CHALLENGES IN IMPLEMENTING NATIONAL EDUCATION POLICY (NEP) 2020

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Abstract

"A good education is a foundation for a better future" ~ Elizabeth Warren

Education is an important tool of everyone's life. It helps a man to be one of the smartest creatures on earth. It empowers humans and gets them ready to face challenges of life efficiently. So it is important that we should upgrade our knowledge through education frequently, along with that we also need to upgrade our educational policies as and when required. This need to upgrade our education system was well understood by our government and thus they introduced the NEP.

The New Education Policy announced by Government of India (NEP 2020) was a welcoming change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid19 pandemic. The announcement of NEP 2020 was purely unexpected by many. The changes that NEP 2020 has recommended were something that many educationists never saw coming. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its implementation on Secondary Education.

Keywords*: New Education Policy, Secondary Education, Covid-19*

Introduction: The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NEP was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy's aim was to transform India's education system by 2021. The language policy in NEP is a broad guideline and advisory in nature; and

it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible.

In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for 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 Organisation (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP had 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received." 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.*"

Quality higher education must aim to develop individuals who are excellent, thoughtful, all-rounders, and creative. It must enable a person to study one or more specialized areas of interest at an in-depth level and develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skills of the 21st century across a range of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological and the vocational subjects. The new education policy brings some fundamental changes to the current system, and the key highlights are multidisciplinary universities and colleges, with at least one in or near every district, revamping student curricula, pedagogy, evaluation, and support for enhanced student experience, establishing a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities and colleges.

The main problems faced by the Indian secondary education system includes enforced board exams and fear of it, lack of thorough practice in competitive exams, lack of skill developments, lack of vocational training, etc.

Institutional restructuring and consolidation aim to end these issues faced by the secondary school education system and, creating all - round and innovative individuals. It would also help in transforming our country educationally and economically.

Holistic and multidisciplinary education should strive in an integrated way to improve all human capacities-mentally, culturally, socially, physically, emotionally, and morally. Optimal learning environments and support for students offer a holistic approach including adequate curriculum, interactive pedagogy, consistent formative assessment, and adequate support for students.

Title: Implementing NEP 2020

Definitions:

  a) Implementing – the act or process of carrying out a plan, putting a law or policy into effect, fulfilling a promise, etc.

  b) NEP 2020 – means the New Education Policy, NEP was approved in July 2020 to improve the standard of education in pre-schools to the secondary level.

Objectives of the study

a) The primary objective of this research is to study the implementing of New Education Policy 2020 in the secondary education.

b) The study also outlines the advantages and the limitations of NEP and analyses how they affect the existing education system.

c) **Scope and Limitations:**

    a. The present research is limited to the secondary school teachers only.

    b. It is limited for the year 2022 – 23 only.

d) **Research Methodology**: Survey method.

e) **Population**: Teachers of various schools.

Sample: for the present research method incidental sampling method is used. Sample comprises of 10 teachers of 4 different schools.
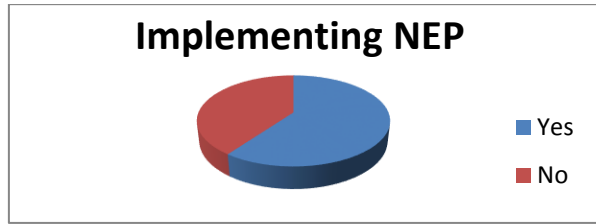
Data Collection: Questionnaire prepared by the researcher.

Statistical Tool: Percentage

Analysis of data:

  Q.1 Do secondary schools teachers have knowledge about implementing NEP 2020? Yes / No

Yes	No
60%	40%

Implementing NEP

Q.2 **For, what purpose are the secondary school teachers implementing NEP 2020?**

Sr. No	Responses	Percentage %
a)	To delink the degree from the education.	-
b)	To improve the whole education system	90%
c)	To provide equal opportunity of education to all	10%
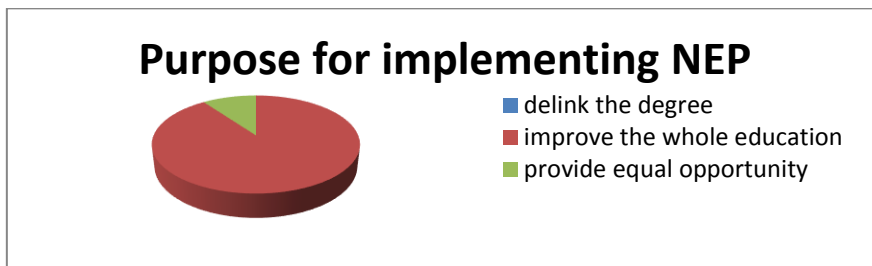
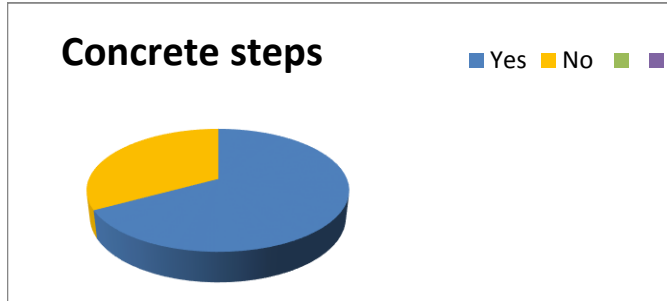Q.3 **In your current education system do you feel it necessary to integrate NEP2020? Yes / No**

