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NEP 2020: Ensuring Universal Access
To Education

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INDEX

Sr. No.	Author Name	Title	Page No.
1	Dr. Meena Prakash Kute	NEP: 2020 MAJOR CHALLENGES IN HIGHER EDUCATION	01 to 05
2	Dr. Rekha Chavhan	STATUS OF ACCESS AND ENROLLMENT AT THE ELEMENTARY EDUCATION WITH SPECIAL REFERENCE TO NEP 2020	06 to 11
3	Dr. Sarika Patel	TEACHER EDUCATION IN NEP 2020	12 to 16
4	Dr. Vaibhav Sabnis	NEP 2020: PROMOTION OF INDIAN LANGUAGES, ARTS AND CULTURE	17 to 22
5	प्रोफेसर. कविता साळुंके, ज्योती लष्करी	NEP 2020 संदर्भात शिक्षक प्रशिक्षणाची बदलती दिशा	23 to 28
6	Dr. Kavita Thakur Dr. Sreya Kolte	A REVIEW ON ROLE OF A TEACHER AND TEACHER EDUCATOR IN NEP 2020	29 to 32
7	Ann George C	CHALLENGES AND OPPORTUNITIES FOR ONLINE EDUCATION IN INDIA	33 to 39
8	Dr. Hema Rajendra Bhadawkar, Dr. Manisha Ramesh Gawde	ISSUES AND CHALLENGES IN IMPLEMENTATION OF NEP 2020: A REALITY CHECK	40 to 46
9	Dr. Rajeev Singh, Dr. Ruchi Sinha	OPPORTUNITIES AND CHALLENGES IN INDIAN ONLINE EDUCATION	47 to 54
10	Dr. Hemantkumar D. Patil	TECHNOLOGY FOR TEACHERS	55 to 59
11	Dr. Pravin N. Mahale	NEW EDUCATION POLICY 2020: OPPORTUNITIES AND CHALLENGES IN HIGHER EDUCATION	60 to 64
12	डॉ. भास्कर विष्णु इगवे	रोजगार आणि कौशल्याबाबत उच्च शिक्षणातील महिलांचा दृष्टीकोन	65 to 68
13	Dr. Rajashree Milind Joshi	PROBLEM AND PROJECT BASED LEARNING IN DISTANCE MODE EDUCATION	69 to 73
14	डॉ. तुकाराम वैजनाथराव पोवळे	नवीन शैक्षणिक धोरण 2020 – भविष्य आणि आव्हाने	74 to 80
15	डॉ. जगदिश राजराम काळे	नवीन शैक्षणिक धोरण - भविष्य आणि आव्हाने	81 to 87
16	Dr. Intekhabalam K. Ansari	CHALLENGES BEFORE THE ITEP SUGGESTED IN THE NATIONAL EDUCATION POLICY 2022	88 to 90

ISSUES AND CHALLENGES IN IMPLEMENTATION OF NEP 2020: A REALITY CHECK

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Abstract

The Government of India took a giant leap forward by announcing its new education policy; the National Education Policy 2020 (NEP 2020), almost three decades after the last major revision was made to the policy in 1986. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. Addressing the completion of one year of the NEP, Prime Minister Narendra Modi remarked, "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 national educational policy should be implemented in all schools and colleges over India by 2022. A number of states have officially launched the policy and many others are in the process to do the same. Although the NEP has started to gain some momentum, there are still various obstacles in the way of its realization. Yet, the most crucial challenge before NEP is building consensus and getting states to own the first omnibus policy after 1986. In short, the success of the NEP largely hinges on the states taking ownership of the reforms. While the NEP has begun gathering a fair degree of momentum, the road to its realization is filled with endless potholes. NEP has the most challenging task of addressing multiple crises in the education system. In this paper, the authors are going to explore issues and the challenges in the implementation of various policies mentioned in national education policy 2020 as well as the complexities involved in it.

Keywords: National Education Policy 2020 (NEP 2020), Multiple Crises, Issues, Challenges

Introduction

Realizing one's full potential, creating a fair and impartial society, and furthering global progress all depend on education. The secret to India's sustained ascent and dominance on the international scene is to ensure that everyone has access to high-quality education in terms of national integration, social fairness and equality, scientific advancement, and cultural preservation. The most advantageous path forward for leveraging the abundance of skills and resources in our

country for the benefit of the person, the community, the country, and the globe is through universal high-quality education.

Over the next ten years, India will have the largest number of children, and the future of our nation will depend on our capacity to give them access to high-quality educational opportunities.

The National Education Policy (NEP) for India has been updated, reviewed, and approved on July 29, 2020, after being in place for 34 years. India's education system will undoubtedly make it a desirable country for international students seeking higher education.

In order to control, govern, and encourage interdisciplinary academic and research in Indian HEIs, NEP 2020 places a strong focus on systemic and institutional changes.

The establishment of NEP 2020 has been a watershed moment in India's educational history. The policy aims to create an education system that is centered on India and is capable of transforming it into a thriving knowledge society.

