National Education Policy 2020: Opportunities and Challenges for India's Higher Education

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ABSTRACT:

The nation's economic and social progress depends on education. If the weapon is utilized improperly, it may prove to be harmful. The generations may profit from effective policy interpretation and application. Strong economic and social development will be the outcome. The New National Education Policy (NEP 2020) has taken the place of the National Policy in Education from 1986. The National Education Policy is a comprehensive reform of education in India at all educational levels and stages. In a single policy document, reforms were undertaken in elementary, secondary, and higher education. It is a result of India's educational system evolving. The literature that is currently accessible on the subject is referenced; this study is based on secondary data. The purpose of this essay is to analyze the potential and problems that India's National Education Policy 2020 presents for higher education. Researchers, academics, and policy makers will benefit from this paper's insight into the NEP 2020 policy.

KEYWORDS: Challenges, National Education Policy2020, Opportunities

1.INTRODUCTION:

The type of education a country offers determines its capacity for inclusive growth. The development of the nation's human resources is one way that education is employed as a tool for that development. These resources make use of their power to improve society and foster prosperity. Government education policies, which are occasionally susceptible to change, are necessary for a better education. The globalization of education is a major problem for countries. The representation of education policy' outcomes in terms of societal and economic development worldwide is under threat. The third-largest education system in the world is found in India. Indian society has historically placed a great value on education. Since the dawn of civilization, India has had educational institutions (Keay, 1972). The educational system is governed by a set of concepts and standards known as a government education policy through laws and regulations. The development of education and the nation's educational system is governed by a wide framework known as education policy. Education policy includes issues with school and class size, curriculum design, student-teacher ratios, instructional strategies, and requirements for higher education. Education policies are designed to help the nation achieve its academic objectives. India has three education policies in place since gaining independence. The first national education policy in India was put into effect in 1968, the second in 1986, and it was further modified in 1992. In March 2019, the Dr. K Kasturirangan Committee issued the draught of the national education policy. The policy document was adopted by the government on July 29, 2020, with a few

modifications. The 34-year-old education policy was replaced by the new education policy, 2020, in order to promote change and all-around progress in education (Thakur, P., and Kumar, R. 2020). Prior policies prioritized educational access and equity. In comparison to the preceding Policy of 1986–1992, the Right of Children to Free and Compulsory Education Act of 2009 significantly improved the legal framework for achieving universal basic education.

2.REVIEW OF THE LITERATURE:

Bele (2023), carried out of a research paper "National Education Policy 2020: Challenges & Opportunities in Higher Education in India", The purpose of this paper is to analyses the potential and problems that India's National Education Policy 2020 presents for higher education. Researchers, academics, and policy makers will benefit from this paper's insight into the NEP policy.

Soni (2022), conducted on "Challenges and issues in national education policy 2020", The researcher will discuss the essential areas that are still lacking, the complexity, and problems associated with implementing the numerous policies outlined in the National Education Policy 2020 in this essay.

Smitha (2020), in her article "National education policy (NEP) 2020 - opportunities and challenges in teacher education", With regard to paradigm shifts in terms of opportunities and challenges in the teacher education sector, the current paper attempts to analyses National Education Policy 2020.

Reddy (2020), studied on "National Education Policy 2020 - Challenges and Opportunities on the Educational System", The creation of the Higher Education Commission of India, which will eventually take the role of the current regulatory agencies like the UGC or AICTE, is one of the NEP 2020's greatest selling points. It will create a single set of regulations for higher education institutions. The policy's long-term goal is to abolish the current structure of colleges that are linked with universities and merge numerous small, financially burdensome institutions with larger HEIs. The NEP 2020 seeks to close a number of deficiencies in India's educational system, and it is anticipated that this policy will help India meet the 2030 Sustainable Development Goal by ensuring comprehensive and equitable access to high-quality education.

3.RATIONALE OF THE STUDY:

The purpose of education is to produce decent individuals who are able to reason and act logically, who are compassionate and empathic, courageous and resilient, who have a scientific mindset and a creative imagination, and who have deep ethical convictions. In order to build the equitable, inclusive, and plural society that our Constitution envisions, it aims to generate citizens who are engaged, productive, and contributing. A student in a good educational system feels at home and gains access to a variety of experiences thanks to a decent physical setting and tools that support learning.

4.STATEMENT OF THE PROBLEM:

"National Education Policy 2020: Opportunities and Challenges for India's Higher Education"

5.OBJECTIVE OF THE STUDY:

Focusing on fairness for students from socioeconomically disadvantaged groups and providing worldwide access to high-quality higher education by 2030 are two of the key NEP 2020 opportunities for higher education in India. This policy aims to close the gaps in the mechanized current educational

system, reduce curbing cramming, and enhance creativity in the classroom. Also, this policy encourages "lifelong learning for all" and application-based education.

4.METHODOLOGY:

This research method is use bydocumentary analysis. It is based on secondary data and government documents, Government reports and publications serve as the major sources, while secondary sources include journal articles, news articles, books, and websites, among others.

