CHALLENGES IN IMPLEMENTATION OF NEP 2020

The Government of India on July 29, 2020, too came up with the National Education Policy 2020 (NEP 2020), which is a welcome and ambitious re-imagination of India's education system into a modern, progressive and equitable one. Innumerable seminars, symposia, workshops and conferences have since been held all across India with a view to fully understand the provisions, goals and objectives of the new policy and as such Department of Higher Education, UT of Jammu & Kashmir too came up with two important conferences one at Srinagar and other at Jammu, titled "NEP 2020 Preparedness and Implementation" as a part to access our preparation and to catalyse different stakeholders to implement the policy in letter and spirit in different Higher education institutions across UT. The conferences focussed emphasised that 'India had a great need of an education system aligned with the aspirational goals of the 21st century while remaining rooted to India's values, systems and ethos and it is the NEP-2020 which crafted to provide an integrative yet flexible approach to education, keeping the interconnections of various phases of education.

NEP – 2020 is the foundation for a new India of the 21st Century which is poised to yield outstanding results in the fields of Higher Education, Research, Innovation and Science & Technology Development in the country. NEP 2020 is a game-changer for education in the country and so too in the UT of J&K. The new education policy is an all-encompassing model to cater the all-round development and cognitive learning of a child. It is a means to update the age-old educational model to leverage the latest technology, processes, and information thereby helping to increase learning and productivity and to keep up with the latest trends from around the globe. As compared to the traditional rote learning techniques, the new policy emphasizes quality, understanding of concepts, and on-ground experiences.

In the 21st century, poverty, remoteness, inaccessibility etc should no longer be a barrier to education. But, is it possible at the present stage keeping in view the rural, remote and infrastructure of each and every institution. Hence, some novel approaches or novel schemes needs to be introduced to bring education to everyone, so as to aid and to take the NEP-2020's recommendations forward at each institution.

The new education policy highlights the critical need to manage research at all levels- pure, applied, transactional, and research addressed to specific needs of the industry and social objectives. The primary role of the policy is to nurture a vibrant research eco-system through adequate funding, mentoring and support of multidisciplinary research in Arts and Humanities, Social and Natural Sciences, Engineering and Technology, including educational technology so as to take India as the skill capital of the world

New education policy focuses on more Holistic and Multidisciplinary Education at undergraduate level that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) to yield positive learning outcomes. It is stressed that research be improved and enhanced through a holistic and multidisciplinary education approach. Such a holistic education should be the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines and in all educational institutions but again

there are constraints where multidisciplinary education at this stage is not possible, especially in rural colleges and the colleges with limited infrastructure which are only with arts subject at present and where the research environment is not so vibrant to cope up with the needs of NEP-2020.

The new education policy (NEP-2020) has come at the right time and the objective is very noble. But there lies a world of difference between laying down a policy on paper and following it in spirit. The success of NEP 2020 and the pace of its implementation depend to a large extent on how successfully the Universities, Colleges and Schools can tide over the practical challenges facing it. Currently, the implementation of the education policy requires multiple actions and initiatives to be taken by different bodies systematically. The Government, the Department of Education and the educational institutions (Universities as well as Colleges and schools) need to cooperate to implement the policy at all levels and effectively in all institutions.

Source   :https://www.risingkashmir.com/-Unpacking-the-Challenges-in-Implementation-of-NEP-2020-112731

NEP 2020: IMPLEMENTATION CHALLENGES

A well-defined and futuristic education policy is a must for every country because education is the key driver of economic and social progress. Taking into account their respective traditions and culture, different countries have adopted varied education systems.

Recently, the Government of India took a giant leap forward by announcing its new education policy, the National Education Policy 2020 (NEP 2020), almost three decades after the last major revision was made to the policy in 1986.The policy has come at the right time and the objective is very noble. But there lies a world of difference between laying down a policy on paper and following it in spirit. The success of NEP 2020 and the pace of its implementation depends to a large extent on how successfully the government, universities and schools can tide over the practical challenges facing it.

