

IMPLEMENTATION OF NEP 2020 IN HIGHER EDUCATION: ISSUES AND CHALLENGES

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ABSTRACT:

The New Education Policy 2020 is a step to reform the existing education system of the country. It primarily focuses on imparting high quality education to the students. It offers three languages which could be learned by the students so that the employability also increases across the country. This paper going to explore the issues and challenges of new education policy implementation in higher education and to discuss about policy and practices that have been analyzed in the paper.

Keywords: New Education Policy, Higher Education, Challangres, Issues

INTRODUCTION:

Higher Education in India is up for an overhaul with the National Education Policy 2020 bringing in multidimensional changes right from the regulatory framework to curriculum structure and research environment. First and foremost, the announcement of the much awaited National Education Policy (NEP) has cleared the path for setting up a single regulatory body for country's higher education. The regulatory body, that is to be named the Higher Education Commission of India (HECI), will function as the single and private educational institutions (except those involved in medical and law education). In addition to this, a National Research Foundation will be created to this, a National Research Foundation will be created to oversee all research activities to be carried out by the various academic institutions in the country.

The NEP 2020 has aimed at almost doubling the Gross Enrolment Ratio in higher education to 50% by the year 2035, as compared to the current gross enrolment ratio of 26.3%. It also has provision for greater autonomy to the academic institutions offering quality higher education.

SIGNIFICANCE OF NATIONAL EDUCATION POLICY 2020 IN HIGHER EDUCATION:

- **Departure from Silos Mentality:**
The key aspect of school education in the new policy is the breaking of strict division of arts, commerce and science stream in high school. This can lay the foundation for a multi-disciplinary approach in higher education.
- **The Confluence of Education and Skills:**
Another laudable aspect of scheme is the introduction of vocational courses with an internship. This may nudge the vulnerable sections of society to send their children to school. It would also help in realization of the goal Skill India Mission.
- **Making Education More Inclusive:**

The NEP proposes the extension of the Right To Education to the children up to 18. Further, the policy seeks to leverage the huge potential of online pedagogy and learning methodologies for increasing gross enrolment in higher education.

- **Light But Tight Oversight:**

According to the policy, in spite of periodic inspection, transparency, maintaining quality standards and a favourable public perception will become a 24x 7 pursuit for the institutions, leading to all round improvement in their standard.

The policy also seeks to establish a super regulator for education which will be responsible for standard setting, funding, accreditation and regulation of higher education in India.

ISSUES AND CHALLENGES WITH NATIONAL EDUCATION POLICY 2020 :

- **Knowledge- Job Mismatch:**

There is a persistent mismatch between the knowledge and skill imparted and the jobs available. This has been one of the main challenges that have affected the Indian education system since independence.

NEP 2020 failed to check this, as it is silent on education related to emerging technological fields like artificial intelligence, cyberspace, nanotech, etc.

- **Lack Of Integration:**

In both the thinking, and in the document, there are lags, such as the integration of technology and pedagogy. There are big gaps such as lifelong learning, which should have been a key element of upgrading to emerging sciences.

- **Language Barrier:**

There is much in the document ripe for debate such as language. The NEP seeks to enable home language learning up to class five, in order to improve learning outcomes. Early comprehension of concepts is better in the home language and is critical for future progress. If the foundations are not sound, learning suffers, even with the best of teaching and infrastructure. But it is also true that a core goal of education is social and economic mobility, and the language of mobility in India is English.

- **Institutional Limitations:**

A healthy education system will comprise of a diversity of institutions, not a forced multi disciplinary one. Students should have a choice for different kinds of institutions. The policy risks creating a new kind of institutional isomorphism mandated from centre.

- **Issues With Examinations:**

Exams are neurotic experiences because of competition, the consequences of slight slip in performance are huge in terms of opportunities. So the answer to the exam conundrum lies in the structure of opportunity. India is far from the condition. This will require a less unequal society both in terms of access to quality institutions, and income differentials consequent upon access to those institutions.

Enrolment:

According to the ALL India Survey on Higher Education report 2018-19, the Gross Enrolment Ratio in Higher Education in India is only 26.3% which is quite low as compared to the developed as well as, other developing country.

With increase of enrolment at the school level, the supply of higher education institute is sufficient to meet the growing demand in the country.

- **Quality:**
Ensuring quality in higher education is amongst the foremost challenge being faced in India today. However, the Government is continuously focusing on quality education. Still, a large number of colleges and universities in India are unable to meet the minimum requirement laid down by the UGC and our universities are not in position to mark their place among the top universities of the world.
- **Political Interferences:**
Increasing interferences of political in the management of higher education jeopardize the autonomy of HEIs. Also, students organize campaign, forget their own objectives and begin and begin to develop their careers in politics.
- **Inadequate Research:**
There is inadequate focus on research in higher education institutes. Most of the research are without fellowships or not getting their fellowships on time which directly or indirectly affects their research. Moreover, Indian higher education institutions are poorly connected to research centres and to industries.
- **Poor Governance Structure:**
Management of Indian Education faces challenges of over centralization, bureaucratic structure and lack of accountability, transparency and professionalism. As a result of the increase in the number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and core focus on academics and research is diluted.
- In higher education, the NEP 2020's focus on inter disciplinary learning is a very welcome step. Universities, especially in India, have for decades been very silo-ed- and departmentalized.

CONCLUSION:

The National Education Policy is introduced to address the gap between the existing educational system in India and through this policy India is expected to achieve sustainable development goal by providing equitable and quality education to everyone. However, the government must promote collaboration between Indian higher education institutes and top international institutes and also generate linkage between national research laboratories and research centres of top institutions for better quality and collaborative research. Further, there should be multi disciplinary approach in higher education so that students knowledge may not be restricted only up to their own subjects.

Higher educational institutions must away from political affiliations, provided with good infrastructures and facilities. Higher education in India has expanded very rapidly in the last seven decades after independence yet its accessibility and quality both remain a concern. If India wants economic gains and development to prolocate at the grassroots level, it needs to invest in education on a priority basis.

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