5.HIGHLIGHTS OF NEP IN THE FORM OF OPPORTUNITIES IN HIGHER EDUCATION:

- To increase the gross enrollment ratio in higher education, including vocational education.
- It seeks to increase the number of seats in higher education institutions from 26.3% in 2018 to 50% by 2035 and add 3.5 crore more seats.
- There will be built an academic bank of credit to assist the digital storage and transfer of credits obtained from various HEIs.
- The new policy envisions transdisciplinary education with a flexible curriculum and inventive topic combinations, as well as different entry and exit points with credentials at each step.
- To compete with IITs and IIMs, Multidisciplinary Education and Research Universities (MERUs) would be founded to offer the greatest multidisciplinary education available in the nation.
- To encourage high-quality research across the nation and boost the overall research ecosystem, the National Research Foundation will be founded as an umbrella organisation.To encourage high-quality research across the nation and boost the overall research ecosystem, the National Research Foundation will be founded as an umbrella organization
- The Higher Education Commission of India (HECI), which would be established as one Apex organisation, will be responsible for overseeing all higher education, with the exception of legal and medical education.
- Both public and private higher education institutions will be subject to the same rules for regulation, accreditation, and academic standards.
- To promote healthy rivalry between universities, the concept of graded autonomy will be implemented in place of college affiliation over the next 15 years.
- To encourage an open discussion about technology use, the National Educational Technology Forum (NETF) will be established.
- With the combined efforts of the federal government and state governments, public spending on education increased from about 4% of GDP to 6%.

6.HIGHLIGHTS OF NEP IN THE FORM OF CHALLENGES IN HIGHER EDUCATION:
I. ADEQUET TEACHERS:

By 2030, India's K–12 enrollment would likely exceed 250 million students. At a teacher-student ratio of 1:35, India will require an estimated 7 million or more instructors to meet this expanding student population. These teachers would need to have completed the specified B.Edprogramme for 12th pass, graduates, and post-graduates for four, two, and one year, respectively.

II. SKILLED TEACHER:

In India, teaching is one of the lower-paying occupations, with an annual salary of about Rs 200,000 for an average teacher. Given these limitations, it will be challenging to implement experiential learning and concept-oriented education in place of the already popular printed content-oriented teaching.

In addition to Teacher Eligibility Tests (TETs), a thorough National Curriculum Framework for Teacher Education has also been announced in the NEP to develop a talented and carefully selected pool of educators who can provide students with high-quality instruction. However, it is necessary to orient the current pool of educators towards these teaching methods.

The implementation of the NEP will continue to face difficulties in both spirit and form as long as the structural constraint on teacher compensation in the educational ecosystem is not addressed. The implementation of such a curriculum might have unforeseen academic effects.

III. TECHNOLOGY:

The use of digital classrooms, remote expertise-driven teaching models, AR/VR tools to fill in the gaps in physical teaching and laboratory infrastructure, uniform assessments across college and university, even in remote villages, career counselling, and teacher training aids will require a digital infrastructure of a similar size.

IV. ASSESSMENT OF INFRASTRUCTURE:

Exams are encouraged to change under the NEP to a culture of assessment with continuous tracking of learning outcomes, a focus on foundational and higher order abilities, and AI-based software progress tracking to help students make the best possible career decisions. Schools and teachers must come up with creative evaluation methods and challenging homework assignments in order to implement continuous assessment. Holistic assessments would require school boards and institutions to invest significantly in generating these exams and practise assignments compared to theory-based exams that contain unilateral questions and answers that are simpler to conduct and grade. 75 percent of India's 1.5M+ schools are government-run and charge extremely little to no annual tuition. Only 15,000 of the remaining 400,000 private schools (less than 1% of all schools) can support the infrastructure required for conceptualizing and carrying out such assessments, with the majority of these schools (about 80%) falling into the category of "Budget Private Schools" charging Rs 500–1,000 per month. The NEP 2020 drafting committee has engaged in a thorough process that takes into account the state/UT governments, international best practices, professional judgements, practical experience, and stakeholder comments. Privately held Edtech is already displacing a significant portion of the education budget from the formal education institutions in the wealthier tiers.

V. WEEKLY UNIVERSITY OPENINGS ARE A HUGE UNDERTAKING:

There are currently about 1,000 universities in India. It will take 15 years to open one new institution if we want to double the gross enrollment ratio in higher education, one of the policy's stated aims, by 2035. Undoubtedly, opening one university a week on a continuous basis is a huge challenge.

VI. NEED TO CREATE A LARGE POOL OF TRAINED TEACHERS:

The policy calls for a significant structural overhaul of the curriculum in education, which is a move that should be applauded.

However, in order to offer this curriculum properly, we want teachers who have received pedagogical training and are aware of the requirements.

Parents and instructors must both significantly adjust their ways of thinking in order to implement many of the curriculum modifications.

VII. HIGHER EDUCATION THAT CROSSES DISCIPLINES CALLS FOR A CHANGE IN CULTURE:

The National Education Policy 2020's emphasis on inter-disciplinary learning in higher education is a very positive development. Universities have been highly compartmentalized and siloed for many years, particularly in India.

With relatively few exceptions, academics and professors share a strong disciplinary anchoring culture. It is not simple to have all of the professors in the higher education system be "exceptions" who are interested in, respectful of, and supportive of other fields of study while also being authorities in their own. Over the next 15 to 20 years, this calls for a cultural change throughout the entire higher education ecosystem.

7.CONCLUSION:

After much waiting, the NEP finally arrived. The educational gap in India is addressed through the NEP, 2020. By offering everyone access to egalitarian, inclusive, and high-quality education, this strategy seeks to achieve SGDs by 2030. The cooperation of the centre and states is essential to the NEP's success. It is urgently necessary to enhance money in order to reorganize the educational system and bring it up to par with international standards in order to accomplish the NEP's overall objectives. This NEP has made it possible to implement the necessary adjustments in the educational system and has given opportunities for systemic change. When trying to change the entire system, there are some difficulties. These difficulties must be overcome in order to create opportunities.

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