

A Critical Analysis of NEP 2020 Pertaining to Higher Education in Karnataka

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Abstract: *The National Education Policy was framed in 1986 and modified in 1992. More than three decades have passed since previous Policy. During this period significant changes have taken place in our country, society economy, and the world at large. It is in this context that the education sector needs to gear itself towards the demands of the 21st Century and the needs of the people and the country. Quality, innovation and research will be the pillars on which India will become a knowledge super power. Clearly, a new Education Policy is needed. The Government had initiated the process of formulating a New Education Policy. Problems faced by the Karnataka, as such Accepting Change in Teaching, The multi entry and exit concept, trained teacher educators and Basic Infrastructure problem. The government of Karnataka has introduced the NEP well, but yet the same time they have been faced many more problems, till today many universities have not announced the result of the students of NEP batches in Karnataka. That may be due to the lack of funding, infrastructure and failed in adopt a well planned strategy.*

Keywords: NEP, Higher Education, provisions, problems, challenges and Institutions

I. INTRODUCTION

The National Education Policy was framed in 1986 and modified in 1992. More than three decades have passed since previous Policy. During this period significant changes have taken place in our country, society economy, and the world at large. It is in this context that the education sector needs to gear itself towards the demands of the 21st Century and the needs of the people and the country. Quality, innovation and research will be the pillars on which India will become a knowledge super power. Clearly, a new Education Policy is needed. The Government had initiated the process of formulating a New Education Policy through the consultation process for an inclusive, participatory and holistic approach, which takes into consideration expert opinions, field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices. The NEP 2020 is a revolutionary policy, which aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multi-disciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student.

1.1 Proceedings of NEP

The Committee for preparation of the draft National Education Policy submitted its report to the Ministry on 31.05.2019. The Draft National Education Policy 2019 (DNEP 2019) was uploaded on MoE website and also at MyGov Innovate portal eliciting views/suggestions/comments of stakeholders, including public. The draft NEP is based on the foundational pillars access, affordability, equity, quality and accountability. Post submission of Draft Report States/UTs Governments and Government of India Ministries were invited to give their views and comments on Draft National Education Policy 2019. A brief summary of the Draft National Education Policy 2019 was circulated among various stakeholders, which was also translated in 22 languages and uploaded on the Ministry's website. Meetings with State Education Secretaries of School Education and with State Secretaries of Higher & Technical Education were held. An Education Dialogue with Hon'ble MPs of Andhra Pradesh, Telangana, Tamil Nadu, Puducherry, Kerala, Karnataka & Odisha. A special meeting of CAGE on National Education Policy was held. In the meeting, 26 Education Ministers of various States and UTs, representatives of States and Union Territories, Members of CAGE,

Heads of Autonomous Organisations, Vice Chancellors of Universities, attended the meeting along with senior officials of the Central and State Governments. Around 2 lakh suggestions on the Draft National Education Policy received from various stakeholders. A meeting on Draft NEP 2019 of Parliamentary Standing Committee on Education was held on 07.11.2019.

1.2 New Education Policy (NEP) Remarks

The New Education Policy aims to provide quality and equitable education to all children in India. Some of the key highlights of the policy are as follows:

- The policy emphasizes on providing quality and affordable education to all children in the age group of 3-18 years.
- It emphasizes on holistic and multidisciplinary education instead of rote learning.
- Students will now be tested on their abilities to apply concepts to solving real problems rather than on how well they remember things from books.
- It emphasizes that the three-language formula will be followed in schools, focusing on the regional language, Hindi and English.
- To make it easier for students to learn regional languages, instruction in the first five grades will be taught in those languages instead of English.
- The school curriculum in India has been updated to incorporate more core concepts and vocational education.
- The policy focuses on using technology in education to make it more accessible and effective.
- It envisages a system where there is no distinction between rural and urban areas, and all children have access to quality education.
- The policy proposes several measures to improve the quality of teaching, such as mandatory teacher eligibility tests, teacher professional development programmes, and teacher education programmes at the elementary, secondary and tertiary levels.
- The policy also focuses on providing vocational and technical education to students so that they are better equipped to enter the workforce.
- The policy proposes to set up a National Higher Education Regulatory Council to oversee the regulation of higher education institutions.
- The policy also seeks to provide greater autonomy to higher education institutions and promote academic mobility. As a result, the public and private universities will both be governed by the same regulations.
- This policy introduces a new 5+3+3+4 education structure, which moves away from the current 10+2 system.
- It aims to increase the Gross Enrolment Ratio in higher education to 50% by 2035.
- The Government has announced that all higher education institutes (HEIs) will be governed by a single regulator, except the Medical and Law Colleges. HEIs now have to answer to a new body, the Office for Students.
- The master's degree (MPhil) course will no longer be required
- The New Education Policy (NEP), which aspires to embrace education from pre-school to secondary school, was approved by the Union cabinet in July 2020. NEP-2020, is a **comprehensive framework** that covers all levels of education from **elementary to higher** education in the country.

