

National Education Policy 2020: A Vision For Transforming Education And Its Challenges

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Abstract:

The National Education Policy (NEP) 2020 is a paradigm shift towards holistic and experiential learning with a focus on creativity and critical thinking. It introduces a wave of new reforms including curriculum development with a child-centric approach, vocational and technological advancements in education. Research and job opportunities are intended to be improved through the establishment of National Research Foundation (NRF) and heightened attention on vocational training. NEP 2020 promotes the use of technology and aims to achieve a Gross Enrolment Ratio (GER) in colleges and universities up to 50 percent by 2035. It emphasizes the importance of communication and collaboration with communities and other relevant entities to enhance their capacities. The policy advocates for increased financial commitment to education and explores funding models such as public-private partnerships. Realizing the goals of the National Education Policy 2020 requires not just visionary reforms, but also effective financial management. The ultimate aim is to nurture individuals who are equipped to meet the demands of the new economy while upholding strong ethical principles and intercultural tolerance. This paper evaluates the NEP 2020 and outlines the challenges and implementation issues that may hinder its achievement. Based on the literature of past studies, the study aims to identify the policy's distinctive characteristics, Challenges, possible strategies and resources for policy implementation.

Keywords: *National Education Policy, Holistic, Technology, Challenges, Implementation*

Date of Submission: 03-01-2025

Date of Acceptance: 13-01-2025

I. Introduction

An education system rooted in the Indian ethos contributes directly to India's sustainable transformation into an equal and prosperous knowledge society by providing quality education to all, thereby establishing India as a global knowledge superpower (Kumar, 2020). Knowledge, skills, beliefs and attitudes that represent a genuinely global citizen, such as those that promote human rights, sustainable development & living and global well-being (Muralidharan & Singh, 2020). The development of a strong sense of identity as an Indian permeates every aspect of one's existence. The progress of India has emphasized educational reform (Aithal & Aithal, 2019). The NEP 2020 was introduced as a transformative framework aimed at revamping India's education system. Replacing the 34-year old NEP of 1986, it focused on bridging gaps in quality, equity and access to education at all levels. The purpose of the NEP 2020 is to enhance the existing educational structure and to make pre-primary education universal, with a particular focus on ensuring that everyone has basic literacy and numeracy skills by 2025. In order to ensure the quality, it suggests a number of changes at all levels of education. These include changing the curriculum and pedagogy of 5+3+3+4 design, which covers students, aged 3 to 18, improving teacher preparation and reorganizing the educational regulatory framework.

The NEP 2020 intends to implement formal and non-formal learning models. Classes provide formal education in which students learn from textbooks and the teacher's lectures. The new policy is intended to encourage students to acquire knowledge in ways other than classroom instruction. Sanskrit is offered at both the Secondary and University levels because of India's well-deserved reputation for its rich cultural heritage and linguistic diversity. As a result of being exposed to many languages from the start of their education, students will benefit much intellectually (Joshi, Sakate & Khabale, 2023). It is a significant shift because schools no longer classify subjects as either "Humanities," or "Sciences," or as "Academic" or "Vocational." The committee responsible for developing NEP 2020 has put in an extensive effort to craft a policy that

considers a wide range of perspectives, as well as international education best practices, real-world experience and input from key stakeholders. Whether or not the vision will promote an inclusive education that prepares students for the workplace and the future will depend on the strategy for putting it into action. India's educational system needs some serious updating and the National Education Policy 2020 is a praiseworthy and ambitious effort to do just that. In the coming years, it will be necessary to reprioritize budgetary resources and streamline decision-making processes to effectively implement this policy.

II. Research Objectives

- a. To familiarize with essential changes and innovations made in the NEP 2020
- b. To identify and analyze the key challenges associated with the implementation of the NEP 2020
- c. To determine the adequacy of the financial, infrastructure and other resources for the implementation of the policy

III. Rationale Of The Study

The National Education Policy 2020 is one of the most widely discussed reforms in the Indian education system and its purpose is to overcome current issues and become ready for the future. Nevertheless, experience with implementing policies of this type suggests that numerous obstacles may hinder policy implementation including a lack of resources, resistance on the part of stakeholders and other factors. Therefore, it is crucial to have such findings to unveil these possible challenges beforehand and provide the policymakers and other stakeholders with improved efficiency to develop strategies and allocate resources (Panditrao & Panditrao, 2020). Through a carefully assessed policy that elaborates on the difficulties faced in implementing a policy, this research can help adequately accomplish the NEP 2020 and attain its set goals. As a result, the rationale for this study is to go further into understanding of the critical aspect of the NEP 2020 and devise solution-focused strategies to deal with the challenges likely to hinder policy implementation. This research can be helpful for policymakers, educational institutions and other related entities involved in the implementation to make better decisions to make the desired change in the education landscape in India.

