



ORIGINAL RESEARCH PAPER

Life Sciences

TESTIMONY OF NATIONAL EDUCATION POLICY 2020: CHALLENGES AND REFORMATIVE ANALYSIS

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ABSTRACT

In Indian constitution, Education is in the concurrent list which anticipate equal duty of both the Central and State Governments. The NEP-2020 is an advanced policy which emerged out of the reflections from grass-root level to the National Bodies including various organizations, social groups, associations and the representatives of Civil Societies. For effective implementation the present policy advocates vocational education as an integral part of secondary education. In order to realize the policy expectations on vocationalization the entire school should undergo transformation. Also, in order to make vocationalization as an integral part of school education required infrastructure is to be created. NEP-2020 suggests radical transformation in the existing Higher Education sector. The policy proposes giving absolute autonomy to the well established under graduate colleges, where in they can choose what is to be taught and also can award the degrees. Thereby the present practice of 'affiliation' system will be vanished. Further, the policy proposes freedom to the student who can choose the subjects of study. It means the undergraduate colleges continue to exist, should offer the subjects across different disciplines. The major challenge before the states is to upgrade all its degree colleges to the level where these institutions can fulfil the expectations of the policy.

Education is the passport to the future, for tomorrow belongs to those who prepare for it today. "Malcolm X-

1. INTRODUCTION

Education is the basis for achieving full human potential, build an equitable and just society, and promoting national development. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

Since the country's independence in 1947, the Indian government sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. Maulana Abul Kalam Azad, India's first Minister of Education, envisaged strong central government control over education throughout the country, with a uniform educational system. The Union government established the University Education Commission (1948-1949), the Secondary Education Commission (1952-1953), University Grants Commission and the Kothari Commission (1964-66) to develop proposals to modernise India's education system.

The Resolution on Scientific Policy was adopted by the government of Jawaharlal Nehru, India's first Prime Minister. The Nehru government sponsored the development of high-quality scientific education institutions such as the Indian Institutes of Technology. In 1961, the Union government formed the National Council of Educational Research and Training (NCERT) as an autonomous organisation that would advise both the Union and state governments on formulating and implementing education policies.

The NEP 2020 is the first omnibus policy after the one issued in 1986, and it has to contend with multiple crises in the system. It is no secret that primary schools record shockingly poor literacy and numeracy outcomes, dropout levels in middle and secondary schools are significant, and the higher education system has generally failed to meet the aspirations for multi-disciplinary programmes.

In structural terms, the NEP's measures to introduce early childhood education from age 3, offer school board examinations twice a year to help improve performance, move away from rote learning, raise mathematical skills for everyone, shift to a four-year undergraduate college degree system, and create a Higher Education Commission of India represent major changes. Progress on these crucially depends on the will to spend the promised 6% of GDP as public expenditure on education. The policy also says that wherever possible, the medium of instruction in schools until

at least Class 5, but preferably until Class 8 and beyond, will be the home language or mother tongue or regional language. This is a long-held view, and has its merits, although in a large and diverse country where mobility is high, the student should have the option to study in the language that enables a transfer nationally. English has performed that role due to historical factors.

Moreover, fee regulations exist in some States even now, but the regulatory process is unable to rein in profiteering in the form of unaccounted donations. The idea of a National Higher Education Regulatory Council as an apex control organisation is bound to be resented by States. Similarly, a national body for aptitude tests would have to convince the States of its merits. Among the many imperatives, the deadline to achieve universal literacy and numeracy by 2025 should be a top priority as a goal that will crucially determine progress at higher levels.

2. Challenges With Regard To Implementation

1. Integration

In two points of view to observation, and in the documentation, there are straggle, such as the integration of technology and pedagogy. There are huge gaps such as lifelong learning, which should have been a key element of upgrading to emerging sciences. Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities -both the 'foundational capacities 'of literacy and numeracy and 'higher-order 'cognitive capacities, such as critical thinking and problem-solving, but also social, ethical, and emotional capacities and dispositions.

2. Multiplicity of languages and vernacular in India-

Students are capable to learn to read and write in the language that they are most familiar with. However, in a multilingual country like India, it comes across as a challenge with different states, regional and national languages. Just 47 of the 270 mother tongues identified in the 2011 Census used as mediums of instruction in schools.

