

ISSUES AND EMERGING CHALLENGES FOR NEP 2020

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ABSTRACT

A nation develops a comprehensive national education strategy to satisfy this demand since education is a crucial and important part of any society's and nation's overall growth. India has pursued three education strategies since attaining independence. India passed its first national education policy in 1968, followed by a second one in 1986. The 1986 policy was updated in 1992. The most recent year of 2020 saw the adoption of the third national education policy. The preceding education regulations provide no information about the state of the schools that are operated commercially across the nation by specific people or organisations. The gaps in educational levels between children from rich and underprivileged backgrounds have not yet been addressed by any education legislation. The new National Education Policy 2020 (NEP 2020) was developed to overcome the flaws of earlier educational strategies. The five pillars of accessibility, equity, quality, affordability, and accountability serve as its foundation. By making school and college education more comprehensive, flexible, interdisciplinary, adapted to 21st century demands, and focused on bringing out the unique attributes of each student, this approach aims to transform India into a thriving knowledge society and worldwide knowledge superpower. With a target of reaching a 100% Gross Enrolment Ratio (GER) or zero school dropouts, the government's new strategy seeks to reduce social inequities in school participation, access, and learning results by 2030. The goal is ambitious, but whether it genuinely fosters an all-encompassing culture will depend on how successfully it is carried out.

Key words: India, GER, socioeconomic class, national education policy 2020, and educational achievement.

PROLOGUE:

To encourage education among Indian residents, the Indian government has introduced a national policy on education (NPE). The policy covers basic education and is applicable to institutions in both rural and urban India. The initial education policy in India was created in 1968. Subsequently, in 1986 and 1992, with some revisions in consideration of prevailing trends, it was updated. The key features of Indian education policies are shown in Table 1.

Table – 1: Highlights of education policies in India

<p>NATIONAL POLICY ON EDUCATION 1968</p>	<ol style="list-style-type: none"> 1. The first National Policy on Education was launched by the late Prime Minister Indira Gandhi in 1968. 2. Based on the Kothari Commission's recommendations (1964-66) 3. The strategy is referred to as "radical reorganisation." <p>Key highlights</p> <ol style="list-style-type: none"> 1. All children in India must attend school until they are 14 years old, according to the constitution. 2. Improved training and credentials for teachers 3. Increase the focus on studying regional languages by describing the "three language formula" that would be applied in secondary school, which was: <ol style="list-style-type: none"> a. Hindi b. English c. Local language <p>Studying Hindi has been prohibited since it was designated as the national tongue in order to promote Hindi as a language that all Indians share.</p> <p>Sanskrit, an ancient language that is essential to India's history and culture, was also promoted by the project.</p> <p>Spending reached a 6 percent GDP level.</p> <p>Deficiencies</p> <ol style="list-style-type: none"> 1. There wasn't a good action plan provided. 2. India's economy collapsed as a result of a shortage of funding. 3. Due to the fact that education was listed under the state, There wasn't a good action plan provided. 4. India's economy collapsed as a result of a shortage of funding. 5. Due to the fact that education was listed under the state 6. The federal government had limited control over how the states carried out the plan.
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<p>NATIONAL POLICY ON EDUCATION 1986</p>	<ol style="list-style-type: none"> 1. Rajiv Gandhi, the prime minister of India, made the suggestion. 2. The name was selected with "special emphasis on decreasing disparities and equalising educational opportunity." 3. Giving everyone the equal chance is the major goal, especially women, marginalised groups, and those with disabilities. 4. Important details 5. Increase the number of scholarships offered. 6. Increase adult education 7. There should be more SCs and STs teachers working. 8. Encourage families with limited resources to enrol their children in school frequently. 9. Establish additional institutions that offer services and infrastructure 10. The "child-centered approach" was the NPE for primary education, and "operation blackboard" was launched to expand the number of primary schools across the nation. 11. This approach, which also saw the establishment of the Open University, led to the founding of the Indira Gandhi National Open University in 1985.
<p>NATIONAL POLICY ON EDUCATION 1992 (REVISED 1986 NPE)</p>	<ol style="list-style-type: none"> 1. The P.V.Narasimha Rao administration modified the 1986 NPE in 1992, and Prime Minister Manmohan Singh embraced it in 2005, renaming it the "Common Minimum Programme." <p>Key highlights</p> <ol style="list-style-type: none"> 1. Admission to all professional and technical programmes across the nation is through a standard entrance test that is administered across the whole nation of India. 2. According to a decision dated 18 October 2001, this government of India has developed a three-exam procedure for admission to Engineering and Architecture/Planning programmes: 3. Engineering entrance exams at the state and national levels, JEE and AIEEE. 4. Institutions at the state level may join AIEEE. 5. Address the issue of overlapping entry exams and lessen the strain that the numerous entrance exams formerly placed on students and their parents in terms of their physical, emotional, and financial health..

