

CHALLENGES AHEAD OF IMPLEMENTING NEP-2020 IN SENIOR COLLEGES AFFILIATED TO SRTMU NANDED

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Abstract:

Present study is focused on NEP 2020 and also studied on the objective, features and higher education and impact of this policy on the education system. The National Education Policy contributes directly in sustainable transformation of our nation into an equitable and vibrant knowledge society, by providing high quality education to all. The new National Education Policy was approved by Union Cabinet of India on 29th July 2020 which is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The new policy aims for universalization of education from pre-school to secondary level with 100 per cent Gross Enrolment Ratio (GER) in school education by 2030 and aims to raise GER in higher education to 50 per cent by 2025. There are many opportunities and challenges to the education fraternity in implementation of NEP 2020. This paper Impact of National Education Policy on Higher Education: Opportunities & Challenges, tries to trace the history of Education System in India, to review the NEP in relation to HE, to analyse the impact of NEP on teachers, and also expresses the opportunities and challenges in implementation of NEP and also describes the road ahead to NEP.

Keywords: National Education Policy, Advantages, Drawbacks, Guidelines for Higher Education

Introduction:

The vision of the National Education Policy is: “National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all.”

The New Education Policy proposed in 2020, approved by the government will definitely be a landmark within the history of education among Asian nations. The policy is holistic, comprehensive, so hawk-eyed and can definitely play a significant role within the nation’s future growth and development. The most deserving credit for drafting the new National Education Policy must go to the TSR Subramanian Committee, established in 2016, and the K. Kasturirangan Committee for having done a stellar job. The policy places welcome stress on a holistic, learner-centered, versatile system that seeks to remodel Asian nations into a spirited information society. It amazingly balances the pride and rootedness in an Asian nation, yet as acceptance of the most effective ideas and practices within the world of learning from across the world. Definitely, the Newly drafted National Education Policy is a revolutionary document that is expected to change the fate of the coming generation of students and ultimately our nation. Therefore it becomes important to know the advantages and disadvantages of NEP 2020 that are to be brought under the new education policy. The main



problems faced by the Indian higher education system includes enforced separation of qualifications, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools, and lack of competitive peer-reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education. Institutional restructuring and consolidation aim to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary, creating well-rounded and innovative individuals, and transforming other countries educationally and economically, increasing the gross enrolment ratio in higher education, including vocational training.

Objective of the study :

- 1) To study the nature of the NEP 2020
- 2) To study the features and drawback of NEP 2020
- 3) To find out the conclusions regarding the study

Research Methodology:

This research is a descriptive study. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc. This data was then analyzed and reviewed to arrive at the inferences and conclusions.

Advantages of New Education Policy 2020 (NEP 2020) :

1. One of the primary and major points of criticism is that our system tries to suit the scholars into three categories after class 10 are Science, Commerce, and humanities. Students are allowed to select only one stream and if they select any stream, then they can't study the topic of the opposite streams. And this is often very problematic because many students may have an interest in more than one subject. For instance — If any student has chosen science stream but his interest also lay in economics and politics, then he was not allowed to study economics and politics. But now, the government has changed this in India's new education policy 2020. Now, scholars can choose subjects with their own flexibility. After the execution of this policy, a student can study history with chemistry, and physics with politics. A student can study science, commerce also as art subjects. this is often a tremendous initiative. Now the scholars would have such a lot of flexibility to settle on.

2. The second major change proposed in the NEP is to replace the tutorial 10+2+3 academic structure with the 5+3+3+4 structure. Now it's become more almost like the education system of the western developed countries. In the 10+ 2+3 education system learning began at the age of 6. But in this new education system learning will begin at the age of three. Preschool would be from the age of three to six then 1 and a couple of subsequent 2 yrs. Then would be the preparatory stage for the subsequent two years during which focus would be upon playing activities based classroom structure.

