



## Challenges In Implementation Of Multidisciplinary Education

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### Abstract

As education contributes to social and economic progress, a country's school and college policies must be well-defined and futuristic. In order to make their education systems effective, different nations use a variety of stages throughout their life cycle at the school and college levels, taking tradition and culture into consideration. India's new educational system intends the National Education Policy 2020 (NEP 2020) a multidisciplinary education, which was approved by the Union Cabinet on July 29, 2020. The previous National Policy on Education, 1986, has superseded the new policy. The policy provides a comprehensive framework for vocational training, elementary through higher education, in rural and urban India. By 2021, the policy intends to transform India's educational system. The government clarified shortly after the policy's release that no one will be required to study a particular language and that English will remain the medium of instruction, not any regional language. The language policy in NEP is a broad guideline and advisory in nature and the implementation is up to the states, institutions, and schools. India's education is on the Concurrent List. The first state to implement the NEP 2020 is Himachal Pradesh. By 2022, all Indian schools should be following the national educational policy.

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**Keywords:** National Education Policy 2020, Higher Education, Implementation Strategies, Challenges and Opportunities.

### Objectives:

1. To study the implementations of NEP 2020
2. To understand the various approaches of multidisciplinary education
3. To study the challenges of multidisciplinary education on its implementation.

### Research Methodology:

The mentioned research is purely based on secondary sources and is descriptive in nature.

All of the information that was gathered came from secondary sources like books, websites, journals, and research papers etc. were used in the study of the research.

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## Introduction:

India, which is becoming more liberal in its educational reforms, has approximately 42,000 higher education institutions (HIEs) and 1070 universities. This reflects the country's overall high fragmentation and the large number of small HEIs that are affiliated with these universities. Over 40% of these small institutions are only offering a single program, which goes against the planned shift to a multidisciplinary model of higher education, which is a necessary part of the country's educational reforms for the 21st century. In addition, it is noted that only 4% of colleges enroll more than 3,000 students annually due to regional imbalance and the quality of education they provide, while over 20% of colleges have annual enrollments of less than 100 students, rendering them ineligible to improve education quality. The following are a few of the causes identified for the fragmentation of the Indian higher education (HE) system

By 2030-2032, it is anticipated that India will have a GDP of ten trillion dollars, making it the third largest economy in the world. The ten trillion economies will, without a doubt, be driven by knowledge resources rather than the country's natural resources. The current government of India made the decision to overhaul the education sector by introducing a comprehensive National Education Policy for 2020 in order to boost growth. This is in line with the Prime Minister's recent request that India take advantage of the Fourth Industrial Revolution. The current National Education Policy 2020 envisions an India-centered education system that, through the provision of high-quality education to all, directly contributes to our nation's sustainable transformation into an equitable and vibrant knowledge society.

## Concerns of Multidisciplinary Education:

- Early placement of students into various fields of study.
- There was a lack of access to higher education, particularly in economically disadvantaged areas, which is why the current gross enrolment ratio (GER) is only 25%.
- Teachers and institutions lack autonomy to innovate in HE to attract a large number of students.
- Insufficient mechanisms for faculty and institutional leaders' career advancement and management.
- The majority of colleges and universities lack innovative research.
- Higher education institutions' poor governance and leadership practices
- A tainted regulatory system that restricts excellent, cutting-edge institutions while allowing fraudulent colleges to flourish.

