

Challenges of Implementation of National Education Policy (2020) in India: A Critical Analysis

***Dr. Savitri Patidar**

Abstract

The National Education Policy 2020 (NEP 2020) was recently introduced in India to reform the education system and bring about an inclusive, multidisciplinary, and holistic approach to learning. A comprehensive policy document, the NEP 2020 addresses all facets of education, covering early childhood education and care schooling, and higher education. Despite its promising goals, the implementation of the NEP 2020 in school education is facing various challenges, such as a shortage of trained teachers, inadequate infrastructure, lack of funds, and resistance to change. While the NEP 2020 outlines a comprehensive vision for the future of education, its successful implementation in remote and marginalized areas poses several challenges. This research paper initially depicts an overview of NEP-2020 and critically examines the challenges associated with the implementation of the NEP 2020 in remote areas of India, identifies key barriers, and suggests potential strategies to overcome these obstacles. The literature review of the paper highlights the importance of effective stakeholder engagement, adequate funding, and capacity building for teachers, among others. The study concludes that the successful implementation of the NEP 2020 in India will require sustained effort and collaboration from all stakeholders, including the government, educators, and the community.

Keywords: - National Education Policy (NEP), Challenges, Implementation, Inclusive, Integrated, Education, Stakeholders.

Introduction:

Countries design their educational frameworks for advance development [1]. To encourage education among all socio-economic groups and for incorporating regular/ordinary people into the mainstream the Government of India (GOI) has formulated the National Policy on Education (NPE-2020). The National Educational Policy (NEP-2020) of India, the first education policy of the twenty-first century that replaces 34-year-old national policy of education, 1986. The National Education Policy (NEP) 2020, unveiled by the (GOI) envisions a transformative change in the country's education system.[3] Aim to hoist the nation as a developed country by supporting the development imperatives according to the fourth goal of the United Nations Sustainable Development Goals (SDGs), which is to lift the country as a developed country that “ensure accessible and equitable quality education and advance

Challenges of Implementation of National Education Policy (2020) in India: A Critical Analysis

Dr. Savitri Patidar

possibilities for lifelong learning” by the year 2030.[2] India believes it can accomplish this through its new national education policy 2020.

This policy has broader coverage, starting from elementary school education (literacy level) to colleges for higher education (focusing specialization) – in both the settings, i.e. rural and urban.[3] The first NPE was proposed and disseminated in 1968 by the GOI, the second policy was in 1986, [4,5] and the third major reformative policy was in 2020, by the incumbent Prime Minister of India Narendra Modi (Govt. of India, 2020). It aims to provide equitable, inclusive, and high-quality education to all citizens, irrespective of their geographical location.[6] As per Prime Minister Narendra Modi, the new education policy of 2020 focuses on learning instead of studying, goes beyond the curriculum to focus on critical thinking.

NEP 2020 has bought a Paradigm shift starting from changes in the pedagogical structure to vocational training to higher education.[3] It focuses on the quality rather than the quantity, more emphasis is given on creativity and understanding rather than Rote learning. The national education policy of 2020 covers a wide ambit of areas, therefore the implementation of all of it, all at once is a big challenge.[7] Implementing this ambitious policy in remote and underserved areas presents a complex set of challenges. Keep in mind all these matters the study trying to emphasizes the major highlights of NEP-2020 with merits and demerits and annoying the challenges of execution this policy at ground level.

Database and Methodology:

This study is based on secondary data and exploratory in nature. The secondary data have been collected through Government documents through internet, journal, newspapers, articles and research papers. This study is preliminary review of policy document and it can be taken as base for future research with empirical data to study the impact of NEP after its implementation. It analyzed and compared with each other in order to get the required necessary information about the report so the related answers are found and put

Highlights the National Education Policy-2020:

The National Education Policy 2020 envisions an India centered education system by considering its tradition, culture, values and ethos to contribute directly to transform the country into an equitable, sustainable, and vibrant knowledge society. By drawing inputs from its vast and long historical heritage and considering the contributions from many scholars to the world in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture, shipbuilding and navigation, yoga, fine arts, chess, etc., the entire Indian education system is founded and built. The objective of the currently announced NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every aspirant to raise the current gross enrolment ratio (GER) to 50% by 2035. The various educational lifecycle stages announced in the policy are listed in table 1 along with their special features.

