

The Obstacles in Implementing The NEP-2020 And Its Solutions

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Abstract:

In this paper consider the Challenges and Solutions new education policy 2020, which was approved by honourable Prime Minister Shri Narendra Modi on July 29, 2020. It replaced the 34-year-old national policy on education (NPE), 1986. The main aim of NEP (2020) is global knowledge superpower by developing more holistic, flexible and multidisciplinary both school and higher education. It is based on four pillars such as Access, Equity, Quality and Accountability. In NEP, 2020 new 5+3+3+4 school curriculum with 12 years of schooling and 3 years of Anganwadi/Pre-schooling/Balvatika. The main agenda of NEP 2020 is increasing the Gross Enrolment Ratio GER to 100% in pre-school to secondary school till 2030. There are many challenges for the government before implementing it, but better results can be expected from the joint participation of the common people and government.

Keywords: *NPE 1986, NEP 2020, GER.*

Introduction: The foundation of any country is the education system. It is the main pillar which can hoist the flag of any nation on the world stage. The upliftment of a nation can be done by making the right policy of education. The changes in education policy were necessary to build a new India. The education policy means the rules and principles of the government to develop the education system. In the operation of the education system main factors such as pedagogical methodologies, resources mobilization, curriculum content and impact of the policy on the different social groups. There are three major aspects such as context, text and consequences in education policy according to Taylor(1997)¹. In 2015, India adopted “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all “by Goal 4 (SDG4) of the 2030 global education development agenda for sustainable development². It is based on four pillars such as Access, Equity, Quality and Accountability³. It is necessary to renew it from time to time by involving time and technology. In this episode, the Indian cabinet has published the new education policy 2020. The policy is based on the report of the committee head space scientist K. Kasturirangan.

History: In 1835 Lord T.B. Maculay presented the manifesto to Lord William Bentinck. It was support to western education system through the English medium. The Maculay arguments that the English is a modern language and more useful to compare Arabic and Sanskrit⁴. In 1944, The Sargent commission was set up by Brites government to prepare report on India education system under the leadership the

Sargent. It was submitted the report in 1944 and suggested the way for future development of an educational system in India.

Independent India the first university education commission to be appointed in 1948 under the chairmanship Dr. Radhakrishnan. It gave suggest improvement and extension in Indian university education for future requirements⁵. In 1952, Secondary education commission was set up under the leadership of Dr. Mudaliar. Later 1964, government was set up Indian Education Commission under the supervision of Dr. D. S. Kothari. In 1968, First education policy was published by government. The main agenda of this policy was considered the Hindi as a national language and also promoted the development of Sanskrit. In 1986, the second National Policy on Education (NPE) was published by government of India. Its main agenda was to provided education to all section of society and rural people according the Gandhian philosophy and gave importance for establishment of open universities. After IInd education policy government set up a commission under the chairmanship of Acharya Rama murti in 1990 to study the impact of previous national education policy and later, central advisory board of education was set up under the chairmanship of N. Janardhan Reddy and reform the education policy 1986 in 1992⁶.

In 2000-2001, Indian government was published Sarva Shiksha Abhiyan (SSA) for universalising elementary education in a time bound manner. The Fundamental right of free of education 134 countries had to apply age group from 6 to 14 years before 2010 in all over world. 1st April 2010, Indian government was passed right to free education act to the importance of its for children’s and include in 134 countries.

The compulsory and free education should be arranged for children from 6 to 14 years according to the directive principles of the constitution of India. In this episode, the new education policy by the union cabinet of the India on 31 July 2020. It is replaced the 34-year-old national policy on education (NPE), 1986. The main aim of NEP (2020) is global knowledge superpower by developing more holistic, flexible and multidisciplinary both school and higher education.

Drafting of NEP 2020: The drafting of NEP is based on curriculum framework, examination system, early childhood education, RTE 2009, higher education system, education governance, vocational courses, language system, research foundation and national mission on education. This policyis divided mainly in two parts which is school education and higher education.

(i)School Education: In this policy modified 10+2 structure in school education with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18 as shown in the representative figure

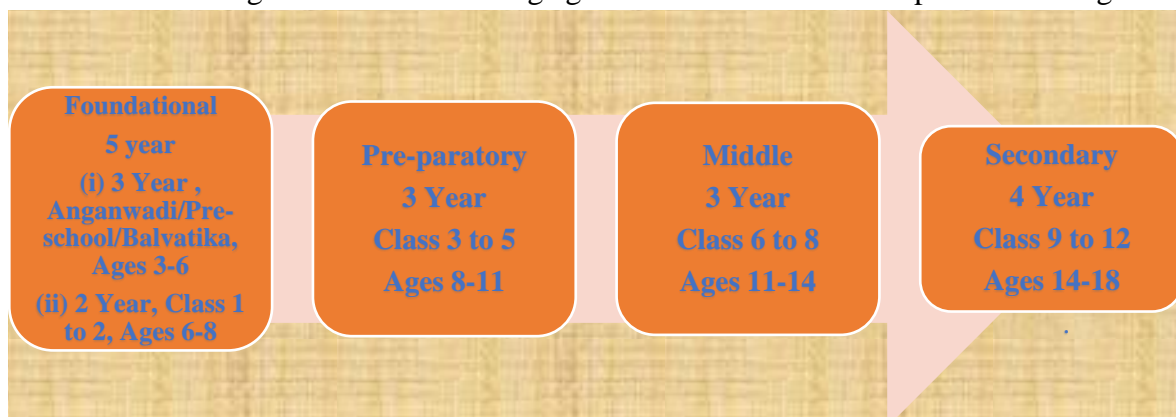


fig1: New Pedagogical &Curricular Structure for School Education

(ii) **Higher education:** In higher education multiple entry and exit systems have been implemented by abolishing the stream system and M. Phil degree is finished in our education system.

