
ISSUES AND CHALLENGES OF INDIA'S NEW EDUCATION POLICY-2020 IN HIGHER EDUCATION

Dr. Meera Jindal, Principal, Synergy School of Commerce, Pune

ABSTRACT

In the global education sector, India is a leading player. India has one of the greatest networks of higher education institutions worldwide, with 26.31 percent of the population between the ages of 0 and 14. India's education sector has a huge amount of room to grow. India's educational system is among the best in the world now because of the advancements made in the last few years. Over the course of 34 years and more than 50 months of workshops and consultations, the Indian government gathered information for two national legislative level committees from 2.5 lakh village-level stakeholders. The National Education Policy (NEP) was approved by the Union Cabinet of India on July 28, 2020. It's unclear, though, how much of the recommendations have actually found their way into the policy. Remember that the NEP is a long-term goal, and how these obstacles are resolved will determine whether it succeeds. Firstly, the difficulties consist of: Implementation strategy, lack of computer literacy, training for teachers, financial resources for implementation, standardisation vs. regional needs, and emphasis on skills vs. emerging fields. Such a reform would take a great deal of time and money to successfully execute throughout the large Indian educational system. Parental readiness to make educational investments: The parents in rural and semi-urban areas rely on government assistance and are hesitant to contribute to or share some costs. This results in a shortage of resources and a decline in quality. In addition, there is a serious issue with infrastructure development. The training of teachers is the main source of concern. The NEP requires a shift in teaching methods. Enough support and training for teachers will be necessary. Despite this policy's many positive aspects, it still needs improvement and the participation of all relevant parties.

Keywords: Traditional education system, New Education Policy, Development of Resources, infrastructure development, Training to teachers.

INTRODUCTION

India holds a prominent position in the worldwide education industry. With 26.31 percent of the country's population between the ages of 0 and 14, India has one of the largest networks of higher education institutions in the world. The education industry in India has enormous development potential. India today has one of the greatest educational systems in the world thanks to significant improvements over the past few years. It also makes up a significant portion of the nation's economic growth. It is impossible to overestimate the role that private institutions have played in the growth of India's education sector, aside from government initiatives.

The universities in India have the third-largest upper secondary education system in the world, full of institutions. A growing proportion of students are going to college these days. The outcome is reflected in the number of students enrolling in postsecondary education. There are an increasing number of institutions. India had the following number of educational institutions as of 31st March 2024:

Category of University	Total Number of Universities
Central Universities	47
State Universities	400
Deemed Universities	123
Private Universities	387
Total	957

Source: UGC website

NEW EDUCATION POLICY -2020

After 34 years, the Indian government consolidated feedback from 2.5 lakh village-level stakeholders to two national legislative level committees over more than 50 months of consultations and workshops, and on July 28, 2020, the Union Cabinet of India approved the National Education Policy (NEP). Nevertheless, it is unclear how much of the recommendations have been integrated into the policy.

The outdated [NEP] 1986 is replaced by the new education policy 2020. The strategy provides a thorough framework for both rural and urban India's vocational training and higher education from primary to postsecondary levels. By 2040, the strategy hopes to change India's educational system.

Following the policy announcement, the government made it clear that no one would be required to take language classes in [Hindi, Kannada, Marathi, etc.]. Additionally, that no regional language will be substituted for English as the medium of education. The states, educational institutions, and schools will determine how to apply the language policy in [NEP], which is intended to be a broad guideline and advisory in nature.

SALIENT PRINCIPLES OF POLICY

Recognising, identifying, and nurturing each student's distinct strengths by educating parents and teachers to support each student's holistic development in both academic and extracurricular areas.

- Flexibility, allowing students to select their own educational pathways and programmes based on their interests and talents;
- To remove detrimental hierarchies and silos between various areas of study, there should be no strict divisions made between the arts and sciences, between extracurricular and curricular activities, between academic and vocational streams, etc.

- Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- A focus on conceptual comprehension as opposed to memorization and exam preparation
- Creativity and critical thinking to encourage logical decision-making and innovation;
- Ethics and human and constitutional principles, such as responsibility, liberty, pluralism, equality, justice, and a sense of service, cleanliness, civility, democratic spirit, and respect for public property;
- Encouraging multilingualism and the use of language in education; life skills including perseverance, collaboration, and teamwork;
- Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture';
- Extensive use of technology in education, including planning and management of educational programmes, Divyang student access, language barrier removal, and teaching and learning;
- Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- The recruitment of teachers and faculty, their ongoing professional development, their happy working settings, and their service conditions—these individuals are the core of the educational process.

REVIEW OF LITERATURE

Sakal Daily Pune Edition, dated 27th May 2024, news item titled, "Inclusion of "AI" in the syllabus of Commerce Degree Course. There is a thrust on the inclusion of practical according to the New Education Policy. Excellent communication skill, Tally, advanced Excel, Internet Banking, Digital marketing, E-commerce, M-Commerce, basics for Machine learning, Cloud computing, blockchain technology for banking to Artificial Intelligence are the subjects those will be taught in B.Com. degree course. From the academic year 2024-25 Commerce degree is now of four years (honours) according to the NEP -2020 and it has been made more skill oriented. Commerce students will have to perform one hours practical in skill course. Professors have also been trained in this regard. This will certainly help the B.Com. pass outs to get jobs as soon as they pass out the degree course. In his study paper "Teacher Education and Issues of Professional Development for Quality and Creativity of Teachers," Janardan Paudel (2023) notes that teaching is a very complex profession that calls for a wide range of knowledge to interact with students. The phrases "training" and "education" are sometimes used interchangeably when discussing the proper path for knowledge acquisition. The author concludes that a teacher should utilise knowledge and expertise to try to defend themselves after weighing the benefits and drawbacks of their education. There are numerous ways in which the moral character of today's educators must be restored. Providing high-quality education requires

teacher education. Teachers don't seem to be able to effectively teach students the desired information and skills when they lack the requisite abilities and capabilities. The pedagogical knowledge and skills discovered through needs assessments have not been included in the teacher training courses created to yet. Ultimately, the author concludes that many theoretical and practical aspects of teacher education need to be changed. The curriculum for teacher education ought to be created with the shifting demands of society in mind. Thus, in order to provide students with a high-quality education, teacher education should focus on professional development and critical thinking abilities.