NEP 2020 speaks a lot about multilingualism. But it fails to recognize that children arrive in school not with "a language" but with a complex verbal repertoire. The NEP 2020 three-language formula is theoretically unsound and has had a disastrous history. NEP, 2020 fails to understand that people only learn another language to integrate with others or when it is an instrument of benefit. For example, people from South India learn Hindi for jobs and increments. People in North

India learn Sanskrit because it ensures high marks without much work.

3. Lack of funds:

The extension of free and compulsory education from only grades 1-8 to preschool and secondary levels is welcome and overdue; yet one wonders how the costs of doing this will be met. 1993, the Supreme Court mandated in the Unnikrishnan case that every child below the age of 14 years had a right to free education, yet when the RTE Act was finally passed it only included children between the ages of 6 to 14 years because the country could not afford the cost of preschool. Extending compulsory education both to preschool and secondary education will require a very large financial fund.

According to Economic Survey 2019-2020, the public spending (by the Centre and the State) on education was 3.1% of the GDP. A shift in the cost structure of education is inevitable. While funding at 6% of GDP remains doubtful, it is possible that parts of the transformation are achievable at a lower cost for greater scale.

4. Curriculum and Content

The NEP seeks to introduce a shift from 10+2 structure to 5+3+3+4 structure, where early childhood education will be a part of formal education. The challenges in successfully implementing these changes include modifying the curriculum in accordance with the National Education Framework. It is also necessary that educators need to rethink the learning content rubric and modify the textbooks accordingly. Therefore, Central Government should come in a long way to support the State Governments.

5. Teachers Availability and Required skills

During 2015 to 2019 a lot of intensity was given on the use of technology in education and at the nucleus was the teacher. The Government of India build its own massive open online platform by the name of SWAYAM and also launched its bouquet of thirty-two educational television channels by the name of Swayam Prabha. Any teacher from anywhere can design his/her own course and place it on the SWAYAM, and learners from anywhere in the country or abroad can take the course. This initiative was a precursor of the Pandemic which hit the world in 2020. On the one hand it brought a great opportunity to the teachers but it also has brought great challenge. The competition for teachers has increased manifold. The competition is no more with the teachers in the school or the town but from any or all teachers of the world. Now every teacher has the opportunity to teach to a real global classroom but the challenge is to be the best otherwise the student can exit anytime. The opportunity to perform and be recognised is unlimited but the competition is also equally unlimited.

6. Examination Structure

The NEP focuses on formative assessment for learning rather than summative assessment. The primary purpose of changing the assessment system is to promote continuous tracking of learning outcomes. However, continuous assessment requires schools and teachers to use innovative evaluation approaches and assignments. These approaches demand technological intervention and active involvement of teachers and students. According to a study, out of the 1.5 million schools in India, 75 per cent are run by the government. Of the remaining 400,000 private schools, nearly 80 per cent schools are 'budget private schools. Hence, deploying a continuous assessment framework is a challenging task in these schools. Thus, the government needs to have a systematic phased approach to successfully implement the NEP 2020 and provide quality education to all students, irrespective of their place of residence. Thus, the NEP 2020 lays emphasis on making the education system holistic, flexible and aligned to the needs of 21st-century education. However, in order to accomplish all these goals, we

must overcome all the execution challenges in a sustained manner for years to come.

CONCLUSION AND REFORMS

National Education Policy 2020 speculate an India-centric education system that provides high-quality education to all, thereby transforming India sustainable into an equitable and vibrant knowledge society in the world. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. There are some good elements to the NEP 2020 that will generate little friction, and need only adequately resourcing.

Provision of an energy-filled breakfast, in addition to the nutritious mid-day meal, to help children achieve better learning outcomes, is one. Creation of 'inclusion funds' to help socially and educationally disadvantaged children pursue education is another. Where the policy fails to show rigour, however, is on universalisation of access, both in schools and higher education; the Right to Education needs specific measures to succeed. Finally, we can say that it is necessary to reforms the new education policy 2020 and government should take some relevant steps to reforms. Ultimately these reforms based on the following salient aspects-

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