The new education policy is a positive re-imagination of India's existing education regime. It has some very impressive and appreciable propositions. The policy envisions a model of holistic learning that is integrated, engaging and immersive. Scientific temper and evidence-based thinking will be inculcated alongside aesthetics and art.

NEP seeks to facilitate multiple pathways to learning that will involve formal and non-formal education modes. Formal classroom learning is limited to books and instruction. The new policy aims to take this learning outside of the four walls of a classroom and encourage students to imbibe from the real-world. This is where the concept of 'learning how to learn' comes in, another prominent feature of NEP. Abandoning the redundant culture of bookish learning, there will now be a move to real, holistic learning that equips individuals with 21st century skills.

From the foundational stages, young students will be exposed to multiple languages as multilingualism has great cognitive benefits and in the early years of life children tend to pick up languages very quickly. Keeping in view the importance of rich, classical languages and literature of India, Sanskrit will be offered at all levels of school and higher education as an essential, enriching option for students. While languages like Tamil, Telugu, Kannada, Malayalam and Odia will be possibly offered as online modules for those who are interested in studying them.

Source:https://www.educationworld.in/nep-2020-implementation-challenges/

PRACTICAL CHALLENGES IN THE IMPLEMENTATION OF NEP 2020 CAN PRESENT AS OPPORTUNITIES OF REFORM IN KEY AREAS

The National Education Policy 2020 (NEP) envisages far-reaching transformations for our existing education system. It is truly a significant stride towards making our education system meaningful, assimilative and skill-centric. The new policy seeks rectification of poor literacy and numeracy outcomes associated with primary middle and secondary schools and adoption of the multi-disciplinary approach in the higher education system. However at the same time, there are a few suggestions as below.

ECCE teachers need to possess a lot of knowledge of both cognitive and metacognitive skills in order to achieve learning outcomes. They should be able to interpret what young children feel, say and do and to maintain reasonable expectations from young children. This will require a lot of hand-holding, mentoring and sharing of experience. The Anganwadi can be paired with existing Preschools who have experience of handling children of this age-group so that the Anganwadi teachers can directly interact and learn from shared experiences and mentorship of experienced Pre-school teachers, who can even monitor and support them as and when required. It's good that steps are taken to prepare initial cadre of high quality ECE Teachers as government plans to introduce 6 month certificate program in ECE or 1 year diploma program covering early literacy, numeracy and other aspects.

Secondly, another biggest challenge even with the existing system is the lack of a system of Registration and Certification of Pre-school systems which implies that there are no guidelines of basic requirement of facilities like size of classrooms, standard of safety and security and quality of infrastructure or mandatory presence of tools and equipment required for development of cognitive and psychomotor skills of children during early childhood. Since in all these years we are finally thinking of re-vamping our preschool system nation-wide, introduce ECCE Curriculum and pedagogy development, it is high time we introduce some system to monitor the basic facilities including safety of young children in the preschools.

As Educators, we all are looking forward with open and optimistic mindset to accept these much-desired changes in our education system. We are really hopeful that the implementation of this highly-anticipated policy will establish a new world of learning for our coming generations. NEP 2020 will surely play a significant role in producing quality human resources who will be

equipped not only with knowledge of the content and desired intellect, but also with essential skills, values and attitude, to face the challenges in the path of future success to navigate our nation in the desired direction of growth and development.

