

# **An Overview of NEP 2020 and its Challenges**

**Mr. Raju B. Gorule**

Assistant Professor, Dept. of Accountancy

GES's, Shri.BhauasahebVartak Arts, Commerce and Science College, Borivali (W), Mumbai.

raju.gorule@gmail.com

**Abstract:** *New Education Policy (NEP) is started to implement in the field of higher education in India. So, many major changes are required in the field of higher education at institution level. The Higher Education Institutes (HEI) will be the multidisciplinary institute, which will provide the multidisciplinary degree. Skill development, outcome based education and to increase the knowledge base of the subject are the aim of NEP 2020. The HEI needs to develop its infrastructural facilities, needs to be more focused, faculties are needs to be updated; collaborations with industries, research facilities are necessary part of the NEP. In case of Maharashtra maximum colleges are aided colleges and these aided colleges have the private management. NEP 2020 has the aim to provide the autonomy in case of curriculum and financial to the HEI and hence HEI has a major challenge to meet the financial obligation. How to meet the financial obligation by the small and rural colleges is the major challenge in Maharashtra.*

**Keywords:** HEI, NEP, Challenge, college, aid

## **I. INTRODUCTION**

The Indian educational system is undergoing change. In July 2020, the Indian parliament passed the New Education Policy 2020. The State Governments of India have a difficult task ahead of them in effectively implementing the NEP; a proper road map is essential to this end. The educational system and pattern will alter as a result of the new policy. This policy is multidisciplinary, digital, skill-based, and focused on the market. India has witness two education policy before this but this policy has suggested major change in the education pattern, this aim to India becomes knowledge superpower, which will provide the equal chance to all learners. This policy given the option of multiple entries and multiple exits with certification at each level, to discover and improve employable potentials and skills the policy recommended compulsory vocational and skill based courses in non professional degree program. Earlier education policy included vocation courses but as a separate branch. Student can widen his knowledge base by learning the subjects from other disciplines. Outcome based curriculum will have to design by the Higher Education Institutes (HEI). Industrial collaboration and research is another important aspect covered by the NEP 2020. The existing education system is not includes vocational education, industrial collaborations and research work at degree level. The teacher will also need to be trained for effective implementation of the policy. Teacher is person, who actual going to be work on this policy. Digital and distance education is another important thing included in this policy. World is transforming in to digitization and for internationalization of Indian education system digitization in education will required. Each district will have at least one multidisciplinary HEI having at least 3,000 students. This HEI will provide its own degree to the students.

## **II. OBJECTIVES**

- 1) To study the Reforms of Indians Education System.
- 2) To know the New Education Policy 2020.
- 3) To know the challenges in implementation of NEP 2020 at non professional HEI.

## **III. METHODOLOGY**

The present study is based completely on secondary data which is collected from books, journals, research articles, internet, newspapers, magazines etc. The information also collected from the discussions from the various professional and experts who are working in the field of Higher Education in Maharashtra.

#### **IV. LIMITATIONS OF THE STUDY**

The present study is limited only with the New Education Policy in Non professional Higher Education Institutes. Traditional degree colleges are the main focus of this study. The study is also related only with the upcoming challenges in front of aided colleges in Maharashtra state. All other aspects of the NEP 2020 are not covered in this study.

#### **Brief History of Educational Reforms in India:**

The Indian government has made numerous modifications to the educational system since the country's independence. The first major project undertaken by the government in the post-independence era was the Kothari Commission (1964–1966), which was chaired by Daulat Singh Kothari. Although the Kothari Commission's recommendations set the groundwork for the Indian educational system, they were not all followed exactly. The 10+2+3 structure was recommended by this committee for the Indian educational system. The government's first education strategy was adopted in 1968, with the primary goal of providing free and compulsory education to all children up to the age of 14. This was the main suggestion made earlier by the Kothari commission and was incorporated into the NEP 1968. The policy suggested that encouraging the use of regional language be done. Given the importance of teachers in the educational sphere, it was suggested that status and service conditions be improved, and that academic freedom be allowed.

