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Contact : **7083766990 / 8600071634**

Email : eagleleap.pp@gmail.com

Universal Research Analysis Journal on Reformation of Higher Education System in India

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We are very happy to introduce our UGC Approved Research Journal on the topic of **“Reformation of Higher Education System in India”** collaboratively with the editor's belongings to Sant Gadge Baba Amravati University Amravati and Swami Ramanand Tirth Marathwada University Nanded have come together and focus on the New Education System in India.

First of all we express our sincere thanks to all the respective Chairman and Principals of our institutions for their permission to make the UGC Approved Research Journal. Many burning questions have arisen about the issues and challenges of the new education system currently operating in India. To answer this burning question, a group of editors have come together and invited research papers from various expert, professors and researchers to embody this thought. There is no doubt that everyone has expressed their views through these research papers and knowing these views will definitely be very useful to the government and the society and the educational system.

We are very thankful, who respond to this research journal, many research papers have been received from the state of Maharashtra. We also thank Eagle leap Printers and Publishers Pvt. Ltd., Pune for completing the book in a neat and attractive manner on time. All of us editorial boards have put in a lot of effort to make today's research text correct, but if there are any unintentional mistakes, we would like you to accept them wholeheartedly and forgive us.

The Contact Board will be forever grateful for the generous response given by the researchers in these research books on New Education System.

Thank you

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Challenges of NEP 2020-A Study

Dr. Vivek V. Patil

Asst. Professor (Commerce)

Smt. Radhabai Sarda Arts, Commerce & Science College, Anjangaon Surji

Abstract

On the 11th of June 2014 Narendra Modi made his first speech in the Parliament as the Prime Minister. He had been speaking for little over an hour, and he had spent over seven minutes talking about education. The PM's goal has materialized with the National Education Policy 2020 (NEP). Mr. Modi had stated unequivocally that teachers would take center stage in education and that the less fortunate students would come first. Additionally, he said unequivocally that technology will be improved to reach previously unreachable people. His vision for 21st-century education in India is realized with the NEP 2020.

During 2015 to 2019 a parcel of accentuation was given on the utilize of innovation in instruction and at the core was the instructor. The Government of India built up its possess enormous open online stage by the name of SWAYAM additionally propelled its bouquet of thirty two instructive tv channels by the title of Swayam Prabha. Any educator from anyplace can plan his/her claim course and put it on the SWAYAM, and learners from anyplace within the nation or overseas can take the course. This activity was a antecedent of the Widespread which hit the world in 2020. Topographical boundaries have been removed and the educator has the flexibility to ended up a worldwide educator.

Keywords: -Challenge, Education, NEP, Program, Teacher

Introduction: -

NEP is the abbreviation for the National Education Policy of the Indian government. Drafted in 1986, it had its most recent modification in 1992. In order to reform the education system, the Modi-led BJP administration promised to draft a new education policy, or NEP, as part of its electoral program.

The New National Education Policy (NEP), which aims to implement contemporary changes in the Indian education system from the school to the college level, was adopted by the Union Cabinet of India in July 2020. The goal of this approach is to establish India as a "global knowledge superpower." Furthermore, the Ministry of Human Resource Development was renamed the Ministry of Education in 2020 in conjunction with the implementation of NEP.

The foundation of the new National Education Policy is quality, affordability, accessibility, and accountability. In line with the 2020 sustainable development strategy, it seeks to improve the comprehensive, interdisciplinary, and adaptable nature of education in both schools and colleges.

The objective of the Study: -

- 1) To go through the brief introduction of NEP 2020.
- 2) To discuss the challenges of NEP 2020 in various areas.

Research Methodology: -

Research methodology is a methodical and well-organized way to describe a certain example or flaw. It refers to the method used in science to obtain knowledge that is backed by logical inference and empirical observation, as well as its analytical, descriptive, and quantitative analysis.

Data Collection: -

This study used a variety of secondary sources. Books, journals, newspapers, and information from websites are examples of secondary sources.

The secondary sources provide a theoretical and conceptual explanation of how the NEP 2020 would affect the educational sector and the challenges in it. Consideration is given to a thorough description of each topic.

Need for New National Education Policy (NEP): -

There were several problems with the Indian educational system before to the New National Education Policy's adoption in 2020. Memorization took precedence over conceptual comprehension. Furthermore, having several boards was a major problem. Every board required its students to take an identical, standardized exam, and each board had varied teaching strategies for certain areas.

Additionally, acquiring or mastering conventional topics was prioritized in the past years over gaining occupational skills. All of the drawbacks and shortcomings of the Indian educational system are addressed in the new policy. Additionally, the strategy aims to close the knowledge gap between formal education and vocational training.

The National Education Policy 2020's goals: -

With the help of NEP 2020, India's educational system will be transformed to become more flexible, inclusive, and comprehensive. The primary goals of NEP 2020 are as follows:

1. **Holistic Development:** The goal of NEP 2020 is to provide a framework that supports students' cognitive, social, emotional, and physical growth as well as their entire development.
2. **Equity and Inclusion:** Regardless of a person's gender, religion, caste, or socioeconomic background, the policy seeks to provide fair access to education for everyone. It also emphasizes giving underprivileged populations and those with disabilities access to high-quality education.
3. **Flexibility:** The NEP 2020 seeks to advance an educational system that gives students the freedom to select courses and subjects based on their aptitudes and areas of interest. Additionally, it seeks to provide many points of entry and departure from education so that learners can proceed at their own speed.
4. **High-quality Education:** The goal of the policy is to guarantee that every student receives instruction that is up to date with global norms. It focuses on raising the caliber of instruction, the standard of the curriculum, and the facilities in schools and universities.
5. **Vocational Education:** The NEP 2020 places a strong emphasis on the necessity of vocational education in order to provide students the abilities and information they need to be successful in the workforce. In order to provide students the option to select from a variety of vocational courses, it attempts to include vocational education with regular education.

