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Issues in Effective Implementation of NEP 2020 for Higher Education Institutions in India

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Introduction:

The Union Government approved National Education Policy (NEP), 2020 on 29th July, 2020 by passing a bill. The radical approach of changing the entire education system through NEP 2020 is seen as a milestone in Indian education system. The 5+3+3+4 system replaced the 34 year old 10+2 pattern set by National Education Policy, 1986. The new education policy is more inclusive and more outreach oriented. The basic idea behind this revolutionary change is to increase the scope of primary education, keeping in mind the international standards. However, the policy does not lose its hold on Indian traditions and heritage while being competent enough at the international level. The policy at one end emphasizes on preservation of Indian language, culture and heritage while on other hand it seeks to provide digital infrastructure at every level.

Idealistically, the policy looks very optimistic and futuristic one. But the real issues are at the ground level where the policy is expected to be implemented. Even if we consider the division of students on geographical basis, we find that approximately 70% students take education in rural areas while only 30% students study in cities and semi urban areas. The education infrastructure and quality teachers remain to be a fantasy in most of the rural and remote areas of the country. At the same time, the hurdles of Govt. policies regarding teacher recruitment deprive many aspiring students from higher education. Thus, to achieve the goals of higher Gross Enrollment Ratio (GER) and compete with globally established institutions, the NEP has to find solutions on different issues sooner than later. The present article is an attempt to focus light upon a few distinctive issues and challenges before the effective implementation of this new policy.

Objectives of the paper:

Following are the objectives of this research article:-

1) To discuss the key issues in effective implementation of NEP-2020.

2) To discuss the various challenges in implementation of NEP-2020.

Research Methodology:

The present article is prepared using analytical and descriptive method of research. The use of secondary sources like Policy document, books, journals, periodicals, seminar speeches and news paper are used to gather the data. Charts and diagrams are used wherever necessary.

Salient Features of NEP-2020

Following are the salient features of NEP-2020:-

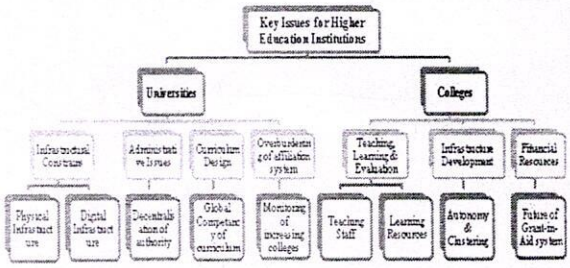
School Education	Higher Education
➢ Ensuring Universal Access at all levels of school education ➢ Early Childhood Care & Education with new Curricular and Pedagogical Structure ➢ Attaining Foundational Literacy and Numeracy ➢ Reforms in school curricula and pedagogy ➢ Multilingualism and the power of language ➢ Equitable and Inclusive Education ➢ Robust Teacher Recruitment and Career Path ➢ School Governance ➢ Standard-setting and Accreditation for School Education	➢ Increase GER to 50 % by 2035 ➢ Holistic Multidisciplinary Education ➢ Regulation ➢ Rationalized Institutional Architecture ➢ Focus on Motivated, Energized, and Capable Faculty ➢ Improved Teacher Education ➢ Mentoring Mission ➢ Financial support for students ➢ Open and Distance Learning ➢ Online Education and Digital Education ➢ Technology in education ➢ Promotion of Indian languages ➢ Professional Education ➢ Adult Education ➢ Financing Education

Source: https://vikaspedia.in/education/policies-and-schemes/national-education-policy-

2020

Key Issues in Effective Implementation of NEP-2020

Following are the key issues in effective implementation of NEP-2020-



Since our independence, there is a significant rise in the number of Higher Education Institutions (HEI's) in India. If we go by numbers, we can see there are around 1000 universities in India and nearly 40000 colleges are catering higher education. The variety of HEI's can be observed in the types of institutions catering higher education in India. More than 50 institutions of National importance are imparting quality education to compete with global universities. All these institutions aim at achieving the target of 50% Gross Enrollment Ratio (GER) by 2035 as spelled in the NEP-2020. However, there are few very serious issues in implementing this policy at both University and College level.

As discussed in the above diagram, at University level; there are issues regarding quality infrastructure for the students. If we compare our universities with famous foreign universities, we can clearly say that our universities are lagging behind in providing adequate and quality infrastructure to the students. The quality of physical as well as digital infrastructure is at a question in the present scenario. Thus, strengthening our universities with good quality infrastructure should be focused in the NEP-2020. Equipping the universities with quality research labs, digital labs and expertise faculties is the basic requirement in the effective implementation of NEP-2020.

The other issues such as administrative issues, curriculum designing, over burdening of affiliation system etc. are also vital in the sense of effective implementation of NEP-2020. Decentralization of authority, global competency of the Indian Universities and monitoring the increasing number of colleges in India are the challenges to the universities. Similarly the colleges in India are also facing different challenges in developing good teaching, learning and evaluation practices. Autonomy and clustering system will pose many questions to the very existence of the single faculty colleges in the country. Thus, to create a healthy environment of higher education in the nation, the policy makers should adopt more feasible measures of policy implementation. However, it is expected that the NEP-2020 will prove to be a pioneering policy in Indian Higher Education system.

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