



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

CHALLENGES ACQUIRING AFFORDABLE AND QUALITY EDUCATION IN INDIA AS MENTIONED IN NEP 2020

Mamta Rajput

Assistant Professor

Department of Education

Vivek College of Education, Bijnor

M.J.P.R. University, Bareilly, Uttar Pradesh, India

Email : mamtapcs999@gmail.com

Bhupendra Kumar

Assistant Professor

Department of Education

Vivek College of Education, Bijnor

M.J.P.R. University, Bareilly, Uttar Pradesh, India

Email : bhupithakran@gmail.com

Akhilesh Kumar

Assistant Professor

Department of Education

Vivek College of Education, Bijnor

M.J.P.R. University, Bareilly, Uttar Pradesh, India

Email : akhileshrajput990@gmail.com

ABSTRACT -

To boost the expansion of the Indian education sector, the present government decided to revamp it by introducing a comprehensive National Education Policy 2020. This is as an essential step of the Prime Minister to take proper advantage of the Fourth Industrial Revolution and take India to new heights. The national education policy, currently launched, focuses on India-centric education system in 2020, which will contribute to making our nation again a world guru by providing all high quality education. The National Policy on Education (NEP) 2020 recommends innovative major changes in teacher education.

The recommendations on teacher education are given in Chapter Fifteen of NEP-2020 which gives details of policy changes in education. It is divided into eleven sub-points.

The biggest objective of the NEP is to "ensure that teachers are given the highest quality training in the development of study material, teaching and skills and introduce the teacher education system into multidisciplinary faculties and universities, and the establishment of a 4-year integrated B.Ed. offered by such multidisciplinary HIs, by the year 2030, will become the minimum degree qualification for school teachers" (NEP2020- page 42: 15.5). A more in-depth analysis of NEP 2020, it can be said that it is a curious combination of opportunities and it is a proper document to change the state of teacher education. The current paper seeks to examine the National Education Policy 2020 in the context of paradigm changes in terms of opportunities and challenges in the teacher education sector.

KEYWORDS - National Education Policy 2020, Students, Opportunities and Challenges, Teacher Education.

INTRODUCTION -

The announcement of the implementation of the new education policy 2020 by the Government of Karnataka from the current academic session 2021-22 was made by the state education minister Dr CN Ashwath Narayan on 7 August 2021. After Karnataka, Madhya Pradesh is the second state to implement the National Education Policy 2020. Due to lack of quality higher education the path of further studies for a student in India is becoming confusing a large number of student in North India are undergoing academic Exodus to foreign countries to reform in the field of education is possible only when we can identify its real challenges for which we have to go back a few decades

First of all ,grants were a Priority in education policy till the 80s. However since then the policy of no grant was being promoted ,But by the decades of 2010 the situation has become such that we have accepted the no grant Policy in higher education .As a result, the quality of public sector higher education determined and the marketization of education came force. As a result ,education for ordinary families become more expensive year after year.

To understand the current state of Higher Education, going back again ,after the private universities Bill and Ordinance in the year 2004, the establishment of a large number of private universities was encouraged. On the other hand year after year cuts in higher education investment have made the situation bad for the children from poor families. This is confirmed by the assessment of the budget given by the centre of education during the last five years instead of increasing the investment made on education, It has been continuously cut. Therefore the second biggest challenge in higher education is the lack of infrastructure and quality.

Therefore there are less such colleges in the country which are colleges to say but for students there are no even basic facilities. Apart from this India's gross enrolment ratio in higher education under the age group of 18 to 23 years is just 26.3 percent which is very low compared to other developed and many developing countries it is clear from this that he went to de about 74% of the youth of the country dropout of Higher Education. This shows that the Giving equal opportunities to students of all classes and providing quality education even today due to lack of perfection in quality higher education the path of further studies for students in India becoming confused large number of students in North India are undergoing academic does to foreign countries to reform in the field of higher education is possibly only when we can identify its real challenge for which we have to go back a few decades.

.The government,s effort to improve the educational infrastructure through the new education policy 2020 is the commendable task in itself but there are many challenges before it which can be described under the following points : -

About a third of children in India drop out of school before completing primary education, it is noteworthy that most of the children who are unable to attend school, belong to scheduled castes and Scheduled Tribes, religious minorities and differently abled groups and a significant challenge relates to the lack of infrastructure it is commonly observed that there is lake of electricity, water, toilets, boundary wall, library, computer etc in school and Universities, as a result of which the education system gets affected. According to the world Bank's world development report 2018 The learning to realise education promise, India's education system is in a bad shape.

