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## **Challenges for Teachers in the context of NEP, Higher Education and technical skills for NEP 2020**

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### **ABSTRACT**

Education means an all-round development of the child's body, mind and spirit. It has been said by the great minds that if anyone wants to destroy a country, destroy its education system. These lines delineates the importance of education and an effective education system in a country like India is must taking into consideration the fact of its educational backwardness. The new National Educational Policy 2020 solicits to introduce and implement a plethora of changes across all levels of education in India, including the basic apprehension of education in the country. It also seeks to effectuate changes in the way the instructors of such education institutions are trained and how they approach education. The new education policy is a positive reflection of India's existing education regime. It has some very impressive and appreciable propositions. But implementing any policy in a diversified country like India is always full of challenges. This research paper will highlight the challenges which educational institutions, students, and education sector in general will face after the implementation of this educational policy of 2020.

### **INTRODUCTION**

India has always been a destination for learners all around the world. From ancient sciences to arts, philosophy, and literature, the country has offered a variety of choices for centuries. That is why it is also known as the land of learning. With the advent of time, not a lot of changes in the education system in India have been made to cope up with the outside world. To boost the growth of the Indian education sector, recently the ministry of education has proposed the New Education Policy 2020 which will replace the 34- year-old national policy of education.

The new education policy of 2020 focuses on learning instead of studying, goes beyond the curriculum to focus on critical thinking. NEP 2020 has bought a Paradigm shift starting from changes in the pedagogical structure to vocational training to higher education. It focuses on the quality rather than the quantity, more emphasis is given on creativity and understanding rather than Rote learning. The national education policy of 2020 covers a wide ambit of areas, therefore the implementation of all of it, all at once is a big challenge. Vis a-vis, the NEP 2020 suggests a set of reforms to school education, with a focus on pliability of subjects and eliminating the gap between streams of learning. Another goal of the NEP is to achieve 100 percent Gross Enrolment Ratio in preschool to secondary level by 2030.

### **SALIENT FEATURES OF NATIONAL EDUCATION POLICY 2020 SCHOOL EDUCATION**



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Ensure Universal Access at All Levels of schooling from pre-primary school to Grade 12. NEP 2020 aims to achieve 100% Gross Enrollment Ratio in school education by 2030. The initiatives that will be undertaken for this includes provision of effective and sufficient infrastructure, innovative education centers to ensure that children who are dropping out of school are brought back into mainstream education, universal participation in school by carefully tracking students, as well as their learning levels. Counselors or well-trained social workers connected to school complexes and teachers will continuously work with students and their parents to ensure that all school-age children should attend and learn in school.

**EARLY CHILDHOOD CARE EDUCATION NEP-2020:-** emphasis on the critical early years to ensure early childhood care and education for all children between 3-6 years by 2025. A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT.

**NEW CURRICULAR AND PEDAGOGICAL STRUCTURE** The curricular and pedagogical structure of school education guided by a 5+3+3+4 design corresponding to the age ranges of 3- 8, 8-11, 11-14, and 14-18 years, respectively. It will consist of Foundational Stage in two parts, that is, 3 years of pre-school + 2 years in primary school in Grades 1-2 both together covering ages 3-8 with flexible, multilevel, play/activity- based learning and the curriculum and pedagogy of ECCE.

Preparatory Stage (Grades 3-5, covering ages 8-11): - with the introduction of experimental learning in science, mathematics, arts, social sciences, and humanities. Middle Stage (Grades 6-8, covering ages 11-14): with a subject-oriented pedagogical and curricular style. Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18) : with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects, and option to exit at grade 10 and re-enter at a later stage in grade.

#### **ASSESSMENT REFORMS**

There will be a shift from summative assessment to regular and formative assessment, which is more competency-based, promotes learning and development, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. A new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a standard-setting body for setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India.

#### **HIGHER EDUCATION**

##### **Holistic Multidisciplinary Education**

The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. A holistic and multidisciplinary education will help develop well-rounded individuals who possess capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields, an ethics of social engagement, soft skills, such as communication, discussion and debate



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and rigorous specialization in a chosen field or fields, integration of vocational education and multiple entry/exit points.

The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications- a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education with much focus on research.

**An Academic Bank of Credit (ABC)** shall be established which would digitally store the academic credits earned from various recognized Higher educational institutions (HEI) so that the degrees from an HEI can be awarded taking into account credits earned. Multidisciplinary Education and Research Universities (MERUs) will be set up and will aim to attain the highest standards for multidisciplinary education across India.

**National Research Foundation (NRF)** A new entity will be set up to catalyze and expand research and innovation across the country. The overarching goal of the NRF will be to enable a culture of research in universities, helping to develop a culture of research in the country through suitable incentives and recognition of outstanding research, and by undertaking major initiatives to seed and grow research at State Universities and other public institutions where research capability is currently limited.



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## **TECHNOLOGY IN EDUCATION**

An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas and to enhance learning. Appropriate integration of technology into all levels of education will be done to improve classroom processes, support teachers, professional development, enhance educational access for disadvantaged groups and streamline educational planning. Technology-based education platforms, such as Digital Infrastructure for Knowledge Sharing (DIKSHA) and Study Webs of Active Learning for Young Aspiring Minds (SWAYAM), will be better integrated across school and higher education.

