Implementation of National Education policy 2020 in the present scenario of Educational institution

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Abstract

Education is the precious jwell of our lives assisting us in all live process by equipping us all round development. Constitution of India put education in concurrent list which is jointly formulated, reformed and implemented by the union and state government. Unfortunately after 75 years of independence education is inaccessible to almost 23% of population and after all efforts government is spend only 4.3% of GDP in education. Education for all is yet to achieve even if being the fundamental right. NEP 2020 is a comprehensive policy visioning all the minute details of present day need. The current status of education and educational institution challenging needed boost up definetly there is tremendous increase in the quantity of educational Institution but the quality is yet to improve to its best level. After 34 year of NEP 1986, the New education Policy touches all untouched area of education where as inclusion is a major aspect of consideration. The implementation of NEP 2020 is done in a phased manner via number of initiatives and programme if implemented properly can change the picture of our nation. This paper focuses on few implementation strategies in the light of current scenario of HEIs.

Key word: NEP 2020, Implementation, education, Inclusion.

Traditionally Educational Institution in layman term known as “Vidya Ka Mandir” in India. It’s a place where knowledge & skills are imparted through open ideas, experience, experiment, discoveries, lecture and drill etc. to ensure quality education there should be quality educational institutions and these institutions must be established with standardised norms and regulations by government or by private bodies. The present status of educational institution till 2020 are depicted as India got over 1000 university comprises of 1 digital University, 54 central university, 416 state university, 125 deemed university, 361 private university & 159 institution of National importance including (IIMs, AIIMs, IIITs, IISERs, IITs & NITs) other Institutions includes 52627 colleges as government degree colleges, private colleges, stand alone institutions & post- graduate research institutions functioning under these universities autonomous and non autonomous colleges as reported by MHRD in 2020. www.wikipedia.org

The quote of Albert Einstein rightly mentioned about Indian Higher Education globally “we owe a lot to the ancient Indians for teaching us how to count without which most modern scientific discoveries would have been impossible”. The implementation of policy generally means a series of activities undertaken by government and others to achieve the predefined goals & objectives articulated in policy statement. Policy implementation is defined by Theodoulou & Kofinis (2004) that 1) the stage where government executes an adopted policy as specified by the legislation or policy action. 2) At this stage, various government agencies and departments, responsible for the respective areas of policy, are formally made responsible for implementation. 3) Policy

implementation is what happens when a bill becomes law. A policy implementation must follow policy development and require transparency between developer of the policy and beneficiary. Leadership, communication and feedback mechanism are key implementation enabler to implement a policy-by effective services.

Implementation also need putting right people at right task at right time. It is mostly management skills of getting work done in a right fashion. Panda (2020) find several challenges to implement National Education Policy 2020 in school as changing the mindset, reimagining & adopting pedagogical changes, rethinking assessment, training educators, bottom up approach, raising the bars for teachers, funding & scaling the new model, several impediments to implementation in higher education are learning or certificate/ degree, orientation towards multidisciplinary education, funding, digital connectivity. Menon (2020) mentioned that the policy is a list of intention by the Union Gov. presumed to be obtained in near 15 years through a light but tight approach in the absence of clear roadmap and asked few questions like how the policy is going to achieve its vision without a roadmap? Most of its initiatives need huge public investment in education? Which are the strategies mobilise additional resources to make it possible? He also reported that increasing the public spending in education to 6% of GDP is one of the poise intentions that is emphasised by the Union government. Fatima (2022) recognised few drawbacks of National educational policy are disruption to existing education system and routine, cost factor, resistance to change, unintended consequences, and inequalities. She emphasise a critical analysis of potential drawback before its implementation is very important makes the process easier. Simultaneously she reported that proper implementation of the policy will lead to ensure inclusiveness instead of exclusions ensure quality, accessibility and holistic approach. If policy implemented in its correct state it will ensure student centred approach through experimental and enquiry based method and promote critical thinking and problem solving skill. Wadia (2022) explore that the NEP 2020 must accompanied by Programme of Action to assist proper implementation likewise POA (1992) after NEP 1986. Prof. kushwaha (2022) Vice Chancellor, Rajiv Gandhi University, Rono Hills talked very deeply about various pros and cons of NEP 2020 and its initiatives taken for proper implementation at higher education level by Rajiv Gandhi Universities. He highlighted regarding tremendous growth of HEIs and GER in the following terms India has quite a large system of higher education in as much as we have today 1,046 universities, including deemed to be universities and private universities as on 24 June, 2022, under Prime Minister Modi's leadership, since 2014, the number of new universities has been opened with an increase. Likewise, at present, India has total number of 12,429 colleges under 2 (F) and 12 (B) schemes while 747 colleges have been given autonomous status as on 19 December, 2019. The above mentioned data shows the determination of the government under the able leadership of the prime minister to address the issues of gross enrolment ratio (GER). Currently, the GER in higher education in India is 27.1 percent, which is calculated for 18-23 years of age group. Over the last eight years, the nation has witnessed in the increase of GER more than 7 percent. He also pointed role of digital initiative, quality mandate of research, innovation and development, importance of physical and mental wellbeing for all stakeholders through recognising fit India movement, khelo India, Yoga benefits for all. He further added Conglomerating multiple disciplines like humanities and arts with STEM the assessment of educational approaches in undergraduate education will bring consistent positive learning outcomes in the form of increased creativity, innovation, critical thinking, higher-order thinking, problem solving abilities, teamwork and many more. Finished with mentioning conclaves on NEP-2020 implementations have been organised by the university administration for the college principals and heads and deans of the departments/faculties for the introduction of multiple entry and multiple exit towards multidisciplinary higher education in the state.

