

# Nep 2020-Challenges, Opportunities and Problems A Comparative Study

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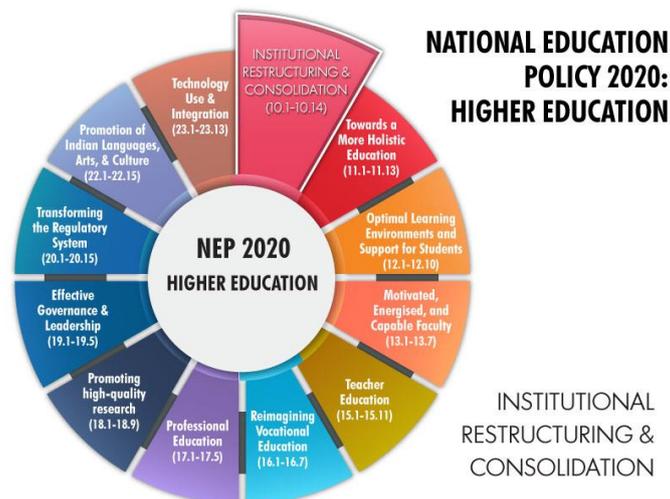
## Abstract:

A thorough policy document that describes the goals and course for the advancement of education in India over the ensuing decades is the National Education Policy (NEP) 2020. Prioritizing early childhood education, integrating vocational education into regular schooling, encouraging multilingualism, utilizing technology for learning, and establishing a National Research Foundation to support and encourage educational research are all part of NEP 2020. Along with increasing the use of online and blended learning, the strategy also seeks to improve the quality of teacher education and build a more flexible and student-centered educational system. The need for significant educational investment, inadequate infrastructure and resources, a teacher shortage, the difficulty of delivering high-quality education in rural and remote areas and the requirement for efficient stakeholder collaboration are some of the obstacles that the NEP 2020 implementation will face.

**Keywords:** Education, Research, Holistic Education, Multilingualism, Implementation.

## INTRODUCTION

A major plan to overhaul India's educational system is the National Education Policy (NEP) 2020. The goal of the strategy is to give growth and development possibilities while addressing the issues facing India's education system. The quality of education is one of the main issues that NEP 2020 aims to resolve. By advocating for a more inclusive and equal educational system, the strategy seeks to close the notable disparity in educational quality between urban and rural communities. The NEP 2020 also tackles the issue of vocational education's lack of attention.



To assist students develop the skills they need to thrive in the workforce, the policy highlights the importance of early vocational education and training. The necessity of encouraging research and innovation in the field of education is also acknowledged by NEP 2020. In order to raise the standard of education in India, the policy aims to promote the creation of cutting-edge teaching techniques and new technology.

## **PRIOR TO NEP 2020, INDIA'S EDUCATION POLICY**



Education has always been highly valued in India. The earliest educational system to appear was the Vedic system, which aimed to prepare pupils for the needs and difficulties of society in addition to imparting information. The first university in history was established at Takshila in 700 BC, and the Gurukul educational system promoted a positive relationship between the Guru and the Shisya. The University of Nalanda was established in the fourth century BCE and is regarded as one of the best universities in the world. Numerous areas, including physics, astronomy, medicine, and philosophy, were covered in the university's curriculum. Buddhism Buddhist literature, the Vedas, Sankhya Yoga Shastra, and other philosophical traditions.

Since gaining independence, enhancing education has been a key focus of India's development strategy. Between 1948 and 1949, the Indian government established various civil commissions to formulate essential policies and initiatives aimed at improving both participation and access to education, as well as elevating the quality of education (from 1952 to 1953); notably, the “Secondary Education Commission,” the “National Commission on Teachers I and II” (1983–1985), and the “Education Commission” (1964–1966). The national education policy introduced in 1968 was shaped by the recommendations of the education commission, emphasizing the necessity for a comprehensive reform of the educational system to enhance teaching standards at all levels, advance the fields of science and technology, foster moral and social values, and strengthen the link between education and real-life experiences.