Source: Compiled from EDUINDEX NEWS & <https://www.preservearticles.com/education/what-are-the-demerits-of-national-policies-of-education-in-india/23140>.

In conclusion, Education rules are silent regarding the condition of schools run by certain people or organisations on a commercial basis across the nation. No educational programmes have as of yet suggested ways to narrow the achievement gap between affluent and disadvantaged pupils.

FORMULATION OF NEP 2020

The NEP 2020 is intended to take the role of the National Education Policy from 1986. The New Education Policy's consultation process was launched in January 2015 by a panel under the direction of former Cabinet Secretary T. S. R. Subramanian. Based on the committee report released in June 2017, a panel led by former Indian Space Research Organization (ISRO) chairman Krishnaswamy Kasturirangan produced a draught NEP in 2019. A number of open forums were held after the Ministry of Human Resource Development announced the 2019 Draft New Education Policy (DNEP). The 484-page NEP draught was lengthy. The Ministry had a protracted consultation process before finalising the drafting policy: "2.5 lakh gramme panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), and 676 districts submitted over 2 lakh bids.

The long overdue New Education Policy 2020 aspires to make education available to all children from preschool through high school. In order to make India a knowledge centre by the end of this decade, it replaces a 34-year-old policy with one that is more inclusive, holistic, thorough, and long-sighted. The government wants to eliminate social disparities in school participation, access, and academic achievement by 2030. To do this, it has set a target of obtaining a 100 percent Gross Enrolment Ratio (GER) or zero school dropouts.

The union government has established a steering group to create four National Curriculum Frameworks (NCFs) for early childhood education, teacher preparation, schooling, and adult education. The National Education Policy will be efficiently executed by the 12 members who will be charged with establishing pedagogy, aiding with book adjustments as necessary, and developing pedagogy (NEP). The tenure of the national steering group will be three years. The NCERT Director will help the SC finish its module. The committee, in addition to other experts and stakeholders, is anticipated to take into account position papers developed by national focus groups and incorporate feedback from state curricula.

DEVELOPMENTS UNDER THE NEP 2020 THAT ARE NOTABLE

Over the past year, there have been significant changes in the Indian education sector as a result of the NEP implementation (from July 2020 forward). The following developments are significant:

Technical training in regional languages is offered.

As of July 2021, technical topics would be taught in Malayalam, Gujarati, Hindi, Bengali, Kannada, Tamil, Telugu, and Marathi, according to Mr. Dharmendra Pradhan, the Union Minister of Education. Accordingly, the government announced that 14 engineering colleges in eight states had begun to provide

technical education (B.Tech degree) in five regional languages (Hindi, Bengali, Marathi, Telugu, and Tamil) to the underserved.

In order to include Indian sign language into higher education, the government has also developed courses throughout the language at the secondary school level in the nation.

Online classes are available.

In 2021, institutions will be permitted to provide online degree programmes and expand their reach in the educational sector in accordance with the government's NEP 2020, which also encourages student career progression.

The top 100 universities in the nation may increase online degree offerings and accessibility according to NEP 2020.

Leading EdTech companies are using strategic collaborations to provide online courses to students in India in order to support the government's effort to adopt NEP.

UpGrad, an EdTech startup, started online curricula for the Master of Computer Applications, Bachelor of Business Administration, Master of Business Administration, and corporate and financial law courses in June 2021 in partnership with O.P. Jindal Global University and JamiaHamdard University.

In June 2021, IMARTICUS LEARNING and JAIN (Deemed-to-be University), Bengaluru, will launch degree programmes in banking and finance.