The efforts made by the government to Reform the tutorialal sector are at risk of failure. The explanation for this can not be the subsequent Road map while making changes in new education policy and not taking into consideration all the stakeholders while making the policies. According to ASER, which is an NGO headquarters in New Delhi, works with children in rural and concrete slums across India. The govt. may have invested in education sector infrastructure in rural areas, but it,s not been relatively successful. one of the challenges before the new education system is to deal with the shortage of teachers. According to the 2017 report of the the controller and Auditor General (CAG),a large number of schools are running on a single teacher which affect the standard of education. According to a recent UGC survey of the full sanctioned teaching post 35 % of Professor post 46% of associate professor posts and 26% of assistant professor posts are vacant in Indian Higher Education institutions.

Another challenge is to reinforce the standard of Higher Education it ,s noteworthy that a few Indian institution find an area within the top 200 world rankings.

An important challenge before education policy is the implementation of the formula for ensuring accountability and performance of University and College Professor. Today in many universities round the world ,Job performance of teachers is evaluated supported the performance of their peers and students.

Three language policy within the draft is additionally posting in challenge to NEP 2020 which has recommended making Hindi a third language In non Hindi language zone, In addition to the natural language and English. The three language formula is not new and was already recommended within the previous education policies in 1968 and 1986.

For the vision implementation, “Teacher education for all levels -Foundational, Preparatory, Middle, and Secondary- will surface at the university/higher education system as a stage specific, four-year integrated B. Ed. program, combining content, pedagogy, and smart training”. Hope these changes may facilitate to require care of the integrity of teacher education system inside the country

The provision of dual-degree in NEP 2020 says that, “the four-year integrated B. Ed. programme of pre-service teacher preparation for various disciplines are visiting to be offered at the university level as a dual-degree (in education at the side of any desired specialized subject) undergraduate programmes of study, and will therefore include each disciplinary additionally as teacher preparation courses could also be a desirable facet and can be cautioned to not end result in drop-outs from the education sector within the context of inflated rate of state in India that leads to insufficiency of committed professionals within the education field.

This is often the key transformation within the teacher education sector. Teacher training collages or Teacher Education establishments that area unit running single-stream programs should be phased out. “All multidisciplinary universities and schools can aim to establish , education departments that, besides closing the newest analysis in varied aspects of education, will also run B. Ed. programs, united with alternative departments” As a result, majority of Teacher coaching schools of the State are going to be nonexistent or will be unified to multidisciplinary schools as a department of education. This results the

entire obliteration of the good tradition of the distinguished construct of coaching schools within the Country.

FURTHER SUGGESTIONS FOR IMPROVEMENTS -

Ph.D. should be a compulsory qualification for a permanent teaching position in Colleges & Universities: Like Integrated B.Ed. is compulsory qualification to Foundation, preparatory, middle, and secondary school education teaching, Ph.D. research should be a compulsory degree for College and University teaching. This is due to the reason that, research is going to be an integral part of bachelor's and master's degrees as per NEP 2020.

Compulsory Faculty Annual Publication resulting in IPR: so as to maintain sustainable quality and to avoid faculty obsolescence in Colleges and Universities, the IPR generation should be compulsory. During this regard, the college faculties should publish a minimum of two open access scholarly research papers with copyright certificates from Govt. of India or at least two proofs of patent submissions annually, failed to which the annual increment should be suspended.

Use of Services of Retired Professors as Research Guides: The need of big Ph.D. degree holders in autonomous colleges because of changes in policies of NEP 2020, the demand for research guides is increasing. The optimum solution for solving this shortage is that the utilization of services of retired professors with good research experience. It's suggested that the universities should use the services of retired professors as research guides. Thus, retired professors should be used as Research Professors no matter their age to guide the research scholars for his or her Ph.d, a thought will eliminate the scarcity of research.

A proper definition of Multidisciplinary College: A multidisciplinary Institution should have a minimum of 5 disciplines (not five Courses) belonging to different faculty areas. The real essence of the objective of studying in an exceedingly Multidisciplinary campus to produce multidisciplinary choice and experience of campus comes only if the number of subject disciplines in operations is a minimum of five in number. For example, (1) Languages, (2) Basic Sciences, (3) Social Sciences, (4) Engineering, (5) Education, (6) Medical Sciences, (7) Dental Sciences, (8) Para-medical sciences, (9) Business Management & Commerce, (10) engineering, (11) Agriculture & Veterinary Science, (12) Law & Legal Studies, (13) Indian Medicines, (14) Indology, etc.

Pedagogy Leaders should be Role Models in Research & Innovations: The heads & members of all Committees of HE Departments and controlling agencies should be selected supported their active research contribution during the last five years. Obsolete deadwood professors/bureaucrats should be kept outside from deciding positions strictly. There mustn't be any political or bureaucratic interference or appointments to those committees. Age shouldn't be constraints but performance should be criteria. Accordingly, various committees like NHERC, NAC, HEGC, GEC, HECI, NRF, ICAR, VCI, NCTE, CoA, NCVET, etc. should have highly qualified and proven researchers who are role models for young generation researchers and active researchers.

