



## CHALLENGES OF IMPLEMENTATION OF NEP-2020 IN INDIA

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### Abstract

Education is the sole key to the social and economic development of a country. As a result, a futuristic and well-precise education policy has become extremely essential and indispensable. The only way to ensure success through implementation of such progressive educational policies is to instill them in the young minds in their years of development and molding. All the nations around the world have been fixated at framing effective education policies including India that tried to implement The New Education Policy in 2020 after thirty-four years, juxtaposing traditional values and modern scientific culture, including mandatory and fitting adaptations, to make these adjustable to the present-day requirements.

The New Education Policy was declared by the Government of India on the basis of the recommendations of an expert committee headed by Dr. Krishnaswamy Kasturirangan, Former Chairman of ISRO. The sole motive of NEP is a framework to guide the enhancement of education in the subcontinent considering the tradition and culture and adopt its different stages at school and college education levels to make it effective. The new education policy makes an attempt to countermand its predecessor, which was announced and has been in work for nearly a little more than thirty years. The new National Education Policy tries to establish a unified system of education across the entire nation keeping in mind the diversity and vastness of the country but at various levels failed to achieve it. In this paper we have critically analyzed the challenges of modern education with respect to Indian culture with respect to the implementation of the new policy, comparing them with various policies announced before and have proposed a few recommendations to effectively implement the NEP towards achieving its objectives.

### INTRODUCTION:

From time immemorial India has been the centre for education and knowledge around the world. In the prehistoric times students from all over the world would come to India to enlighten themselves and learn about Indian medicines and science of the body. A great number of universities still exist to narrate the tales of these golden times. A few of these universities are Universities at Takshashila, Nalanda, Vikramshila, Vallabhi, these have contributed to the production of eminent scholars and also paved the way to scientific discoveries and developments in technology. India is an emerging country having global economic power and this power house requires well trained and well educated manpower. The economic growth of the nation depends on the quality and quantity of manpower. India already has an advantage of a huge population to cover the criteria of quantity but it also has to fill the quality criteria. Efficient manpower can only be achieved through quality education. Education is the key component of most elements that a society is made up of. Only a well-trained and well-educated manpower can advance the economy of a nation.

According to the research conducted by K. Kumar in his paper called, 'Quality of education at the beginning of the 21st century: lesson from India' India was reported to have more than 845 universities and approximately 40,000 institutes of higher education that were affiliated to these universities. This highlights the fragmentation of higher learning in the subcontinent. Various government records produced by the National Education Policy in 2019 exhibit that around 40% of the aforementioned universities in India have a uni-disciplinary programmed. We are all aware that in the present day world only multi-disciplinary course content can help us bring forth the growth we desire. The most alarming news is that these higher education institutions cannot operate owing to low enrollments because of economic and regional imbalances.

According to P. Aithal and S. Aithal in their paper, "Analysis of Higher Education on in Indian National Education Policy Proposal 2019 and its Implementation Challenges", say that a series of factors give way to the fragmentation of the higher education system in India. Among a few pointed by the duo includes, the formation of sub-disciplines at an early stage in schools, dearth of research and innovation in higher education institutions, absence of access to institutes offering higher education that can be measured by the dreadfully low levels of enrolment across the spectrum, Erroneous system of regulation. India has big plans for the future. It aims at becoming the third largest economy in the world in the next 10 years. This colossal dream requires devotion and efficient manpower that can only be achieved by making the foundation of the future of the nation strong, I.e. by including quality education for all.

#### **OBJECTIVE**

The objective of the paper is to identify the challenges of the Education system in Modern India with reference to implementation of NEP 2020. The new Education Policy is focused upon refining the quality of education for everyone. In this study we would try to focus on advantages and flaws of the education system at present owing to NEP. A few feasible measures would also be discussed at the end of the paper.

#### **METHODOLOGY**

The methodology adopted in this paper is dominantly descriptive. We would attempt to bring forward the modern challenges of Education in India with special reference to the National Education Policy of 2020. The paper has also tried to analyse the challenges faced by one during the implementation of the newly adopted policy. At the end of the paper there are certain recommendations made that would help in fulfilling the mammoth of a dream that India has through improvement of the education system in the subcontinent.