In 1992, we revised our national education policy and created a unified education system founded on the belief that every child, irrespective of race, religion, economic background, or gender, is entitled to receive an education of equal quality up to a specific level. This resolution emphasizes the significance of education in enhancing national unity, fostering economic development, and cultivating a sense of common citizenship and culture.

## MAIN FEATURES OF THE NEP 2020



1. Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.
2. According the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3.
3. Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
4. No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning.
5. Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
6. Emphasis on conceptual understanding rather than rote learning and learning-for-exams.;
7. Creativity and critical thinking to encourage logical decision-making and innovation;
8. Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
9. Promoting multilingualism and the power of language in teaching and learning;
10. Life skills such as communication, cooperation, teamwork, and resilience;
11. Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture';
12. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;
13. Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
14. Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
15. Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;
16. Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;

17. A 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
18. Outstanding research as a co requisite for outstanding education and development;
19. Continuous review of progress based on sustained research and regular assessment by educational experts;
20. A rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions.
21. Education is a public service; access to quality education must be considered a basic right of every child;
22. Substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

### CHALLENGES IN THE IMPLEMENTATION OF NEP 2020

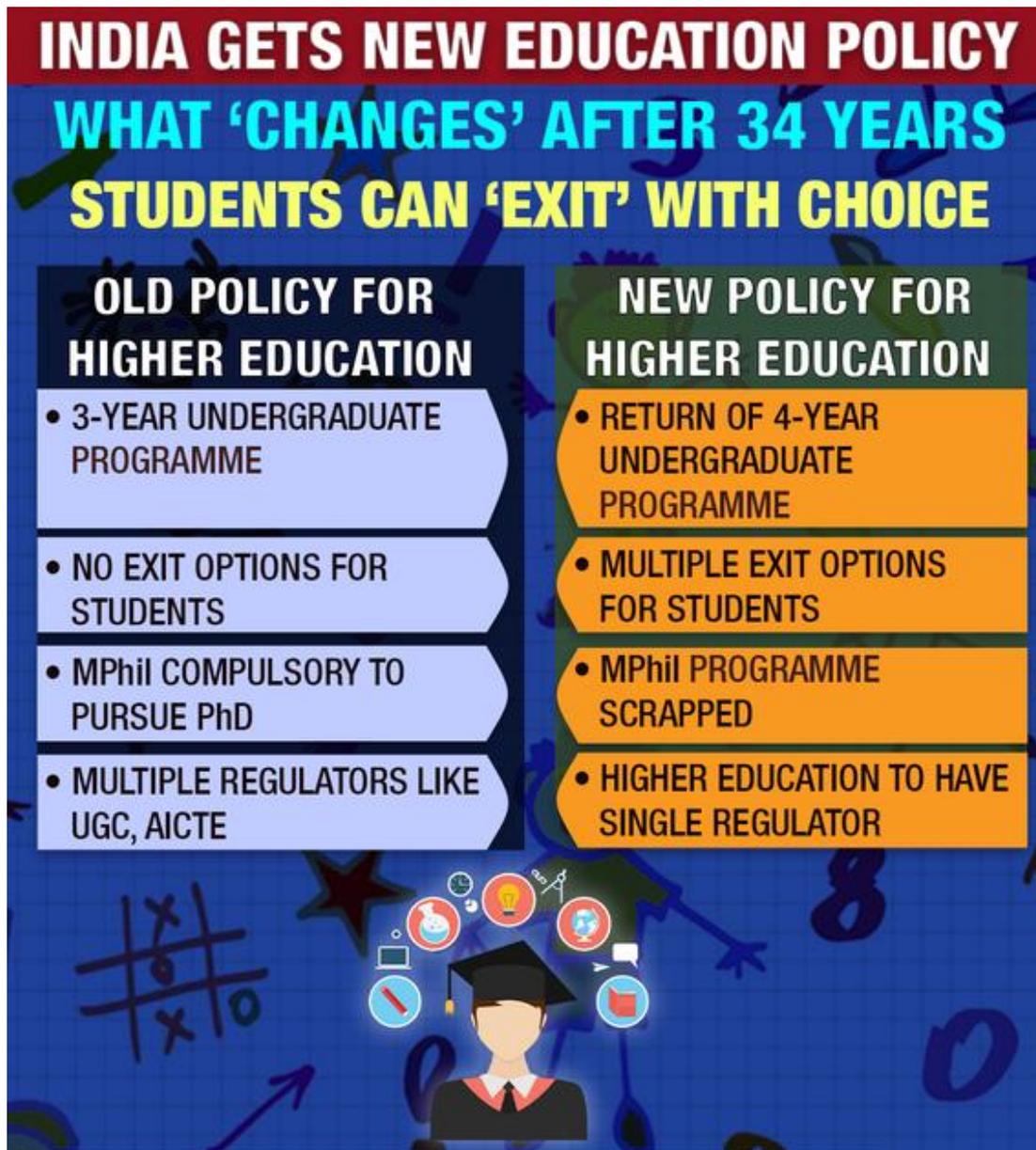
1. **Financing:** A large increase in higher education financing is required by NEP 2020. How the money will be raised is unclear, though. The government must figure out how to boost higher education spending without burdening taxpayers excessively.
2. **Capacity:** The higher education system in India is now overloaded and lacking in resources. The government must make investments to increase the capacity of higher education institutions—including the construction of new colleges and universities—and upgrade the infrastructure of already-existing institutions in order to carry out NEP 2020.
3. **Quality:** The goal of NEP 2020 is to raise the standard of Indian higher education. Numerous adjustments will be necessary to achieve this, such as enhancing teacher preparation programs, enacting stricter evaluation guidelines, and encouraging creativity and research.
4. **Governance:** A more decentralization system of higher education governance is advocated by NEP 2020. For this to happen, the government must give state governments and institutions more authority. Additionally, it will necessitate the creation of new systems for cooperation and coordination among various stakeholders.
5. **Culture:** The goal of NEP 2020 is to make higher education more learner-centric. This will necessitate the creation of new teaching and learning strategies in addition to a shift in perspective among administrators, teachers, and students.
6. **Lack of access to higher education:** The goal of NEP 2020 is to make higher education more accessible to all societal segments. But there are still a lot of obstacles to admission, such lack of infrastructure, gender discrimination, and poverty. To increase access to higher education for everyone, the government must remove these obstacles.
7. **Teaching and learning quality:** The NEP 2020 seeks to raise the standard of instruction in postsecondary education. However, there are still a lot of issues in this field, like the lack of resources, the outdated curriculum, and the lack of trained teachers. To raise the standard of instruction and learning in higher education, the government must address these issues.
8. **Innovation and research:** The NEP 2020 seeks to advance innovation and research in higher education. Numerous obstacles still exist in this field, though, including a lack of infrastructure, a lack of financing, and a paucity of skilled researchers. To encourage research and innovation in higher education, the government will have to deal with these issues.