## NEP 2020 Approaches:

1. **Technology:** The NEP 2020 places an emphasis on using technology to prepare young people for the future. However, due to the fact that the majority of schools lack the proper infrastructure to support these tools, developing digital infrastructure like digital classrooms, remote expertise-driven teaching models, and augmented reality (AR) tools to fill in the gaps between physical teaching and laboratory infrastructure is extremely challenging. Additionally, not all schools across the nation may be able to afford the expense of developing digital infrastructure. Furthermore, the use of digital learning tools is out of the question in rural areas of the country where Internet connectivity is virtually nonexistent. As a result, the government ought to work to enhance the fundamental infrastructure that will serve as a foundation for the digital infrastructure in all areas.
2. **Content and Curriculum:** The NEP intends to introduce a 5+3+3+4 structure, in which early childhood education will be included in formal education, replacing the 10+2 structure. In addition, the NEP 2020 focuses on reducing the content of the curriculum to make room for critical thinking and, as a result, developing individuals with skills for the 21st century. As a result, in order to achieve these objectives, every aspect of the curriculum and pedagogy needs to be reorganized. The curriculum must be altered in accordance with the National Curriculum Framework in order to successfully implement these changes. Additionally, teachers must reevaluate the learning content rubric and adapt textbooks accordingly.
3. **Availability of Teachers and Training:** The policy calls for rewriting the school curriculum. However, schools and other relevant authorities must train teachers and comprehend the pedagogical requirements to ensure a smooth transition to the new education system in order to effectively deliver the curriculum. In addition, in order to cultivate youth's capacities for collaboration, critical thinking, problem-solving, and decision-making, they must shift the focus from teacher-centered learning to student-centered learning.

Over 250 million students are expected to enroll in India's K-12 schools by 2030, according to a study. This indicates that we require nearly 7 million additional teachers to manage this expanding student body.

Experiential learning and concept-oriented instruction will be challenging given that teaching is one of the lowest-paying professions in India. The NEP 2020 will be difficult to implement until the teacher compensation is changed.

- 4. Structure of the Exam:** The NEP emphasizes formative rather than summative assessment for learning. The primary goal of changing the assessment system is to make it easier to track learning outcomes over time. However, innovative evaluation strategies and assignments are necessary for continuous assessment to work. Teachers and students must actively participate in these methods and technological intervention is required.

75% of India's 1.5 million schools, according to a study, are run by the government. Nearly 80% of the remaining 400,000 private schools are "budget private schools." As a result, implementing a framework for continuous assessment is challenging in these schools.

### Challenges in Implementation of Multidisciplinary Education:

- 1. Herculean task:** It is a monumental task to open universities every week in India, where there are approximately 1,000 universities. One of the policy's stated objectives is to double the Gross Enrollment Ratio in Higher Education by 2035. This will require us to open one new university every week for the next 15 years. It is unquestionably a tremendous challenge to open one university each week on a consistent basis.
- 2. Lesser Students Enrollment:** The National Education Policy 2020 intends to reintegrate 2 crore children who are not currently enrolled in schools. The figures are just as startling when it comes to reforms to our educational system. Regardless of how you look at it, in order to accomplish this in 15 years, approximately 50 schools must be established each week.
- 3. Requirement of large pool of trained Teachers:** In school education, the policy envisions a comprehensive structural re-design of the curriculum, which is a welcome step that will help to create a large pool of trained teachers. However, teachers who are trained in and comprehend the pedagogical requirements are necessary for the effective delivery of this curriculum. Teachers and parents alike will need to make significant mental shifts as a result of many of the curriculum changes.
- 4. Funding in Covid Era:** From a funding standpoint, this is not a challenge for the faint of heart in the Covid era. Funding is a significant challenge. The National Education Policy 2020 proposes increasing education spending by approximately INR 2.5 lakh crores annually from 4.6% of GDP to 6%. This money will be well used to build schools and colleges all over the country, hire teachers and professors, and cover operational costs like giving schoolchildren free breakfast. The fact that this policy is implemented at a time when the economy has been harmed by Covid-19-related lockdowns, government tax collections are appallingly low, and the fiscal deficit was high prior to Covid makes things difficult.
- 5. Inter-disciplinary education demands for a cultural shift:** The National Education Policy 2020's emphasis on inter-disciplinary learning is a welcome step in the direction of inter-disciplinary higher education, which calls for a cultural shift.

Universities, particularly those in India, have been highly departmentalized and siloed for decades.