Compulsory three modes of Teaching-Learning processes in HEIS: The HEIS should maximize the use of technology and minimize the brick and mortar model of the campus-based teaching-learning process. To give exposure of online education to tech-generation students the HEIS should adopt technology based training methods which include: (a) Weekly three days classroom-based classes, (b) Weekly 2 days online classes, and (c) Weekly one day industry/vocational/skill based online/classroom-based classes, (d) Two subjects per semester through MOOC like SWAYAM/NPTEL, ODL, etc.

Compulsory Publication/Patent during Post graduation Courses : Students are expected to try to do research supported industry internship and publish scholarly papers/ own patents compulsorily as an element of their degree their undergraduate program so imposing compulsory copyright/ patent during

the Post graduation period is feasible. Fixing the target and continuous follow-up through inspiration leads to success.

Universities should have their own Publication Unit: At HEIS level, the target of educational research is publication or patent. One in all the reasons for reduced research interest in India is that the frustration of researchers within the process of scholarly publication or to possess a patent is time and expenditure or loss of copyright to so-called international publishers with none financial benefits forever. To avoid such loss to the researchers and to the country, it's suggested all Universities should start their own digital publication units in systematic thanks to publish top quality research and sharing with global indexing agencies. Such university publication model stops predatory journals which follow the illegal or unethical procedure of publication.

Vocational education based Earn while Learn Encouragement: To encourage self-dependency after 18 years of age, students should be encouraged to develop skills in their interested area and involve in some quite economic/productive activities thereby their dependency on parents is reduced. This is often possible through vocational education and building their confidence to earn while learns programmes. The vocational education based earn while learn can be strengthened at HE level through offering additional credits to Academic Bank of Credits (ABC).

Compulsory Employability & Entrepreneurship related papers in each semester to push Employability & Entrepreneur ability among the students: The undergraduate programme should be designed in such the simplest way that there should be two skill based subject specializing in employability skills and Entrepreneur ability skills respectively except core subjects, on-core subjects, and elective subjects.

The evaluation scheme for these skill based subjects should be continuous internal assessment without holding semester end exams. Such an innovative model gives confidence for the schoiars to decide on entrepreneur career.

Faculty Accountability to spice up Performance: API based increments & Promotion: In keeping wiht NEP-2020, both public and personal HEIs are quality focused and merit based. All faculty and leader's appointments are supported merit based performance and dedication.

CONCLUSION -

NEP-2019 has suggested for the quality education for all by making an educating system which is deeply rooted in Indian attribute and rebuilds India as a worldwide information Power. Building Cross disciplinary collaboration in Education through "Liberal Arts Education" may be a welcome intention. NEP2019 has recommended for the standard teacher education but there,s a big question how and the way far it is implemented within the field of education. Compulsory three modes of Teaching-Learning processes in HEIS: The HEIS should maximize the utilization of technology and minimize the brick and mortar model of the campus- based teaching-learning process. To present exposure of online education to tech-generation students the HEIS should adopt technology based training methods which include: (a) Weekly three days classroom-based classes, (b) Weekly 2 days online classes, and (c) Weekly one day industry/vocational/skill based online/classroom-based classes, (d) Two subjects per semester through MOOC like SWAYAM/NPTEL, ODL, etc.

REFERENCES -

Aithal, P. S. & Suresh Kumar, P.M., (2016). ABC Model of Research Productivity and better Educational Institutional Ranking. International Journal of Education and Management Engineering (IJEME), 6(6), 74-84. DOI: <http://doi.org/10.5815/ijeme.2016.06.08>

Benjamin, E. (1994). From accreditation to regulation: The decline of educational autonomy in teaching. *Academe*, 80(4), 34-36.

Prasad, J (2007). *Principles and Practices of Teacher Education*. Anari Road, Daryaganj, Indian capital Kanishka Publishers, Distributors. (2012). *Teacher Education: Issues and their Remedies*.

International Journal of Educational Planning & Administration. Retrieved from https://www.ripublication.com/ijepa/ijepav2n2_04.pdf

National Education Policy 2020. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/nep/

https://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf

Ulker, N., & Bakioglu, A. (2019). A global research on the influence of accreditation on academic quality. *Studies in Higher Education*, 44(9), 1507-1518.

Harma, S.P. (2016). *Teacher Education, Principles, theories and Practices*. Ansari Road, Daryaganj, New Delhi. Kanishka Publishers, Distributors.

Samsujjaman, (2017). Development of Teacher Education in 21st Century at Primary and Secondary Level in India *International Journal of Scientific Research and Training*. Retrieved from <http://ijsae.in/index.php/ijsae/article/view/180>

Sharma, S.P. (2016). *TEACHER EDUCATION, Principles, theories and Practices*. Ansari Road, Daryaganj, New Delhi Kanishka Publishers, Distributors.

Rajput, J.S., & Walia, k. (2002). *Teacher Education in India* New Delhi, Sterling Publishers Private limited.

Mohrman, K., Ma, W., & Baker, D. (2008). The research university in transition: The emerging global model. *Higher education policy*, 21(1), 5- 27

