UPCOMING CHALLENGES: ADAPTING NEP-2020 IN STATE OF UTTAR PRADESH

Madhurima Singh[1], Anand Swaroop[2], Abhishek Singh[3]

[1]Department of Basic Education, Wazirganj, Gonda, Uttar Pradesh, India

[2,3]Department of Computer Science & Engineering, Institute of Engineering & Technology, Lucknow, Uttar Pradesh, India

Abstract: Education holds vital importance in the Indian system for several reasons deeply embedded in its socio-cultural structure and national development aspirations. Education in India is perceived as a means of social mobility and economic empowerment. Historically, education has been a privilege of the elite, but post-independence, there has been a concerted effort to make it accessible to all. The Indian government has initiated various schemes and policies to promote education among marginalized communities, aiming to bridge the socio-economic gaps.

Education plays a vital role in nurturing national unity and integration in a country as diverse as India. With hundreds of languages, cultures, and religions, education serves as a common ground where students learn about the country's rich heritage, history, and shared values. The national curriculum ensures that students are exposed to a broad spectrum of knowledge, fostering a sense of belonging and national identity.

This paper enlightened the importance of NEP (National education policy)-2020 for addressing the challenges of poverty, unemployment, and inequality prevalent in state of Uttar Pradesh India.

Index Terms: **National Education policy (NEP), Elementary Education, Skill Development,**

I. INTRODUCTION

Since education is so important to the development and growth of both the nation and its people, it is considered the foundation of the country. It is undeniable that education is a potent instrument. The New Education Policy, which emphasizes equity, quality, affordability, and accountability of education in our nation, was drafted based on the recommendations of a panel led by Dr. Kasturirangan, a former chairman of Indian space research and former Indian Space Research Organization (ISRO). The author of this paper will examine the difficulties and problems encountered in putting the many policies outlined in National Education Policy 2020 into practice, as well as the important areas that are still unaddressed and the intricate details involved. In addition to the most recent data statistics, the report also examines the gap between policies and practices [1]. Additionally, education plays a pivotal role in promoting democratic values and civic participation. Through education, individuals learn critical thinking, tolerance, and respect for diversity, essential for the functioning of a pluralistic democracy like India.

In conclusion, education is the cornerstone of India's development agenda, serving as a catalyst for socio-economic progress, national unity, innovation, and democratic values. As India continues on its path of growth and development, investing in education remains imperative for realizing its full potential as a nation.

The upcoming sections of this article include every detail pertaining to the potential difficulties brought about by the modifications in the new education policy.

II. KEY POINTS OF NEP-2020

In an effort to modernize the nation's educational system, India established the National Education Policy (NEP) 2020 at the national level [4]. Nonetheless, it would be up to the individual state governments to carry out and modify the policy at the state level, including in Uttar Pradesh.

For the most up-to-date information on how NEP 2020 is being implemented in Uttar Pradesh, I advise you to examine the most recent updates or official announcements, as policies can change and be implemented differently over time, especially at the state level [5,6,7].

2.1 ELEMENTARY SCHOOL

The new strategy aims to achieve universal education from pre-primary through grade 12 and a 100% gross enrolment ratio in schools by 2030. The 10+2 school curriculum framework will be replaced with the 5+3+3+4 curriculum, which pertains to the ages of 3–8, 8–11, 11–14, and 14–18 years, respectively.

The Education Ministry will establish the National Mission on Foundational Literacy and Numeracy in order to achieve universal foundational literacy and numeracy in all primary schools by 2025. For children under the age of eight, NCERT will establish the National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE). Academic, career, and extracurricular programs will all be given equal weight in schools and won't be strictly divided. Instruction in the local language or mother tongue should be provided for grades up to five, ideally up to eight. This comprehensive report card, encompassing all aspects, will monitor pupils' advancement across all domains.

A new assessment centre called PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) will be established to enhance the school evaluation system. A new National Curriculum Framework for Teacher Education (NCFTE) 2021 will be developed in conjunction with NCERT. By 2030, an all-inclusive four-year B.Ed. The minimal educational need to teach higher education will be a degree.

2.2 POST SECONDARY EDUCATION

The percentage of students enrolled in higher education, including vocational education, will increase from 26.3% in 2018 to 50% by 2035, with the goal of adding 3.5 crore new seats to higher education establishments. An academic bank of credit will be formed to enable the digital storage and transfer of credits obtained from various HEIs [2].

The new policy envisions multidisciplinary education with a flexible curriculum and unique topic combinations, as well as different entry and exit points with credentials at every step. The establishment of Multidisciplinary Education and Research Universities (MERUs) aims to offer the nation's top multidisciplinary education that meets international standards, comparable to that of IITs and IIMs. To promote high-quality research nationwide and fortify the nation's research ecosystem, the National Research Foundation will be founded as an umbrella organization.