In order to provide degree programmes including BBA, MBA, and MCA, Great Learning, an EdTech startup, teamed with JAIN (Deemed-to-be University) in Bengaluru in March 2021.

The exam schedule has changed.

The Central Board of Secondary Education (CBSE) recommended increasing the number of analytical, competency-based, and multiple-choice questions in accordance with the NEP 2020 in order to assess students' capacities for critical and creative thought and to prepare them for employment in the industry.

Institutions with streams in many disciplines

Institutes and institutions like IIT Delhi, IIT Roorkee, and IIT Kharagpur are steadily expanding to incorporate non-engineering courses in order to give students a larger choice of subjects to learn in accordance with the NEP 2020, which intends to make higher education interdisciplinary by 2030.

August 2020, IIT Kharagpur will inaugurate the Academy of Classical and Folk Arts, which will train students in music, visual arts, and performing arts.

For FY21, IIT Roorkee is offering new MBA and MSc (Biotechnology) programmes that are term-based (supported by the Department of Biotechnology).

Data science and financial literacy in the classroom

As part of the implementation of NEP 2020 in 2021, CBSE schools tapped into strategic alliances with tech behemoths like Microsoft to offer data science and coding lessons in classrooms. A financial literacy curriculum for Class VI pupils was developed in June 2021 by collaboration between CBSE and the National Payments Corporation of India (NPCI).

NEW EDUCATIONAL IMPLEMENTATIONS

In July 2021, Prime Minister Mr. Narendra Modi announced the introduction of ten more educational initiatives to enhance the nation's present educational system, marking the one-year anniversary of NEP implementation. The main initiatives are as follows:

Bank for Academic Credit

The Academic Bank of Credit was established by Prime Minister Narendra Modi to give students a variety of access and departure points into higher education.

Machine intelligence (AI)

The Indian Prime Minister, Mr. Narendra Modi, has created a website on artificial intelligence to assist students in becoming industry-ready and to lay the foundation for an AI-driven economy.

Regional Languages in Engineering Courses

The government said that first-year engineering programmes will be offered in regional languages starting in FY22. Accordingly, the AICTE plans to establish a technology that can translate technical curricula into 11 languages and create a resource database that will allow universities to offer more programmes in regional languages.

2.0 NISHTHA

The government put into practise NISHTHA 2.0, an integrated programme developed by NCERT (National Council of Educational Research and Training) to train teachers.

Programme VidyaPravesh

For students in Grade I, the government created the VidyaPravesh project, a three-month play-based school readiness effort.

SAFAL

SAFAL (Structured Assessment for Analyzing Learning Levels), a competence-based evaluation method used in CBSE schools for Grades III, V, and VIII, was accepted by the government.

National Architecture for Digital Education (NDEAR)

The National Digital Education Architecture (NDEAR) was created by the government to enable a new educational ecosystem and provide all stakeholders with a digital framework for self-governance.

In order to better understand their students' areas of competence and how they could apply them to future employment prospects, instructors can use the application to analyse pupils based on their skills and capabilities.

Forum for National Education Technology (NETF)

The government established the National Education Technology Forum (NETF) to offer objective, fact-based recommendations on technology-based projects to national and state government authorities.

When the forum is operational, information unique to the institution about how technology may be utilised to transmit academic content and what steps are being taken to improve research will be made available.

The research into sign language

In his address honouring NEP 2020's first anniversary, Prime Minister Narendra Modi said that Indian sign language has been given the status of a linguistic issue for the first time. He continued by saying that sign language should be taught in schools since more than 3 lakh pupils in the nation need it and that doing so would give those students greater authority.

Higher Education Globalization

In order to encourage higher education institutions and encourage innovative cooperation in teaching and research, Prime Minister Mr. Narendra Modi also established guidelines for the "Globalization of Higher

Education." Additionally, it would give higher education institutions a chance to engage in international competition.

After that, in July 2021, the government announced that 250 Indian institutions had created a "office of international education" in an effort to draw in foreign students.

NEP 2020: THE FUTURE

In order to lay the framework for educational complexes, a wider range of subjects in higher education institutions, and flexible entry-exit programmes in colleges and universities, the administration intends to swiftly implement NEP 2020 throughout the states.

