increased from 2.8% to a pitiful 3.1% in 2019–20, it has remained constant at roughly 10.5 percent the total government budget.

Mother tongue as a medium of instruction

Mother tongue, local language, home language, and regional language shall be used as a medium of instruction until class 5, preferably until class 8, and beyond it whenever possible, according to the new education policy 2020. However, this new policy has many drawbacks. Despite the fact that the government has not mandated it, it has generated a great deal of debate and left us with many unanswered issues.

Vocational education and skilling

Every child will be taught skills including regional crafts, carpentry, cooking, gardening, and other trades, according to the National Education Policy 2020, which requires vocational training beginning in the sixth grade. Lack of enough resources is one of the main issues in relation to vocational training. Another issue is that most of the kids are from underprivileged backgrounds. When put into practise, it is anticipated that this strategy may have unfavorable consequences. For one thing, it may provide distractions, particularly for impoverished students who may choose to enter low-skilled employment at a young age, increasing the dropout rate.

Lack of trained teachers

In contrast to the new curriculum, educating instructors presents a number of difficulties. Many instructors at the grassroots level are occupied with administrative tasks and other duties, which leaves little to no time for these training sessions. Although the National Curriculum Framework for Teachers Education (NCFTE) will be adopted by 2021, any NEP2020 discussion about teachers' education and training is merely a pipe dream. The current situation indicates that everyone will have a difficult battle ahead of them. To make this a success, teachers must instill new skills beginning in pre-Nursery through class 12 and HEIs. However, educating such a sizable number of teachers is a laborious undertaking. Who will train these teachers is the key question that arises here. Do we have enough competent trainers to train such a big number of teachers? If so, how competitively skilled are they? Who and how much of the new curriculum will be implemented, exactly?

Digital divide

The use of technology, digital literacy, and coding from a young age are stressed by the new policy. While much emphasis is placed on using technology in all areas of the education sector—teaching, learning, and evaluation; setting up virtual labs; preparing schools; coaching; and setting up discussions—the strategy ignores the digital divide between urban and rural areas, the lack of a sophisticated foundation, and access to devices/the internet.

Conclusion:

The New Education Policy 2020, which was put forth, last year, has not yet been put into action. The attempt to modernize and revitalize the Indian educational system is a bold one. No matter how appealing this may seem, the actual implementation of any policy is crucial. A policy can become a big success with effective execution, or it can become a huge disaster with poor implementation. The most crucial three elements, infrastructure, money, and a well-thought-out plan strategy, are still lacking in practice. This study has covered a lot of different factors, many of which are true in their own right. It is very vital to highlight the examination of the positives and negatives. The NEP 2020 may appear appealing on paper, but in practice it is far more difficult to implement. The NEP 2020 seeks to close a number of deficiencies in India's educational system, and it is anticipated that this policy will help India meet the 2030 Sustainable Development Goal by ensuring comprehensive and equitable access to high-quality education. To develop newly proposed bodies, clarify rules and regulations for schools, and establish convergence of various schemes and acts with NEP 2020, the policy requires urgent coordination between state and central authorities. Training programmes should be created to develop master faculty members' skills in order to alleviate the shortage of teachers. It is recommended that there be continuous cooperation with the industry partners in the block chain and predictive analytics industries with industry participation in research, delivery of short-term skill certificates, and co-partnering in creation of online universities as the policy aims to invest 6% of the GDP through public and private investment. Through greater academic and administrative autonomy for quality improvement, HEIs have the potential to expand. Additionally, there is room to create specialized vocational programmes with HEIs that are cost-effective and employment-focused. More significantly, the government would need to set aside money to create textbooks, educational materials, etc. in several languages. However, defining the list of languages is essential rather than causing confusion in the system, as doing so will necessitate a complete revamp of the infrastructure, the hiring of language teachers in every school, and the modification of the curricula to reflect mother tongue or regional languages. While NEP 2020 offers chances to update the educational system to meet worldwide standards, its successful implementation also necessitates significant infrastructure and institutional restructuring.

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