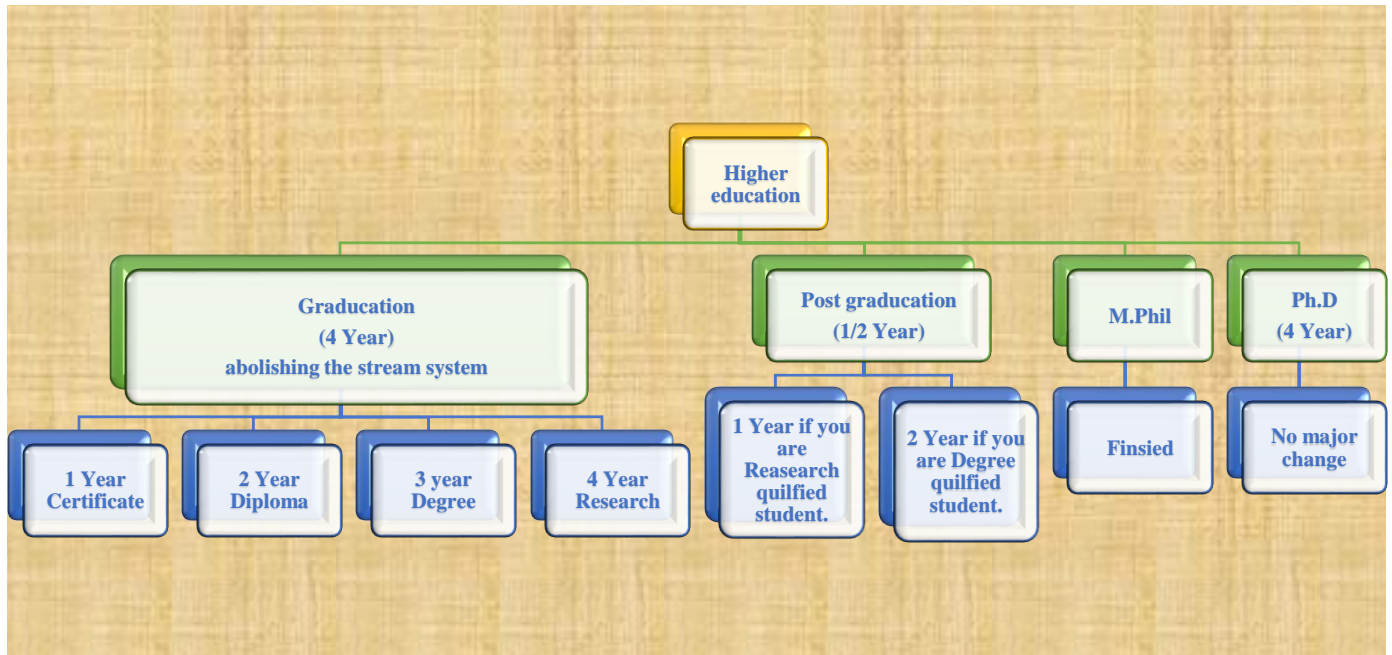


Fig2: New Pedagogical & Curricular Structure for Higher Education.

Challenges of NEP 2020: In preparing the new education policy, the opinion of every state, district, block and village of the country has been taken. This policy is better for the country, but there are many challenges in front of the government in implementing it.

The first challenge is that the government approves a plan to boost state spending on education to 6% of GDP but an economic survey said the present time government spent less than 3% of its total GDP on education in 2018-19 due to this region pupil-teacher ratio ranking of India is 62nd all over the world⁷. The first education commission Kothari had recommended 6% in 1964 and all previous governments has set to goal of 6% of GDP to be spend on education but they could not achieve this goal.

In new education policy allowing learners to experiment with a variety of option such as Languages, Literature, Music, Philosophy, Art, Dance, Indology, Theatre, Education, Mathematics, Statistics, Pure and Applied science, Sociology, Sports, Economics and other such subject needed for multidisciplinary but new areas of 21th century are emerging in the world such as Media, Environment, Gender, Culture and many more. It is a big challenge for us that we don't lag behind the world in those areas.

It is to be implemented by the combination of state and centre government but due to political polarization some states may delay the implementation or will not implement it properly, which will affect the results.

The fourth challenge is the role of the private sector, particularly in the higher education system. There are 70% of education institutions (Colleges and Universities) in the private sector. It is a non-profit field for the private sector therefore big companies will not invest in this sector. The private sector will struggle for implementation of NEP 2020.

Solution of NEP 2020: For effective implementation of this policy by political and administrative strong will power, the budget can be increased year after year and the target of 6% can be achieved and free

hand to give the universities to include new areas of education, one can avoid lagging behind in new areas.

To implement the new education policy coordination between the center and the states will have to be efficiently navigated through the principles of cooperative federalism and decentralization of the constitution so that there is no problem in implementing it.

The private sector brings much needed financial resources and innovation for implementing this policy but the government faces the public and government institutions protest if they give very much financial support to the private sector. The effective implementation of this policy can be done in the private sector also if the government is establishing coordination between the government and private institutions and providing more financial assistance to the students of weaker sections.

Conclusion: It was a bigger challenge to reform the education system for the government but it was needed according to the time and technology. There are many challenges for the government before implementing it, but better results can be expected from the joint participation of the common people and government. Its effective implementation is critical but India wants to reap the demographic dividend and take advantage of the opportunities from the rapidly growing knowledge economy.

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