

Challenges of New Education Policy 2020 Especially for Rural Students

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ABSTRACT:

The National Education Policy – 2020 was accepted and implemented by the Indian Government. It is revolutionized the present system of education in India. Well defined education policy is essential for a country at a higher education level education leads to social, economic, political and all-round progress. As per the AISHE data in 2020 India boasts about 1043 universities and 55,000 institutes of higher education affiliated with these universities, which also shows the fragmentation of higher education in India This paper highlights based on new Education Policy announced in the higher education system. Various challenging issues of NEP 2020 especially for rural students in the Indian higher education system are predicted. Finally, some suggestions for future study are proposed for its effective implementation towards achieving its objectives.

Keywords: National education policy 2020, NEP Challenges for rural students, Higher education.

INTRODUCTION

The Nation Education Policy 2020 is a welcome and a great ambitious policy of India's education system into a modern, progressive and equitable one. It talks about focusing most on multi-disciplinary learning, technological-based learning and discovery probably around us. The concept of education must also be re-formed to meet the needs of learners today. However, the NEP requires a deep dive into the current challenges that India's education system faces at the grassroots level. What we need to further question about NEP is that The New Education Policy (NEP), 2020, after a gap of 34 years, with year-long consultations with a large number of stakeholders, is a step in the right direction of Indian education. Inter-disciplinary higher education demands a cultural shift in higher education, the National Education Policy 2020's focus on inter-disciplinary learning is a very welcome step. Universities, especially in India, have for decades been very siloed and departmentalized. Besides this, there are many challenges to implementing NEP. The rural students are on the backfoot in the present education system and remain with the same challenges and no special initiative is taken to upgrade them in NEP.

OBJECTIVES: The objectives for this study are -

- To highlight and discuss shortly the Education Policy 2020
- To identify the challenging area of NEP 2020
- To discuss challenges for rural students in NEP 2020

METHODOLOGY :

The descriptive-analytical technique is used for this study. The Methodology consists of the study, discussion and extraction of a summary of the NEP proposal. From the analysis of various sections of NEP, the weaknesses of proposals are listed using group discussions.

HIGHLIGHTS of NEP 2020 :

The objective of the newly adopted education policy, NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every student to raise the current situation. National goals for education focus on the individual child's development and his/her relationship to society. The aim is to bring out the genius inherent in every individual and to provide an environment that facilitates personality development. Every individual has the right to education granted by the constitution of India and the state must provide the same, national education policy aims to achieve the goal that every individual can enjoy the right to education. The policy is discussed below by various educational and educational-related stages and structured.

Some of the features of the policy are as follows!

- 6% of GDP to Education
- No rigid separation between Science and Arts stream.
- MHRD was renamed as Education Ministry.
- AI-based Assessment.
- Test Knowledge application.
- Coding from class 6.
- E-Course in regional Languages.
- The 10+2 system will be divided into 5+3+3+4 format.

The current 10+2 system in the school will be replaced by a new 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. Under the school curriculum, this new system will bring an uncovered age group of 3 to 6 years. This is the age that has been recognised globally as the crucial stage for the development of the mental faculties of a child. The name of the four stages- Foundational Stage, Preparatory Stage, Middle Stage and Secondary Stage.

Undergraduate Stage :

The degrees in each subject are divided into two parts. One will be for three years, the other for four years with multiple exit options. After passing the first course, students receive a certificate, a diploma after passing the second year, and a bachelor's degree after passing the third year. The fourth-year undergraduate degree program is preferred with major or minor research projects or a training program.

Postgraduate Stage :

The postgraduate stage is called a master's degree. Under the NEP 2020, it should be a one-year course for four-year undergraduates, a two-year course for three-year undergraduates, and a five-year integrated degree with a focus on high-quality research in the year. The master's degree will consist of a strong research component or a research proposal to strengthen competence in the professional area and to prepare students for a research degree and a professional teacher.

Research Stage:

The Research stage is structured by pursuing high quality and authentic research leading to a Ph.D. in any core, multidisciplinary or interdisciplinary subject for a minimum period of three years and four years for full-time and part-time study respectively, after that the students will get Doctorate. During the Ph.D. program, they should undergo 8-credit coursework in teaching/ education/ pedagogy related to their chosen subject. The earlier one-year MPhil program is discontinued.