Numerous initiatives to enhance India's education system's quality and breadth are included in the National Education Policy 2020. This research on National Education Policy 2020 aims to:

- (1) To draw attention to and provide an overview of the policies of the recently adopted higher education system (NEP 2020).
- (2) To contrast India's current policy with the National Education Policy 2020.
- (3) To identify the new features of the 2020 national policy on higher education.
- (4) To forecast the effects that NEP 2020 will have on the Indian system of higher education.
- (5) To discuss the benefits of the NEP 2020 Higher Education Policies.
- (6) Ideas for further enhancements that could be made to ensure that NEP 2020 is effectively implemented and achieves its objective.

6. **Lesser Numbers to reform school system:** The National Education Policy 2020 intends to reintegrate 2 crore children who are not currently enrolled in schools. The figures are just as startling when it comes to reforms to our educational system. Regardless of how you look at it, in order to accomplish this in 15 years, approximately 50 schools must be established each week.
7. **Linguistic obstacle:** The document contains numerous contentious issues, such as language. In order to improve learning outcomes, the NEP aims to make it possible to learn a language at home through class five. Yes, early comprehension of concepts is essential for future progress and better in the native language. Even with the best teaching and infrastructure, learning suffers if the foundations are not solid. However, it is also true that social and economic mobility is an essential objective of education, and English is the language of mobility in India.
8. **Over – Exaggerated:** All of the aforementioned policy changes require a lot of money. A lofty goal of 6% of GDP for public spending has been established. Given the current tax-to-GDP ratio and competing demands on the national purse from healthcare, national security, and other key sectors, this is undoubtedly an impossible task. The current expenditures are overwhelming the public purse itself.
9. **The use of the mother tongue as a medium of instruction:** The new education policy for 2020 recommends using the mother tongue, local language, home language, or regional language as a medium of instruction until the fifth grade, ideally until the eighth grade, if at all possible. However, there are numerous obstacles associated with this new policy. Even though the government hasn't made it a requirement, it has sparked a lot of debate and left us with many questions.  
The most common criticism is that it will make it harder for people who don't speak English to communicate. Another obstacle is that it will be difficult and expensive to create new learning materials for languages that have not been standardized or that do not have a script.  
This raises a serious issue: will the government or the schools shoulder this additional expense, will parents shoulder it indirectly, or will everyone share equally?
10. **Changing one's perspective:** The British and Industrial era education systems still exist today. Two or more generations of parents, teachers, grandparents, and educators will be affected by the mental shift. The NEP must succeed a generation focused on STEM education. This must also be aligned with the corporate world's recruitment and grooming policies. Changing this mindset will be difficult in a number of ways. However, the government can accomplish this through extensive soft power maneuvering.

### Opportunities of NEP 2020 to Various Stakeholders:

#### 1. Institutions of Higher Education (HEIs):

- Because the roles and responsibilities of the various higher education bodies are clearly defined, it is simpler to establish and run HEIs.
- Increased academic and administrative autonomy for all HEIs to improve quality and reap financial and non-financial rewards.
- ODL, online programs, and branch campuses in other nations offer opportunities for expansion and enrollment growth.
- Increased opportunities for private higher education institutions to obtain research funding as a result of the emphasis on merit-based and peer-reviewed funding processes.

#### 2. Government of the State:

- As the policy will result in the consolidation of the highly fragmented higher education system into clusters
- Improved outcome monitoring and resource sharing increased efficiency of the budget.

#### 3. The students:

- Enhanced scholarships make it easier to enter the higher education system. More freedom for students to choose their courses and study pace Digitally stored credits that can be transferred quickly, studied at one's own pace, and later verified by third parties (like employers) practical experience and hands-on training through short-term skill certificates, internships, research-based curriculum, and other similar opportunities.
- A more informed decision-making process would result from HEIs's increased transparency. The introduction of a single, standardized entrance exam with the option to select subjects for UG admission eased student stress.
- Through exchange programs and the establishment of foreign university branch campuses in India, Indian students are exposed to the world.