Yes	No
89%	11%
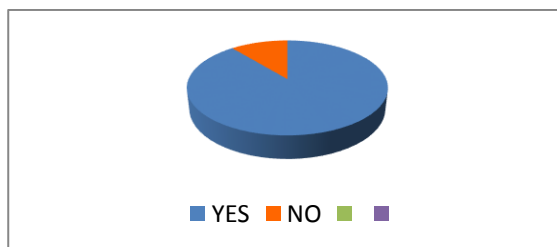
Q.4 Does your organization as such have taken any concrete step to make NEP 2020 mandatory up till class 10? Yes / No

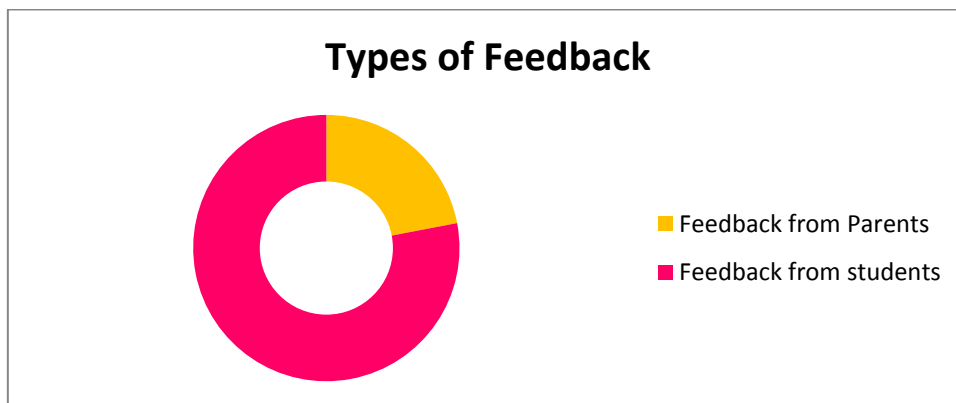| Yes	No
67%	33%

Q.5 Is your organization planning to create a feedback system to check the effectiveness of the i m p l e m e n t a t i o n o f NEP 2020 on the students? Yes / No
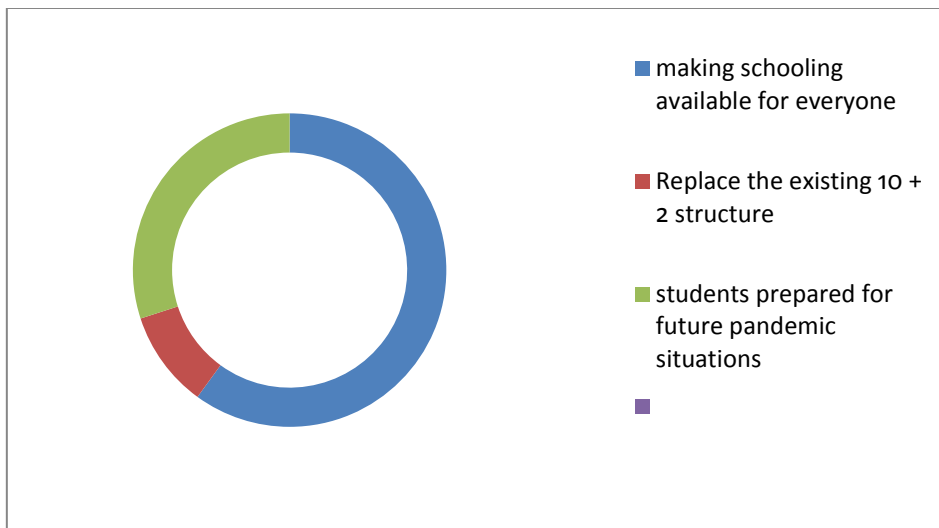
Yes	No
78%	22%
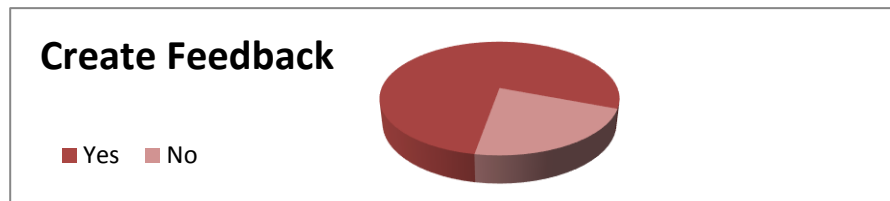
Q.6 If 'Yes' what type of feedback systems have they been planning?