3. One of the new education policy 2020 highlights is that Class 6 to eight would be the center stage during which the experimental learning would be the main target science, mathematics, science art humanities. Next would be the second stage of sophistication 9 to 12 during which multidisciplinary studies would be focused. Students would be given more flexibility and more choices. Vocational education will be given tons of importance like it is given in developed countries. The roles like welding, electrician, plumber, carpentry are viewed at an equivalent level because of the test of skilled jobs. In India, these jobs are checked out with disdain, which may be a mindset that must change. The government has implemented some structural change to vary this mindset, which is praise worthy. This is a really critical thing without which, we

will not become a developed country until and unless these changes are implemented. Fortunately, the step taken by the government is in the right direction regarding this. Coding would be taught to the youngsters from class 6 and therefore the importance accorded to the board exam in school 10 and 12 would be reduced.

4. NEP is related to the progress report card which was being handed to students at the end of the year till now, the teacher assesses how the student has performed within the entire year, consistent with them. But after the implementation of NEP, the assessment is going to be done by not only the teachers, but the student will also self-evaluate themselves and say how they performed within the entire year and comment on their consistency with their prospective. Not only will there be self-evaluation, but the remaining other students of the category also will evaluate and say, how a specific student has performed. The final report will consist of the attitude of the remaining classmates. This is definitely a really useful step because critical thinking may be a vital aspect to measure one's efforts and to believe what one is doing is correct or not? This is very useful as nobody will tell you about your performance in the future. So this thinking should be imparted at the first stage to the scholars to gauge oneself and to ascertain what others think of you and what your evaluation is from their perspective. It is very useful.

5. NEP has another vital amendment that the committee has proposed in the existing draft of that it has finally set at least 6% investment of India's GDP will be spent on education. Presently it's around 4.3%, which is insufficient. And compared to other developing countries and remaining developed countries, India spends terribly less on education in the life of value. Investing 6% of GDP is a big task for India, especially considering the present economic situation. However, the impact of it can only be reviewed after the implementation of policy

6. The Indian education system has most of the exams are unit designed and are organized in such a method that requires mugging up of concepts in order to clear those exams. We all have been through that phase. The knowledge acquired by simply mugging up things evaporates in a few months as a result of which we fail to recall the actual concepts. Understanding the fact that merely clearing exams is not the objective of education.

Difference between the Traditional Model and the New Education Structure

	10+20+3 (NEP 1986)	5+3+3+4 (NEP 20)
Structure	Traditional Academic learning and teaching	New updated Academic structure that differentiates curricular and extracurricular activities.
Phase	3 Phases	2. 4 phases
Age Group	Between 6 to 18 years	3. Between 3 to 18 years
Duration	Complete 12 years of schooling	4. 15 years (3 yrs for pre-school and 12yrs for complete schooling)
Focus	To pass the knowledge from the previous generation to the next.	5. Universal access to school education for everyone at all levels.

Table No.1



Drawbacks :

1. In the National Education Policy 2020, language is a negative factor as there is a problematic teacher to student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, which is bringing study material in mother languages.
2. According to the national education policy 2020, students willing to complete their graduation have to study for four years while one can easily complete his/ her diploma degree in two years. This might encourage the pupil to leave the course midway.
3. According to the national education policy 2020, students of the private schools will be introduced to English at a much earlier age than the students of the Government schools. The academic syllabus will be taught in the respective regional languages of the Government school students. This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies.