**4. Faculty:**

- No. 1 Improved service conditions for faculty in terms of accessibility to infrastructure for all fundamental requirements.
- Opportunities for faculty to advance their careers through the implementation of career progression mechanisms, professional development opportunities, and enhanced incentive structures.
- Utilizing technology platforms like SWAYAM and DIKSHA, system-wide mentoring missions with senior faculty to ensure that trainers have continuous training opportunities while pursuing their careers, and minimal career gaps.
- Teaching outcomes will improve if teaching responsibilities are rationalized and faculty are given more freedom to design curricular and pedagogical approaches.

**5. Other service providers and the Industry:**

- Opportunity for blockchain, artificial intelligence, and predictive analytics companies to collaborate.
- The potential for private sector participation in the provision of technology, the establishment of infrastructure, and the development of capability for both academic and administrative aspects is brought about by system-wide ICT transformation.
- Opportunity for players in financial services and financial technology to work with the National Scholarship Portal to support, encourage, and monitor the progress of scholarship recipients.
- Partnerships for the creation of online universities, short-term skill certificates, and industry participation in research.
- Possibility for private sector experts to participate in the establishment and operation of the National Educational Technology Forum (NETF)

**Criticism for Implementation of Multidisciplinary Education - NEP 2020:**

The following is a list of possible or existing criticisms of the NEP 2020.

- The RTE Act is not mentioned in the NEP 2020, and achieving universal education will not be possible without legal support: There is no way to connect the RTE with primary and secondary education. Legally, the center or the state are not bound by this. A statement from the RTE forum stated: “The final policy talks about the universalisation of school education from 3-18 years, without making it a legal right. Hence there is no mandatory mechanism for the union and state governments to make it a reality. Without the RTE Act, universalisation will be very difficult.”
- The policy is a vision document that doesn't include the poorest members of society, doesn't help women, castes, or religious minorities, and doesn't address important issues about education access that have been around for a long time. To carry out this grand vision, there is neither a comprehensive roadmap nor a coherent implementation strategy in place.
- Formula for three languages: Even though the policy does not require this provision, it is written in a way that leaves students, teachers, and schools with little choice and flexibility. Additionally, it is in direct opposition to a decision made by the Supreme Court. This will undoubtedly bring back memories of the 1965 anti-Hindi agitation against the central government's plan to make Hindi an official language. This is perceived by political parties in the South as an attempt by the Modi administration to impose Hindi on states that do not speak Hindi. This is, of course, in spite of the fact that the center has made it clear that it will not impose any language on any state and that the state will make the final decision on this.

**Conclusion:**

Every nation's economy, social status, adoption of technology, and healthy human behavior are all influenced by higher education. The education department of the country government is in charge of expanding GER to include all citizens in higher education offerings. The National Education Policy of India 2020 is moving in the right direction toward achieving this goal by implementing novel policies to increase supply, quality, attractiveness, and affordability while simultaneously opening higher education to the private sector and enforcing stringent quality controls at all higher education institutions.

The committee that is writing NEP 2020 has tried very hard to come up with a policy that takes into account a variety of points of view, global best practices in education, field experiences, and feedback from stakeholders. Although the goal is lofty, the implementation plan will determine whether this will lead to an all-encompassing education that prepares students for the workforce and the future.



The investigation of the goods and bads is vital to bring up. The NEP 2020 may look great on the paper however, it is significantly more complex in a True climate.

All higher education institutions currently referred to as affiliated colleges will either become constituent colleges of their affiliated universities or multidisciplinary autonomous colleges with degree-granting authority in their names. Innovative projects in crucial areas of basic, applied, and social sciences and humanities research will be supported by an independent organization known as the National Research Foundation. The higher education system will become more student-centered, allowing students to select core and allied subjects within and across disciplines. Within the given policy framework, faculty members also have autonomy to select curriculum, methodology, pedagogy, and evaluation models. The academic year 2021-22 was expected to mark the beginning of these transformations, which will continue until the year 2030, when the first level of transformation is anticipated to become visible.

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