Challenges of Implementation of National Education Policy (2020) in India: A Critical Analysis

Dr. Savitri Patidar

Table 1: Various Education Stages to be Implemented as per NEP-2020

S. No.	Education Life – Cycle Stage	Features
1	Foundation Stage	Five years Foundational stage provides basic education which is flexible, multilevel, play-based, and discovery-based learning. Using time tested Indian tradition and culture, this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.
2.	Preparatory Stage	Three-year Preparatory Stage consists of building on the play-discovery, and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights.
3.	Middle School Education Stage	Three years of Middle school education focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be adopted in specialized subjects with the subject teachers. Students are exposed to the semester system and yearly two class level examinations will be conducted.
4.	Secondary Education Stage	Four years of secondary school education is designed to provide multidisciplinary subjects including liberal arts education. This stage will be built on the subjects-oriented pedagogical and curricular style with greater flexibility greater critical thinking, and attention to life aspirations, students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10th and 12th standards
5.	Secondary Education Stage	The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing first year, a diploma after passing second year, or a Bachelor's degree after passing third year. The four years undergraduate degree programme is preferred with major, minors and research projects.
6.	Post-Graduation Education Stage	The Master's degree – a one-year for four years bachelor degree students, a two-year degree for three years bachelor degree students, and an integrated five-year degree with a focus on high quality Research in the final year. The Masters' degree will consist of a strong research component to strengthen competence in the professional area and to prepare students for a research degree.
7.	Research Stage	Research stage consists of pursuing high quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary subject for a minimum period of three to four years for full-time and part-time study respectively. During Ph.D. they should undergo 8-credit coursework in teaching/ education/ pedagogy related to their chosen Ph.D. subject. The earlier one-year MPhil programme is discontinued.
8.	Life Long Learning	The NEP 2020 proposes lifelong learning and research to avoid human beings becoming obsolete in society in terms of knowledge, Skills and experience to lead a comfortable life. It is believed that education and research at any stage of life will give further maturity for satisfaction in life.

Challenges of Implementation of National Education Policy (2020) in India: A Critical Analysis

Dr. Savitri Patidar

The primary goal of the NEP is to ensure that all Indians receive a quality education at an affordable price. The greatest success of NEP 2020 is that it recognises the need for fewer regulations, more autonomy, better teaching and learning methods, better teacher training and more meaningful exams; essentially, it has given India a vision for the future.[8] The much-awaited National Education Policy has been adopted by the Union Cabinet. With the ambitious aims for Universalization of Education from pre-school to secondary level with 100 % GER in school education by 2030 and to bring 2 cores out of school children back into the main stream, the spirit of the policy is transformative.[9] It balances between the fundamentals of Bharatiya ethos and global trends of adopting technological tools in education. Implementing the policy in letter and spirit, especially through the States, will be the challenging.

Strengths of Policy:

1. The policy has improved the basis of education by re-imagining the school curriculum from a 10+2 model to a 5+3+3+4 model for a child's holistic development; this stage accounts for 80% of cognitive growth. [10]
2. Multiple entry and exits from any course is a flexible approach that will enable students to receive a 'basic certificate' if they finish a year, two 'diploma certificates' if they complete two years, and a 'degree' once the course is completed, resulting in no loss of years.
3. Students would be able to study and grow at their own pace if topics were more flexible and barriers between arts and sciences, curricular, co-curricular, and extra-curricular, sports, and vocational crafts were removed.
4. The increase in GDP allocation to the education sector from 4.43 percent to 6% is a positive move. The policy aims to raise the Gross Enrolment Ratio in higher education to 50% (now 26.3%) by 2035, and to achieve universal literacy in primary schools by 2025.[6]
5. Assessment will transition to a formative style that promotes higher-order thinking skills, critical thinking, and conceptual clarity, which is a big step away from the rote learning that we see in classrooms.
6. Focusing on adequate infrastructure construction at schools to make access simpler for children with disabilities and inclusive classrooms are relevant measures to create an overall accommodating atmosphere.
7. Another feather in the cap is the teaching of contemporary subjects at the middle and secondary levels, such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, and Global Citizenship Education (GCED).

