CHALLENGES IN IMPLEMENTING NEP 2020

Sanjay K. Jha

Director and Professor, ASLA, Amity University Haryana, India

ABSTRACT

The prime objective of this article is to identify challenges involved in the implementation of National Education Policy (NEP) 2020 for higher education. To attain the stated objectives, the study has used document analysis (internet research) and focus-group-discussion as primary data gathering tools and analytic induction was used to analyze the collected data. As part of findings, the study found seven clauses seemingly as challenges in fully implementing NEP 2020 in the present scenario.

KEYWORDS: *NEP 2020, Challenges, HEI*

INTRODUCTION

NEP seeks to facilitate multiple pathways to learning that will involve formal and non-formal education modes making it more learner-centric. Along with passing time, human needs keep on changing. So has happened in the case of education. However, this study believes that the NEP 2020 has although identified the needs of learners but adequate need assessments are lacking especially to understand the classroom conditioning and learning behavior of the learners. Hence, the statement of problem for this study is the NEP 2020 is going to be implemented by different HEIs by using somewhat trial and error method which in the long run may deprive the key stakeholders of achieving the set goals of NEP 2020.

OBJECTIVE OF THE RESEARCH

- To explore challenges involved in the implementation of NEP 2020

REVIEW OF LITERATURE

The purpose of this section is to review the highlights of NEP 2020 with specific reference to higher education only. While reviewing related literature of National Education Policy 2020, it is imperative to understand first the purpose of education according to India's oriental knowledge system. The purpose of education in ancient time was knowledge and character building whose mention is found in Vedas and Puranas in a verse like सा विद्या या विमुक्तये: Knowledge is that which liberates (Vishnu Purana 1.19.41).To be more precise, this verse means a true education is that which liberates us or detaches us from sufferings or from the physical, mental, and social clutches of worldly sufferings of ignorance, jealousy, hatred, slavery, offence, poverty, superstitions, discrimination, and other ill habits. But unfortunately, today's education has become a source of information rather than reformation. As a result, what we see around us is bloodshed, all types of heinous crimes, social unrest, ill governance, mistrust, discrimination, just to name a few. If this situation continues, the world will no longer be a livable place. If we want to create a better world, we will have to introduce an education that

could teach our students not only how to make a living but more importantly how to live and how to think; only then, we will be able to produce a better species of human with better rationality, better sense of appreciation for diversity, better communication skills, better human values, and better problem solving abilities to live in a better world.

Pertinently, the NEP 2020 has laid huge emphasis on value education in clause 11.8 stating that Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, and also life-skills. The lessons in seva/service and participation in community service programmes will be considered an integral part of a holistic education (MHRD, 37). India's education can be seen in four important phases namely (i) ancient, (ii) medieval, (iii) pre-independence, (iv) post-independence, and (v) modern as follows:

Ancient (Vedic) Phase

The first phase known as ancient phase or Vedic phase, or even Gurukul phase dates back to Vedic age. This was the time when purpose of education was sa vidya yawimuktaye means a true education is that which liberates us from physical, mental, and social sufferings of all types. Since, today's education is merely meant for providing information rather than reformation, the NEP 2020 has given a huge emphasis on value education. A vast chunk of knowledge that we impart today to our current generation has come to us from the Vedic era. During ancient education, students lived away from their parents, their education comprised subjects like physical education, mental education, politics, economics, etc. They were shaped in a way that they can live in any condition considering how difficult the situation will be (Ghongheet al). Ideally, Gurukul system could not provide easy access to every individual for education not because of racism but because of high eligibility criteria that all the students along with their parents were supposed to meet. But NEP 2020 has put a huge emphasis on Equity and Inclusion in Higher Education and a great effort has been put in to ensure good parenting of parents in NEP 2020 through value education.

Pre-Independence Phase

This phase dates back to the eighth century Anno Domini (A.D) when Mughals invaded India and established a new system of education by drastically changing the ancient education system. The Arabs and the Turks brought some new cultures, traditions, and institutions in India, in that the most remarkable change was the Islamic pattern of education which was different from the Buddhist and Brahmanic education system (Ghongheet al.). The objective behind this era of education was to spread Islamic education, its principles, and social conventions. The purpose of the education system was to make people religious minded (Sociology Group).

Post-Independence Phase

During post-independence phase, the country saw a huge change in the entire landscape of education system and a base for higher education was formed for the 20th century. And it was 1986 when the first draft of NEP was proposed and underwent some modifications in 1992. During this phase, a huge investment was made by the government to ensure Indian students do not move abroad for their higher studies. The country witnessed establishments of several IITs and IIMs and they are today recognised worldwide for their quality education. Private institutions also came to the front to offer quality education with state-of-the-art infrastructure.

Modern Phase

Modern phase is deemed to be started from the 21st century, (i.e. 1st January 2001). This phase is perhaps most prominence in which the purpose of education became the holistic growth of an individual. After 34 years, the current policy was revised and passed in the august presence of our Hon. Prime Minister Shri Narendra Modito meet the changing needs of Indian and international education standards and make India a Knowledge Guru or Knowledge Superpower.

