

Study of NEP 2020: Issues, Approaches, Challenges, Oppurtunities and Criticism

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Abstract - A well-defined education policy and the future is important for the country at school and college levels because of the fact that education leads to economic and social development. Different countries use different education systems with due regard to culture and traditions and take different stages during their life cycle at school and college education levels to make it work. The National Education Policy 2020 (NEP 2020), approved by the Indian Union Cabinet on July 29, 2020, sets out the vision for India's new education system. The new policy replaces the previous National Education Policy, 1986. This policy is a comprehensive framework for primary education towards higher education and vocational training in rural and urban areas of India. This policy aims to transform India's education system by 2021. Shortly after the policy was released, the government made it clear that no one would be forced to learn any particular language and that the method of teaching would not be diverted from English to any regional language. The language policy in the NEP is a schools to decide on the application. Education in India is a study of the Related List. Policy 2020. A national education policy should be applied to all schools in India by 2022.

Keywords - Higher Education, National Education Policy 2020, NEP-2020, Overview and Analysis, Implementation Strategies, Methods, Challenges, Opportunities for NEP 2020

Background - NEP 2020 replaces the National Education Policy of 1986. In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian initiated a process to discuss the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organization (ISRO) chief executive Krishnaswamy Kasturirangan. The New Education Policy Framework (DNEP) for 2019 was later released by the Department of Human Resource Development, followed by numerous public hearings. The T74 Draft NEP had 484 pages. The Department has undergone a strong consultation process in the formulation of the policy framework: "More than 2 lakh proposals from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were approved."

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INTRODUCTION

India, as a fast-growing free country of change in education, currently has about 845 universities and about 40,000 higher education institutions (HIEs), reflecting the total diversity and the many small HEIs in the country connected to these universities. It has been found that more than 40% of these small institutions use a single system for me against the expected transformation of the multi-sectoral higher education system which is an important need for educational change in the 21st century. It was also noted that more than 20% of colleges are enrolled

annually with less than 100 students making it impossible to improve the quality of education and only 4% of colleges enroll more than 3,000 students per year due to regional inequality and level of education. they give. Some of the reasons found for the collapse of the higher education system (HE) in India are: It is predicted that India will be the third largest in the world in 2030-2032 with a GDP of about ten billion dollars. It is clear that the ten billion economies will be driven by sources of information and not natural resources. To boost India's education sector growth, the current government has decided to revive it by introducing the National

Education Policy 2020. This is in line with the latest call by the Prime Minister to use the Fourth Industrial Revolution to move India to a higher level. The newly launched National Education Policy 2020 has a vision for a India-focused education program that directly contributes to transforming our nation into a society of equal and living knowledge, by providing quality education for all.

ISSUES OF NEP 2020

- Initial distribution of students in various subjects.
- Lack of access to HE, especially in the most economically disadvantaged areas has resulted in a current gross enrollment ratio (GER) of only 25%.
- Lack of teachers and institutional independence to do new things in HE attracts more students.
- Inadequate job management practices and the advancement of intelligence with institutional leaders.
- Lack of research and innovation at many universities and colleges.
- Low levels of governance and leadership in institutions of higher learning.
- A corrupt control system that allows fake colleges to thrive while pressing for better, innovative institutions.

APPROACHES OF NEP 2020

1. Curriculum and Content

NEP aims to introduce a transition from 10 + 2 building to 5 + 3 + 3 + 4, where early childhood education will be part of formal education. In addition, NEP 2020 focuses on reducing the content of the curriculum to create a space for critical thinking and, in turn, develop the 21st century skills incorporated into them. Therefore, all aspects of curriculum and teaching need to be restructured to achieve these goals. Challenges to successfully implementing these changes include revising the curriculum in line with the National Curriculum Framework. Also, teachers need to rethink the reading content rubric and adjust textbooks accordingly.

2. Teacher Availability and Training

The policy aims to redesign the school curriculum. However, for the curriculum to be effective, schools and the relevant authorities need to train teachers and understand the needs of teaching in order for there to be a smooth transition to the new education system. In addition, they need to shift from teacher-centered

reading to student-centered reading in order to develop interpersonal, critical thinking, problem-solving and decision-making skills among young people. The study suggests that more than 250 million students are estimated to enroll in K-12 schools in India by 2030. This means that we need nearly 7 million teachers to deal with this growing number of students. Since teaching is one of the lowest paid jobs in India, experiential learning and mind-focused teaching will be a challenging task. Until the teachers' salary review is reviewed, the implementation of NEP 2020 will be a major challenge.

3. Technology

NEP 2020 emphasizes the use of technology benefits to prepare young people for the future. However, developing digital infrastructure such as digital classrooms, remote professional-based teaching models, AR / VR tools to fill gaps in physical education and laboratory infrastructure is a major challenge because most schools do not have the right setup. support these tools. Also, the costs associated with building a digital infrastructure may be less expensive for all schools across the country. In addition, in rural areas of the country where the Internet is virtually nonexistent, using digital learning tools is out of the question. Therefore, government must work to develop the basic infrastructure that will support digital infrastructure in all areas.