IV. Research Methodology

The study was based on secondary data which involved scrutinizing existing materials such as government publications, policy documents, scholarly works, and research papers on NEP 2020. This approach was appropriate for investigating a policy in its entirety, key players' perspectives, and possible issues that may arise when it is implemented. With the help of this approach, it was possible to identify particular issues, prospects, and views of the stakeholders related to the NEP 2020. They served as helpful reference material for policymakers, institutions, and other stakeholders who are or will be involved in the policy implementation process.

V. Challenges In The Existing Education System

The Indian Education System has faced several problems that have hampered the whole process of educating the desperate society and providing education to all sectors of society. Education is one of the most fundamental human rights and still elusive to several people (Jha & Parvati, 2020). Despite the various endeavors that have been made in a bid to enhance enrollment rates, especially those in rural areas and other marginalized groups, still needs quality and adequate education. Areas about socio-sectional, economic and gender, many students drop out of school without completing their education. It is one of the reasons that social programmes aimed at providing equal educational opportunities for all the sections of the society. Another potential bottleneck is existing infrastructure facilities, which often need to be improved. The institution's infrastructure needs also remain a problem, particularly in rural and underdeveloped areas where basic amenities such as clean water and sanitation are scarce (Maurya & Ahmed, 2020).

It is unfavorable to learning conditions and affects the process in general education, preventing students from learning. Even though teaching and learning form the core of the education system, the quality of teaching and learning in the Indian context is still poor. Teachers need to be adequately trained and the applied methods are mostly conventional formulaic education rather than creative problem-solving (Jagadesh Kumar, 2020). Learning activities and content only sometimes reflect the demands of the modern world: curriculum and pedagogy must fully prepare learners for the challenges they face. Another drawback that the content has been criticized as narrow and traditional, focusing mainly on examinations that do not pay little attention to real-life learning experiences, personal skills and integrated curriculum (Varughese & Vairagya, 2020). Other barriers include human capital development constraints, primarily recruiting qualified teachers or faculty, regulations and governance, funding and resources, and graduate employment and skills or lack thereof. All these factors, in one way or another, enhance the weaknesses and imperfections of the current education system; this makes it necessary to call for overhauls and policies that aim at improving education.

VI. International Best Practices In Education

While formulating the National Education Policy 2020, the Government of India and educationists have tried to incorporate various international practices and successful education models from across the globe (Pathak & Pathak, 2021). The two education systems compared were Finland and Singapore, which are Finnish education systems that focus on equity, student-centeredness and quality of the teachers. In contrast, Singaporean education emphasizes STEM and future skills which include problem-solving, creative thinking and digital skills. The Singapore education system is one of the most advanced systems in the world. The concept of the Vocational Education and Training (VET) system in Germany, which involves training students both at school and in the workplace, is considered one of the best systems in the world for preparing students for skilled jobs (Kumar, 2021). Similarly, the national curriculum and assessment policy in Australia referred to as the Australian Curriculum, lays out what students should learn across the country and offers consistency in academic focus and priorities, including inter-disciplinary union and strand and student differences.

The enhancement of early learning in England includes the Early Years Foundation Stage curriculum that has been adopted and embraced by the United Kingdom as a means of enhancing early education because it forms the foundation for the provision of learning and care, which enhances the learning needs of the children in their early years (Saluja, 2023). While Mexico's education system appears to be homogenous and monolingual in its focus, Canada has a long-standing policy of multiculturalism and bilingualism and the promotion of language and cultural variation in school. The United States prides itself in adopting a liberal arts education model so that a student can cover many areas before they are forced to choose a specific area of specialization, and its research universities and innovation hubs have bore fruits in developing extraordinary research and innovation cultures in various fields (Mehendale & Mukhopadhyay, 2021). These international best practices and models have guided the development of the NEP 2020 in understanding how curriculum preparedness and delivery modalities can be enhanced through effective pedagogy, teacher training and skill development for students of different abilities while also focusing on inclusiveness and equity for learners.