The Higher Education Commission of India (HECI), which would be established as a single Apex authority, will oversee all aspects of higher education, except for legal and medical education. Public and private higher education institutions will be subject to the same regulations, accreditation, and academic requirements. To promote healthy competition across institutions, the graded autonomy concept will be established, and college affiliations will be phased down over the next 15 years. To encourage an open discussion of technology use, the National Educational Technology Forum (NETF) will be established. With the combined efforts of the federal and state governments, public spending on education will rise from about 4% to 6% of GDP.

III. ISSUES AND CHALLENGES FOR NEP IN UTTAR PRADESH

The third national education policy was adopted in 2020, the most recent year of its existence. The previous education regulations did not include any information regarding the condition of the schools that are run commercially throughout the country as well as Uttar Pradesh. There is currently no education policy that addresses the differences in educational attainment between children from wealthy and disadvantaged families. The shortcomings of previous educational approaches were addressed with the creation of the new National Education Policy 2020 (NEP 2020). Its basis is supported by the five pillars of accessibility, equity, quality, affordability, and accountability. Through enhancing flexibility and interdisciplinary nature of school and college education, adapting it to the challenges of the twenty-first century, and emphasizing the individual qualities of every student, this strategy seeks to make India into superpower and developed nation. Despite that various challenges and issue raised when NEP is adapted in various states of India.

3.1 MOTHER TONGUE AS TEACHING MEDIUM

The mother tongue, local language, home language, or regional language shall be utilized as the medium of teaching until class 5, preferably until class 8, and beyond it whenever practicable, according to the new education policy 2020. However, there are several obstacles to this new policy. Even though the government hasn't made it required, it has sparked a great deal of controversy and raised many concerns [3].

The most frequent objection is that it will make the difference between those who can and cannot converse in English bigger. A further difficulty is that creating new educational materials for non-standardized languages or those without scripts will be time-consuming and expensive initially. This raises a significant question about who will pay for this increased expense: the government, the schools, parents indirectly, or a combination of all of them? Which mother tongue or local language should be utilized as a medium of instruction in schools and which shouldn't is another issue that needs to be addressed.

For example, children whose parents have transferable jobs will not benefit from having their children taught in their mother tongue in Uttar Pradesh-medium schools in bhojpuri and awadhi. Rohit Singh, who works with a primary school that supports children in their mother tongue in tribal and non-tribal rural areas in Uttar Pradesh, said that children who speak local languages like Tharu, Awadhi, and Nepali will also lose out. I'd like to use this example once more. Let's say the child is in a

primary school in North India where Hindi is the medium of instruction. After his or her father moved to Kerala, where Kannada is the medium of instruction, the child finds it extremely difficult to keep up or comprehend anything.

3.2 TRAINING AND EDUCATION FOR THE WORKFORCE

The 2020 National Education Policy mandates vocational classes beginning in the sixth grade and stipulates that all children must learn skills like as carpentry, cooking, gardening, and local crafts. The absence of enough resources is one of the main issues facing vocational training. Three main elements will be needed to include vocational courses in schools: infrastructure, setup, and qualified staff [8,9].

The question of who will pay these additional expenditures, given the significant investment necessary, also emerges. A potential approach could involve schools forming cooperation with local artisans who possess the necessary infrastructure and setup. This alternative has advantages and disadvantages, even though it saves more money. Once more, the difficulty lies in the fact that sending children to these locations carries some risk. Transportation costs are an expense to the school, and parents must bear the associated costs of paying fees.

Additionally, considering that schools have a limited amount of time to cover a large amount of syllabus, a lot of time is wasted traveling to and from distant locations. Alternatively, schools may invite local artisans to perform on campus and invite kids to watch them in action. It will reduce travel expenses in addition to saving time. For example, vocational courses like gardening and ceramics don't require special infrastructure, therefore they may be completed on school grounds as well. However, courses like carpentry need a good setup so that students can eventually be moved to more complex locations for practical purposes. There are still obstacles, but combining the two solutions will be more successful.

3.3 ABSENCE OF QUALIFIED EDUCATORS

It is a wonderful change that NEP 2020 has brought about a paradigm shift in the manner that learning is done. The educational curriculum and pedagogy have been reorganized for the foundational years, which include preschool, nursery, kindergarten, class 1 and class 2. Across the disciplines, experiential learning will be conducted for the prerequisite classes of 3, 4, and 5. For classes six through eight, a greater emphasis will be placed on subject-oriented instruction. More freedom in choosing subjects for grades 9 through 12. For the first time, talents will be braided like a thread through the curriculum and integrated into teaching tactics, crafts, and practices.

Teachers must implement this incredibly inventive curriculum with great effectiveness and efficiency if it is to be successful. The most frequent issue we will have been a shortage of qualified educators. Teachers are demotivated and disheartened due to the current uninspired job profile, exploitation, and insincere service circumstances, which therefore impacts their pedagogical approach. According to the 2012 Justice JS Verma Committee Report, It revealed that an average of 85% of teachers failed the Central Teacher Eligibility Test (C-TET), a post-qualification competency test that puts over 370 million children at risk. Upon inspection, private Teacher Education Institutes (TEI) was found to have only a foundation stone in the name of infrastructure and 99% passing rate.

