

# **Education and Society**

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**Theme**

**Responsibilities of All the Actors in the field of Higher Education in  
Context with NEP 2020**



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## Education and Society

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# Opportunities and Challenges in Application of NEP 2020: A Meta-Analysis

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## **Abstract:**

On 29<sup>th</sup> July 2020 Government of India released 66 pages document which is very impressive in its extensiveness of its coverage and touching all dimensions of education. The purpose behind this is to transforming India into the global knowledge power. The document promises to promote multi-lingualism and the power of language, impart foundational literacy and numeracy, and achieve universal access to all levels of learning. It also guarantees good governance, autonomy and empowerment (Govinda, 2020). It proposes the rearrangement of school curricular and pedagogical structure, the reorganization of teachers education; a new institutional architecture for higher education and a 'light but tight' system of regulation and monitoring of school and higher education (Batra, 2020). The society has become more powerful by making higher education more comprehensive, flexible, multi-sectorial, and tailored to the needs of the 21st century and aimed at unleashing the unique potential of each student. National Education Policy, 2020 (NEP) is the framework wait till the strategies and the program of action are fully articulated; there are plenty of low hanging fruits among possible initiatives that need no additional investment (Menon, 2020). Implementation of NEP to cause a significant change in the education system needs escalation of academic, logistic and financial commitments from all stakeholders (Yenugu, 2022). The purpose of the study is to analyze the attitude of teachers and students towards NEP 2020 and implementation based challenges. Meta-analysis was used to summarize the results of independent studies. 30 studies were included which were published in PubMed, Embase, Scopus, Web of Science, and Google Scholar. Findings indicate that teachers and students revealing positive perception in the context of in enhancing quality education however they envisages the challenges of availability of resources, technological infrastructure and training etc.

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**Keywords:** Education, Meta-analysis, Policy, Students, Teacher

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## **Introduction:**

India, being a growing liberal country for educational reforms, currently has more than 950 universities and approximately 40,000 higher education institutions, reflecting the overall high fragmentation and many small sized Higher Education Institutions in the country which are affiliated to these universities

(Wankhade, 2021). Education is crucial for fostering individuals' growth, creating more fair, equitable community, and advancing national progress. India has been continuously progressing in economic development, scientific progress, social fairness, and equity, and the country's leadership is rising globally (Mir, 2023). The National Education Policy (NEP) 2020, launched by the Union Cabinet of India on July 29th 2020. The Ministry of Human Resource Development formed a commission chaired by Dr. K. Kasturirangan for preparing the National Education Policy. The Committee was constituted in June 2017 (Ajay, 2023). The Committee submitted its report on May 31, 2019. At university/ HEI level, no single stream/ discipline university shall remain in existence but transformed into multidisciplinary, holistic delivery systems. A single nomenclature, "University," shall prevail (Panditrao MM, 2020). The society has become more powerful by making higher education more comprehensive, flexible, multi-sectoral, and tailored to the needs of the 21<sup>st</sup> century and aimed at unleashing the unique potential of each student (S. G. Sontakke, 2021). This education policy is much more inclusive and student centric than the previous education policies, where possible outlines have been made on changes in curriculum planning and evaluation methods. The policy focuses on multidisciplinary education as well as inter-disciplinary and cross disciplinary education and research (Das, 2021). In an educational milieu e-Learning is as an approach in which information and communication technologies are used to communicate and collaborate in an instruction and learning. Learning environments is one of the significant aspects where the educational process is experienced online and it includes technological expertise that replaced traditional classroom training with web-based components.

**Rationale:**

Maharashtra has been a leading state in its achievements in the field of higher education. NEP-2020 is one of the plans to lead an educational force to build up a new India (Landage, 2023). The HEIs may traverse a path of quality, accreditation and autonomy and may become multidisciplinary university. Autonomy is in focus for making institutions accountable to the stakeholders. Harnessing the full potential of the institute and making them responsive and innovative in due course of time (Gupta & Choubey, 2021). To meet the demands of 21<sup>st</sup> century education pedagogical well-being is vital weapon which need to be sharpen through its effective practice. Teachers and students must adapt many strategies and practices to experience positive cycle of pedagogical wellbeing and cope up with challenges (Swarup Adhikary, 2023). Hence, it is indeed to identify the perception of teachers and students towards NEP.

**Methodological Considerations:**

The objectives of the study are to analyze the attitude of teachers and students towards NEP 2020 and implementation based challenges. This article draws on 30 research publications between 2015 and 2023. A literature search of the

databases, PubMed, and Google Scholar was conducted using the keywords “NEP 2020”, “Higher Education” “Teachers & students Perspective,” and, “Challenges”. All articles with full text was reviewed to understand the details of the study. The studies conducted on primary and secondary data were analyzed. The inclusion criteria for the papers considered for review were:

- Studies on students and teachers perspective towards NEP 2020 in India.
- Publication date between 2015 and 2023.
- Studies published in peer-reviewed journals and open access journals

Research papers analyzed which highlighted the opportunities available for students and teachers and challenges may occur in implementation of NEP. Meta-analysis was used, by considering the objectives of the study, factors associated with NEP 2020, the methods used in the study, and the findings that came out from the study.

### **Results:**

Meta-analysis has identified three dimensions in studies, revealing various aspects of policy.