Though the implementation process violating the vision and its spirit of NEP 2020 vision decision to be multidisciplinary HEIs by excluding medical and legal education from NEP 2020. Various institutions conducting seminar and workshops on NEP 2020 and sharing their practical issues in the series of its implementation seeking solution for the same. After 2 year of NEP 2020 ministry

of Education released a document entitled **National Education Policy (NEP, 2020) implementation** revealing different implementation initiatives undertaken by Department of School Education & Literacy Ministry of Education at different level of education in 7 sections. Major initiatives at

- Foundational stage: are NIPUN Bharat, vidya pravesh, Holistic progress card, DIKSHA vertical on FLN, NBMPIT, NISHTHA ECCE, extention of PM poshan to Balvatika in primary school, extention of BRC and CRC from balvatika to secondary schools, toy based pedagogy Handbook.
- Preparatory stage: provisions of teaching learning material & teacher resources, NISTHA 3.0, School Bag policy, Siksha vani, Benchmark setting for oral reading fluency with reading comprehension.
- Middle stage: NISTHA 1.0, SAFAL, exposure of vocational education at upper primary, introduction of Artificial Intelligence, introduction of vocational education in CBSE.
- Secondary stage: support through NIOS for out of school children, strengthening of KGBV, NISTHA 2.0, setting up of virtual labs, inclusion of board exam facilitating CSWN candidate, introduction of sign language as first language, TLM CBSE, curtailing dropout rates & ensuring universal access through addition of new subject in senior secondary subject, examination reform, removing of word 'fail' by CBSE, IT based solution for planning & governance, removing barriers between academic and vocational subject, introduction of subject at two levels.
- Teacher and Teacher Education initiatives: 4 year ITEP, NPST, NMM, CPD, capacity building on competency based assessment, lifelong validity of CTET.
- Other cross cutting theme includes policy & planning via SARTHAQ and alignment of samagra Shiksha, access & learning recovery via out of school bridge courses by NCERT, learning recovery packages, SCPCR, Alternative academic calendar, guideline for school safety.
- Curriculum development: NCFs & SCFs, digital consultation for NCF & SCF, life skills holistic health & well being programme, competency based education, language teaching and learning, integrating knowledge of India, Ek Bharat Shrestha Bharat programme and Bhasha Sangam, Kala utsav 2021, reading campaign.
- Assessment through PARAKH and Community engagement via Vidyanjali 2.0.
- Other themes are innovation in schools, Governance & Mentoring, inclusion & Outreach through use of technology.

The news of Hindustan in Jharkhand on 13th April 2023 "The education of 748 children in the shoulder of 4 teachers" depicts the criticality of Educational Institution which needs to be strengthening. Each state has to nourish & nurture its Educational Institution in order to cope with or challenges because education lays foundation of all kind of development. The implementation of NEP 2020 is running in phased manner through pilot project in different states, by the end of 2030 NEP 2020 will be fully functional.

Few implementation strategies

- Running a review & follow up of pilot projects could assist in speedy implementation.
- A booming approach of bottom up approach seeks to cater to grass root issues.
- Proper implementation seeks to address lack of infrastructure, inadequate teaching & non- teaching staff at all level of education, developing professional mindset among different stakeholders instead of taking it as granted.
- An efficient teaching manpower definitely caters to understand the emotional bondage of learner with school & deal it appropriately.

- Considering the practical issues discussed in conferences by teachers, professor, principles, Head of department and must find the probable solutions.
- The issue of financial support is a big deal, no initiative and programme should be burdened in the lack of fund, also the full utilisation of allocated fund should be ensured by the respective department.
- Awareness of powers, rights and responsibility to teachers, administrators, other authority to avoid audit mania performing their duty efficiently.
- Provision of adequate guidance and counselling for learners at different level to ensure proper selection of subject by the learner as NEP 2020 provide several avenues to learners choosing their interest areas.

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