

# Insight Into the Implementation of National Education Policy (NEP-2020)

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## **Abstract**

In July 2020, the Union cabinet approved the NEP, which was intended to make schooling from pre-school level to high-school level universal. This is an inclusive structure that is based on the primary level of education to higher education in the country, NEP-2020 which replaces the national policy on education 1986. As every education system is designed to support children and ensure that no children sacrifice their opportunities and excellence due to birth or context circumstances, the NEP-2020 target for school education in 2030 is 100 percent GEER. The NEP-2020 target is 100% GEER. The policy reaffirms that bridging social disparities in education access, engagement and educational outcomes is still one of the key priorities of all development initiatives in the education sector. This article involves the criticism faced by NEP, challenges in the way of NEP and opportunities in various fields and sectors created by NEP.

**Keywords:** NEP, education sector, development.

## **1. Introduction:**

NEP, now recognized as the National Education Policy, is both the State and Centre's guiding text. The NEP assists politicians and educators in influencing their views. Prof. D S Kothari chaired the first NEP-like paper in 1966. It was a highly thought-out paper and still serves as a driving force for many educational programmes, although it cannot be completely enforced. After 20 years in 1986, the second education programme arrived. After a long six-year delay, the action plan for this strategy was laid down in 1992. After 34 years this new NEP also reflects the government's interests and concerns regarding education and educational causes [1-4].

Many government and NGO studies in recent years have indicated that the "learning crisis" in India is precarious. Nevertheless, it came to light that the National Academic Research and Training Council (NCERT), which was sponsored ably by the Ministry of Education of Union, carried out the National Achievement Survey (NAS). The aim of this survey was to understand how efficient the school system in the country operates based on learning from students. The school was held in government and governmental schools in the country on 13 November 2017 for classes III, V and VIII. It was by far the country's largest appraisal survey and one of the highest in the world [4-8].

Results show that the national average in the field of mathematics was slightly lower for students across 12 states. Learning NAS considers Indian education as a major obstacle. The next few years will be crucial, as India will lose ten or more students because of learning losses and lead to analphabetism unless appropriate steps are taken early. The Union Minister of Education, Ramesh Pokhriyal, said that all graduate students, whom the government is committed to achieving by 2025, have the highest priorities

in the NEP concept [9,10]. The National Initiative for Proficiency (NIP) in Reading with Comprehension and Numeracy (NIPUN—Bharat) shall be launched soon to reflect this particular vision of NEP-2020 under the programme 'Atmanirbhar Bharat.'

In the age groups of 3 to 11 years, this mission will meet the learning needs of almost five Crore children. The mission will also take a holistic approach and actively engage all actors in achieving the objectives [11].

In order to make education open, equitable, inclusive and only if enforced at all levels, the NEP will change the country's educational sector. The present paper deals with the criticism, challenges and opportunities in regard with NEP [12,13].

## 2. NEP: Criticisms:

NEP 2020 has to face a lot of criticism since it is introduced. Some of the major criticisms are listed here:

- Parliamentary monitoring, debate, and review were avoided by the NEP. Given that this is a pretty hasty approach, which seems to target at a political question, when Parliament doesn't work because of COVID-19. This is not the first time, either. In the course of the last 6 years, parliamentarians have consistently been shut out of important debates and excluded from critical or non-critical consideration of policies and from introducing amendments.
- The agenda is a vision paper that is not including the lower strata of society and offers little or no relief to the poor, the women and the caste and religious minorities because it represents key long-standing issues about access to education. To execute this great vision, no comprehensive plan and cohesive strategy are in place.
- There is no specific description of many targets and the financial investment required to implement the strategy. The government cannot keep it responsible for any specific promise.
- Three Language formula is again a matter of criticism and is facing a lot of politics already.
- NEP 2020 does not comply with the RTE Act and universal education is not achieved without legal support: there is no framework for the relation between primary and secondary education and RTE. The center/state is not legally binding.
- The socially and economically marginalized should not devote themselves to affirmative action. It relates heavily to privatizing schooling, but as a way forward for the economically marginalized no solutions are proposed.
- It is argued that the word 'public-spirited philanthropic institutions for higher education' used in private universities which the NEP 2020 does not consider to be fairly handled is furious for those battling education commodification. It is proposed that HEIs should be formed in each district. Modalities, procedures and service have not been clearly explained, however. NEP 2020 is seen as a direct step toward increased privatisation because these organisations would need land and facilities and administrative services to operate.

