

NEP: Issues and Challenges in Indian Context

Vaishnavi Vadia

Asst. Prof., Nagindas Khandwala College, Mumbai-64
vaishnavi@nkc.ac.in

ABSTRACT

India's educational system is to be transformed by the National Education Policy (NEP) 2020, which encourages inclusive, transdisciplinary, and holistic learning. Despite having lofty goals, a number of problems and difficulties prevent it from being implemented effectively. Key issues covered in this article include the financial strain on states, the digital divide, inadequacies in teacher preparation, linguistic impediments, and opposition to change. The viability of a diverse curriculum and the incorporation of vocational education are also emphasized. For the NEP to be implemented successfully, the study highlights the necessity of strong policy frameworks, sufficient money, and stakeholder engagement. India must overcome these obstacles if it wants to move toward a fair, high-quality educational system that satisfies international standards.

Keywords: *Digital Divide, Multidisciplinary Learning, Teacher Preparation, National Education Policy (NEP) 2020, and Finance.*

INTRODUCTION

An important turning point in the Indian education system's history has been the New National Education Policy. The system has remained faithful to the same standards for the past 34 years. However, the goal of the new education strategy is to change and inject some diversity into the educational process. The Ministry of Education is the new name for what was once known as the Ministry of Human Resource Development. Our honourable Prime Minister introduced this policy on July 29, 2020, and it was ratified in 2023.

This policy's motto is to "enlighten, encourage, and educate youth's knowledge and skills." Following independence, the Education Policy was revised three times: in 1968, 1986, and 2020. The policy's four pillars are equity, quality, access, and Accountability. The main aim of the policy is to ensure that both youths and adults are literate.

FEATURES OF NEW EDUCATION POLICY

HIGHER EDUCATION

Increase GER in higher education to reach at least 50% by 2035:

By 2035, the goal is to raise higher education's gross enrolment ratio—which includes vocational education—from 26.3% in 2018 to 50%.

Holistic Multidisciplinary Education:

The main objective of this strategy is to offer a wide and varied undergraduate education that includes a variety of academic topics, such as science, the arts, humanities, mathematics, and professional fields. This method includes vocational education, allows for creative combinations of studies, and has flexible curricular structures. The objective is to develop well-rounded people with essential 21st-century competencies in various domains, such as the humanities, arts, sciences, social sciences, and professional, technical, and vocational sectors. In addition, this education places a strong focus on specialized knowledge in particular subjects, social participation, and soft skills like debate and communication. The ultimate goal is for all undergraduate programs—including those in professional, technical, and vocational fields—to use this all-encompassing strategy.

The Higher Education Commission of India (HECI), the new regulatory body, will be the only organization responsible for regulating both public and private educational institutions. By 2035, the Gross Enrolment Ratio (GER) in higher education is expected to have nearly doubled from its present level of 26.3% to 50%, according to NEP 2020. It also contains clauses that give academic institutions that offer outstanding higher education greater autonomy. There are plans to add about 3.5 crore places in higher education. Undergraduate programs can last three or four years, with opportunities for students to graduate at various points and obtain the necessary certification. To make credit transfers for lateral admission to other schools easier, an Academic Bank of Credits will be set up. Except for medical and legal education, the HECI will be formed as the governing body for the whole higher education system. The rules, accreditation, and academic standards will apply to both public and private higher education institutions. Gradually, college affiliation will be eliminated over 15 years, and colleges will be granted graded autonomy through a stepwise process.

Vocational Education

It is projected that at least half of the students in the school and university systems will be able to participate in vocational education by 2025. Firstly, excellent vocational education will be seamlessly integrated into middle and secondary schools, and then into higher education. For the next ten years, all secondary schools will gradually incorporate vocational education into their curricula. This will be accomplished through partnerships with organisations like ITIs, polytechnics, and local companies. Every student will be expected to study at least one profession and be exposed to multiple others, according to the plan. For a period of seven to ten days, students in grades six through eight will be allowed to work as interns with local businesses like painters, carpenters, gardeners, and potters. Students in Grades 6 through 12 will have access to similar internship opportunities, including on weekends.

Technology in Education

To promote the free exchange of ideas on how to use technology to improve administration, assessment, learning, and strategic planning, a National Educational Technology Forum (NETF) will be formed as a separate organization. All educational levels shall actively seek to integrate technology efficiently to improve classroom operations, assist in the professional growth of teachers, increase educational possibilities for underserved

communities, and simplify the planning, management, and supervision of education. Technology-based learning environments, like DIKSHA/SWAYAM, will be systematically included in elementary and secondary education. In addition to creating course materials and online services in cutting-edge subjects, higher education institutions (HEIs) will strongly explore disruptive technologies.