The Second Education policy was came in to force in India in the year 1986. This policy is implemented with program action 1992. Its suggestions included a wide range of topics, including minority education, lifelong learning, equal opportunity for all, and the eradication of female illiteracy. This policy proposed the Open University's online learning initiative and related responsibilities. Education is the aim of these policies for all. Make educational resources available to all areas of the country, whether rural and urban. A multitude of statutory institutions carry out the government's educational policies.

#### **National Education policy 2020 (NEP 2020):**

The New Education Policy 2020 is currently scheduled to take into effect in Maharashtra for the academic year 2024–2025. In the state of Maharashtra, 200 autonomous colleges and 1,700 postgraduate centers have already embraced the NEP 2020<sup>5</sup>. In NEP, the entire framework of the educational system has been modified. The previous 10+2+3 education pattern has been completely replaced with the proposed 5+3+3+4 pattern. The Maharashtra government's Higher Education Department is working tirelessly to ensure that NEP 2020 is implemented successfully. The Maharashtra Minister of Higher Education has already issued an order stating that the NEP must be implemented starting in the academic year 2024–2025 or face severe consequences from the universities for not implementing NEP<sup>5</sup>.

#### **Following are the Key features of NEP 2020 in Higher Education:**

- i) NEP recommended Three years Bachelor and Four years Bachelor with honors degree or Bachelor degree in Research. After Completion of First year Students will receive UG certificate, Second year UG Diploma, third year Bachelor Degree and after completion of fourth year he will receive Bachelor degree with research or bachelor degree with honors.
- ii) Student can exit any time and he can rejoin the institute any time.
- iii) Students Progress report should be maintained digitally, for this purpose every student needs to have ABC id.
- iv) Common entrance test is to be conducted at university level for admission of UG and PG classes.
- v) Student must select major and minor subjects from the list of various course combinations provided by the institution.
- vi) Student can choose open elective subject from combination from the stream, discipline or faculties.
- vii) HEI's should offer three to four ability enhancement courses for first two years.
- viii) HEI's should offer Vocational courses to students for second and third year of degree.
- ix) Research project or internship will be the part of fourth year of degree.
- x) Four year degree holder will get admission to second year PG course and three year degree holder, admission for first year PG course.

xi) The following table showing minimum credits required at each level of Degree at HEI which are providing traditional degree courses in Maharashtra:

**Table No. 1:** Qualification type and credit requirement for four year multidisciplinary degree program with multiple exist and multiple entry in Traditional Degree Course.

| Level | Qualification Title         | Minimum Credit Requirement | Year and Semester   |
|-------|-----------------------------|----------------------------|---------------------|
| 4.5   | UG Certificate              | 40                         | 1 year – 2 Semester |
| 5.0   | UG Diploma                  | 80                         | 2 year – 4 Semester |
| 5.5   | Bachelors Degree            | 120                        | 3 year – 6 Semester |
| 6.0   | Bachelors Degree – Honors   | 160                        | 4 year – 8 Semester |
| 6.0   | Bachelors Degree – Research | 160                        | 4 year – 8 Semester |

(Source: NEP Committee Revised Report Submitted to Government of Maharashtra on 04<sup>th</sup> November 2022.

<https://htedu.maharashtra.gov.in/Main/DocMasters/Website/Media/1/NEP%20Committee-1%20Revised%20Report.pdf>

The Student will get certificate after completion of 2 semesters with minimum 40 credits, He will receive Diploma certificate after successfully completed 4 semesters with earning of minimum 80 credits. For getting three years Bachelors Degree students needs to earn minimum 120 credits in three years and six semesters. Students opted for four year degree course will required to earn minimum 160 credits in four years and eight semesters. After completion of four year degree the student will eligible to take the admission for second year of PG course directly.

The aim of the NEP 2020 is to provide multidisciplinary degree to the students with required skill and caliber.

#### **Challenges of NEP in front of HEI:**

The NEP was introduced in the state of Maharashtra's autonomous college and university departments during the 2023–2024 academic year. The Higher Education Department of the Maharashtra government plans to introduce the NEP in all affiliated colleges throughout the state starting in the upcoming academic year.

