

National Education Policy (Nep) 2020, Prospects, Challenges and Implementation Strategies

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Abstract

The first education policy of the twenty-first century, the National Education Policy (NEP) 2020, aims to address the many expanding developmental imperatives in our nation. The development of each person's creative potential is the main goal of the National Education Policy 2020. Its foundation is the idea that education should foster not just the 'foundational capacities' of reading and numeracy but also the 'higher order' cognitive capacities of problem solving and critical thinking, as well as the development of social, ethical, and emotional skills and dispositions. The (NEP) 2020 represents a watershed moment in India's educational history, presenting transformative opportunities for holistic learning and skill development. This paper will delve into the multifaceted aspects of NEP 2020, exploring its promising prospects. NEP 2020 introduces progressive concepts such as flexible curriculum, multidisciplinary learning, and an emphasis on critical thinking. Challenges: Despite its promising vision, NEP 2020 faces a number of challenges, including infrastructure constraints and the need for a paradigm shift in pedagogical methodologies. Implementation strategies that translate NEP 2020 from policy to practice require a strategic approach. The paper will focus on innovative strategies such as training teachers, integrating technology, and involvement with the community. Furthermore, technological integration into education, such as online learning platforms and digital resources, has grown increasingly important in a technologically driven world. The readiness of teachers, both in terms of initial training and ongoing professional development, is an important obstacle

Keywords: National Education policy, Prospects, Challenges, Implementation strategies.

Introduction

The National Education Policy (NEP) was approved by the Union Cabinet of India on July 28, 2020. The New Education Policy 2020 in India is a major step forward in the field of education, focusing on education from the lowest level to the highest level. The policy aims to completely restructure the Indian educational system by 2021.(AN Chal Saxena's NEP 2020 Glance). The national policy (NEP)2020, a comprehensive framework for reforming the country's educational system, was recently unveiled by the Indian government. The NEP 2020 seeks to capitalize on new opportunities while addressing long-standing issues affecting the Indian education system. It does this by emphasizing inclusiveness, flexibility, and holistic development. But for the strategy to be implemented successfully, it must overcome several obstacles, seize favorable opportunities, and comprehend its broad ramifications for different interests. Government of India, Ministry of Education (2020). Reviewing every facet of the Indian educational system in its whole is therefore imperative. This research paper's goal is to go over the several NEP 2020 educational domains. This study will give readers a thorough understanding of a

number key NEP 2020 elements related to the reform of the Indian educational sector. NEP 2020 guarantees universal access to education from pre-primary to grade 12. With NEP 2020, India is poised to become a global knowledge powerhouse. 2019 saw the release of the national education policy draft by the Dr. K. Kasturirangan Committee. The policy document was adopted by the government on July 29, 2020, following some minor revisions. To encourage reform and all-encompassing advancement in the field of education, the most recent The 34-year-old education policy was replaced by the 2020 policy. (Thakur, P. & Kumar, R. 2020). Prioritizing equity and access to education was the previous policy. The earlier Policy of 1986/92 was greatly improved by the Right of Children to Free and Compulsory Education Act 2009, which created the legal framework for attaining universal basic education. Modernizing the educational system and laying out a strategy for India's future are the two main objectives of the National Education Policy 2020 (NEP 2020). Clearance was granted by the Indian cabinet on July 29, 2020. This essay aims to assess India 2.0's objective of modifying the entire educational system to address issues of the twenty-first century while highlighting NEP 2020. Overall, NEP 2020 is a fairly progressive plan that can handle upcoming challenges and has a solid understanding of the current socioeconomic environment. India's educational system has been recognized internationally since ancient times. The Gurukul educational concept is one that is well known to all of us. Since independence, the Indian educational system has experienced several notable changes. The first education policy was created in 1968 and was later revised in 1986 and 1992. For the past 34 years, we have been using the same educational model ever since. The Indian government has put forth a new education policy for 2020 following a 34-year hiatus. The president, the two houses, and the cabinet will soon approve this proposed system to become law, which will regulate the entire Indian educational system. The 34 years that the current educational system has been in place saw a new, major shift after NEP 2020 was added to in the following years. The education system has undergone numerous improvements and alterations that have been approved, put into practice, or changed. These include the Gurukul system and the British-influenced school system. NEP 2020 is broken out into four main parts. The New Education Policy proposal is centered on several important areas, including higher education, school education (which includes pre-school education), and other important areas of attention. It also discusses the implementation plan and the creation of new organizations to oversee the structure. NEP 2020 aims to tackle the following issues that the current educational system is confronting:



