

Nep 2020: Challenges and Opportunities

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ABSTRACT

The National Education Policy (NEP) 2020 is a comprehensive policy document that outlines the vision and roadmap for the development of education in India over the next few decades. NEP 2020 include the focus on early childhood education, the integration of vocational education with mainstream education, the promotion of multilingualism, the use of technology for learning, and the creation of a National Research Foundation to fund and promote research in education. The policy also aims to improve the quality of teacher education, increase the use of online and blended learning, and create a more student-centric and flexible education system. However, the implementation of the NEP 2020 presents several challenges, such as the need for substantial investment in education, the lack of adequate infrastructure and resources, the shortage of trained teachers, the challenge of providing quality education in remote and rural areas, and the need for effective collaboration between various stakeholders.

KEYWORDS: Education, Research, Holistic Education, Multilingualism, Implementation.

INTRODUCTION

The National Education Policy (NEP) 2020 is a comprehensive policy that aims to transform the education system in India. The policy is designed to address the challenges faced by the education sector in India and provide opportunities for growth and development. One of the biggest challenges that the NEP 2020 seeks to address is the quality of education. The policy recognizes that there is a significant gap between the quality of education provided in urban and rural areas and aims to bridge this gap by promoting a more equitable and inclusive education system. Another major challenge that the NEP 2020 addresses is the lack of focus on vocational education. The policy emphasizes the need to provide vocational education and training to students from a young age to help them acquire the skills they need to succeed in the workforce. The NEP 2020 also recognizes the need to promote research and innovation in the education sector. The policy seeks to encourage the development of new technologies and innovative teaching methods that can help improve the quality of education in India.

EDUCATION POLICY IN INDIA BEFORE NEP 2020

India has always placed a high value on education. The first educational system to emerge was the vedic system, which had as its ultimate goal not only the transmission of knowledge but also the preparation of students for the demands and challenges of society. The Gurukul system of education encouraged a healthy relationship between the Guru and the shishya, and the first university in the world was founded at Takshila in 700 BC. One of the top institutions in the world, the University of Nalanda was founded in the 4th century BCE. The university's curriculum included numerous subjects, like science, astronomy, medicine, as well as philosophy. Buddhism Sankhya Yoga Shastra, the Vedas, Buddhist texts, and other philosophical traditions.

Since India's independence, improving education has been a top priority for the nation's development agenda. From 1948 to 1949, the government of India appointed several civil commissions to develop the necessary policies and programs to increase both participation and access to education as well as enhancing the education quality (1952 to 1953); "The Secondary Education Commission the National Commission on Teachers I and II" (1983–1985) and the "Education Commission" (1964–1966). The national education policy of 1968 was developed in response to the suggestions/guidelines of the education commission, and it placed a heavy emphasis on requirements of a radical overhaul of educational system to raise the standard of instruction at every level, on developing the field of science and technology, on the promotion of moral and social values, and on a closer connection between education and everyday life. In 1992, we changed our national policy on education and established a national system of education based on the principle that all children, regardless of race, religion, socioeconomic status, or gender, have the right to an education of comparable quality up to a certain point. The resolution highlights the importance of education in bolstering national integration, supporting national growth, and building a feeling of shared citizenship and culture.

MAIN FEATURES OF THE NEP 2020

1. Sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.
2. Multidisciplinary and a holistic education to ensure the unity and integrity of all knowledge disciplines.
3. Emphasis on conceptual understanding rather than rote learning and learning-for-exams.
4. Creativity and critical thinking to encourage logical decision-making and innovation.
5. Promoting ethics, human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, etc.
6. Promoting multilingualism and the power of language in teaching and learning, Life skills such as communication, cooperation, teamwork, and resilience.
7. Extensive use of technology in teaching and learning.
8. Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy.
9. Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system.
10. Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions.
11. Outstanding research as a co-requisite for outstanding education and development.
12. Continuous review of progress based on sustained research and regular assessment by educational experts.

CHALLENGES IN THE IMPLEMENTATION OF NEP 2020

1. Funding: The NEP 2020 calls for a significant increase in funding for higher education. However, it is not clear how the funds will be generated. The government needs to find a way to increase funding for higher education without placing an undue burden on taxpayers.ⁱ
2. Capacity: India's higher education system is currently under-resourced and overcrowded. In order to implement NEP 2020, the government needs to invest in expanding the capacity of higher education institutions, which includes building new colleges and universities, as well as improving the infrastructure of existing institutions.

3. **Quality:** The NEP 2020 aims to improve the quality of higher education in India. This will require a number of changes, including improving teacher training, introducing more rigorous assessment standards, and promoting research and innovation.
4. **Governance:** The NEP 2020 calls for a more decentralized system of governance in higher education. This requires the government to devolve power to state governments and institutions. It will also require the development of new mechanisms for coordination and collaboration between different stakeholders.
5. **Culture:** The NEP 2020 aims to create a more learner-centric culture in higher education. This will require not only a change in mindset among students, teachers, and administrators but also the development of new teaching and learning methods.
6. **Lack of access to higher education:** The NEP 2020 aims to increase access to higher education for all sections of society. However, there are still a number of barriers to entry, such as poverty, gender discrimination, and lack of infrastructure. The government needs to address these barriers in order to make higher education more accessible to all.
7. **Quality of teaching and learning:** The NEP 2020 aims to improve the quality of teaching and learning in higher education. However, there are still a number of challenges in this area, such as the shortage of qualified teachers, the lack of resources, and outdated curriculum. The government needs to address these challenges in order to improve the quality of teaching and learning in higher education.
8. **Research and innovation:** The NEP 2020 aims to promote research and innovation in higher education. However, there are still a number of challenges in this area, such as the lack of funding, the shortage of qualified researchers, and the lack of infrastructure. The government will need to address these challenges in order to promote research and innovation in higher education.
9. **Sports equipment and training -** It's no secret that physical activity boosts memory and cognition. Unfortunately, rural schools lack access to quality sports coaching and equipment. As a result, there aren't many possibilities for the children to enjoy games and exercise.
10. **English Communication –** The significance of the English language is growing daily, but the majority of schools in rural regions are taught in the local tongue. Therefore, proficiency in spoken and written English is devalued. This leads to a decline in English proficiency and, therefore, a loss of enthusiasm in studying science at the university level. To escape English, the majority of rural students pick the arts or business instead of science.

Education is one of the most potent weapons for digitally empowering the country and knowledge economy. During the COVID-19 pandemic, technology was vital to schooling. Since education promotes social and economic growth, it is crucial for the nation's school and college systems to have clear educational policies. With consideration for their culture and traditions, several nations implement various educational systems that function at different phases of the school and college education cycles. The NEP 2020 aims to address various gaps existing in the education system of India and through this policy, India is expected to achieve sustainable development goal of 2030 by ensuring inclusive and equitable quality education. However, the policy needs immediate collaboration between state and central authorities to establish newly proposed bodies, define rules and regulations for schools and establish convergence of various schemes and acts with NEP 2020. In order to develop skills among teachers to address manpower shortfalls, training programmes should be designed to train master faculty members. While, NEP 2020 provides opportunities in revamping the educational system to match the international standards, it requires lot of infrastructure and institutional restructuring apart from support

from states to implement the policy successfully.

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