- 9. Sports gear and training:** It's no secret that exercise improves memory and cognitive function. Regrettably, access to high-quality sports instruction and equipment is limited in rural schools. Consequently, the youngsters have limited opportunities to engage in games and physical activity.
- 10. English Communication:** Although the English language is becoming more and more important every day, most rural schools still teach the local language. As a result, fluency in written and spoken English is undervalued. This results in a drop in English proficiency and, consequently, a decrease in interest in university-level science coursework. Most rural students choose business or the arts over science as a way to avoid English.

One of the most effective tools for digitally empowering the nation and knowledge economy is education. Education during the COVID-19 epidemic relied heavily on technology. Clear educational policies are essential for the country's school and college systems since education fosters social and economic development. Many countries have varied educational systems that operate at different stages of the school and college education cycles, taking into account their culture and traditions. By addressing the numerous deficiencies in India's educational system, the NEP 2020 strategy is anticipated to help the country meet the Sustainable Development Goals of 2030 by guaranteeing inclusive, equitable, and high-quality education. However, in order to create newly suggested bodies, specify rules and regulations for schools, and create convergence of various schemes and acts with NEP 2020, the policy requires prompt cooperation between state and central authorities. Training programs should be created to train master faculty members in order to equip instructors with the abilities they need to fill manpower shortages. Even if NEP 2020 offers chances to update the educational system to meet global standards, successful implementation of the strategy necessitates significant institutional restructuring and infrastructure in addition to state support.