The policy would be implemented in FY22 by state institutions including colleges and universities, according to Mr. Dharmendra Pradhan, Union Minister of Education. Accordingly, in August 2021, Karnataka became the first state to mandate the adoption of the NEP starting in FY22.

The government also wants to market India as a top location for learning abroad. 200,000 Indian students study abroad each year, according to the Ministry of Education, costing the country Rs. 50,000 crore (US\$6.7 billion) annually. However, it is anticipated that 48,000 overseas students will study in Indian institutes.

The government is concentrating on a number of initiatives to entice more foreign students to India, such as providing incentives to foreign institutions to establish campuses there and forming alliances with foreign universities to launch collaborative training programmes. The government also plans to create offshore campuses to draw foreign students and persuade them to enrol in shortened courses at Indian colleges.

Additionally, the NEP is making great strides toward modernising the educational system of the nation and adapting it to the changing needs of young people while providing them with industry-relevant skills.

Furthermore, it is predicted that the state government's increased focus on NEP implementation, along with rising private involvement in offering online courses in colleges and universities, will lead to better NEP implementation and expand the learning opportunities available to international students.

Emerging Challenges for NEP 2020:

The following is a quick discussion of the new NEP 2020 challenges:

Opening a university every week is a huge challenge.

Over 1,000 universities are currently located throughout India. One of the policy's stated goals, to double the gross enrollment ratio in higher education by 2035, calls for the creation of one new institution per week for the next 15 years.

It is undoubtedly challenging to start a university every week on a regular basis.

The numbers aren't any less frightening when it comes to school reform. 2 crore children who are not currently enrolled in school need to be reintegrated, according to the National Education Policy 2020. In any event, starting 50 new schools a week is necessary to do this during a 15-year period. This will very certainly need a large investment in campuses and classrooms. However, it also requires the weekly hiring of at least 200–300 teachers and at least 50 headmasters. This is a particularly significant difficulty since numerous teaching positions, even at reputable colleges, fall empty.

A significant problem in the Covid era is funding.

In terms of finance, this is not a task for the weak of heart. According to the National Education Policy 2020, education spending should increase from 4.6 percent to 6 percent of GDP, or around INR 2.5 lakh crores annually. Money that was wisely used to start colleges and universities around the nation, hire professors and instructors, and pay for ongoing expenses like providing breakfast for students.

The fact that this strategy was enacted at a time when the economy was being battered by lockdowns due to Covid-19, tax revenues from the government were atrociously low, and the budget deficit was already significant prior to Covid, complicates issues.

Execution is slowed down by the present focus on healthcare and the revival of the economy.

Economists have recommended for substantial stimulus packages totaling double-digit percentages of GDP notwithstanding the burden on the budget.

Although the National Education Policy is a 20-year undertaking, there is concern that we may begin to sputter in the next two to three years as government and budgetary attention is diverted to the more urgent but no less important requirements of healthcare and economic recovery.

There must be a sizable pool of highly competent educators.

The approach calls for a significant structural redesign of the school curriculum, which is a very welcome step.

However, in order to deliver this curriculum effectively, we require teachers who have received pedagogical training and are familiar with its requirements.

Many of the curriculum changes demand significant cognitive adjustments from both teachers and parents.

To achieve inter-disciplinary higher education, a cultural revolution is necessary.

The National Education Policy 2020's emphasis on inter-disciplinary learning in higher education is a very positive move. Universities have been heavily siloed and departmentalized for decades, particularly in India.

Scholars and teachers generally share a disciplinary anchoring culture.

It is difficult to imagine a whole higher education system made up of "exceptional" professors who are interested about, appreciate, and lean into other subjects while being specialists in their own. Over the next 15-20 years, this will necessitate a cultural revolution throughout the higher education ecosystem.

EPILOGUE

The new National Education Policy (NEP) 2020 seeks to improve the educational system by making it more comprehensive, adaptable, interdisciplinary, and responsive to the demands of the twenty-first century. The youth produced by NEP 2020 will be tech-savvy and prepared to join the workforce of the future.

The most anticipated revolution in educational history is here, and we should welcome it. Every proposal, as we are all aware, requires time to develop and may contain some errors. But when all things are taken into account, this tactic seems to have the potential to bring about desperately needed change. In conclusion, it is appropriate to state that a robust system with ongoing monitoring is required to increase the effectiveness and vitality of the educational system.

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