1.3 Provisions of NEP

- Universalisation of access from ECCE to Secondary education.
- Ensure equity and inclusion in schools as well as in classrooms
- Improve quality and achievement of Learning Outcomes through using Foundational Literacy & Numeracy (FLN)
- Focused on 21st century skills in teaching, learning and assessment.
- Common standards for public and private schools.

1.4 Challenges for implementing NEP in India

While the NEP has begun gathering a fair degree of momentum, the road to its realisation is filled with endless potholes. First, the sheer size and diversity of India's education sector makes implementation an uphill task. For example, sample the size of the school education system alone. With more than 15 lakh schools, 25 crore students, and 89 lakh teachers, India remains the second largest education system in the world. The size of the higher education system is massive too. As per the AISHE 2019 report, India's higher education sector consists of 3.74 crore students in nearly 1,000 universities, 39,931 colleges, and 10,725 stand-alone institutions. Thus, a countrywide implementation of this mega education policy is going to be a mammoth exercise involving multiple stakeholders at the state, district, sub-district, and block levels. Creating a shared responsibility and ownership amongst key stakeholders, including the private sector, at the state and district levels that have extraordinary diversity is going to be a major challenge for the education leadership.

Second, the NEP's eventual realisation is critically linked to state capacity. As rightly pointed out by the NEP Drafting Committee led by K. Kasturirangan, India's education system is underfunded, heavily bureaucratised, and lacks capacity for innovation and scale up. The internal capacities within the education ministries (centre and states) and other regulatory bodies are grossly inadequate to steer the magnitude of transformations envisaged in the NEP. For instance, moving away from a rigid content-driven rote learning system to experiential learning and critical thinking would require nothing short of a revolutionary change in the attitudes of the people running the education system, let alone the attitudinal changes amongst the teachers, students, and parents.

This means that thousands of schools and colleges would need capacity building and reorientation with regards to the operational aspects of implementing a mega programme with many experiential goals. In short, the existing organisational structure of the ministry and its ecosystems will have to undergo a massive overhaul. While it is heartening is that the NEP document has laid out a comprehensive roadmap for overhauling the existing regulatory system, and the education ministry is in the process of bringing out a legislation that would facilitate the setting up of a Higher Education Commission of India (in the place of existing regulatory bodies, mainly the UGC, AICTE, and National Council for Teachers Education), one has to wait for the new institutional architecture emerging out of legislative initiatives.

Third, the NEP would largely hinge on the extent of cooperation between the Centre and states. While the NEP has been drafted by the Union government (with inputs from multiple stakeholders including the state governments), its implementation largely depends on the active cooperation of the states. This is because most services-related education are performed by the state governments. In short, the Centre has to skilfully navigate the principles of cooperative federalism and decentralisation while rolling out key initiatives. And this is not an easy act to perform given the sharpening of political polarisation in the recent years and visible breakdown of trust between the Centre and states. A number of Opposition-ruled states have been raising strong objections to several key provisions of the NEP and the manner in which they are being rolled out. The more worrying development is that the Tamil Nadu government's recent decision to not implement the NEP can encourage other Opposition-ruled states to follow a similar path. Thus, managing federal math is critical to the realisation of the NEP.

Fourth, the role of the private sector, particularly in dealing with the higher education system, is extremely critical for translating the inclusionary vision of the NEP. It may be noted that as much as 70 percent of higher education institutions (colleges and universities) are run by the private sector. Significantly, roughly 65-70 percent students are currently enrolled in private higher education institutions. This apart, the private sector brings much needed financial resources and innovation. Therefore, it is imperative for the government and regulatory bodies to create workable institutional mechanisms that would harness the contribution of the private sector and recognise them as equal partner in the NEP process.

Finally, the successful execution of key initiatives requires availability of adequate financial resources for decades. In this regard, the NEP has stated that to realise the goals of the new policy, the country has to raise public spending on education to 6 percent of GDP. This is a daunting task if one considers the past promises and their actual realisation. For instance, the 1968 National Education policy had recommended 6 percent of GDP be allocated towards education. However, in all these decades, the public spending on education has not gone beyond 3 percent.