2020 will be remembered for the radical changes that were proposed for the Education Policy in addition to COVID-19 and its effects on the economy. The reforms would eventually affect everyone concerned—parents, teachers, students, and educational institutions—as well as the nation and society.

The following is a list of NEP 2020's salient features:

- NEP 2020 aims to reintegrate two crore out-of-school children into society.
- The 5+3+3+4 curricular framework, which corresponds to ages 3–8, 8–11, 11–14, and 14–18 years, will replace the 10+2 structure of school curriculum. In addition to three years of Anganwadi and preschool, there will be twelve years of formal education.
- For kids up to age eight, NCERT will create the National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE).
- NEP 2020 mandates that the Education Ministry establish a National Mission on Foundational Literacy and Numeracy. In order to achieve universal basic literacy and numeracy in all primary schools for all students by grade 3 by 2025, states must create an implementation plan.
- In Grades 3, 5, and 8, all students will take academic assessments that will be given by the appropriate authorities. There needs to be a National Book Promotion Policy developed. The board exams for grades 10 and 12 will still be administered, but they will be changed to prioritize holistic development.
- As a body responsible for creating standards, a new National Assessment Center called PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) will be established.
- NEP places a strong emphasis on creating Special Education Zones for underprivileged areas and groups, as well as a Gender Inclusion Fund.
- Each state and district will be urged to create "BAL Bhavans" as an exclusive daytime boarding school and to take part in play, career, and art-related activities. Samajik Chetna Kendras can be established using free school facilities.
- By 2022, the National Council for Teacher Education will have created a common set of National Professional Standards for Teachers (NPST), working with experts from all levels and areas as well as NCERT and SCERTs.
- Each state or territory will establish its own State School Standards Authority (SSSA). After consulting with all relevant parties, the SCERT will create the School Quality Assessment and Accreditation Framework (SQAAF).
- NEP 2020 seeks to add 3.5 crore new seats to higher education institutions and raise the Gross Enrollment Ratio in higher education, including vocational education, from 26.3% in 2018 to 50% by 2035.
- The policy envisions comprehensive, interdisciplinary, and multidimensional Flexible curriculum, inventive topic combinations, integration of vocational education, and many entry and exit points with relevant certifications characterize undergraduate education.
- In order to facilitate the transfer and computation of academic credits toward a final degree, an Academic Bank of Credit will be created and digitally stored for academic credits obtained from various HEIs.
- interdisciplinary Education and Research Universities (MERUs) will be established as the nation's top interdisciplinary education models, setting the bar for international standards on par with IITs and IIMs.
- As the premier organization for developing a robust research culture and expanding research capabilities throughout higher education, the National Research Foundation will be established.

- With the exception of medical and legal education, the Higher Education Commission of India (HECI) would be established as a single, comprehensive umbrella organization for all higher education.
- Academic criteria, accreditation, and regulatory guidelines for higher education institutions will be the same for both public and private universities.
- College affiliation will be phased out over the course of 15 years, and a step-by-step process for giving colleges graded autonomy will be established.
- The NCTE will work with NCERT to develop the new, comprehensive National Curriculum Framework for Teacher Education, or NCFTE 2021.
- By 2030, a four-year integrated B.Ed. degree will be the required minimum degree for teaching. • Poor stand-alone Teacher Education Institutions (TEIs) would face severe consequences.
- With a sizable pool of exceptional senior/retired faculty members eager to offer university/college instructors both short- and long-term mentoring and professional support, a National Mission for Mentoring will be developed.
- There are plans to enhance the National Scholarship Portal in order to monitor the scholarship recipients' progress.