In the NEP, significant reforms are proposed, such as opening up Indian higher education to international colleges, the dissolution of the All India Council for Technical Education and the Universities Grants Commission. The creation of the Higher Education Commission of India (HECI), which would serve as a single regulator and perform a number of tasks including accreditation, funding, and academic norm setting, is one of the paradigmatic transformations. Making a National Curriculum Framework is another structural modification that will implement curriculum, pedagogy, and other content required improvements.

In order to develop a new system that is in line with the aspirational objectives of 21st century education, the NEP recommends reform and revamping of the educational framework, including its regulation and control. The current 10+2 structure is changed into a 5+3+3+4 design to accommodate the age ranges of 3–8 years (foundational stage), 8–11 years (preparatory), 11–14 years (middle), and 14–18 years (secondary). This policy includes pre-school education in the definition of formal education. By overcoming social divides in access, participation, and educational results, the strategy seeks to reach a 100% gross enrollment ratio in schools by 2030. (Singh, 2020).

In this paper, the analysis of policy is carried out in order to assess the impact on the existing educational system in the states, in terms of social and political challenges, and how would it impact the students in current and future scenario.

Objectives

The NEP 2020 is a well-defined and futuristic education policy which has many initiatives to improve the quality of the education system in India.

The objectives of this study are:

1. To highlight the overview of the NEP 2020.
2. To identify the issues in implementation of NEP 2020.
3. To identify the challenges in implementation of NEP 2020.

Research Methodology

The article is based on data collected from various journals, newspapers and websites. The methodology consists of a conceptual discussion on the highlights of the NEP 2020 and the focus of this article is to explore the issues and the challenges in the implementation of various policies mentioned in national education policy 2020 as well as the complexities involved in it.

Review of literature

National Education Policy (1968)

NPE 1968 was framed to equalize educational opportunities across the country. It aimed at creating an education system that can provide unrestricted access to education. This policy focused on the development of values for national integration because it acknowledged the power of education for the country's economic and cultural development. The policy had the vision to create equal opportunities for citizens across the nation. NPE 1968 also focused on students from rural, backward, or tribal areas and gave special emphasis to the education of the girl child.

National Education Policy (1986)

This policy was formulated to improve and equalize educational opportunities within the nation. Besides, it also aimed at addressing the unique needs of the learners (including the special and marginalized students). It envisioned an educational structure that could support the all-round development of the country and focused on the quality of education imparted within the institutions. Through a common school curriculum, the government aimed to popularize the use of educational technology. And it emphasized more on the teaching of Mathematics, Sports, Science, Physical Education and education for international understanding.

Implementation of New Education Policy 2020

- The new education policy in 2020 came after 30 years and is all set to change the existing academic system of India with the purpose of making it at par with the international standard of academic
- The Government of India aims to set up the NEP by the year 2040. Till the targeted year, the key point of the plan is to be implemented one by one
- The proposed reform by NEP 2020 will come into effect by the collaboration of the Central and the State Government
- Subject wise committees will be set up with the Government of India both central and state-level ministries for discussing the implementation strategy

Issues in Implementation of NEP 2020

Institutional constraints:

A sound education ecosystem will consist of a variety of institutes rather than a forced multidisciplinary. Students should be able to select from a variety of educational institutes and not just one particular institute. The strategy runs the danger of fostering a new type of educational isoform isomorphism required by the Centre.

Lack of funds:

Spending on education by the States and the center accounted for 3.1% of GDP (Gross

Domestic Product), according to the Economic Survey of 2019-2020. A dynamic change in the education cost structure is unavoidable. While considering to fund at 6% of the gross domestic product remains uncertain, aspects of the transformation may be attainable at a very cheaper cost for a great level.

Issue in integration:

One of the major issues in the implementation of this policy is that there are lags in both the aspects of thinking and documentation, for example the policy lags in the integration of pedagogy and technology. There are major gaps, like lifelong learning which should be considered as a key component of updating the emerging sciences.

Teacher Availability and Training:

The policy calls for a rethinking of the educational curriculum. However, in order to properly deliver the curriculum, schools and related authorities must train teachers and grasp the pedagogical requirements to ensure a seamless transition to the new education system. Furthermore, they must change the emphasis from teacher-centered to student-centered learning in order to build collaborative skills, critical thinking, problem-solving abilities, and decision-making abilities in youth.

A study estimates that by 2030, over 250 million students will be enrolled in K-12 schools in India. That means he will need to add nearly 7 million more teachers to accommodate this growing number of students. As teaching in India is a low-paid profession, making experiential learning and concept-based teaching a daunting task until teacher compensation is revised, NEP 2020 will be very difficult to implement.

Debate of multilingualism:

Mother tongue lashes where the ecosystem extends all the way through higher education and into employment according to multilingualism argument. This may not be sufficient in the absence of such an environment. The NEP also mentions multilingualism, which should be emphasized. In India most classrooms are de-facto multilingual. Some states dismissed this program as a fruitless or futile attempt to impose Hindi.