There are many obstacles in the way of educating teachers to implement the new curriculum. Many instructors are overburdened with administrative tasks and other duties at the grassroots level, which leaves little to no time for these kinds of training sessions.

While NEP 2020 discusses teacher education and training, the implementation of NCFTE 2021 (the National Curriculum Framework for Teachers Education) is a far-off goal. The current situation dictates that everyone will face significant challenges in the years to come. To make this work, teachers from pre-Nursery through class 12 at HEIs must in still new skills because the entire curriculum has changed. However, educating so many teachers at once is a laborious undertaking. Who would be providing these teachers with training is the main query that emerges in this situation.

3.4 DIGITAL GAP

The new policy places a strong emphasis on early technology use, digital literacy, and coding. While there is a lot of focus on using technology in education across the board—for example, in teaching, learning, and assessment, virtual lab setup, school preparation, coaching, and discussion facilitation—the approach ignores the digital divide between urban and rural areas, the lack of advanced foundation, and access to devices and the internet.

All of this is visible via the prism of COVID-19 since many rural students were unable to participate in online learning because they lacked access to Smartphone and the internet. Due to poor connectivity, several students were forced to drive great distances from home to attend classes. Growing adolescent use of virtual platforms exposes them to potentially dangerous virtual content in addition to physical effects. Examining the digital gap through the prism of sex, class, rank, and urban country regional disparities makes it far more unexpected. In terms of computer and internet usage skills, there is a notable gender disparity in digital literacy between men and women in both rural and urban areas, according to the 75th round of the NSSO national survey (2017–2018)[11]. Previous data show that only 7% of rural Indian women are computer literate, compared to 17.1% of males in the same situation. The gender difference persists in metropolitan areas despite a bigger user base.

When it comes to the introduction of coding in class six, there needs to be plenty of practice and enough computers available for each child to practice on their own. There are numerous obstacles in this situation. To start, a suitable lab is required. According to data from UDISE+, just 39.18% of government schools had access to working on computers in 2020–21[10].

Students frequently share computers in class laboratories, and even many private institutions lack adequate lab space. Second, because learning to code necessitates having a suitable laptop or computer setup, kids from underprivileged backgrounds must suffer because they cannot buy such pricey devices.

3.5 INSUFFICIENT INTEGRATION

There are gaps in the paper and the thought, such as in the pedagogy and technological integration. Large gaps exist, one of them being lifelong learning, which ought to have been a fundamental component of the transition to emerging sciences.

3.6 DEBATE ON MULTILINGUALISM

Home language is more successful in settings where the ecosystem reaches higher education and the workforce. In the absence of such an ecosystem, this could not be sufficient. Multilingualism is mentioned in the NEP, and that needs to be emphasized. In India, most schools are inadvertently bilingual. Certain states are happily viewing this regulation as an ineffective attempt to force Hindi on citizens.

3.7 EXCESSIVE AMBITION

The policy changes all demand substantial resources. A lofty goal has been established: 6% of GDP will go toward public spending. Given the existing tax-to-GDP ratio and competing demands on the national exchequer from the national defence, healthcare, and other important sectors, this is undoubtedly a tall assignment. The exchequer is unable to cover the existing expenses.

The text discusses exploration, choice, and flexibility. The text acknowledges the multiplicity of educational needs in higher education. If it is made mandatory at a single school, this will be disastrous because it dilutes the institution's uniqueness to design a curriculum for a classroom with both four-year degree students and one-year certificate holders.

3.8 INSTITUTIONAL RESTRICTIONS

Instead of requiring students to take multiple disciplines, a strong educational system will include a variety of institutions. It should be possible for students to choose from a variety of institutions. The approach runs the risk of enforcing a brand-new form of institutional isomorphism that the Centre has mandated.

3.9 PROBLEMS PERTAINING TO EXAMS

Because exams are competitive and even a small mistake can have significant opportunity costs, they are anxious events. So the structure of opportunity holds the key to solving the exam conundrum. India is not at all like that. A less unequal society will be necessary for this, in terms of wealth disparities resulting from access to high-quality institutions as well as access to those institutions itself.

A chronic mismatch exists between the occupations that are available and the information and skills that are taught. One of the biggest issues facing the Indian educational system since independence has been this.

IV. CONCLUSION

NEP 2020 recognizes the wide range of issues that the Indian education system as well as Uttar Pradesh is facing and offers extensive reforms to deal with these issues and adjust to shifting socio-economic conditions. To guarantee that every kid receives a high-quality, inclusive education, though, the policy's effective implementation will necessitate coordinated efforts from all stakeholders, including governments, educational institutions, teachers, parents, and communities. Once the policy's declared aims is to double the gross enrolment ratio in higher education by 2035, which would require us to open one new institution every week for the next fifteen years.

The National Education Policy 2020's emphasis on inter-disciplinary learning is a very positive step for higher education of India. For many years, universities have been highly departmentalized and compartmentalized.

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