Prospects of NEP 2020

Any new system or policy that is put into place has to overcome some obstacles since it suggests making adjustments to the current one, and individuals dislike having their comfort levels adjusted. A new system is being recommended since India is too young to be able to compete on the global stage and needs time and upgrade. Every system has benefits and drawbacks, but with time, some things will become evident. There is some chance for financial gain with the new approach. Updates and gradual modifications are occasionally required because no system is perfect. The New Education Policy 2020 provides a plethora of strategies, such as choosing the most advantageous course of study combinations, introducing vocational courses at an early age, modifying the exam and marking schedule, stressing skill-based learning, and much more. The industry will have the appropriate people in the right positions thanks to this effort. Independent contractor This is an additional aspect of employment in which an individual attempts to launch their own business. "Startups" are trendy right now, and people are pursuing their best interests in such fields. It goes beyond simply setting up a food store in your neighborhood. It requires a certain skill set and acute comprehension of human necessities. Million-dollar revenue startups are increasingly finding national and international financial sources for their further expansion and improvement. One example would be "Flipkart," while another would be "food delivery" services like "Zomato" and "Swiggy." NEP 2020 aims to enhance students' skill sets so they may use their knowledge to identify holes in the market and launch their own businesses. As per Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, which India endorsed in 2015, the global education development plan aims to "offer inclusive and equitable quality education and encourage lifelong learning opportunities for everyone" by 2030. The major objectives and goals of the 2030 Agenda for Sustainable Development (SDGs) must be achieved through restructuring the entire educational system to promote and facilitate learning. Ever since the National Policy on Education, 2020 was unveiled, several conversations have been held to devise methods for effectively carrying out the policy's recommendations. (Phulrani Gogoi¹, Priyanka Das², 2021).

Flexibility and choice: Students have the opportunity to follow a variety of educational courses, such as vocational education, skill development, and multidisciplinary study, because to the NEP 2020's emphasis on flexibility and choice.

Technology integration : Using technology to improve access, efficiency, and creativity in the delivery of education presents opportunities for virtual learning, teacher training, and administrative procedures.

Holistic Development: The policy's emphasis on holistic development, which includes socioemotional learning, the arts, sports, and experiential learning, creates opportunities for people with diverse backgrounds and the ability to handle difficult situations.

Research and Innovation: Fostering a culture of creativity, problem solving, and continual improvement through research, innovation, and entrepreneurship in education promotes sustainable development and global competitiveness.

Global Collaboration: Interacting with foreign partners, establishments, and optimal methodologies expedites the sharing of knowledge, development of capabilities, and worldwide comparison, so enhancing the caliber and pertinence of education in India. (Patel, N., & Desai, M. (2023) Infrastructure Development in Higher Education: Challenges and Possibilities under the NEP 2020.

Challenges of NEP 2020

This policy aims to change the educational environment and the educational structure. Thanks to this strategy, educators and students now have opportunities. But certain difficulties are unavoidable. NEP 2020 has provided an explanation of these problems. Thakur, P., Devi, L., & Patyal, D.

1. Opening University Each Week Is a Difficult Assignment

India boasts nearly a thousand universities: 159 Institutes of National Importance, including AIIMS, IIMs, IITs, IISERs, IITs, and NITs; additionally, there are 416 state universities, 361 private universities, 54 central universities, and 125 designated universities. A new institution must be established every week for the next fifteen years in order to meet the policy's goal of doubling the gross enrolment ratio in higher education by 2035.. Establishing a new university every week is unattainable, not even a challenge.

2. Funding is a Challenge

The largest issue facing educational institutions is funding. Less than 6% of India's GDP is allocated to education. The Kothari Commission proposed that India allocate a minimum of 6% of its GDP towards education. Regretfully, though, it has never been used. Table Three: Total Education Spending by State and Center as a Percentage of GDP (2019–20) Total Education Spending by State and Center as a Percentage of GDP (2019–20) states In percentage terms, the GDP Center percentage of GDP (States + Center) In percentage terms of GDP 3.27 1.12 4.39 Source: Budgeted Expenditure Analysis, 2017–18–2019–20 Ministry of Instruction 75 Table 3 shows that just 4.39% of India's GDP is allocated to education. Still, this is starting to rise. Additionally, this regulation was implemented during COVID-19, when the economy was collapsing.