## 3. NEP: Challenges:

For the proper implementation the NEP 2020 we need to work upon a few major challenges listed below:

- A curriculum structure of 5+3+3+4 corresponding to ages 3–8, 8–11, 11–14 and 14-18 respectively should replace the structure of 10+2 school curricula. The new system would provide 12 years of school with an Anganwadi or pre-school education for three years. A comprehensive revision of the curriculum, education and materials in compliance with the NCF (National Curriculum Framework)

and content rubrics must be updated to alter the textbooks for the purposes of incorporating improvements at each level.

- In order to use technology for better learning performance, a National Educational Alliance for Technology (NEAT) will be formed as a regulatory body. NEAT aims to make the learning more customised and tailored according to student requirements with artificial intelligence. It also suggests the creation and improvement of a national partnership with EdTech companies. However, a major challenge is to build a comprehensive digital infrastructure, which also tackles remote areas.
- Today India has some 1,000 universities throughout the world. One of the stated objectives of the strategy would mean doubling the gross enrolment ratio in higher education before 2035 that one new university must be opened every week for the next 15 years. It is an unquestionably massive challenge to open a university every week on an ongoing basis.
- The National Education Policy 2020 aims at getting back into the school system 2 crore children currently not in classrooms. Regardless of how you look at this it takes about 50 schools per week to be built over 15 years. Since several positions at schools are still unfulfilled, this becomes an especially interesting challenge.
- This is not a challenge to the fainthearted from the funding point of view. Education policy 2020 envisages an increase of 4.6% to 6% of GDP in education expenditure. The trick is that this policy is in existence at a time of lock-downs in the economy, government fiscal collections and a large fiscal deficit even before COVID. This policy is very difficult to achieve.
- The National Education Agenda is a 20-year journey, worrying that in the next 2 to 3 years, we will start with the more urgency of health care and economic recovery needs, as government and budget priorities are claimed.
- The policy provides a welcome step in school education toward a sweeping systemic reform of the curriculum. However, we need teachers who are educated and understand pedagogical needs in order to implement this programme effectively. Many of the changes in education require major changes in thought from teachers and parents.

#### **4. NEP: Opportunities:**

Since 1986 the government's New Education Policy (NEP) 2020 has been the first step in education to replace the National Economic Policy (NPE). It can be assumed that education has become increasingly required, particularly the need, throughout the country over the past few decades. In NEP2020, education is revolutionized and opportunities in different sectors are created:

- NEP addresses some big holes in the existing school system - developing a more comprehensive approach, spending even more, focusing on gross enrollment and making them perfect in all respects.
- The NEP's targets in the coming years are to build enough jobs for India's youth.
- The strategy is undoubtedly intended to turn India into a global powerhouse of knowledge.
- India is in desperate need of work opportunities and in many respects the highly discussed New Education Policy plays an important role in generating opportunities.
- The importance of vocational training will also increase, due to the growing importance of vocational training. Further, children will now have ample opportunity during their schooling to pursue their own areas of interest and develop their skills accordingly.

- By growing teachers' esteem and efficiency as well as by seeing e-learning as a main form of learning. This can be resolved in itself by providing more opportunities for jobs.
- To make B.Ed., a four-year course, emphasis on holistic teacher growth, encouraging more people to take education as a profession to help shape Indian youth's future. I hope this will improve teachers' chances to have good and growth-orientated careers.
- To provide the ed-tech industry with an enormous opportunity in India, because this could help educational people reach students across the world particularly where physical education is unable to help.

## 5. Conclusions:

Although the NEP has to face many criticisms and challenges for its implementation and execution but in the best-case scenario, the NEP will truly revolutionize the education system of the country in the near future. In the field of methods, scope, jobs, chances, and much more, the education and technology industry will experience a great boom. Over all in order to achieve the NEP2020 objectives for the country over the next years the education-tech industry will certainly play a huge role. The bunch of opportunities provided by NEP thus play an immense role in strengthening India in one way or other.

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