#### **HIGHLIGHTS OF NEP 2020**

The NEP 2020 is India's third policy which replaces the 1986 NEP. The Government declared that the NEP 2020 was formulated after considering at least over 2 lakh suggestions from various levels of local self-bodies, 2.5 lakh gram panchayats, 6,600 blocks, 6,000 ULBs and 676 districts aim at building comprehensive productivity and contributing citizens for constructing an equitable inclusive, and plural society with an increased Gross Enrollment Ratio (GER) of 50% by 2035.

1. The new policy recommends Institutional restructuring with large multidisciplinary universities that have a bigger infrastructure. The Higher Educational institutional should be resourced, vibrant and autonomous. There were many suggestions made to consolidate around 800 universities and 44,000 colleges to 15000 large institutions where the students have access to research programs across all fields. 1.2 According to the policy instructions there should be three types of institutions. The first type that would concentrate on world-class research and high-quality teaching. The second type would concentrate on high-quality teaching and important contributions to research. And the last type of institution

would include the undergraduate program with high-quality teaching. All the institutions would be transformed to universities or degree-granting autonomous colleges.

1.3 The universities that would perform well and qualify for 100 top Indian Universities would be encouraged to operate with foreign countries. The 100 top Foreign Universities will be encouraged to operate in India and this would be facilitated by the government.

1.4 All the classrooms in the country would be granted with latest educational technology so that the students have a better learning experience and are prepared for the world.

1.5 The institutions would be provided with stability of faculty and new well equipped teachers would also be appointed. There would be minimum transfers to other institutions. This would be highly discouraged.

1.6 Faculty members would receive curriculum and pedagogy freedom but this would be within a particular approved framework. And they would be expected to follow it to establish uniform learning.

1.7 The faculty incentives and accountability would be decided and fixed based on academic and research performance of the faculty members. The faculty members would also have access to a fast-track promotion system that would be provided for various high impact research.

1.8 An API policy would be clearly stated in the Institutional development plan. This would be multiple parameter-based that would be developed using the peers & students' feedback from peers and students, and would also include innovations in teaching & pedagogy, various professional development activities, Quality and impact research, contribution to an institution in terms of admission, and social community contribution will be in place.

1.9 The most important goal would be to achieve the Sustainable Education Development Goal (SEDG) & GER of 50% by the year 2035.

1.10 It is mandatory for all Ph.D. registered students to take at least one subject that is related to teaching or the curriculum development and they should accept Teaching Assistantship for the improvement of teaching skills.

1.11 The students should be encouraged to take up SWAYAM online courses at least two courses per semester.

1.12 The students should focus on Strengthening Vocational education (VE) to reach at least 50% of the total student population. The Higher Educational Institutions should plan in such a manner that Vocational education is offered to all the students.

2. There were plans made to grant B.Voc. as dual degree programme in ODL (Online Distance Learning) mode or 2 hours evening programme through Skill labs & partnership.

### **CHALLENGES TO EXECUTE NEP 2020:**

Implementing the National Education Policy can be quite cumbersome. In July 2020 India revealed its first and most contemporary education policy of the 21st century, 34 years after the second one in 1986. The New Education Policy (NEP) 2020 tries to address various crises present in India's education system. For the completion of one year of the NEP, Prime Minister Narendra Modi said "We are entering the 75th year of Independence. In a way, implementation of NEP has become a vital part of this occasion. This will play a key role in creating a new India and future-ready youth". The Education Minister of India Dharmendra Pradhan, called NEP 2020 a "visionary education policy for the 21st century through which India is harnessing the capabilities of each student, universalizing education, building capacities, and transforming the learning landscape in the country". He added that the NEP would make education in India comprehensive, impartial and affordable, accessible to all. Let us now observe the progress along with the challenges.