Opportunities:

1. The NEP 2020 envisions a holistic report card in which a student's performance is assessed by taking into account all three domains of learning: cognitive, psychomotor, and affective, which will aid them in comprehending the world from all perspectives.

Challenges of Implementation of National Education Policy (2020) in India: A Critical Analysis

Dr. Savitri Patidar

2. It is a positive step for both students and government to allow international universities to establish campuses in the country, which would not only provide additional research-based options for students, but also boost competency and, in the long run, prevent brain drain.
3. Academic credit kept in a digital locker will function similarly to bank credit, allowing a student to return to school after a break, as determined by the higher education commission later.
4. The National Educational Technology Forum (NETF), an autonomous entity, will be established to provide a forum for the open exchange of ideas on the use of technology to improve learning, evaluation, planning, and administration in both school and higher education.
5. The policy's best idea is 'Pairing Schools,' or 'twinning,' of one government school with one private school, which allows students to view different parts of learning by doing, infrastructure, teaching methods, and the entire educational set up from diverse perspectives.
6. This policy was released at an ideal time, when it has a significant demographic dividend. If this policy is followed to the letter, it will have a profound impact on the youth's future.

Major Challenges:

1. NEP 2020 as a "visionary education policy for the twenty-first century" that "harnesses the possibilities of each student, universalizes education, builds capacities, and transforms the learning landscape in the country."
2. Creating a shared sense of duty and ownership among key stakeholders, including the private sector, at the state and district levels, where there is a great deal of variety, will be a huge challenge for educators.
3. Several Opposition-ruled states have voiced strong opposition to the NEP's key elements and the way in which they are being implemented.
4. According to the NEP, the country must increase public spending on education to 6% of GDP in order to achieve the aims of the new policy.
5. India today has around 1,000 universities across the country It's a huge job to open a university every week.
6. There is a need to build a huge pool of qualified teachers.
7. Higher education that is multidisciplinary necessitates a cultural revolution.
8. When it comes to school reform, the numbers are no less frightening.

Analysis:

By 2030, the education from pre-school to secondary school will be 100% of gross enrolment ratio in school education. Gross enrolment ratio refers to the number of students enrolled in the school at the different grade levels and compare with the ratio of the previous batch of the grade.

Challenges of Implementation of National Education Policy (2020) in India: A Critical Analysis

Dr. Savitri Patidar

- The board examinations of the class 10th and 12th become more competencies and practical rather than memorized facts. It will be easier. And students are allowed to take the exam twice.
- All the extracurricular activities like music, art and literature should be taught as a compulsory part in the colleges. All higher education institutions must have compulsory departments in languages, literature, art, dance, theatre, etc.
- NEP 2020 includes the three-language policy which states that whenever possible, the medium of instruction until at least grade 5 but preferable till grade 8 and beyond it will be any language. And Sanskrit will be the mainstreamed.
- The post-graduation degree M.Phil. (Master of philosophy) to be discontinued.
- Each and every student will be taught a vocational skill by his or her choice and coding will be taught from 6th class.
- There will be a compulsory internship of 10 days from the 6th class with local trades or crafts.
- NEP 2020 mainly focuses on the practical knowledge and skill development which will begin from 6th class.
- For admission in all the higher education institutes, there will be one common entrance exam which is held by NTE and this exam is not compulsory for all the students, it will be optional.
- There will be multiple entry and exit system, people can start and end their education after a period of time and they are allowed to join back their studies, without losing any credits.
- NEP 2020 also promotes the foreign study destinations. It is compulsory for each and every institution to have an international student's office to host foreign students.
- NEP 2020 allows foreign colleges to set up their colleges in India and they have special rules and regulations to set up their campuses.

Outcomes of the Study:

NEP-2020 makes lofty claims about structural reforms, educational reform, and a better system. While this may or may not be accurate, it does demonstrate a commitment to reorganizing priorities and prioritizing the well-being of its pupils. It underlines the importance of learning outcomes and expresses confidence that the new system would provide students with a more tailored education with more choices.

1. All of the students' and institutions' educational objectives.
2. Provide a road map for achieving course and programme goals.
3. It is based on the development of information and skills and can be obtained through teaching-learning approaches.