DISCUSSION:

Issues/Challenges need to be addressed: Although India's New Education Policy (NEP) 2020 has big reform aspirations; there are issues with how it will be implemented. It's critical to remember that the NEP is a long-term goal, and how these obstacles are resolved will determine how successful it is. These are a few of the main concerns:

Financial resources for implementation: The NEP propose raising public education spending to 6% of GDP. But reaching this goal is viewed as challenging, particularly considering previous spending patterns.

Training to Teachers: The programme highlights a move towards more activity-based learning, but detractors claim that there are no enough qualified instructors to carry out this strategy in the classroom.

Lack of computer literacy: The NEP encourages digital learning, but educational inequality is made worse by the fact that a sizable section of the populace lacks access to dependable internet and equipment.

Implementation Strategy: There are many who contend that the NEP's vague implementation roadmap could result in disparities between states and regions.

Standardization vs. Regional Needs: One worry is that a national uniform strategy would overlook the various requirements and languages of various areas.

Thrust on Skills vs Emerging Fields: Some claim the NEP falls short in addressing education in quickly developing disciplines like artificial intelligence (AI) and nanotechnology, despite its goal of teaching practical skills.

CHALLENGES IN IMPLEMENTATION OF NEP -2020

The successful implementation of a reform of this magnitude throughout the extensive Indian education system is a challenging undertaking that calls for a substantial investment of time and money.

Parental preparedness to invest in Education: In the rural and semi urban areas the parents depend on the government funding and are reluctant to share some expenses by way of fees/donations. This brings the resource crunch and the quality hampers.

Development of infrastructure: Providing adequate infrastructure, especially in remote areas, is crucial for equitable access to quality education. Heavy investment is required to replace the present infrastructure particularly the digital equipment, software, and various applications. Devices with internet access are necessary to promote digital learning without increasing educational inequality. In the rural and semi-urban areas there is a frequent power failure, now availability of local technical personnel in carrying out repairs etc.

For the development of various skills, one must consider the local needs, availability of raw material, existing ways and means, improvement that can be made in it and the requirement of technical report to improve it. All this will require funds which are scarce.

Training to the teachers: Primarily the teachers training is a big problem. A change in teaching strategies is mandated by the NEP. Enough training and assistance for educators will be essential. There is need to have total change in the mindset of the teachers towards activity-based learning. Heavy training input is required. The immediate concern is training the trainers to the new concept envisaged in the NEP 2020. There is need to create greater awareness about the digital technology. Day in and day out we find the technology is changing very fast and therefore the training should be on a continuous basis.

Standardisation and quality: It will be difficult to guarantee uniform educational standards across the nation, particularly in rural areas.

All things considered; the NEP might revolutionise India's educational landscape. Taking care of the implementation issues is what will determine the outcome.

Implementation:

Need for Clarity in execution: India is a vast country with diverse environment. Each state has its own speciality which needs to be considered while implementing the NEP-20. There is a need to have a well-defined road map for implementing the NEP considering the local conditions. While implementation there is need to consider the regional languages.

FUTURE OF INDIA'S NEW EDUCATION POLICY

India's education system, from preschool to university, is to be reformed by the National Education Policy (NEP) 2020. Here is a glimpse at this policy's potential future:

Potential positives:

- **Development in its entirety:** The NEP promotes all-around growth, incorporating courses like arts, sports, and vocational training. This could lead to well-rounded graduates with different skillsets.
- **Adaptability and discretion:** More freedom for students to select courses in line with their interests could result in more interesting instruction.
- **Enhanced Parity:** Access to high-quality education for all is the main goal of the NEP. This could close the gap between various socioeconomic origins and rural and urban locations.
- **Digital focus:** Using technology into education could increase access to learning materials and enhance teaching.

Possible challenges:

All things considered; the NEP might revolutionise India's educational landscape. Taking care of the implementation issues is what will determine the outcome.

EMERGING SUGGESTIONS:

For both generating financial resources as well as technical and management resources it is suggested that the government may take initiative to appeal to the industrial organizations to adopt schools and provide the needed funds as well as technical support under Corporate Social Responsibilities.

The governments should create awareness amongst the rural and semi-urban areas about the need for the family to contribute to the educational institutions by paying fees/donations etc. on various occasions like student's birth day/ on the occasion of celebration of any function in the family so that the quality of the education can be improved which will have indirect impact on the employability of the students when they grow.

CONCLUSION

Although there are many good things about this policy, it still needs to be improved. If NEP 2020's policies are revised frequently, they could end up becoming the greatest ones in the fields of human resources and education. It is only natural for policies to be abused in a nation where issues like lobbying, corruption, and favouritism abound. In addition, this strategy offers a great deal of optimism to people who are less fortunate. The goal of the policy is that NEP 2020's student-centered approach should have strengthened the workforce and educational system.

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