### **Challenges of implementing NEP in schools and colleges**

1. Changing the present education is quite difficult as it involves changing the mindset of schools, which are still hung over from the British and Industrial age. It would need two or more generations of parents, teachers, grandparents and educators to completely alter the mindset. A generation that is focused on STEM education would appreciate and give way to NEP. The corporate world would in return change their requirements accordingly facilitating the process.
2. Re-thinking about assessments is also an extremely difficult impediment. The boards that are responsible for conducting exams for the students leaving school would have to re-think the parameters for assessments that would favour the education system and bring out the best in the students. Schools need to come up with new textbooks that align with the new teaching content.
3. Conversion of affiliated colleges into Autonomous Colleges: There are a great number of affiliated colleges to the public universities that have very small infrastructure and have only very few courses and can support not more than 300-350 students. It is impossible for these colleges to convert to autonomous colleges as they cannot expand their disciplines. UGC has passed mandatory instructions that the affiliated colleges should have at least 5 acres of land and it is impossible for many colleges to follow the criteria. It would be an unimaginable hassle for these colleges, they would either have to secure bigger land or stop their operations.
4. The NEP is entirely dependent on the extent of cooperation between the Centre and states. Even though the NEP has been drafted by the Union government with inputs provided by all stakeholders including the governments of the different States, its implementation and success greatly depends on the active cooperation of the state government. Since most of the services- related education are controlled by the state governments, the Centre has to develop a skilful plan to spread the principles of cooperative federalism and decentralization while implementing the significant initiatives. This might be the most difficult task owing to sharpening of political polarization in recent times and decline of trust between the Central Government and states. The states that are being ruled by Oppositions have raised strong protests against the NEP and its implementation. For example the government of Tamil Nadu blatantly refused to implement the NEP and other opposition -ruled states can follow the trend.
5. In order to successfully execute the most important initiatives one would need adequate financial resources for decades. The country has to increase the funds spent on education to realize the goals of NEP. This should be at least 6 percent of GDP. This can be quite dreadful keeping in mind past promises of the 1968 National Education policy that had also recommended 6 percent of GDP be allotted towards education and their actual realization but only 3 percent was spent in all these years. The most ironic thing is that the union budget allocation for education in the year the NEP was launched was reduced. The education budget took a hit and was reduced from INR 99,311 crore in 2020-21 to INR 93,224 crore in 2021-22 which is at least 6%. This is because the government was trying to fight the deadly COVID-19 pandemic and all countries across the world experienced economic distress. Even today, there is no clear roadmap to how India would be able to raise such gigantic sums of financial resources for education amidst the crisis.
6. Funds will also be required for building schools and colleges across the country, adding and expanding the existing ones, appointing new teachers and professors, and for operational expenses such as providing free breakfast to school children, books, stationeries and fulfilling other learning needs.
7. Though the new NEP can be acclaimed to be an important move, the move was made in haste. India was already struggling for months with lockdowns induced by the pandemic.

An important policy like this required parliamentary discussions; and should have undergone a decent parliamentary debate considering all the diverse opinions and options before committing to this.

8. The policy has quite a few Pedagogical limitations too. The policy talks about flexibility, options, experimentation. For the education system of higher institutions, the policy recognizes that there is a diversity of pedagogical needs. It would be a disaster if there is a mandatory option within single institutions, as structuring a curriculum for a classroom that has both one-year diploma students and four-year degree students' would be quite a daunting task.

9. The language barrier is among the biggest topics that are up for debates in the policy. The NEP focuses and seeks to enable home language learning up to class five to see improvements in the students in local languages. Though it can be said that this goal is noble and empowers the local language heritage of India. But we all know that English is a mandate for social and economic growth and economic mobility. And if the foundations are not strong for these foreign languages it might be quite difficult for the students to be accustomed to the language later in their lives.

10. The Economic Survey said that in the year 2019-2020, the public spending on education from the State and Centre was only 3.1% of the GDP. The National Education Policy 2020 aims to increase from 4.6% to 6% of GDP on education, which is approximately INR 2.5 lakh crores per year. It is extremely important to shift the cost towards education, though 6% of GDP seems quite doubtful at the moment but there should be changes made to increase the funds for education. This is because we need internet penetration in remote areas to begin e-learning so they can stay at apart with the world. The pandemic forced many institutions to make their digital infrastructure stronger. But others who couldn't afford it had to terminate or put their education on hold for all the months of the pandemic. Digital infrastructure needs to develop hence. For this purpose we need to include digital classrooms, expertise-driven online teaching models, AR/VR technologies to overcome gaps in physical teaching and lab infrastructure, uniform assessment schemes across schools, career counseling sessions and teacher training to become adept at new-age technologies. All of this would be extremely useful to prepare everyone for challenge in the next decade.