Challenges of NEP 2020 in different areas : -

The ambitious and much-needed National Education Policy 2020 aims to transform India's educational system into one that is equal, progressive, and contemporary. In order to successfully

implement this strategy, it will be necessary to drastically reduce the number of decision-making bodies and reorder the financial resources in the upcoming months and years.

Around 350 million Indians are currently enrolled in school or pursuing higher education, therefore the NEP asks for a massive implementation that has never been tried elsewhere in the world before.

There are significant execution issues associated with this, both in terms of numbers and quality.

1. Establishing weekly universities is an enormous task-

There are now around 1,000 universities in India. One of the policy's declared aims, to double the gross ratio of enrollment in higher education by 2035, will need us to establish one new institution each week for the following fifteen years. The largest challenge is definitely opening one university per week on a continuous basis.

2. Instructor Availability-

By 2030, there will be more than 250 million kids enrolled in K12 institutions in India. In order to serve this growing student population, which requires graduates of the prescribed B.Ed program for 12th pass, graduates, and post-graduates for four, two, and one year, respectively, India would need an estimated 7 million or more instructors at a teacher-student ratio of 1:35.

3. Instructor Incompetence-

One of the lowest paid occupations in India is teaching, with the average teacher making about Rs 200,000 a year. It will be difficult to replace the prevailing printed content-oriented teaching methods with experience learning and concept-oriented teaching under these restrictions.

Together with Teacher Eligibility Tests (TETs), a thorough National Curriculum Framework for Teacher Education has also been revealed in the NEP with the goal of developing a skilled and hand-picked pool of educators who can provide children with a high-quality education. But these teaching methods need to be ingrained in the present pool of instructors. The NEP's implementation in spirit and form will continue to be difficult until the structural limitation on teacher compensation is remedied in the educational environment.

4. Technology in Large Scale-

Similar levels of digital infrastructure will be required, including career counseling services, teacher training aids, AR/VR tools to fill in the gaps in physical laboratory and teaching infrastructure, digital classrooms, remote expertise-driven teaching models, uniform assessments across schools, even in remote villages, and AR/VR tools.

5. Infrastructure for Assessment-

Exams are encouraged to change to a culture of assessment under the NEP, with an emphasis on foundational and higher order abilities, ongoing tracking of learning outcomes, and AI-based software progress tracking to help students make the best career decisions. Schools and educators must come up with novel evaluation strategies and tasks that provoke students' thinking and demand effort in order to implement continuous assessment.

Educational boards and institutions would have to spend a lot of money developing comprehensive evaluations and practice questions in contrast to theory-based exams, which contain unilateral questions and answers that are simpler to conduct and score. 75 percent of India's more than 1.5 million schools are state-run and have very little or no yearly tuition. Just 15,000 (less than 1% of all private schools) can support the infrastructure needed for conceptualizing and carrying out

such assessments. Of the remaining 400,000 private schools, about 80% fall into the category of "Budget Private Schools," charging Rs 500–1,000 per month.

6. The pricing of our educational system's transformation initiatives is also quite concerning-

The objective of the National Education Policy 2020 is to reintegrate 2 million children who are presently not enrolled in school. Regardless of how you slice it, closing almost 50 schools every week is necessary to accomplish this in 15 years.

7. In the Covid era, financing is a major obstacle-

This is not a task for the weak of heart in terms of finance. According to the National Education Policy 2020, education spending will rise from 4.6% to 6% of GDP annually, or over INR 2.5 lakh crores. This money will be wisely used to establish educational institutions around the nation, hire instructors and professors, and pay for running costs like giving schoolchildren free breakfast. The fact that this strategy is implemented at a time when the economy is still recovering from lockdowns linked to COVID-19, government tax revenue is pitifully low, and the budget deficit was already substantial before COVID, complicates matters.

8. The current emphasis on healthcare and the recovery of the economy should slow down execution-

Despite the pressure on the exchequer, economists have been advocating for big stimulus packages that represent double-digit percentages of GDP. Even though the National Education Policy is a 20-year project, concerns have been raised that we could be off to a rough start over the next two to three years as the more pressing but no less significant demands of healthcare and economic recovery take precedence over financial and governmental objectives.

9. The need to have a sizable pool of qualified educators-

The strategy calls for a comprehensive structural redesign of the curriculum in schools, which is a really positive development. A lot of the curriculum modifications call for significant mental adjustments on the part of parents and instructors.

10. Multidisciplinary higher education needs a cultural transformation-

The National Education Policy 2020's emphasis on inter-disciplinary learning is a very positive move for higher education. For many years, universities have been highly departmentalized and compartmentalized, particularly in India. It is not a simple undertaking to have "exceptions" throughout the whole higher education system—professors who are specialists in one field but also interested about, respectful of, and able to lean into other fields. This calls for a 15–20 year cultural revolution throughout the higher education ecosystem.

11. Coursework and Content

Changes to the curriculum and pedagogy are mandated under the NEP. Exam boards will have to reconsider how they grade pupils and what the appropriate learning content criterion is. Realigning school texts will also be necessary.

Conclusion: -

The new education policy which aimed to implement contemporary changes in the Indian education system from schools to HEI's. The new education policy proposed to strengthen the occupational skills for students. The NEP 2020 provided ease for access to education for everyone irrespective to socio-economic background. Furthermore, on the Teaching-learning side, NEP guarantees that every student receives instruction that is upto date with global norms.

Implementation of NEP requires more instructors to improve teacher-student ratio by ensuring competence of teachers, mentors and instructors. The technological infrastructure should also be strengthened for modern Teaching-learning process and ultimately for prosperous and vibrant India

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