Students Centric features :

1. Recognizing, Identifying, and Strengthening the unique capabilities of each student
2. Promoting each student's holistic development in both academic and non-academic spheres
3. Achieving Foundational Literacy and Numeracy in all students by Grade 3
4. Flexibility for learners to choose their learning trajectories and programs, and thereby choose their paths as per their talents and interests
5. No hard separations between arts and sciences, curricular and extra-curricular activities, vocational and academic streams, among others to eliminate harmful hierarchies and silos in areas of learning
6. Multi-disciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports to ensure the unity and integrity of all knowledge
7. Promotion of Multilingualism and the Power of Language in learning and teaching
8. Life Skills such as communication, teamwork, cooperation, and resilience
9. Regular Formative Assessment for learning instead of summative assessment
10. Full Equity and Inclusion as the basis of all educational decisions
11. Teachers and Faculty as the heart of the learning process
12. Light but Tight regulatory framework to promote integrity, transparency and resource efficiency of the educational system.
13. Encouraging innovation and out-of-the-box ideas through Autonomy, Good Governance and Empowerment

Guidelines and Applications of NEP about Higher Education :

1. Holistic and Multi-disciplinary education in an undergraduate program with multiple exit options where the bachelor's degree can be 3 or 4 years
2. Phil. (Master of Philosophy) courses to be discontinued
3. Establishment of Academic Bank of Credits to facilitate Transfer of Credits
4. Setting up Multidisciplinary Education and Research Universities (MERUs) as models of



- best multi-disciplinary education of global standards
5. Establishment of National Research Foundation, an apex body for fostering a strong research culture and building research capacity across higher education
 6. Establishment of Higher Education Council of India (HECI) to regulate higher education by preparing the same set of regulations, accreditation and academic standards for private and public institutions.
 7. National Accreditation Council (NAC) for accreditation
 8. The HECI will replace the existing National Council for Teacher Education (NCTE), All India Council for Technical Education (AICTE) and the University Grants Commission (UGC)
 9. Phasing out the 'Affiliation System' at university level over a period of 15 years

Regulatory System of Higher Education:

A significant change in NEP 2020 is the proposal to set up the Higher Education Commission of India (HECI), as an umbrella body for higher education, excluding medical and legal education. This will usually bring out a question that what will happen to the present UGC and AICTE? HECI is aiming at reforming the higher education sector; the Bill will separate the Academic and Funding aspects of the sector. According to the new Bill, HECI will not have any financial powers. The funding processes which were handled by the University Grants Commission (UGC) will be taken care by the Ministry of Education, previously known as the Ministry of Human Resource Development (MHRD). This change however is expected to clear the regulatory mess in India's Higher Education system. HECI is expected to have four independent verticals - National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard-setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. To have uniformity in education standards, a single umbrella body was always a requirement and this has been a vision of numerous educationists. This is considered as the right step in streamlining education policy. However, to ensure quality of higher education, institutes must be measured based on relevant parameters like research, industry linkages, placements and academic excellence, etc. If the HECI can manage this, the benefits to its biggest stakeholder, the youth of India, might be significant.

Conclusion:

The new education policy has a laudable vision, but its strength will depend on whether it is able to effectively integrate with the other policy initiatives of government like Digital India, Skill India and the New Industrial Policy to name a few, in order to effect a coherent structural transformation. Hence, policy linkages can ensure that education policy addresses to and learns from Skill India's experience in engaging more dynamically with the corporate sector to shape vocational education curriculum in order to make it a success. There is also a necessity for more evidence-based decision-making, to adapt to rapidly evolving transmutations and disruptions. NEP has reassuringly provisioned for real-time evaluation systems and a consultative monitoring and review framework. This shall empower the education system to constantly reform itself, instead of expecting for a new education policy every decade for a shift in curriculum. This, in itself, will be a remarkable achievement. The NEP 2020 is a defining moment for higher education. Effective and time-bound implementation is what will make it truly path-breaking. This New National Education Policy



in 2020 was most-awaited and long overdue. After the final draft of NEP was submitted to the Human Resource and Development Minister, Ramesh Pokhriyal 'Nishank' now the focus needs to shift to its effective and efficient implementation in reality. The Union government and State Governments have to work together in order to make the change happen in the classrooms. We are pretty much confident that if everything works as planned and the policy gets implemented well, it will open new doors of opportunity to make India a thriving knowledge hub.

Previous Education Structure

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