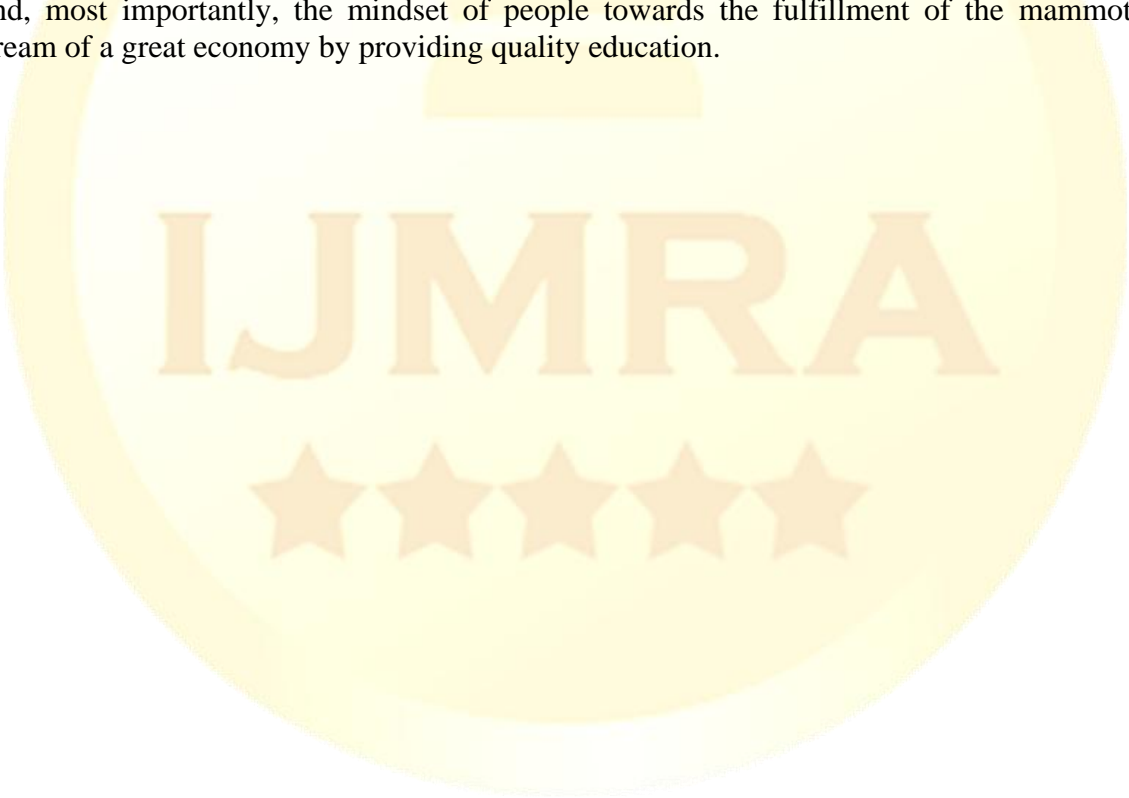
11. Extremely bold teaching techniques and objectives have been implemented in schools and this requires highly trained teachers, educators and official staff along with extremely motivating guides. Learning has to be made fun, enjoyable, engaging and should be based on experiments. Hence one has to quit the age old methods of directly reading from a book and lecturing a class. The policy will require to design learning ecosystem that will take into account the geographical and cultural diversity of India as well as the varied learning pace of each student

12. The policy would need institutions to hire the very best and brightest teachers. They need to enter the teaching profession at all levels. Teachers need to be reinstated as the most respected and indispensable members of our society, as they are the ones who shape the future of our next generation, our future citizens. Even now many schools in various states have inadequate teachers. Often the class is led by only teachers in many states or many classes do not have any professional teacher to begin with. This causes serious damage. Steps should be taken to employ more efficient teachers in every school and college.

## CONCLUSION

The National Education Policy of 2020 is truly a path breaking document in every sense. The policy aims to tackle the pedagogical issues, structural inequities, updating the education system to match the 21st century modern society requirements, broadening access along with making the students of today ready for tomorrow. The modern education system of India is ridden with struggles and crisis and implementation of NEP has been quite challenging. Its effective implementation would be extremely important and critical if India wants to reap the demographic dividends and use education to boost the economy. It has been quite inspiring to see the Government show urgency and a sense of purpose by launching a series of initiatives in recent times even in the midst of a world destroying pandemic and the novel challenges caused by it. But now it is the responsibility of the Government also to provide with and see to the fruition of these initiatives.

A great number of states have already accepted the official policy with open arms and started implementing it and many in the process of doing it. Implementation of NEP wouldn't be easy given its scale and the kind of complexity involved in the execution of the process specially gaining coordination and amongst diverse stakeholders at state, district, private sector amongst others make the process quite cumbersome. Along with this one has to deal with the colleges in various states that do not have the finance or the infrastructure for these improvements, the weak state capacity, non-availability of financial resources and, most importantly, the mindset of people towards the fulfillment of the mammoth dream of a great economy by providing quality education.



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