Linguistic barrier:

The document includes many policies that are open to criticism, which also includes language. In order to enhance the learning results, the NEP 2020 policy aims to offer home language study for up to fifth grade. The ability to understand at an early age is greater in the mother tongue and is crucial for future success. Even with the finest instructions and facilities. The study suffers if the foundations are not good. However, it is known that the primary purpose of education is social and economic mobility. And that the English language is the language of mobility in India.

Issues with examination

Examinations are considered to be a neurotic experience because of the competition it comprises. The results and consequences of a slight drop in the performance is promising. The structure of opportunity is the only answer to the exact conundrum of the exam and India is far

from it. This definitely requires a society with less inequality not only in terms of the access to the quality institutions but also the economic disparity resulting from the institute's accessibility.

Lack of proper resources for introduction of Vocational courses : National education policy 2020 has mandated vocational courses starting from 6th grade and states that every child will be taught skills like local crafts, carpentry, cooking, gardening, etc. Infrastructure, set up and trained personnel are required for introducing vocational courses in school and high investment is required to bear this additional cost.

Digital Divide: The use of technology, digital literacy, and coding from a young age are stressed under the new policy. While much emphasis is placed on using technology in all areas of the education sectors like teaching, learning, and evaluation; setting up virtual labs; preparing schools; coaching; and setting up discussion, the strategy ignores the digital divide between urban and rural areas, the lack of a sophisticated foundation, and access to devices/the internet. Increased use of technology and artificial intelligence in education without enough infrastructures would be a total failure that might widen the digital gap between urban and rural areas.

Challenges in Implementation of NEP 2020

Funding is a significant barrier. From a financial perspective, the timorous are not faced with any difficulties. According to the NEP 2020, spending on education will rise from 4.6% to 6% of GDP, or about INR 2.5 lakh crores annually. Building schools and colleges across the nation, hiring professors and teachers, and covering operational costs like giving school children free breakfast are all excellent uses of this money.

Currently, the focus is on healthcare and the recovery of the economy, which slows down implementation despite the hardship on the exchequer, economists have been asking for significant stimulus packages totaling double-digit percentages of GDP. Although the National Education Policy is a 20-year project, one is concerned that we may be off to a stumbling start over the next two to three years as the more urgent but no less significant demands of healthcare and economic recovery take precedence over government and budgetary objectives.

Higher education that crosses disciplines calls for a revolution in culture. The NEP 2020's emphasis on interdisciplinary learning is a highly positive development for higher education. For many years, schooling in India has been relatively repetitive and secluded. It is difficult to see the entire higher education system being made up of "exceptions" teachers who respect, are interested in, and lean toward other fields of study while being experts in their own. Over the next 15 to 20 years, this call for a cultural change throughout the entire higher education ecosystem. The conditions of those schools that are operated across the nation on a for-profit basis by certain people or bodies are not addressed in the education policies. To date, no education policy has recommended ways to lessen the disparities in the educational standards of rich and less privileged students.

The mindset of approximately 10 million educators, many of them from rural areas, is changing the background will be another big obstacle. Lack of accreditation at the school level at this point, another issue is quality control that needs to be addressed.

All stakeholders must work together if the policy is to achieve its goals. It cannot be denied that the result of the new school education will be generally diverse and independent. Young people who will be true ambassadors of innovation in ambitious India. Let us achieve the goals as soon as possible and let India achieve them as the "knowledge center" of the former world.

The policy of school education envisages a radical structural formulation of art, a very welcome move. Many curriculum changes require major changes in mentality changes among teachers, but also among parents.

Opening colleges every week is a demanding task. There are currently about 1,000 universities in India. One of the policy's declared objectives, which is to double the gross enrollment ratio in higher education by the year 2035, will result in that over the course of the next 15 years, we must build one new university each week. Unquestionably, opening a new university every week is a tremendous challenge.

CONCLUSION

In summary, NEP 2020 is a truly groundbreaking document in every respect. The policy aims to address educational challenges, structural inequalities, increasing access, etc. apart from preparing learners for the future while meeting the demands of India in the 21st century. . At the same time, NEPs have the most difficult task of addressing some of the crises in the education system. Its effective implementation is essential for India to reap the demographic benefits and opportunities of a rapidly growing knowledge-based economy. Given its transformative potential, the Center has demonstrated urgency and determination by launching a number of initiatives in recent months, despite the challenges of the pandemic. Many states have officially adopted the policy, and many others have taken similar steps. However, NEP is still a long way off. Ensuring coordination and cooperation among diverse stakeholders, including districts, states and the private sector, will be a daunting task, especially given its scope and the complexity involved in its implementation. Separately, we must address the low capacity of governments, the availability of financial resources and, most importantly, the education ecosystem that hinders new ideas and innovation. The most important challenge ahead of NEP, however, is building consensus and getting the state to own its first omnibus program since 1986. In short, the NEP's success relies heavily on cooperative federalism and state ownership of reform.

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