4. Test Building

NEP focuses on constructive assessment for learning rather than abbreviated assessment. The primary purpose of modifying the assessment program is to promote continuous tracking of learning outcomes. However, further testing requires schools and teachers to adopt new assessment methods and assignments. These approaches require technical intervention and active participation of teachers and students. According to a survey, out of 1.5 million Indian schools, 75 percent are state-run. Of the remaining 400,000 private schools, about 80 percent are 'private schools'. Therefore, sending a continuous assessment framework is a challenging task for these schools.

CHALLENGES OF NEP 2020

1. Opening weekly universities is a herculean activity

India today has about 1,000 universities across the country. Doubling the Gross Ratio Enrollment in

Higher Education by 2035 which is one of the stated goals of the policy will mean that we must open one new university every week, for the next 15 years. Opening one University each week on an ongoing basis is undoubtedly the biggest challenge.

2. Prices are also very alarming in the transformation plans of our school system

The National Education Policy 2020 aims to bring back 2 million children who are currently out of school, into the school system. Whichever way you look at it, achieving this in 15 years requires the suspension of about 50 schools each week.

3. Funding is a major challenge in the Covid era

From a supportive perspective, this is not a challenge for the weak. The National Education Policy 2020 anticipates an increase in spending on education from 4.6% to 6% of GDP, reaching approximately INR 2.5 lakh crores per year. The money will be well spent on building schools and colleges across the country, appointing teachers and professors, and operating expenses such as providing free breakfast for school children. What makes things even more difficult is that this policy came at a time when the economy is overwhelmed by Covid-19 related closures, government tax cuts were very low, and funding shortfalls were high even before Covid.

4. The current focus is on health care and economic sustainability to reduce homicide rates

Economists have been looking for large renewable energy packages of up to 2 percent of GDP, despite the difficulties in the exchequer.

5. The need to create a large number of qualified teachers

In school education, the policy aims to redesign the curriculum structure as a very acceptable step. But in order to make this curriculum successful, we need teachers who are trained and who understand the teaching needs. Many curriculum changes require major changes in the thinking of teachers, as well as parents.

6. Higher education requirements that include disciplines for cultural change

In higher education, the focus of the 2020 National Education Policy on disciplinary education is a very welcome step. Universities, especially in India, have for decades been siloed and run by departments. The

2020 National Education Policy contains a number of initiatives to improve the quality and scope of the education system in India.

THE OBJECTIVES OF THIS STUDY ON THE NATIONAL EDUCATION POLICY 2020 ARE

- (1) Highlighting and briefly reviewing the policies of the newly adopted higher education system (NEP 2020).
- (2) Comparing the National Education Policy 2020 with the policy currently adopted in India.
- (3) Identifying innovations in the new national higher education policy 2020.
- (4) Predicting the impacts of NEP 2020 on India's higher education system.
- (5) Discuss the relevance of the NEP 2020 Higher Education Policies.
- (6) Recommendations for further development to effectively use NEP 2020 to achieve its goal.

TARGETS & TIMELINES

Here are the policy's key targets as well as the deadlines set for some:

1. The whole policy will be in place by 2040.
2. 100% of Total Enrollment Rate from Pre-School to Second Level by 2030.
3. Teachers will be prepared for exam changes by 2030.
4. Standard levels of learning in public and private schools.
5. The goal is to focus on basic numeracy and literacy for all Grade 3 learners.
6. Integrating early childhood care and education by 2030.
7. Vocational training for at least 50% of students by 2025.

OPPORTUNITIES OF NEP 2020

New education Policy begins with the unfinished agenda of NEP — 1986. NEP — 1986 was rooted in a very different India.

Over the years, remarkable strides have been made in terms of access and equity. Near universal levels of enrolment at primary levels, and subsequent increase in enrolment at higher education levels (GER: 26.3%) have been achieved. However, there has also been a drop in the quality of learning in public school systems, followed by an exodus of elite and middle classes. This also led to the weakening

of accountability mechanisms. Despite poor returns on learning, the pay-structures in public systems have seen a gradual increase.

1. School Education

Renovation of 10 + 2 building to 5 + 3 + 3 + 4. A new teaching structure and curriculum to cover the pre-school years. It goes well as this has been ignored in the education policy documents, and is being discussed in an informal manner. NCERT will focus on the development of a new ECCE curriculum and teaching structure. The policy also deepens the development and training of Anganwadi trainers through short- and long-term programs. A good goal to legitimize the formation and delivery of ECCE. Focus on gaining basic maths and Grade 3 learning. The Ministry of Education (MoE) will reinforce this, and do it mechanically through a different national service. A separate national library policy is to develop libraries across the country and to instill a love of reading in children. Public libraries in India are not available. If this can be reinforced by public education policy, it is inclusive. Eggs are still a controversial policy issue, the policy makes it clear and clear to avoid any unnecessary conflict. However, the section is always flexible in order to avoid all forms of conflict. Half-cooked understanding and market push for an English perspective and 'quality' father would have led to this flexibility. The policy also does not force / enforce / prefer any one language over another and promotes multilingualism. It also recommends teaching foreign languages at the second level: Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian. This has so far never been used as a public domain in technical documents. Although the latter categories highlight categories such as class, ethnicity, disability, transgender people and there are transient indicators of minor terms. Criticism of technology aside, the policy considers sufficient efforts to be directed at these groups to increase registration and retention. PARAKH, a new body that will focus on testing such as the NAS (National Achievement Survey) and the SAS (State Achievement Survey).