1. Impact of coronavirus pandemic on the Indian education sector: perspectives of teachers on online teaching and assessments

Amit Joshi, Muddu Vinay, and Preeti Bhaskar examine the transition to online learning during COVID-19 in their 2021 paper *"Impact of Coronavirus Pandemic on the Indian Education Sector: Perspectives of Teachers on Online Teaching and Assessments"* (Interactive Technology and Smart Education, 18(2), pp. 205-226). The psychological effects on teachers, the efficiency of online assessments, and teacher flexibility are some of the major issues they draw attention to. The report gives recommendations for educational resilience during a pandemic and insightful information on the impact of technology.

2. Issues and Challenges of National education policy (NEP) 2020 Implementation in teacher education

In his paper *"Issues and Challenges of National Education Policy (NEP) 2020 Implementation in Teacher Education"* (IJERED, ISSN 2320-8708), published in 2022, Netaji Jadhav explores the difficulties of putting NEP 2020 into practice in teacher education. Key issues like as curriculum restructuring, pedagogical changes, and technological integration are highlighted in the report, which also provides insights into obstacles to policy implementation and effective reform tactics.

How National Education Policy 2020 can be a lodestar to transform future generations in India

Kishore Kumar, Ajai Prakash, and Krishanveer Singh examine the transformative potential of the National Education Policy 2020 in their 2021 paper *"How National Education Policy 2020 can be a lodestar to transform future generations in India"* (Journal of Public Affairs, 21(3), p. e2500). With its emphasis on curricular revisions, educational approaches, and social impact, the study provides insightful information for researchers, educators, and politicians on how to shape India's educational future.

NATIONAL EDUCATION POLICY 2020

NV Varghese critically examines NEP 2020 in his 2022 paper *"National Education Policy-2020"* (Ion Pol, Vol. 55), outlining its goals, significant revisions, and possible difficulties. Researchers and politicians can use the report as a resource as it provides insightful information about how the policy has affected India's educational system.

1. Combating youth unemployment in India

In his 2013 study *"Combating Youth Unemployment in India"* (Friedrich-Ebert-Stiftung, Department for Global Policy and Development), Pravin Sinha examines the reasons for young unemployment in India as well as its obstacles and potential solutions. The study highlights tactics for successful intervention and reform, providing insightful information

for researchers and politicians.

NEP 2020: Highlights the Role of Technology in Shaping Higher Education

NEP 2020's focus on technology in higher education is examined by P. Nithish in his 2023 work *"NEP 2020: Highlights the Role of Technology in Shaping Higher Education"* (The Research Dialogue, Vol. 1(04), pp. 230-238). Policymakers, educators, and researchers studying technology-driven educational revolution can all benefit from the study's exploration of important themes, opportunities, and problems.

Significance of New Education Policy (NEP) 2020 for Adult Education and Lifelong Learning Program

The influence of NEP 2020 on adult education and lifelong learning is examined by Renu Gandhi in her 2022 paper "Significance of New Education Policy (NEP) 2020 for Adult Education and Lifelong Learning Program" (IJMTS, Vol. 7(1), pp. 79–95). The report provides educators, legislators, and academics with important insights by highlighting important provisions, possibilities, and concerns.

Implementation strategies of higher education part of national education policy 2020 of India towards achieving its objectives

The implementation methods of NEP 2020 in higher education are examined by P.S. Aithal and Shubhrajyotsna Aithal in their 2020 work *"Implementation Strategies of Higher Education Part of National Education Policy 2020 of India Towards Achieving Its Objectives"* (IJMTS, Vol. 5(2), pp. 283-325). By highlighting important issues, possibilities, and reforms, the report lays the groundwork for further investigation and the creation of new policies.

1. Analysis of higher education in Indian National Education Policy Proposal 2019 and its Implementation Challenges

P.S. Aithal and Shubhrajyotsna Aithal investigate the effects of NEP 2019 on higher education in their 2019 study *"Analysis of Higher Education in Indian National Education Policy Proposal 2019 and Its Implementation Challenges"* (IJAEML, Vol. 3(2), pp. 1-35). Important themes, policy gaps, and implementation issues are highlighted in the study, which offers insightful information for educational reform and policy formation.

2. Analysis of the Indian National Education Policy 2020 towards achieving its objectives

NEP 2020 is thoroughly examined by P.S. Aithal and Shubhrajyotsna Aithal in their 2020 work *"Analysis of the Indian National Education Policy 2020 Towards Achieving Its Objectives"* (IJMTS, Vol. 5(2), pp. 19–41). Examining its history, goals, and methods of execution, the study provides insightful information for education reform scholars and policymakers.

