



ISSUES AND CHALLENGES OF NEW EDUCATION POLICY

DR. SHASHIKANT V. ADSOD ¹

¹ PROFESSOR, NEHRU MAHAVIDHALAYA, NERPARSOPANT, DIST. YAVATMAL.

ABSTRACT:

The New Education Policy announced by Government of India (NEP 2020) was a welcoming change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid-19 pandemic. The announcement of NEP 2020 was purely unexpected by many. The changes that NEP 2020 has recommended were something that many educationists never saw coming. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on Higher Education. This paper also outlines the salient features of NEP and analyses how they affect the existing education system.

KEYWORDS:

NEW EDUCATION POLICY, HIGHER EDUCATION, COVID-19.

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INTRODUCTION:

India was known as the 'land of learning' since ancient times because India has the world's oldest university system such as the University of Takshila, Nalanda, Vikramshila and there was time the students from all over the world always travelled to India for their study. Whereas in ancient India, education was considered a privilege of the elite classes, with only a small portion of the population having access to formal education. The Vedic period saw the emergence of Gurukuls, or residential schools, where students were taught by Guru (teachers) traditionally and holistically. In the medieval period, the Mughal and British rulers introduced new forms of education, such as madrasas for Islamic studies and Western-style schools for English language and literature. With the advent of the modern Indian state, the focus shifted to providing universal access to education. The Constitution of India, adopted in 1950, recognized education as a fundamental right and laid down the principle of free and compulsory education for all children between the ages of 6 to 14 through amendment in 2002. The government also initiated various measures to improve the quality of education and make it more inclusive, such as the establishment of the Central Board of Secondary Education (CBSE) and the National Council of Educational Research and Training (NCERT) to standardize and modernize the curriculum. India introduced the first education policy in 1968 during the government of former Prime Minister Mrs. Indira Gandhi. Rajiv Gandhi's government formulated the second education policy in 1986. Narasimha Rao government made some amendments to this policy in 1992. And finally,

after 34 years, the government took the step to introduce the National Education Policy 2020. which leads to the continuous change in the education road map of the country and framing a broad design for the national education policy 2020.

To formulate a new education policy, a committee was formed under the chairmanship of Dr. K.K. Kasturirangan and the National Education Policy was drafted in 2019. The National Education Policy 2020 was approved by the Central Government in July 2020. Before studying the national education policy 2020, we must understand the historical perspective, and the historical development of national education policy since independence.

OBJECTIVE OF THE STUDY:

- ✓ To know the issues and challenges in New Education Policy.
- ✓ To study the opportunities for New Education Policy.

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Lack of integration: There are gaps in both the thought and the text, such as the failure to integrate pedagogy and technology. There are significant gaps, such as the need for lifelong learning, which ought to have been a priority while transitioning to emerging sciences.

Government school students uncomfortable with communicating in English: According to the national education strategy 2020, private school pupils will be exposed to English at a much younger age than those

government school students, who may find it difficult to communicate in English. The academic curriculum will be taught to government school students in their native regional tongues. One of the main problems with the new educational policies is that more students would find it difficult to communicate in English, which will exacerbate the social divide.

A mismatch between the knowledge and skills taught:

There is a constant mismatch between the knowledge and skills taught and the employment that are available. Since India's independence, this has been one of the major issues that the country's educational system has faced. NEP 2020 did not address this issue because it makes no mention of education in the rapidly developing disciplines of artificial intelligence, cyberspace, nanotechnology, etc. One of the biggest issues the Indian educational system has faced since Independence is this.

Need to create a large pool of trained teachers In school education, the policy envisages a sweeping structural re-design of the curriculum a very welcome step. But in order to deliver this curriculum effectively, we need teachers who are trained in and understand the pedagogical needs. Many of the curricular changes require substantial mindset shifts on the part of teachers, as well as parents..

Institutional restrictions: Rather than being pushed to be multidisciplinary, a sound education system will have a variety of institutions. There should be a variety of institutions available to students. The plan runs the risk of bringing about a brand-new institution-mandated isomorphism.

An issue of Monitoring and supervision: The policy states that, despite occasional inspection, transparency, upholding high standards, and fostering a positive public image will become a top priority for the institutions, improving their performance on all fronts. The policy also aims to create a super-regulator for education, who will be in charge of higher teaching standards, funding, accreditation, and control in India.

Major Challenges in the Implementation of New Education Policy 2020:-

Opening universities every week is a strenuous 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 undeniably massive challenge.

The numbers are no less intimidating 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 you view at it, accomplishing this over 15 years requires the setting up of around 50 schools every week. This certainly requires a

substantial amount of investment in classrooms and campuses which will be extremely challenging.

Funding is a big obstacle in the Covid era:

From a funding standpoint, this is not a challenge for the timorous. The NEP 2020 predicts an increase in education spending from 4.6% to 6% of GDP, which amounts to around INR 2.5 lakh crores per year. This money will be well-spent building schools and colleges across the country, appointing teachers and professors, and for operational expenses such as providing free breakfast to school children. What makes things scheming is that this policy comes into being at a time when the economy has been battered by Covid-19 related lockdowns, government tax collections are dreadfully low, and the fiscal deficit was high even pre-Covid. Need to create a large pool of trained teachers.

In school education, the policy envisages a sweeping structural reformulation of the curriculum a very welcome step. Many of the curricular changes require considerable mindset shifts on the part of teachers, as well as parents.

Inter-disciplinary higher education demands for a cultural shift:

In higher education, the NEP 2020's focus on inter-disciplinary learning is a very welcoming step. In India, education has for decades been very isolated and monotonous. For the entire higher education system to be composed of —exceptions|| professors who are curious about, respect and lean in to other disciplines while being experts in their own is not an easy task. This requires a cultural shift in the entire higher education ecosystem, over the next 15-20 years.

CONCLUSION:

In conclusion, the NEP 2020 presents significant opportunities for transforming the education system in India, but its successful implementation will require overcoming various challenges. The NEP 2020 has identified several challenges in the Indian education system, and implementing these strategies can help to address these challenges and provide a more inclusive and holistic approach to learning. The NEP 2020 has identified several challenges in the Indian education system, and implementing these strategies can help to address these challenges and provide a more inclusive and holistic approach to learning. Addressing these challenges will be crucial to the successful implementation of NEP-2020 and to achieving the goals of transforming the education system in India.

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