PARAKH can be an important tool for exploring learning spaces and targeted support for various goals and service programs.

2. Higher Education

It is important to look at the policy in terms of what has happened in public universities, as well as the recent debates of top universities. There has been a continuous erosion of university independence by the

government. The perverted state violence presented at one of India's leading public universities did not happen long ago. Political appointments of university leaders who are the best government tools, instead of focusing on teaching, learning, research and management. Although this document emphasizes regulatory independence, it can be difficult if the document also states financial independence.

This 'imaginative' autonomy is considered by the replacement of UGC (University Grants Commission) and AICTE (All India Council for Technical Education). The new body The Indian Higher Education Commission is based on the idea of job segregation and job segregation.

The policy also opposes the sale of education. However, the same width allows foreign universities to come to India. There has been a dramatic increase in the number of private universities by Indian providers. If the idea was to increase competition, it makes sense. However, the submission of the statement does not.

Focusing on the future curriculum makes sense, and a separate body dedicated to focusing on integrating technology in institutions is a necessary approach.

The National Research Foundation is another good idea. However, if these gaps are filled by people who are driven by ideological agendas, little can be expected.

Indian universities will be allowed to set up campuses elsewhere in the world - there is great potential for this to develop in gulf markets. There is a great need for higher education by the Indian diaspora. Criticism of NEP 2020

Here is a list of criticisms which have been leveled, or which may be leveled, against the NEP 2020 The NEP circumvented parliamentary oversight, discussion and scrutiny. Given it has been brought at the time when parliament is not functioning due to COVID-19, this is a rather hasty approach, one which seems to be aimed at scoring a political point. This is also not the first time this has happened. Members of Parliament have been repeatedly kept out of crucial discussions in the past 6 years, preventing them from examining policies critically or otherwise expressing their views and suggesting amendments.

The policy is a vision document that fails to be inclusive of the bottom-most strata of society and

provides little to no relief to the poor, women and caste and religious minorities, as it glosses over key concerns of access to education which have long prevailed. There is no comprehensive roadmap and coherent implementation strategy in place to execute this grand vision.

Many milestones and a commitment to finances necessary to execute this plan aren't clearly defined. Take, for example, the line: "The Centre and the States will work together to increase the public investment in the Education sector to reach 6% of GDP at the earliest." There is no clear commitment that can hold the government accountable.

3. Three Language formula

Though the policy does not compel this provision, it is crafted in a manner that leaves little choice and flexibility with the students/teachers/schools. It is also in direct contravention with a Supreme Court Judgment. The way this is laid out is bound to bring to mind the anti-Hindi agitation of 1965, against the central government's intention to make Hindi an official language. Political parties in the South see this as a move by the Modi government to impose Hindi in non-Hindi speaking states. This is, of course, despite the fact that the centre has clarified that it will not impose any language on any state and the final decision on this will be left to the state itself.

The NEP 2020 is silent on the RTE Act and universalisation of education will not be achieved without legal backing: There is no mechanism to link primary and secondary education with the RTE. This is not binding on the centre/state legally. As the RTE forum said, in a statement: "The final policy talks about the universalisation of school education from 3-18 years, without making it a legal right. Hence there is no mandatory mechanism for the union and state governments to make it a reality. Without the RTE Act, universalisation will be very difficult."

CONCLUSION

Higher education, with its emphasis on academic study, often produces graduates who have few or no income. Developing GER to include all citizens of the country in higher education is the responsibility of the national government education department. India's National Education Policy 2020 is marching towards achieving that goal by creating new policies to improve quality, attractiveness, accessibility, and expand the provision of higher education in the private sector and at the same time with strict quality control controls. in all institutions of higher learning. By promoting

eligibility based on free shipping and scholarships, advanced and progressive research artists as members of intelligence, as well as certified leaders based on regulatory approaches, and strict quality monitoring through annual authorization based on self-proclaimed advances through technology-based technologies. monitoring, NEP-2020 is expected to achieve its goals by 2030. All tertiary institutions with the current name of the lower colleges will grow as the private colleges have multiple faculties that are empowered in their name or become hosted universities under their jurisdiction. The impartial agency National Research Foundation will fund new projects in key research areas of basic science, applied science, and social and human sciences. The HE program will transform itself into a student-centered approach to the freedom of choice of core subjects and subject disciplines and to all subjects. Members of the faculty also acquire independent choice of curriculum, methodology, teaching and assessment models within a given policy framework. These changes will start in the 2021-22 academic year and will continue until 2030 when the first level of change is expected to be more pronounced.

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