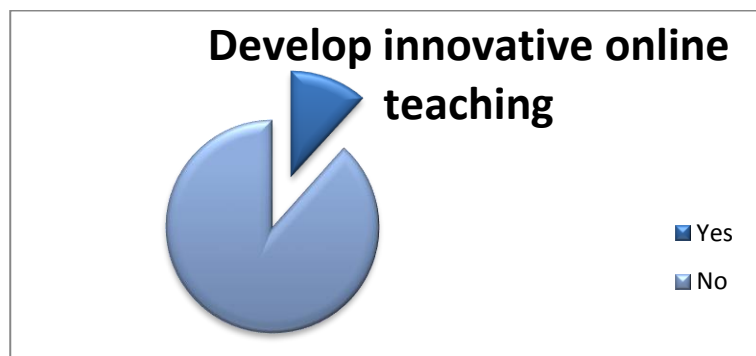| Sr. No	Responses	Percentage %
a)	Feedback from Parents	22%
b)	Feedback from students	78%

Q.7 What are some of the benefits of the NEP2020 for the secondary school students you are looking for?

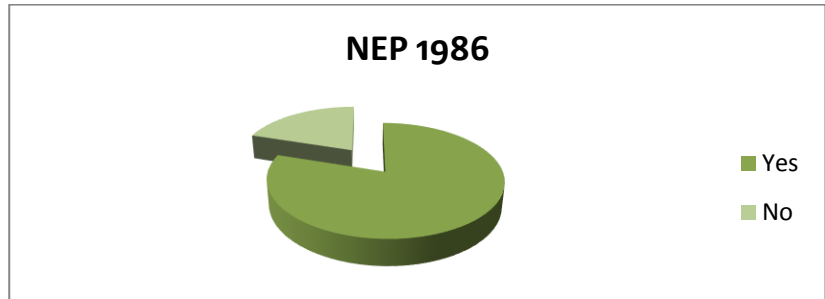| Sr. No	Responses	Percentage %
a)	It aims at making schooling available for everyone	60%
b)	Replace the existing 10 + 2 structure	10%
c)	For making the students prepared for future pandemic situations, online academic will be promoted on a larger scale.	30%

Q.8 Would the teachers develop innovative online – teaching - learning evaluation under this scheme?   Yes / No

Yes	No
33%	67%

Q.9 Does NEP 1986 exist in education field? Yes / No

Yes	No
80%	20%

NEP 1986

■ Yes
■ No

What according to you would be the drawbacks of the NEP2020?

Sr. No	Responses	Percentage %
a)	language is a negative factor as there is a problematic teacher to student ratio in India	40%
b)	students of the private schools will be introduced to English at a much earlier age than the students of the Government schools	60%

Drawbacks

■ language is a negative factor

■ students of the private schools will be introduced to English at a much earlier age
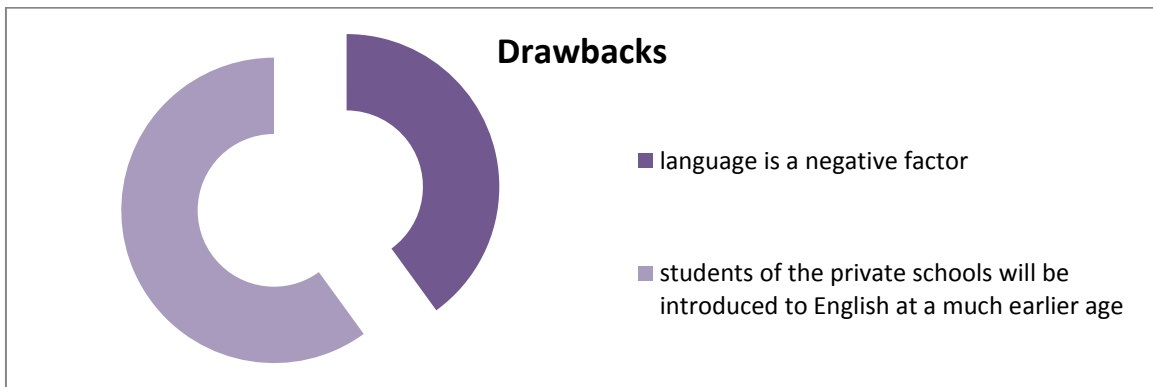
Conclusion:

1. With the introduction of NEP 2020, many changes have been made and one of those is the discontinuation of the M. Phil course.

2. Even though there are many drawbacks to the new education policy, the merits are more in number.

3. It is believed by many that by implementing these changes, the Indian academic system will be taken a step higher.

1) Recommendations:

1. NEP2020 is one of the latest education policy that has been introduced after 30 years and is all set to change the existing academic system of India with the purpose of making it at par with the international standard of academic. The recommendation is that the members of the education department need to be prepare themselves to accept this policy for the overall development of their students.

2. The Government of India aims to set up the NEP by the year 2040. Till the targeted year, the key point of the plan is to be implemented one by one in most of the educational institutions. The recommendation is that these institutions need to thoroughly understand this plan before making modifications in their education system in order to gain maximum satisfaction from this policy.

3. The proposed reform by NEP 2020 will come into effect by the collaboration of the Central and the State Government in which the subject wise committees be set up the GOI with both central and state-level ministries for discussing the implementation strategy. The recommendation is that the members need to wisely plan strategies which will enable the students to accept these changes steadily right from the primary and the secondary level.

2) References:

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