



# The New Education Policy 2020 Issues and Challenges in the State of Jharkhand.

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## Abstract:-

The new education policy introduced by the way of authorities of India (NEP 2020) was a welcoming alternate and fresh information amidst all the negativities surrounding the education due to the demanding situations posed by way to Covid-19 pandemic. This announcement of NEP 2020 turned into basically unexpected by means of many. The adjustments that NEP 2020 has recommended were something that many educationists by no means noticed coming even though the education policy has impacted school and college similarly, this paper additionally outline the salient functions, issues and challenges of NEP 2020 and analyses how to they affect the prevailing training machine.

**Keywords:-** NEP 2020, Better Education, Covid-19

## I. Introduction:-

The National policy on education (NPE) is a coverage formulated by the government of India to promote schooling and higher education amongst India's students. The policy covers to higher educational institutions in both rural and urban areas in India. The first NPE became promulgated by way of the authorities of India in 1968 by than prime Minister Indira Gandhi and second was in 1986 by than Prime Minister Rajiv Gandhi and third by prime minister Narendra Modi in 2020. The NEP 2020, which changed into permitted with the aid of the union cupboard of India on 29<sup>th</sup> July 2020. The NEP 2020 changes the previous education policy and increase expenditure on education from around 4% to 6% of the GDP as soon as possible.

In January 2015, The Government of India formed a committee under former cabinet Secretary

T.S.R.Subramanian to started the consultation process for New Education Policy. IN this regard the committee report in 2017 and the draft of NEP2020 was submitted in 2019 by a panel led by former Space Research Organization (ISRO) chief Krishnaswamy Kasturirajan. After that The New education policy was released in 2019 by Minister of Human Resource Development followed by a number of public consultation. The draft had 484 pages. The Ministry of human resource development undertook a consultation process in formulating the draft over 2 lakh suggestions from 205 lakh gram panchayats, 6,600 blocks Urban and rural bodies, 676 districts were received. The New National education policy 2020 envision an India –centric education system that contributes directly to reworking our country sustainably into an equitable and vibrant information society by using quality education to all.

Quality higher education need to goal to expand folks who are top notch, thoughtful, well-rounded, and innovative. It should enable a person to take a look at one or more specialized regions of hobby at an in intensity stage and broaden individual, moral and constitutional values, highbrow curiosity, scientific temper, creativity, provider spirit and the competencies of the 21<sup>st</sup> century across a number fields such as sciences, social sciences the humanities and technological and vocational subjects. The New education Policy brings some fundamental changes to the current system and the important highlights are multidisciplinary Universities and colleges with at least one in or near each district revamping students curricula, pedagogy, evaluation and support for better students experience establishing a National



Research Foundation to support terrific peer reviewed work and efficiently seed study at universities and colleges.

The Major problems faced by higher education system gadget consist of enforced separation of qualifications, early specialization and student steaming into restrained research areas.

Holistic and multidisciplinary education have to try in an included manner to enhance all human capacities-intellectual, cultural, social, physical emotional and ethical. In the long term any such comprehensive education shall be technique for all undergraduate programs, such as Medical, Technical, and vocational disciplines. Superior gaining knowledge of environments and support for students offer a holistic method consisting of adequate curriculum, interactive pedagogy, consistent formative assessment and adequate assist for college students.

#### Objectives of the Research-

The objectives of this study is issues and challenges of The New education 2020 on higher education in Jharkhand .The study also outlines the features of New Education Policy and analyses how they affect the existing education policy.

#### II. Methodology:-

The secondary data has used and the data was collected form Magazines , Journals Government of India websites, Jharkhand government websites and other publications.

#### Jharkhand at a glance:-

Jharkhand the state of a India is located in the northern part of the country. The state Jharkhand is bordered by the state of Bihar to the north, West Bengal to the east, Odisha to the south chhatisgarh to the west and utter Pradesh to the notherwest, Its capital is Ranchi.