OBJECTIVES OF THE STUDY

1. To understand the salient features of NEP.
2. To understand the various dimensions of the NEP in Higher Education.
3. To understand the issues & challenges in the implementation of the NEP.
4. To understand the benefits of the NEP in Higher Education.
5. To analyse the progress in the implementation of NEP.
6. To suggest measures to improve the scope of implementation of the NEP.

HYPOTHESIS

1. Null Hypothesis (H0): The New Education Policy is not flawless and is not well-received by teachers and students.

Alternate Hypothesis (H1): The New Education Policy is flawless and well-received by teachers and students alike.

2. Null Hypothesis (H0): The New Education Policy is not implemented fully in the country.

Alternate Hypothesis (H1): The New Education Policy is implemented fully in the country.

We will deny the null hypothesis and support the alternative theories because this study uses descriptive data, analyzes a small sample, and uses secondary data from reliable non-governmental source

DATA ANALYSIS

Question No.1

Gender

The pie chart depicting 64% females and 36% males could suggest a gender distribution within the framework of the policy's implementation or impact.

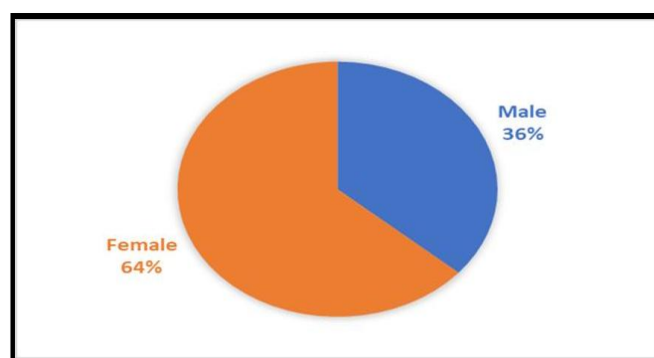


Figure 1

EDUCATIONAL BACKGROUND

The pie chart illustrates the educational background of participants in a survey related to the new education policy. The distribution shows that 21% have a junior college education, 33% hold a bachelor's degree, 44% have a master's degree, and 2% possess a Ph.D.

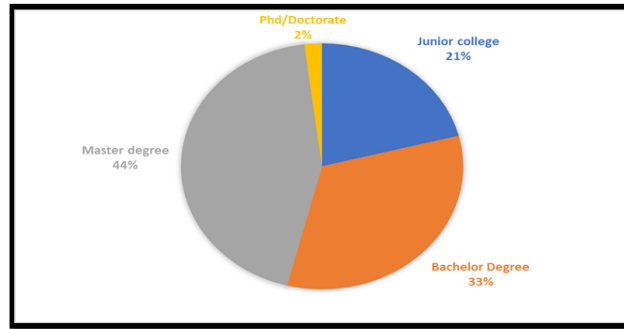


Figure 2

Question No.5

Is the NEP trying to make exams and assessments more student-friendly?

The data suggests that a majority of respondents, 56% (9% strongly agree + 47% agree), believe that the New Education Policy (NEP) is attempting to make exams and assessments more student-friendly.

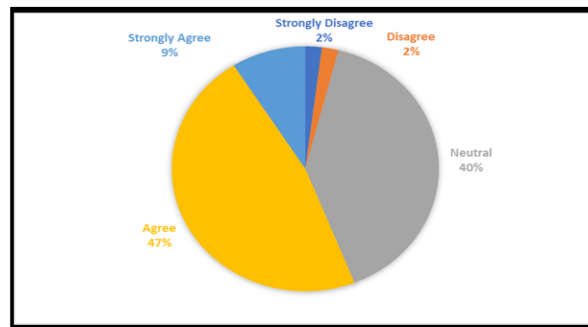


Figure 3

Question No.7

Do you believe that teachers might need more training to understand & implement the changes suggested by the NEP fully?

62% of respondents believe teachers might need more training to fully understand and implement NEP changes, indicating a perceived need for additional educational support. Only 5% think it's unnecessary, while 33% are uncertain about the need for further training.

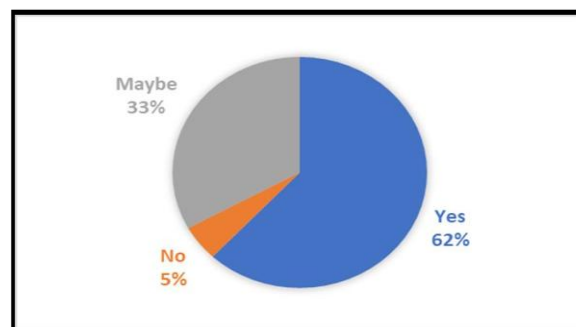


Figure 4

Question No.9

What is the NEP's primary focus in higher education?