#### **i) Infrastructure and Finance:**

By 2035, NEP hopes to raise the gross enrollment percentage from 26% to 50%. It will also be necessary to build more infrastructure facilities if the gross enrollment ratio rises. All facilities like drinking water, clean and neat toilet, blackboard, office, teaching supplies, library, laboratory, pleasant campuses etc. In Maharashtra, colleges are mostly privately managed and government aided. Although the government gives colleges wage funding, the colleges must build their own infrastructure. Higher education institutions in metropolitan regions can generate funds through contributions or non-grant courses, but in rural areas, colleges are not allowed to charge additional fees to their students. It's possible that students from rural areas come from lower-income families and cannot pay for non-grant courses. Rural colleges also face the problem for donation in the form of money. So, raising fund for development of infrastructural facilities is a major problem in front of HEI in both rural and urban area.

#### **ii) Faculty training and workload:**

Implementation of the NEP will be the responsibility of the teachers and hence for effective implementation of the NEP 2020 in the field of higher education teachers are required to be trained. The state government has an responsibility to give proper training to the teacher. Teacher training will help to change the mindset of teacher.

After implementation of the NEP 2020, Workload of few subject may be affected, it can be decreased or increased. So, the challenge to keep the workload as it is, for protecting the teacher. The HEI may be multidisciplinary institution. If the target of gross enrollment will be achieved the additional recruitment is also required. In the state of Maharashtra, question arises about salary grant for increased workload.

Faculty training is one of the important parts of the implementation process. The HEI becomes the multidisciplinary institute in NEP. Teacher education requires multidisciplinary inputs and high quality content. Whole system is going to change in the higher education field so; proper training to faculty is one of the major aspects of the NEP 2020. Faculty training provides motivation to the teachers. NEP says, teacher will be the mentor of the students and hence

teacher required must be out of box thinker.

**iii) Digitization:**

Digital empowerment and online education are the two important components of NEP. Institution has the option to start the online courses. Most of the teachers, who are currently working are not familiar with modern technological environment. In the state of Maharashtra state there are hilly and remote areas, these areas don't have the proper internet facility. In such type of areas it will be quite difficult to provide digital education.

**iv) Student teacher ratio:**

The student teacher ratio will be less than 1:30 in NEP. If we compare this ratio with current ratio, It will be quite difficult to maintain this ratio. The HEI in Maharashtra with traditional degree courses having a high student teacher ratio. So, to keep the student teacher ratio at optimum level is a bigger challenge in HEI of Maharashtra. For achieving the objectives of NEP and for outcome based education, to keep minimum student teacher ratio will be very important.

**v) Research:**

Research will be the part of four year degree courses. Faculty members are required to be expert in research if the HEI offers four year degree with research. To be updated with recent tools and techniques of the research will be the one of the challenge in front of the faculty. Improvement in research skill of the faculty members will be necessary for HEI. Current few faculties have a focus on research activities is for career advancement schemes. It will be the challenge to change the focus of this type of teaching faculty about research.

**IV. CONCLUSION**

A proper road map is required by the HEI to implement NEP 2020. The student-teacher ratio and infrastructure will be crucial components of NEP in preserving the standard of education. An essential component of this policy is the digital and distance learning component. In order to meet the demands of the regional market, the HEI must offer courses on career and skill development. It is necessary to refresh a faculty member in order to implement skill enhancement and vocational courses effectively. A faculty member has to get better at conducting research. Currently the quality of research in HEI is required to be improved, faculty members must be optimistic in case of research. Industry collaboration is required, for this cooperation from the industry sector is necessary, and this will be the challenging in rural area. In Maharashtra, Few of the rural areas even don't have the proper internet facilities so; implementation of digital education, vocational courses, and skill enhancement courses will be the challenge in rural area. If the colleges have proper infrastructure facility or HEI will succeed to improve the infrastructure facilities, maintained the student teacher ratio at the appropriate level, focused on research, then the HEI becomes the Multidisciplinary Education Institute. If NEP implementation is planned properly, these challenges can be overcome and with the youngest population in the world, India becomes the knowledge superpower of the world.

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