Jharkhand one of India's newest state was carved out of the southern portion of Bihar in Nov.15,2000 mid night .The statehood was the culmination of long struggle carried on primarily by the Adivasi, Mulvasi scheduled Tribes ( an official term applied primarily to indigenou communities that fall outside the predominant Indian caste hierarchy) . Indian independence brought relatively little socio-economic benefit to the people of the Jharkhand area which led to widespread discontent with the Bihar administration, particularly among the tribal peoples. The tribal and mulvasi groups call for independence from Bihar and in the 1980's they became militant in their demand. In the 1990's the separation movement spread to non tribal communities and ultimately precipitating the creation of a new state bearing area 28,833 suare miles( 74,677 square km).

#### Higher Educational Institutions in Jharkhand:-

The government of Jharkhand has emphasized the development of higher education in the last few years. Many new schemes and programs have been started in the last two years. The achievements accomplished in the last two years are undoubtedly very encouraging . However the state is still behind in the terms of projected standard of higher education, as per the data present on the official website, the gross enrollment ratio of the state is 15.4% while the national gross enrollment ratio is 24%.

The government of Jharkhand announced NEP in July29, 2000 includes measures like teaching I regional language up to class 5 and allowing foreign universities to set up campuses in Jharkhand and common entrance tests for admission in universities and colleges. Opposition parties have alleged that the policy strayed away from the concept of universalisation of education and would make it unaffordable for the poor.

Table-1  
List of State Universities:-

S.No	Name of University	Location	Discipline
01	Binod Bihari Mahto koyanchal University	Dhanbad	Multi-Disciplinary
02	Birsa Agriculture University	Ranchi	Science
03	Dr. Shyama Prasad Mukherjee University	Ranchi	Multi- Disciplinary
04	Kolhan University	West Singhbhum	Multi- Disciplinary
05	Jharkhand Raksha Shakti University	Ranchi	Multi- Disciplinary
06	Jharkhand University of Technology	Ranchi	Multi- Disciplinary
07	National University of Study & Research in	Ranchi	Arts



	Law		
08	Nilamber-Pitamber University	Palamu	Multi- Disciplinary
09	Ranchi University	Ranchi	Multi- Disciplinary
10	Sido Kanhu University	Dumka	Multi- Disciplinary
11	Vinoba Bhawe University	Hazaribag	Multi- Disciplinary

**Table-2**  
**List of Private Universities:-**

S. No	Name of University	Location	Discipline
01	AISECT University	Hazaribag	Multi- Disciplinary
02	Amity University	Ranchi	-do-
03	Arka Jain University	Seraikela Kharshawa	_do_
04	Capital University	Koderma	-do-
05	Rai University	Ranchi	-do-
06	Netaji Subhas University	Jamshedpur	-do-
07	Radha Govind University	Ramgarh	-do-
08	Ramchandra Chanravansi University	Bishrampur	-do-
09	Ram Krishna Dharmarth Foudation University	Ranchi	-do-
10	Sai Nath university	Ranchi	-do-
11	Sarla Birla University	Ranchi	-do-
12	The Institute of Chartered Financial analysis of India University	Ranchi	Commerce
13	Usha Martin University	Ranchi	Multi- Disciplinary
14	YBN University	Ranchi	-do-
	Sources:- AISHE survey (2018-19)		

#### Issues of NEP 2020:-

- Early streaming of students into different disciplines.
- Lack of access to HE, especially in socio-economically disadvantaged area which resulted in the current gross enrolment ratio (GER) of 25% only
- Lack of teacher and institutional autonomy to make innovation in HE to attract many students.
- Insufficient mechanism for career management and progression of faculty and institutional leaders.
- The lack of research and innovation at most of the universities and colleges.
- Suboptimal levels of governance and leadership at higher education institutions.
- A corrupted regulatory system allowing fake colleges to thrive while constraining excellent, innovative institutions.