Challenges of Implementation of National Education Policy (2020) in India: A Critical Analysis

Dr. Savitri Patidar

4. Focuses on students' development and encourages them to adopt a lifelong learning mindset.
5. Prepares students to deal with challenges in real-life circumstances.
6. Include no projects that aren't related to the students' learning objectives.
7. Instead of forcing pupils to memories theoretical topics in order to get a good grade, encourage them to learn through practical activities.
8. Be explicit about what you're looking for—the learning results must be quantifiable.
9. Focus on "student-centric" learning rather than "teacher-centric" approaches.
10. Do not limit the learning outcomes to those of a single course or programme.
11. This learning outcome helps students to consider, examine, and comprehend the importance of an idea in depth before acting on it.
12. Having information is insufficient. Students must be able to impart useful knowledge to others.
13. The ultimate level of learning is personal progress in terms of knowledge, talents, and ability to create something for society.

Suggestions:

1. Restructuring the school curriculum to include early childhood care and education.
2. Reducing dropout rates in order to ensure universal access to education.
3. By 2035, increasing gross enrolment in higher education to 50%.
4. Establishing a Research Foundation to improve research in higher education institutions.
5. Improve the quality and social integration of public schools.
6. Increase the amount of money set aside for education in the budget.
7. Students become more skilled, intelligent, and efficient as a result of this programme.
8. Develop your capacity to understand and respond to real-life circumstances.
9. Students are able to learn for the rest of their lives.
10. Students place a greater emphasis on invention than on following the rules.
11. In every way, the learner develops knowledge, values, and becomes successful.
12. NEP Enhances the educational value.
13. Encourages students to contribute to a better society.

Conclusion:

Education is a necessary and crucial component of any society's and country's overall development, and a nation's comprehensive national education strategy is developed to meet this need. The Government of India's approval of the New National Education Policy 2020, is a significant step in this direction. The way this new education policy is implemented will determine its success. As a

Challenges of Implementation of National Education Policy (2020) in India: A Critical Analysis

Dr. Savitri Patidar

result, India is the country with the youngest population, and India's future depends on providing these kids with high-quality educational opportunities.

***Assistant Professor
Department of Geography
S.B.P. Government College
Dungarpur (Raj.)**

References:

1. Rizvi, F., & Lingard, B. (2009). Globalizing Education Policy (1st ed.). Routledge. <https://doi.org/10.4324/9780203867396>
2. UNESCO (2016). Available: <https://unesdoc.unesco.org/images/0024/002481/248107E.pdf>.
3. Kaurav, Rahul & Suresh, K & Narula, Sumit. (2020). New Education Policy, 2020: Qualitative (Contents) Analysis and Twitter Mining (Sentiment) Analysis. Journal of Content Community and Communication.12. 4-13. 10.31620/JCCC.12.20/02.
4. Govt. of India (1968). National Education Policy, 1968. <https://web.archive.org/web/20090731002808/http://www.education.nic.in/policy/npe-1968.pdf>
5. Govt. of India (1986). National Education Policy, 1986. <https://web.archive.org/web/20090619075631/http://education.nic.in/cd50years/g/T/49/0T490401.htm>
6. Govt. of India (2020). National Education Policy 2020. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf.
7. Aithal, P. S., & Aithal, S. (2019). Analysis of Higher Education in Indian National Education Policy Proposal 2019 and Its Implementation Challenges. International Journal of Applied Engineering and Management Letters (IJAEML), 3(2), 1-35.
8. Aithal, P. S., & Aithal, S. (2020). Analysis of the Indian National Education Policy 2020 towards Achieving its Objectives. International Journal of Management, Technology, and Social Sciences (IJMTS), 5(2), 19-41.
9. Jha, P., & Parvati, P. (2020). National Education Policy, 2020. (2020). Governance at Banks, Economic & Political Weekly, 55(34), 14-17.
10. Draft National Education Policy (2019). <https://innovate.mygov.in/wpcontent/uploads/2019/06/mygov15596510111.pdf>, 2019.

Challenges of Implementation of National Education Policy (2020) in India: A Critical Analysis

Dr. Savitri Patidar