RELEVANCE OF THE STUDY

As the world is passing through an unprecedented phase of uncertainty for the past three years due to pandemic, the wheel of time has entirely changed our perception towards education. Pertinently, the relevance of this study is very high under the purview of NEP 2020 which has opened up an array of avenues to impart hybrid and holistic education.

METHODOLOGY

The present study has used qualitative research design as document analysis (internet research) and focus-group-discussion were used as primary data gathering tools and analytic induction was used to analyze the collected data.

DATA ANALYSIS & INTERPRETATION

Analyzing the collected data, the study found the following seven components that pose challenges in terms of full implementations of NEP 2020:

Multi-Disciplinarity

Since NEP 2020 aims at phasing out all Single-stream HEIs and converting them into vibrant multidisciplinary institutions, it is bound to face a host of challenges from different stakeholders. Firstly, the existing colleges or HEIs have evolved and established their academic reputations with several awards, recognitions, and specializations in a particular stream which will vanish in a flash after their transformation into multidisciplinary HEIs. Secondly, amid varieties of subjects, students will also get bewildered in terms of opting for a particular career path. Thirdly, the aspiration of establishing one multidisciplinary HEI in each district is far from reach in the current scenario. Fourthly, it will not be easy for private HEIs to offer multidisciplinary education for lack of adequate funds in the forms of teachers' salary and logistics cost.

Holistic-Curriculum

Holistic curriculum has brought a buzz phrase 'Design your own degree'. This approach will result into the saying 'Jack of all trades but master of none' because students are not career counselors. Till yesteryears, we were taking great pride in specialized educations but now we are moving to holistic education which may sound good to hear but will deprive learners of becoming specialist of a particular subject.

Academic Bank of Credits (ABC)

ABC with the option of multiple entry and exit points will not only deprive students of a lasting rapport with their teachers but will also lessen the overall rigor of academia. In addition, ABC will also mitigate revenue generation especially for private organizations as students will have right to leave the HEI at any point of time and join another HEIs of their choice.

Digital Infrastructure

Given the digital divide between rural and urban India, availing digital infrastructure for rural HEIs is also a great challenge especially when it comes to impart blended learning with digital labs for science and engineering students.

Optimal Learning Environment and Support for Students

For lack of adequate funds, rural HEIs will keep on facing the challenges of having state-of-the-art-infrastructure and robust learning facilities for students.

Internationalization

Actuating the aspirations of internationalization will be a dauting task for rural HEIs because of poor infrastructure and poor communication.

Motivated, Energized, and Capable Faculty

A motivated, energized, and capable faculty member plays a pivotal role in bringing out desired learning outcome of students and the HEIs. In current scenario, a faculty member especially in rural HEIs as well as private and public HEIs remain deprived of essential continuous professional development programmes (CPD) and capacity building programmes (CBP). As a result, they fail to practice globally acclaimed best practices. In addition, low remuneration of faculty members especially in private HEIs keep their motivation low which in turn impair their creativity, productivity, and innovative skills. There is no fast-track-promotion in most of the private HEIs which make faculty members demotivated and compel them to join another organizations for better recognitions and rewards.

RECOMMENDATIONS

The following are five recommendations that require immediate attention for effective implementation of NEP 2020.

- Ensure equity and inclusion in higher education by providing quality and affordable higher education opportunities with scholarships to all.

- Every HEI should devise a mechanism to retain quality faculty members with better incentivization, rewards and recognitions so that they could feel committed to their HEIs and continue to serve with more vigor and rigor.

- An HEI must ensure the presence of outstanding and enthusiastic institutional leaders in its premise who could cultivate excellence and innovation.

- Make curriculum more employable.

- To drive excellence, there should be a proper performance assessment plus fast-track promotion system to acknowledge performers and their high impact research and academic contributions.

CONCLUSION

As for the challenges associated with NEP 2020, our first job is to prepare our IDP (institutional development plan)that contains specific academic plans which should be in line with the goals set in new education policy (2020). Every university, every college, every department is obliged to prepare its action plans of five years by involving all the stakeholders from Board members, institutional leaders, faculty, students, to non-teaching staff for the holistic

development of the HEI. Related to proper drafting and execution of IDP, we need to create a very shrewd task force with a coordinator and at least three members who will turn plans into action and very importantly our IDP must mention excellence-drive-policies in terms of their planning and execution. The IDP of each institution should justifiably integrate curricular improvement, employability, industry connect, continuous professional development programmes, and capacity building programmes in its action plans. Most importantly, we need to ensure equitable, affordable, and inclusive quality education for all.

REFERENCES

1. *Ghonge Mangesh., Bag Rohit and Singh Aniket. "Indian Education: Ancient, Medieval and Modern". Intech Open. (2020). DOI: 10.5772/intechopen.93420*

2. *MHRD."National Education Policy 2020, Ministry of Human Resource Development, Government of India".2020. https://niepid.nic.in/nep_2020.pdf retrieved on 5th April 2020.*

3. *Sociology Group."The Indian Education System : Features, Pros, Cons and Way forward". 2022. www.sociologygroup.com/indian-education-system-features-pros-cons/retrieved on 5th April 2022.*