3. Multi-Language System as a Challenge Three linguistic formulations have been incorporated into the Indian system. The option to learn in their mother tongue has been granted to the pupils. In contrast to European nations, there isn't a single mother tongue or native language in India. India is home to numerous local languages and dialects, as well as a broad range of cultures. Thus, keeping the teaching-learning processes consistent is a difficult challenge. Based on data from the 2011 Census, there are about 270 mother tongues. There might be a range of students in a class, including

those who speak and comprehend local languages (Reddy, P., 2021). Several languages can make the educational system more complicated.

4. **Resource Allocation:** Efficient implementation of NEP 2020 is hampered by inadequate financing and resource allocation. It is still very difficult to secure enough funding for the development of infrastructure, teacher preparation, and technological integration.
5. **Infrastructure Development** The policy's lofty aims would require building new educational facilities and renovating old ones, which will provide logistical and budgetary problems, especially in isolated and underserved communities.
6. **Curriculum Reform:** The creation, implementation, and evaluation of new curricular frameworks present problems in the process of overhauling the curriculum to bring it into compliance with the NEP 2020 vision of transdisciplinary learning, critical thinking, and vocational skills.
7. **Teacher Training and Capacity Building :** Ensuring that teachers possess the requisite abilities to provide learner-centered, holistic education necessitates extensive teacher training programs and professional development activities.
8. **Equity And Inclusion** It is still very difficult to close the access gap to high-quality education across demographic, regional, and socioeconomic divisions; inclusive policies and focused initiatives are needed. (Kumari R., Challenges and Prospects of the NEP 2020).

Implementation Strategies:

A strategy is a collection of strategies that include shortcuts to guarantee completion of a task. In a country like India with 130 crore citizens who are diverse in terms of geography, religion, economy, and culture, implementing NEP-2020 with its projected goals of 100% literacy and GER of more than 50% to higher education is not an easy undertaking. As a result, several approaches are needed to create action plans in order to achieve the various goals of NEP-2020 with the anticipated degree of success. (Aithal, P. S. & Aithal, Shubhrajyotsna 2020).

- **Understanding NEP 2020:** Make sure that every educational level is fully aware of the goals, guiding principles, and suggestions of the policy.
- **Stratified Planning:** Create a tiered strategy that takes into account the various requirements and environments of various states, towns, districts, and areas. This entails examining the socioeconomic, cultural, and educational infrastructure and resources currently in place.
- **Stakeholders Engagement:** Interact with all relevant parties, such as civic society, educators, parents, students, government representatives, and educational institutions. S. Khan and F. Ahmad (2023)
- **Flexibility and Adaptability:** In order to address local needs, context, and obstacles, the strategy placed a strong emphasis on flexibility and adaptability at the state, district, and institutional levels. (Sharma, S., and A. Singh (2022)).

Conclusion

The NEP 2020 has a great deal of potential to alter Indian education. Its comprehensive approach, focus on fundamental literacy and numeracy, interdisciplinary instruction, and technological integration are the foundations of its potential. But in order for implementation to be successful, a number of problems need to be fixed, including financial constraints, opposition to change, and ensuring equitable access. Through the resolution of long-standing issues and the pursuit of new opportunities, the National

Education Policy 2020 has the potential to drastically alter India's educational environment. To achieve this vision, however, collaboration between governments, educational institutions, civic society, and other stakeholders is required. The NEP 2020 offers opportunities as well as challenges that need to be successfully addressed. It is necessary to consider the strategic consequences, which include stakeholder involvement, inclusive policies, infrastructure development, and training programs. India may make strides toward a more equitable and excellent educational system by resolving these problems and seizing the chances provided by NEP 2020. All things considered, the NEP 2020 has the ability to bring about a new era of inclusive and high-quality education in India with coordinated efforts and persistent dedication.

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