Ironically, the union budget allocation for education in the NEP launching year has taken a dip. The education budget was reduced by 6 percent from INR 99,311 crore in 2020-21 to INR 93,224 crore in 2021-22. While this is understandable given the government's priorities are divided in the face of the COVID-19 pandemic and economic distress that large sections of populations are facing, there is no clear roadmap yet how such enormous sums of financial resources can be augmented.

1.5 In Karnataka challenges for implementing NEP in Higher education

Accepting Change in Teaching– Learning Styles The new NEP has suggested many new methods of dealing with children of different age groups right from preprimary stage to higher education. Making such arrangements at each schools and colleges to adopt such a holistic development for teachers might become an obstacle as they were used to old methods of delivering lectures. So this shift from old methods to modern scenario may prove a problem for both students and teachers. The students also in our country cannot afford such grasping knowledge and lack of resources would prove a burden on them and their parents. Teaching staff problem; the major problem for the implementation of NEP programmes for the higher education is of teaching staff problem. Due to which teachers are facing problem of teaching, due to which they have to use the modern technology in the teaching aids, but the teacher who are working are traditionally but they could not able to attain the new approach in teaching.

The multi entry and exit concept; The concept is very interesting but it can create an issue for maintaining IA record of the students who will join the education at any time and leave at any level will create a problem for keeping the track record of those as it is seen when stream system too dissolved, as it was easy to recognize from looking at the score card whether which student will belong to which stream. This problem may trouble the higher educational institutes to implement such a policy. New approach has been adopted by the government in the NEP, accordingly they can enter the course in one year and they can exit for the next year course, it may leads to many dilemma in minds of the students and the educational institution to hair the particular teacher if the student exits then the teacher will loos the job then that may have many problems for the students and the teachers and the institutions too.

Trained teacher educators; According to the curriculum implemented by the government is need to be a trained teachers for the all the programmes were needed with which none of the courses can run in to effect, for the to higher education especially. These multidisciplinary institutions will need to hire specific subject professors and teacher educators depending upon the requirement. Teacher educators need to teach specific age group (Std.-12 passed teen agers). Reduction in entry-level qualification (graduate level to std 12th) needs to be considered and training should be given accordingly to teacher educators.

Availability of Employment Opportunities; No doubt the NEP has created the job opportunity in to the young generations of the Karnataka, but yet the time it need to be trained teachers has to be there for which the government ha to make needful preparation. The NEP 2020 implementation will also be a slight create a challenge in employment industry as all new young people who are graduated post graduated will rush into the market for seeking jobs with high expected packages. So the industry too should be able to create jobs in variety to fulfil their dreams, otherwise educated people's unemployment ratio might increase which will also harm nation's progress.

Basic Infrastructure problem; For conduction of one course that is B.A will need many more staff room, class rooms, To facilitate the 4-year integrated Bachelor of Education program proper infrastructure is required as B.Ed. College will be merged with senior colleges. As such many government colleges doesnot have the basic infrastructure how come the private institution could able to solve such issues. It needs the time and money. To provide the well equipped infrastructure is the major problem in Karnataka, while implementing the NEP.

Curriculum problem; Proper designing of curriculum for 4-year integrated Bachelor of Education program is necessary. The curriculum required for the 4-year integrated Bachelor of Education program must be designed at multidisciplinary institutions. Mear introducing the curriculum will not help us to learn and to get good education, for will need the good and eligible teachers have to be there to teach. The issue is the major problem and gets success in implementing it. Many universities have even not been approved the curriculum in their BOS.

Choice of students; A person will have to choose the teaching profession at the age of 17 i.e. immediate after standard 12 even if he/she might not have any clarity about choosing a career path at that age. The teaching field fails to

attract youngsters. The student has got free to choose the subject has provided them to free hand has got many problems and issues. because, it's not a fascinating field as compared to other fields like IT, Management, Medical etc.

Need of teachers teaching in multiple languages; since schools will need teachers who can teach in multiple languages and have knowledge of new-age courses like computational thinking, coding etc., introduced at the school level under the NEP, B.Ed. course will also be changed accordingly. But that may lead many private institutions to face issues.

II. CONCLUSION

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 on-ground reality is that the most important three pillars- infrastructure, funding, and a well-detailed plan strategy are still missing. The government of Karnataka has introduced the NEP well, but yet the same time they have been faced many more problems, till today many universities have not announced the result of the students of NEP batches in Karnataka. That may be due to the lack of funding, infrastructure and failed to adopt a well planned strategy.

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