#### **Some of the major problems currently faced by the higher education system in India:**

1. A severely fragmented higher educational ecosystem;
2. Less emphasis on the development of cognitive skills and learning outcomes;
3. A rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study;
4. Limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages
5. Limited teacher and institutional autonomy;
6. Inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;
7. Lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines;
8. Suboptimal governance and leadership of HEIs;
9. An ineffective regulatory system; and
10. Large affiliating universities resulting in low standards of undergraduate education.



**INDIA GETS NEW EDUCATION POLICY**  
**WHAT 'CHANGES' AFTER 34 YEARS**  
**STUDENTS CAN 'EXIT' WITH CHOICE**

OLD POLICY FOR HIGHER EDUCATION	NEW POLICY FOR HIGHER EDUCATION
• 3-YEAR UNDERGRADUATE PROGRAMME	• RETURN OF 4-YEAR UNDERGRADUATE PROGRAMME
• NO EXIT OPTIONS FOR STUDENTS	• MULTIPLE EXIT OPTIONS FOR STUDENTS
• MPhil COMPULSORY TO PURSUE PhD	• MPhil PROGRAMME SCRAPPED
• MULTIPLE REGULATORS LIKE UGC, AICTE	• HIGHER EDUCATION TO HAVE SINGLE REGULATOR

**Comparison between New Education Policy 2020 and National Policy of Education 1986**

S.NO.	New Education Policy 2020	National Policy of Education 1986
1	Ministry of Education	Ministry of Human Resource Development
2	5+3+3+4 format	10+2 format
3	Break-up of age: 3-8, 8-11, 11-14, 14-18	Break-up of age: 6-16, 16-18
4	Exam- class 3, 5, 8, 10,12	Exam- Each year up to class 12
5	Gross Enrolment Ratio - 50% (2035)	Gross Enrolment Ratio -26.3% (2018)
6	Board exam- objective and description, Twice a year	Board exam- Descriptive, Once a year

7	One vocational subject is must- class 6 to 8	Not mandatory in existing format
8	No hard separation of Arts, Commerce, Science. All will be mixed with curriculum	Hard separation- Arts, Commerce, Science
9	Curriculum content will be reduced to its core essentials	No such policy
10	Pre-school to be added in KVS	Starts from class 1
11	Preparatory class Balavatika for children below the age of 5- by ECCE qualified teacher	Not mandatory in existing format
12	Report card to have reviewed from teachers, peers and students as well	Report card to have reviewed from teachers
13	360-degree holistic report card for students including skills	No such policy
14	Coding to be taught from class 6 onwards	Not mandatory in existing format
15	3 language- by state, region and choice of student	3 language- Hindi, English and the regional
16	Education sector to get 6% of GDP	Education sector to get 4.5% of GDP
17	Minimum qualification for teaching- 4 year integrated B.Ed. degree by 2030	No such policy
18	IITs will include multidisciplinary like arts, humanities etc.	No such policy
19	National Testing Agency (NTA)- It will conduct aptitude test and exams in the science, humanities, languages, arts and vocational subjects, at least twice every year for university entrance exams	No such policy
20	For Higher studies, 4 options are given: 1- year diploma, 2- year Advanced diploma, 3- year Graduation, 4- year Graduation with research	For Higher studies, 4 options were already there: 1/2- year Diploma, 3- year Graduation, 4- year Graduation with research
21	M.Phil. is discontinued. Doctorate can be pursued after Master's	First M.Phil, then Doctorate could be pursued
22	Best Indian universities to set up campuses in other countries and best 100 foreign universities may come to set up in India	No such policy

23	At least one large multidisciplinary institution in or near every district by the year 2030	No such policy
24	Controlling Authority- HECI (Higher Education Commission of India) except Medical and Legal. Divided into 4 parts: National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grant's Council (HEGC) for funding and National Accreditation Council (NAC) for accreditation.	Controlling Authority- UGC, AICTE (Technical), ICAR (Agriculture), BCI (Legal), CCIM (Medical), ICAI, ICSI, CBSE, NCERT, etc.

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