#### Challenges of NEP 2020:-

##### Five major challenges are:-

While the NEP has begun gathering a fair degree of momentum, the road to its realisation is filled with endless potholes. **First**, the sheer size

and diversity of India's education sector makes implementation an uphill task. For example, sample the size of the school education system alone. With more than 15 lakh schools, 25 crore students, and 89 lakh teachers, India remains the second largest education system in the world. The size of the higher education system is massive too. As per the AISHE 2019 report, India's higher education sector consists of 3.74 crore students in nearly 1,000 universities, 39,931 colleges, and 10,725 stand-alone institutions. Thus, a countrywide implementation of this mega education policy is going to be a mammoth exercise involving multiple stakeholders at the state, district, sub-district, and block levels. Creating a shared responsibility and ownership amongst key stakeholders, including the private sector, at the state and district levels that have extraordinary diversity is going to be a major challenge for the education leadership.

**Second**, the NEP's eventual realisation is critically linked to state capacity. As rightly pointed out by the NEP Drafting Committee led by K. Kasturirangan, India's education system is underfunded, heavily bureaucratized, and lacks



capacity for innovation and scale up. The internal capacities within the education ministries (centre and states) and other regulatory bodies are grossly inadequate to steer the magnitude of transformations envisaged in the NEP. For instance, moving away from a rigid content-driven rote learning system to experiential learning and critical thinking would require nothing short of a revolutionary change in the attitudes of the people running the education system, let alone the attitudinal changes amongst the teachers, students, and parents.

This means that thousands of schools and colleges would need capacity building and reorientation with regards to the operational aspects of implementing a mega programme with many experiential goals. In short, the existing organisational structure of the ministry and its ecosystems will have to undergo a massive overhaul. While it is heartening is that the NEP document has laid out a comprehensive roadmap for overhauling the existing regulatory system, and the education ministry is in the process of bringing out a legislation that would facilitate the setting up of a Higher Education Commission of India (in the place of existing regulatory bodies, mainly the UGC, AICTE, and National Council for Teachers Education), one has to wait for the new institutional architecture emerging out of legislative initiatives.

**Third**, the NEP would largely hinge on the extent of cooperation between the Centre and states. While the NEP has been drafted by the Union government (with inputs from multiple stakeholders including the state governments), its implementation largely depends on the active cooperation of the states. This is because most services-related education are performed by the state governments. In short, the Centre has to skilfully navigate the principles of cooperative federalism and decentralisation while rolling out key initiatives. And this is not an easy act to perform given the sharpening of political polarisation in the recent years and visible breakdown of trust between the Centre and states. A number of Opposition-ruled states have been raising strong objections to several key provisions of the NEP and the manner in which they are being rolled out.

**Fourth**, the role of the private sector, particularly in dealing with the higher education system, is extremely critical for translating the inclusionary vision of the NEP. It may be noted that as much as

70 percent of higher education institutions (colleges and universities) are run by the private sector. Significantly, roughly 65-70 percent students are currently enrolled in private higher education institutions. This apart, the private sector brings much needed financial resources and innovation. Therefore, it is imperative for the government and regulatory bodies to create workable institutional mechanisms that would harness the contribution of the private sector and recognise them as equal partner in the NEP process.

**Fifth Finally**, the successful execution of key initiatives requires availability of adequate financial resources for decades. In this regard, the NEP has stated that to realise the goals of the new policy, the country has to raise public spending on education to 6 percent of GDP. This is a daunting task if one considers the past promises and their actual realisation. For instance, the 1968 National Education policy had recommended 6 percent of GDP be allocated towards education. However, in all these decades, the public spending on education has not gone beyond 3 percent. Ironically, the union budget allocation for education in the NEP launching year has taken a dip. The education budget was reduced by 6 percent from INR 99,311 crore in 2020-21 to INR 93,224 crore in 2021-22. While this is understandable given the government's priorities are divided in the face of the COVID-19 pandemic and economic distress that large sections of populations are facing, there is no clear roadmap yet how such enormous sums of financial resources can be augmented.