## **TEACHER EDUCATION**

The 4-year integrated stage-specific, subject- specific Bachelor of Education offered at multidisciplinary institutions would be the way forward. A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practical training in the form of student-teaching at local schools. Stringent action will be taken against below standard educational institutions.

Expanding the union budget - Increase in public spending on education from around 4% to 6% of gross domestic product with the collective efforts of the centre and the state government.

## **Benefits of New Education Policy 2020**

The New Education Policy will give prominence to student's pragmatic knowledge instead of just

1. Impelling them towards rote learning. It will support students to develop scientific character from a young age.
2. The NEP aims to make it easier to set up brand new quality of higher educational institutes which
3. Will be on par with the global standards. Since NEP will make it easier for foreign colleges to set up their campuses here, many students who are
4. Unable to go abroad due to multiple reasons will be able to experience it and get global exposure.

## **CHALLENGE IN THE IMPLEMENTATION OF THE POLICY LACK OF FUNDING**

The policy focuses on raising expenditure in the education sector to reach 6% of GDP at the earliest. The education policy is not a newly structured policy, rather it is a compilation of different phases. Economic survey gives us clear instances about spending of India on education.

As per the 2019-20 economic survey, India spends only 3.1 % of its GDP on education sector. If we dig deeper, we will be able to uncover that although since 2014-15, spending on education has expanded in total term from 2.8% to meagre 3.1% in 2019-20. All the areas are underfunded in Indian education, for instance, there are so many permanent posts that are unfilled because



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states do not have funds to appoint permanent teachers. In a vast country like India where expenditure is high in various fields increasing budget to 6% of the GDP will be a challenging task.

### **TRAINED AND SKILLFUL TEACHERS**

One of the major setbacks of the Indian education system is the lack of trained and skillful teachers who may engage the students in various dimensions and develop innovative and scientific temper in them. Since they themselves lack training, quality, innovation and scientific temper, giving them the task to inculcate the students with these qualities is a mirage. The government must develop a nation-wide plan to change the training methods of teachers and inculcate in them all qualities which the present education system demands.

### **VOCATIONAL EDUCATION AND SKILLING**

The new education policy has mandated vocational courses starting from 6th grade and states that every child will be taught skills like local crafts, carpentry, cooking, gardening, etc. One of the major challenges with regard to vocational training is the lack of proper resources. For introducing vocational courses in school, majorly three things will be required example infrastructure, set-ups and trained personnel and the same question arises who will bear these additional costs because this requires high investment. One of the solutions can be that schools can do a partnership with local craftsmen who have proper infrastructure and setup.

### **DIGITAL DIVIDE**

The new policy emphasizes the use of technology, digital literacy, and coding from an early age. While there is a ton of spotlight on utilizing technology in each part of the education sector - teaching, learning, setting up virtual labs, preparing schools, coaching. The strategy ignores the digital partition between the urban and rural, the absence of advanced foundation and admittance to gadgets/web. All this can be seen through the lenses of Covid- 2019, so many students who belong to the rural areas were not able to attend classes online because they did not had access to mobile phones and internet. Some students had to travel faraway places from home to attend classes because of low connectivity issues. A rise in the use of virtual platforms not only affects the children physically but also can expose them to harmful virtual content. Access to internet and electric gadgets in the remote rural area will be a challenging task.

### **CENTER-STATE COORDINATION**

The Policy would largely hinge on the extent of cooperation between the Centre and states. While the NEP has been drafted by the Union government, its implementation largely dependson the active cooperation of the states. Education is in the concurrent list, the Centre has to skillfully navigate the principles of cooperative federalism and decentralization. Political polarization between the state and the centre may affect the implementation of the policy.

Opening universities every week is a herculean task India today has around 1,000 universities across the country. Doubling the Gross Enrolment Ratio in higher education by 2035 which is one of the stated goals of the policy will mean that we must open one new university every week, for the next 15 years. Opening one University every week on an ongoing basis is an undoubtedly massive challenge.



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The numbers are no less daunting in reforms to our school system The National Education Policy 2020 intends to bring 2 crore children who are currently not in schools, back into the school system. Whichever way we look at it, accomplishing this over 15 years requires tripling of the number of schools.

### **Transforming Undergraduate and Postgraduate courses into Research based Courses**

To transform current UG and PG courses with information oriented into research oriented is a cumbersome process. For this, first, faculty members of HEIs should develop research skills, the HEI's should develop research infrastructure, and students should be prepared as independent thinkers to create new knowledge or new analysis of existing information. Changing the mindset of all stakeholders takes time and effort from HEI administrators. Preparing the faculty members for implementing research oriented curriculum is pivotal and challenging.

### **CONCLUSION**

The new education policy has a laudable vision, but its influence will depend on whether it is able to effectively merge with the government's other policy initiatives — Digital India, Skill India and the New Industrial Policy to name a few — in order to effect a coherent reconstruction. For instance, policy linkages can ensure that education policy speaks to and learns from Skill India's experience in engaging more dynamically with the private sector to shape vocational education curricula in order to make it a success.

The National Education Policy, 2020 aims to shift towards more scientific approach to education. It will help to cater ability of the child in different stages of development. This includes cognitive development, social and physical development. When implemented, the policy will bring India at par with leading countries of the world. There are issues and challenges to implement the education policy 2020 but vision and strong determination from all stakeholders will make the education system healthier.





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