Evaluation Stage :

To evaluate student achievement in higher education (HE), the policy recommends the Choice Based Credit System (CBCS); that is why the policy calls for revising the CBCS system. HE evaluation is based on a grading system that assesses student achievement based on the learning goals for each program.

Vocational Education :

The policy aims to overcome the social status hierarchy associated with vocational education and requires the integration of vocational education programs into mainstream education in all educational institutions in a structured manner. Beginning with vocational exposure at an early age in middle and secondary school, quality vocational education will be integrated smoothly into higher education. It will ensure that every child learns at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labour and the importance of various vocations involving Indian arts and artisanship. The policy also aimed that by 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education.

Lifelong Learning :

The NEP 2020 proposes lifelong learning and research avoid human beings from becoming inoperative in society in terms of knowledge, skills, and experience to lead a comfortable life. Policy believed that education and research at any stage of life will give further maturity for life satisfaction.

Challenges to NEP 2020

1. **Geographical and Cultural:** The policy was said to Liberal education based on a competency-based credit system but our country is a very big country with a base of regional, social, economic, cultural and geographical variations, therefore, it is difficult to create one homogeneous system where every student can get a similar education and facilities. Therefore, it will be a challenge to implement the NEP in such a setting.
2. **Enhance HEIs:** Doubling the Gross Enrolment Ratio in higher education by 2035 which is one of the stated goals of the policy. For that, there is a need to double the universities or HEI. Start newly around 1,000 universities across the country will mean that we must open one new university every week, for the next 15 years. Opening one University every week on an ongoing basis is an undoubtedly massive challenge.
3. **Enhance School:** The National Education Policy 2020 intends to bring 2 crore children who are currently not in school, back into the school system. Whichever way you look at it, accomplishing this over 15 years requires the setting up of around 50 schools every week.
4. **Budget:** The National Education Policy 2020 envisages an increase in education spending from 4.6% to 6% of GDP, which amounts to around INR 2.5 lakh crores per year. This money will be well-spent building schools and colleges across the country, appointing teachers and professors, and for operational expenses such as providing free breakfast to school children.
5. **Teacher Training:** Need to create a large pool of trained teachers In school education, the policy envisages a sweeping structural re-design of the curriculum a very welcome step. But to deliver this curriculum effectively, we need teachers who are trained in and

understand the pedagogical needs. Many of the curricular changes require substantial mindset shifts on the part of teachers, as well as parents.

Challenges to Rural Students

1. It is the target in NEP that 50% of students should take skill education at the School level. Many schools in rural areas are not adequate, many are single, double teachers.
2. Coding should teach from 6th std. It is challenging for rural students as many students don't have the background ground and lack of required electronic equipment including electricity.
3. Most such schools in rural India have minimum subject choice facilities and the aching-learning processes are so ordinary. It is not up to the mark of NEP.
4. For undergraduate course multiple entry and exit is available but many colleges in rural area are with single stream and with limited subjects.
5. In the policy it was said that the HE is based on industry experts or field practitioners for the part-time experience. But no such part-time jobs are available in Rural areas.
6. The type of professional education is not mentioned in the policy. However such professional education institutes are in very fewer numbers in the rural area.
7. Policy proposed one-year social engagement in the form of an internship which is difficult for rural students.

SUGGESTIONS:

There are some changes mentioned in the draft of NEP 2022. To implement NEP successfully and upgrade rural students, the suggestions are

- i) Increase the budget for education and develop foundational infrastructure.
- ii) Train the teachers for various types of curriculums.
- iii) To design need base curriculum for rural students.
- iv) The individual college or a single department college which are failed to acquire autonomy-based accreditation is merge with a HEIs.

CONCLUSION :

Education system reforms take into account various successes in developed countries and adapt these things to local needs for a country to prosper in society and the education system. It is evident from the above study that the steady improvement of the education system is essential for human development and the sustainable progress of society. In addition to highlighting the characteristics of the proposal, in this article, we have analyzed the difficult field of the proposal and the challenges for rural students. We have tried to offer some suggestions to further improve the model as an optimal model considering the local conditions of the country.

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