To sum up, the NEP 2020 is truly a path breaking document in every sense. The policy, amongst others, aims to address pedagogical issues, structural inequities, broadening of access apart from making the learners future ready while meeting the demands of a 21<sup>st</sup> century India. Simultaneously, the NEP has the most challenging task of addressing multiple crises in the education system. Its effective implementation is critical if India wants to reap the demographic dividends and capitalise the opportunities from a rapidly growing knowledge economy. Given its transformative potentials, the Centre has shown urgency and a sense of purpose by launching a series of initiatives in the recent months notwithstanding the challenges of the pandemic. A number of states have officially launched the policy and many others are in the process to do the same. Yet, there is a long road ahead of the NEP. Given its scale and the kind of complexity involved in its



execution, particularly securing coordination and cooperation amongst diverse stakeholders at state, district, private sector amongst others, makes it a daunting exercise. Apart from this, one has to deal with weak state capacity, availability of financial resources and, most importantly, the education ecosystem that acts as a drag on new ideas and innovation. Yet, the most critical challenge before NEP is building consensus and getting states to own the first omnibus programme after 1986. In short, the success of the NEP largely hinges on cooperative federalism and states taking ownership of the reforms.

#### **Features of NEP 2020 to Higher education:-**

**HIGHER EDUCATION** Increase GER in higher education to reach at least 50% by 2035. The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. Holistic Multidisciplinary Education 8 8 The policy envisages a broad-based multi-disciplinary holistic education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics and professional fields having imaginative and flexible curricular structures, creative combinations of study, integration of vocational education and multiple entry/exit points. A holistic and multidisciplinary education will help develop well-rounded individuals who possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines. 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 in addition to a focus on the chosen major and minors as per the choices of the student. An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees

from an HEI can be awarded taking into account credits earned. Model public universities for holistic and multidisciplinary education, Multidisciplinary Education and Research Universities (MERUs) will be set up and will aim to attain the highest standards for multidisciplinary education across India. A number of initiatives will be taken to ensure optimal learning environments are created that are engaging and supportive, and enable all students to succeed. All institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and programmes and across the ODL, online, and the traditional 'in-class' modes. HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, and also move 9 9 away from high-stakes examinations towards more continuous and comprehensive evaluation. Universities and colleges will set up high-quality support centres and will be given adequate funds and academic resources to encourage and support students from socio-economically disadvantaged backgrounds. Professional academic and career counselling will be available to all students, as well as counsellors to ensure physical, psychological and emotional well-being. Rationalised Institutional Architecture A new vision and architecture for higher education has been envisaged with large, well-resourced, vibrant multidisciplinary institutions. Higher Education Institutions will be transformed into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students. A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement. The definition of university will allow a spectrum of institutions that range from Research intensive Universities, Teaching-intensive Universities and Autonomous degree granting Colleges (ACs). The system of affiliation will be phased out over 15 years and a stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree granting College, or a constituent college of a university. 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 to permeate through our



universities, helping to develop a culture of research in the country through suitable incentives for 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. The NRF will competitively fund research in all disciplines. Successful research will be recognized, and where relevant, implemented through close linkages with governmental agencies as well as with industry and private/philanthropic organizations