Source:https://education21.in/challenges-in-the-implementation-of-national-education-policy-2020/

CHALLENGES AND ISSUES IN NATIONAL EDUCATION POLICY 2020

India has always been a destination for learners all around the world. From ancient sciences to arts, philosophy, and literature, the country has offered a variety of choices for centuries. That is why it is also known as the land of learning. With the advent of time, not a lot of changes in the education system in India have been made to cope up with the outside world. To boost the growth of the Indian education sector, recently the ministry of education has proposed the new education policy 2020 which will replace the 34-year-old national policy of education, 1986. As per Prime Minister Narendra Modi, the new education policy of 2020 focuses on learning instead of studying, goes beyond the curriculum to focus on critical thinking. NEP 2020 has bought a Paradigm shift starting from changes in the pedagogical structure to vocational training to higher education. It focuses on the quality rather than the quantity, more emphasis is given on creativity and understanding rather than Rote learning. The national education policy of 2020 covers a wide ambit of areas, therefore the implementation of all of it, all at once is a big challenge.

The national education policy 2020 aims at making our home country a global choice for education by providing high quality, different variety and dynamic education hub to all the people in abroad. The policy focuses on raising expenditure in the education sector to reach 6% of GDP at the earliest. The education policy is not a newly structured policy, rather it is a compilation of different phases. Time by time it has been reshaped, restated and recapitulated several times.The new education policy 2020 has advised that mother tongue / local language/home language/regional language should be used as a medium of instruction till class 5 preferably till class 8 and beyond it wherever possible but this new policy comes with a lot of challenges. Although the government has not made it mandatory but it has lead to a huge controversy and left us with a lot of questions. The most common criticism is that it will widen the gap between those who can communicate in English and those who cannot. Another challenge is that developing new learning material for languages that have not been standardized or those that do not have a script will be a tedious task that will require a heavy initial investment.

The New Education Policy 2020 that has been proposed last year is yet to be implemented. It is an ambitious move to revive the Indian education system with a modern approach. No matter how good this may look, the implementation of any policy has its own importance. An efficient implementation can make a policy a huge success and on the other hand, if the implementation is not good, it can be a huge disaster. The review paper discusses the challenges and issues in the implementation of NEP 2020.

NEP: CHALLENGES TO IMPLEMENTATION

The National Education Policy 2020 has come 38 years after the last Education Policy. It is an ambitious project aimed at making India the Vishwa Guru of the world. The philosophy behind the NEP 2020 is to reclaim India's past glory as a repository of ancient wisdom which has the first universities Takshashila and Nalanda. All these were destroyed first by Mughal invaders and later by the British rulers whose design it was to produce clerks and servants of the Empire. All these novel ideas underlying the architecture of the NEP 2020 are admirable and the intent too is noble. At the end however what matters is implementation. There are so many ideas embedded in the Policy which will require a thorough overhaul of the present education system which has created batches and batches of unemployable graduates. There is a dire need to reverse the present system but time is of the essence.

The teaching community under the present system must have the passion and the flexibility to adapt to multi-disciplinary learning techniques and the new hybrid model of teaching. This would require a human resource that is committed to the cause of education. Is it possible to harness such a band of dedicated educators that have come from a system that was highly unimaginative and relied on stereotyped learning outcomes? The NEP's hallmark is quality with equity. This means quality education that is also affordable. Emphasis is laid on skills training but using local resources and adaptive to local needs. The NEP proposes smart classrooms that would be linked to a Digital University. For connectivity the Union Government had sanctioned 889 mobile towers in Meghalaya alone but for some reason not even 25% of the target has been achieved due to logistical challenges. Again in a State like Meghalaya where the Lower Primary school infrastructure are in shambles implementing the NEP is a tall order. The infrastructure needs a robust overhaul and revamp.

In the area of skilling, the NEP needs to be more flexible and more nuanced towards the needs of the markets in the region for that would assure employability. For this the states have to continue to feed their inputs to the Union Education Ministry. Moreover, the NEP at this point appears to stress more on higher education than on primary and high school education, when it would have been more prudent to strengthen the foundational pillars of education. At the university level students have already found their feet. It is at the high school and undergraduate level that they really need to find their feet.Clearly there is a huge chasm between embracing the NEP 2020 and putting it to work on the ground, especially for a state like Meghalaya.