The data indicates that the primary focus of the New Education Policy (NEP) in higher education, according to respondents, is on holistic and multidisciplinary learning, with a significant majority of 77%

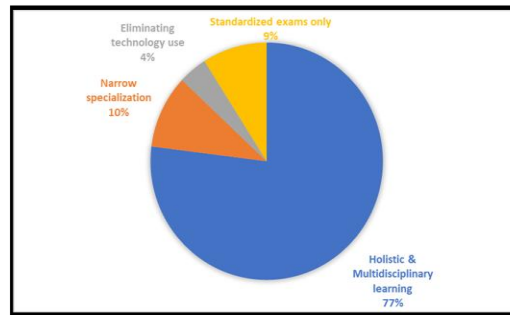


Figure 5

Question No.11

The data suggests that 47% of respondents believe the New Education Policy supports students in creating job opportunities through a combination of emphasizing vocational training, providing direct job placements, and offering entrepreneurship programme.

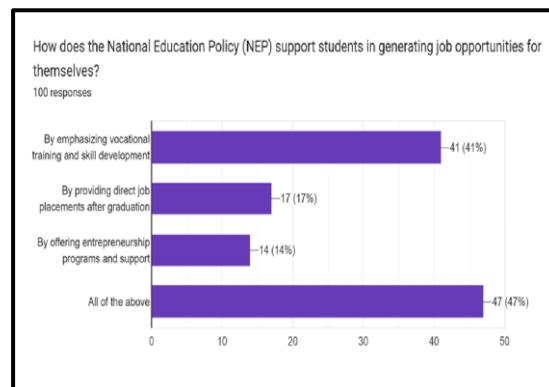


Figure 6

Question No.12

How do you think NEP has influenced the use of technology for learning in higher education?

The data indicates a strong positive perception regarding the influence of the New Education Policy (NEP) on the use of technology for learning in higher education. A significant 79% of respondents believe that the NEP has positively encouraged extensive use of technology.

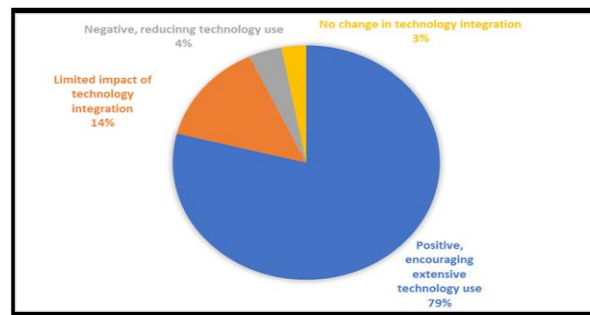


Figure 7

FINDINGS, RECOMMENDATIONS AND CONCLUSION

1. Technology Integration:

Finding: NEP emphasizes the integration of technology for effective teaching and learning.

Implications: Research could explore the digital infrastructure challenges, teacher training needs, and the impact of technology on access and quality of education.

2. Teacher Training and Professional Development:

Finding: NEP emphasizes the importance of continuous professional development for teachers.

Implications: Research could explore the challenges in implementing effective teacher training programs, the need.

RECOMMENDATIONS:

1. Curriculum Reforms:

Analyse the changes in the curriculum structure as per the NEP and evaluate their effectiveness in preparing students for the evolving job market.

Suggest ways to bridge the gap between theoretical knowledge and practical skills in the curriculum.

2. Teacher Training and Development:

Investigate the adequacy of teacher training programs to align with the NEP objectives.

Propose recommendations for enhancing the quality of teacher education and continuous professional development.

3. Digital Learning and Technology Integration:

Assess the integration of technology in education as per the NEP guidelines.

Identify challenges in implementing digital learning tools and propose strategies to enhance the effectiveness of technology in education.

4.Higher Education Reforms:

Analyse the changes in higher education, including the emphasis on multidisciplinary education and research.

Recommend strategies for strengthening research and innovation in higher education institutions.

5.Monitoring and Evaluation Mechanism:

Evaluate the existing mechanisms for monitoring and evaluating the progress of the NEP.

Suggest improvements in the monitoring system to ensure accountability and transparency.

6.Placement of Economics as a Minority Subject:

Examine the implications of categorizing economics as a minority subject and its potential impact on students' future career prospects.

Investigate the reasons behind this categorization and assess whether it aligns with the demands of the contemporary job market.