10 Financial support for students: Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students. Open and distance learning will be expanded, thereby playing a significant role in increasing the Gross Enrolment Ratio to 50%. Measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc., will be taken to ensure it is at par with the highest quality in-class programmes. Internationalization of education will be facilitated through both institutional collaborations, and student and faculty mobility and allowing entry of top world ranked Universities to open campuses in our country. Motivated, Energized, and Capable Faculty NEP 2020 recognises that the success of higher education institutions is the quality and engagement of its faculty. HEIs will have clearly defined, independent, and transparent processes and criteria for faculty recruitment. Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework. Excellence will be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership. Faculty not delivering on basic norms will be held accountable. Effective Governance and leadership in HEIs Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence. Measures will be taken at all HEIs to ensure leadership of the highest quality and promote an institutional culture of excellence. Institutional governance based on autonomy - academic, administrative and financial - is envisioned with each higher education institution having an Board of Governors. All leadership positions and Head of

institutions will be offered to persons with high academic 11 11 qualifications and demonstrated administrative and leadership capabilities along with abilities to manage complex situations Regulation There will be a single overarching umbrella body for promotion of higher education- the Higher Education Commission of India (HECI)- with independent bodies for standard setting- the General Education Council; funding-Higher Education Grants Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC). Regulation will be 'light but tight' to ensure financial probity and public-spiritedness to eliminate conflicts of interest with transparent self-disclosure as the norm not an inspectorial regime. The regulatory body will function through a faceless intervention through technology for regulation & will have powers to penalise HEIs not conforming to norms and standards. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards. 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 practicum training in the form of student-teaching at local schools. Stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs). A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers. Professional Education All professional education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and 12 12 agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions. 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 on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education



will be done to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management. Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across school and higher education. HEIs will play an active role in conducting research on disruptive technologies and in creating instructional materials and courses including online courses in cutting-edge domains. Online Education and Digital Education: A comprehensive set of recommendations for promoting online education consequent in the recent rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible, has been covered. A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the MHRD to look after the e-education needs of both school and higher education. Adult Education The policy aims to achieve 100% youth and adult literacy. Promotion of Indian languages To ensure the preservation, growth, and vibrancy of all Indian languages, several initiatives are envisaged. More HEIs, and more programmes in higher education, will use the mother tongue/local language as a medium of instruction, and/or offer programmes bilingually, in order to increase access and GER and also to promote the strength, usage, and vibrancy of all Indian languages. An Indian Institute of Translation and Interpretation (IITI) will be established. Sanskrit and all Indian language institutes and departments across the country will be significantly strengthened. National Institute (or Institutes) 13 for Pali, Persian and Prakrit will be set up. Efforts to preserve and promote all Indian languages including classical, tribal and endangered languages will be undertaken. Financing Education Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education. All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity. The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest. The Central Advisory Board of Education will be strengthened to ensure coordination to bring overall focus on quality education. The remodeled and rejuvenated CAGE shall also be responsible for developing, articulating, evaluating, and revising the vision of education in the country on a continuous basis, in close collaboration with MHRD and the

corresponding apex bodies of States. It shall also create and continuously review the institutional frameworks that shall help attain this vision. Ministry of Education: In order to bring the focus back on education and learning, it may be desirable to re-designate MHRD as the Ministry of Education (MoE).

### III. Conclusion:-

Conclusion Higher education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behavior in every country. Improving GER to include every citizen of the country in higher education offerings is the responsibility of the education department of the country government. National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, and increasing the supply by opening up the higher education for the private sector and at the same time with strict controls to maintain quality in every higher education institution. By encouraging merit-based admissions with free-ships& scholarships, merit & research based continuous performers as faculty members, and merit based proven leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfill its objectives by 2030. All higher education institutions with current nomenclature of affiliated colleges will expand as multi-disciplinary autonomous colleges with degree giving power in their name or becomes constituent colleges of their affiliated universities. An impartial agency National Research Foundation will fund for innovative projects in priority research areas of basic sciences, applied sciences, and social sciences & humanities. HE system will transform itself as student centric with the freedom to choose core and allied subjects within a discipline and across disciplines. Faculty members also get autonomy to choose curriculum, methodology, pedagogy and evaluation models within the given policy framework. These transformations will start from the academic year 2021-22 and will continue until the year 2030 where the first level of transformation is expected too visible.

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