**Student Oriented:** NEP 2020 is progressive by nature and provides fresh outlook to education system in terms of flexibility and quality which might bring the Indian education system as per with International standards (Gupta, 2023; K.C. 2022).

**Holistic Education:** The new National Education Policy is promoting Indian value-based education with all-inclusive eco-development of Holistic Education, Bharat-centric Education, Development of Knowledge-based Society, and Emphasis on Knowledge-based Education (Patil, 2023). In the era of new edge of education use of technology and smart learning is essential (Patil, 2023).

**Reform in teaching context:** Recognizing the ‘power of teacher’ NEP 2020 has put in place systemic reforms that would help ‘teaching’ emerge as an attractive profession of choice for bright and talented young minds. It proposes several reforms to empower teachers and ‘restore the high respect and status’ to this profession hoping that it would eventually attract the best minds and talent to choose teaching as their profession (Alam, 2022). The systematic implementation of the proposed policies by creating multi-disciplinary, degree offering, autonomous higher education institutions with students belonging to different disciplines at UG, PG, and research levels guided by highly focused and committed teachers as the intellectual property will create an atmosphere of innovative and lateral thinking (Aithal, 2020).

**Globally Competitive:** It prepared the students for employment opportunities addressing the needs of the global service economy market. It prepared Indian students for higher education across the globe in universities abroad. Thereby the quality of education is improved. It enhanced the youths’ employment opportunities in the service economy market.

**Regional Language Importance:** English education has further the mobility of Indian youth across the globe. Even the marginalised could claim their upward social mobility and development to the cause of English education (Selvan, 2023).

**Global Connectivity:** There will an opportunity of foreign university to start its campuses in India and there won't be any bottleneck to Indian university for setting up its campuses abroad. NEP 2020 will give big thrust to skilling in India as it provide multiple entry and exit option to student and to pursue their higher education after taking break for employment. Overall, NEP 2020 is largely a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect to meet future challenges (Kumar, 2021).

### **Challenges :**

**Awareness:**The importance of enhancing awareness, addressing concerns, and fostering student engagement to ensure the successful implementation of the policy. The implications drawn from the findings can guide policymakers, educational institutions, and stakeholders in developing targeted strategies and interventions to enhance student awareness and involvement with NEP 2020. By promoting a comprehensive understanding of the policy and actively involving students in its implementation, NEP 2020 has the potential to drive positive educational reform and improve learning outcomes for students in India (Khrish Swargiary, 2023).

Challenges abound, whether it's budget allocation, creating infrastructure, enhancing the student-teacher ratio, or standardizing content and methods. It requires a great commitment with absolute integrity on the part of those entrusted with executing the policy (Narayanan, 2023; Das, 2021; Dubey, 2023; Dumciuviene, 2015; Srivastava\*, 2021). The findings also highlight certain challenges and opportunities. The challenges include the need for accurate and accessible information, addressing misconceptions and concerns, and ensuring equal access to information for all students, particularly those from disadvantaged backgrounds (Swargiary, 2023).

There was the gap that could be seen between Industry and academia and this gap result into the production of the skilled and educated students that won't find their place in Industry or corporate results into unemployment scenario or if employed they are under paid (Kalyani, 2020).Five founding pillars of this policy (i.e., Access, equity, affordability, accountability, and quality) have been considered to build the new education system of India to create a perfect harmony with the principles of United Nations (UN) 2030 agenda for sustainable development. However, the successful implementation of this policy requires a significant structural overhaul in the Indian education system (Kumar, 2020; Varghese, 2017).

It highlights need for complete overhaul and re-configuring the education system by creating (i) multidisciplinary autonomous universities/ colleges headed bydedicated academic leaders with impeccable integrity, (ii) about 100 world class research (iii) modularity with multiple entry and exit points,(iv) use of technology

as major intermediary for transaction of education to enhance access equity and inclusion of all, (v) promotion of online and digital education and (vi) light but tight regulation through single regulator—Higher Education Commission of India (Garg\*\*, 2021).

**Establishment of system:** The institute will move in tune with the developments taking place at national level and international level. The institute will create best practices which will be followed by other institutes. There will be saving of time, money and physical resources resulting in satisfaction of students and stakeholders. The systematic achievement of goals will result in the sense of accomplishment resulting to motivation for accepting challenging goals. There will be appropriate documentation of systems, processes, reports, experiences which may be used for reporting and sharing purpose. There will be adequate pool of learning resources for the educational leaders and faculty members of next generation. The learning cycle time for next generation of educational leaders and faculty members will reduce drastically (Gupta B. I., 2021).

**Creativity and Innovation:** Their proficiency in a particular ability and on the whole spectrum of abilities are required to perform the role of a faculty member. As the whole system of higher education is being reengineered, the role of the faculty members will also change significantly. It will encompass newer dimensions of creativity, innovation, use of education technology, use of technology, integration of vocational education, developing values and morale, development of e-content, learner-centric teaching learning approaches, blended learning, project-based learning, and other related topics (Gupta & Gupta2\*, 2021).

**Conclusion:**

NEP envisions many opportunities for students to grow and develop and teachers as well. However, it is predicted about the challenges related to implementation and competitive human and other infrastructural resources.

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