CHALLENGES

1.Interdisciplinary learning in higher education:

Cultural changes are necessary: an emphasis on interdisciplinary learning requires a fundamental cultural change in colleges.

Transcending departments: breaking down silos and dividing universities requires a long-term effort to develop a mindset where professors are involved in multiple disciplines, being at the same time experts in their field.

2.Competing priorities in the age of the coronavirus:

Health and economic recovery: policies must compete for government attention and resources because there are urgent needs for health and economic recovery post-Covid.

Budget. limitations: The current focus on large stimulus packages to stimulate the economy can take resources away from educational initiatives, affecting the speed of implementation of national education policy.

3.Training and recruitment of Teachers :-

Lack of trained teachers: practice emphasizes the need for a large number of trained teachers, which is a major challenge due to the current shortage in the education sector.

Recruitment and training: effective implementation will require major efforts in the recruitment, training and appointment of teachers and professors throughout the country.

4.Financial Constraints:-

Financial Constraints: Raising education expenditure to 6% of GDP as envisaged in the National Education Policy will require large financial resources, around 2.5 lakh crores per year

CONCLUSION

The National Education Policy (NEP) aims to transform India's education system through inclusivity, curriculum reform, and teacher training. Key challenges include bridging the gap between policy formulation and implementation, ensuring equitable access, and aligning education with job market needs. Addressing these issues requires robust monitoring, resource allocation, and stakeholder collaboration. Flexibility and adaptability will be crucial for its successful execution, with the operational phase extending up to 2040.

BIBLIOGRAPHY

- Arora, T. (2023, April 25). *How digital libraries help to accelerate NEP's digitization agenda*. *Times of India Blog*. Retrieved from <https://timesofindia.indiatimes.com/blogs/voices/how-digital-libraries-help-to-accelerate-neps-digitization-agenda/>
- Desk, I. T. W. (2020, August 14). *A reality check on NEP 2020: 6 major challenges in implementation*. *India Today*. Retrieved from <https://www.indiatoday.in/education-today/featureophilia/story/a-reality-check-on-nep-2020-major-challenges-in-implementation-1711197-2020-08-14>
- George, A. A. (2024, February 10). *National Education Policy 2020: Key highlights*. *ClearIAS*. Retrieved from <https://www.clearias.com/national-education-policy-2020/>
- Jadhav, N. (2022). Issues and challenges of National Education Policy (NEP) 2020 implementation in teacher education. *International Journal of Enhanced Research in Educational Development (IJERED)*. ISSN 2320-8708.
- Joshi, A., Vinay, M., & Bhaskar, P. (2021). Impact of coronavirus pandemic on the Indian education sector: Perspectives of teachers on online teaching and assessments. *Interactive Technology and Smart Education*, 18(2), 205–226.
- Khan, M. Z. (2023, December 22). *Year Ender 2023: How the higher education system has adopted changes under NEP 2020*. *Financial Express*. Retrieved from <https://www.financialexpress.com/jobs-career/education-year-ender-2023-how-the-higher-education-system-has-adopted-changes-under-nep-2020-3344855/>
- Kumar, K., Prakash, A., & Singh, K. (2021). How National Education Policy 2020 can be a lodestar to transform future generation in India. *Journal of Public Affairs*, 21(3), e2500.
- Nithish, P. (2023). NEP 2020: Highlights the role of technology in shaping higher education. *The Research Dialogue*, 1(4), 230–238.
- Sinha, P. (2013). *Combating youth unemployment in India*.
- T. O. (2022, October 1). *Government initiatives for digital education in India*. *The Times of India*. Retrieved from <https://timesofindia.indiatimes.com/education/online-schooling/government-initiatives-for-digital-education-in-india/articleshow/94532897.cms>.
- T. O. (2022, September 20). *With two years of NEP 2020, how did it pave the way for e-learning in India?* *The Times of India*. Retrieved From <https://timesofindia.indiatimes.com/education/online-schooling/with-two-years-of-nep-2020-how-did-it-pave-the-way-for-e-learning-in-india/articleshow/94324722.cms>.

- User, S. (2019, March 30). *28 digital initiatives of Government of India in higher education. LIS Portal: Library and Information Science Portal*. Retrieved from <https://lisportal.com/lis-blogss/digital-initiative-of-govt-of-india-in-higher-education>.
- Varghese, N. V. (2022). *National Education Policy–2020*. *Ion Pol*, 55.
- Gandhi, R. (2022). Significance of New Education Policy (NEP) 2020 for adult education and lifelong learning program. *International Journal of Management, Technology and Social Sciences (IJMTS)*, 7(1), 79.