VII. Resource Requirements And Funding Mechanisms

For the successful implementation of the National Education Policy 2020, there must be sufficient resources and an appropriate financial structure. The policy aims at structural reform of the education system, taking into account various aspects which several aspects including building structures, changing curricular, preparing teachers and promoting research and development (Varughese & Vairagya, 2020). Achieving all of these lofty goals requires significant capital expenditure and proper resource management. In the financial aspect, the policy calls for enhancing the public expenditure on education to 6 percent of GDP from the current level of approximately 4.5 percent. The increased budgetary allocation is significant in ensuring the closure of the infrastructure deficits, especially in rural and less developed regions. It will enable the development and improvement of classes, laboratories, libraries and other pertinent facilities that offer a proper environment for effective teaching and learning.

To mitigate the financing needs, policymakers recommend new financing strategies such as public-private partnerships (PPPs), corporate social responsibility (CSR) and partnerships with international organizations (Pathak & Pathak, 2021). This mechanism can complement government funding and ensure privatized involvement in the education sector to enhance innovation and pupil's access to quality education. Successful implementation of NEP 2020 also requires the establishment of robust governance structures, policies and guidelines. These frameworks are crucial to ensure efficient, effective, transparent and accountable decision-making processes and to coordinate the efforts of various stakeholders at the national, state and local levels (Kumar, 2021). Moreover, there should be a strong emphasis on implementation and adequate funding for capacity building of the administrative and regulatory bodies responsible for monitoring policy activities.

VIII. Potential Outcomes Of The Policy

At the school education level, the policy envisages a child-centered system for curriculum design and implementation and a systematic learning-teaching process by adopting a new developmental perspective and value-based education with emphasis on experiential learning and activity-based education. (Saluja, 2023). For the higher education sector, the policy aims to implement a four-year multidisciplinary undergraduate degree education so that the students have the provision for the study of various subjects and acquire interdisciplinary education. Furthermore, it encourages research and technology development by creating a National Research Foundation and creating partnerships between industries and academic institutions (Mehendale & Mukhopadhyay, 2021). These steps aim to increase the quality and importance of higher education while preparing learners with the abilities and information necessary for the modern economy. The policy proposes increased emphasis on vocational training and skills acquisition to cater to marketable qualities among students besides embracing innovations such as entrepreneurship (Jagadesh Kumar, 2020). Accordingly, NEP 2020 provides perspective for student classes with diverse interests, abilities, needs and goals to learn to enjoy

learning and survive academically in the current complex global society. It can outline the potential to support students' critical thinking, problem-solving and creativity for effectively facing the challenges of modern society (Roy, 2022).

Institutions and teachers are expected to experience a significant change with this policy. Through professional development, training and teacher education, talented teachers will be equipped with pedagogy to adopt student-centered and practical instructions (Verma, 2024). The learning institutions will be urged to adopt decentralization, facilitate cross-cutting training and advocate for research and development. The policy also seeks to improve the governance and regulation structures and increase the accountability and standards of various quality measures. It is expected that the industry and the job market will be stimulated and that it will put more emphasis on skill development and vocational training policies. Graduates with relevant skills and practical experience will be more equipped to handle the challenges of the job market, which may help minimize the present demand-supply mismatches (Kurien & Chandramana, 2020). Further, the focus on creating entrepreneurship and establishing industry-academia linkage can help in more innovations and develop human resources that can fulfill the needs of professionals as per market demand.

IX. Implementation Roadmap And Challenges

One of the key elements of the policy is its focus on skills development, particularly vocational training and life skills. Therefore, the policy will need to design a learning system that takes into account the wide range of student abilities and the cultural and geographical variety of our great nation. Students will look forward to the new generation of instructors who are fluent in technology as they educate them and lead the charge in bringing it into the classroom (Kumar, 2020). Abilities like critical thinking and problem-solving are examples of the higher-order thinking that make up these life skills. The implementation of the new policy will only be successful if the curriculum and pedagogical approaches reflect this (Muralidharan & Singh, 2021). The NEP 2020 calls for a value-based education system as well as enhanced pedagogy and curriculum. To effectively apply the policy, new methods will need to be created. An interdisciplinary curriculum is a great idea since it allows pupils to focus on the things that most interest them. Academics and lecturers at Indian universities have always been quite protective of their turf (Jha & Parvati, 2020). This culture is pervasive, with few exceptions and must be altered to accommodate the new policy. To be effective, the system will need to undergo a radical cultural shift over the next decade.

Due to the pandemic's demonstration of the efficacy of online education, even remote areas must have access to the web. The digital infrastructure of this project includes virtual classrooms, online teaching models driven by experts, augmented and virtual reality technologies to make up for deficiencies in physical teaching and lab facilities, standardised testing protocols for all schools, career guidance sessions and workshops for educators on how to effectively use cutting-edge tools (Maurya & Ahmed, 2020). For the next decade, this will remain a formidable obstacle. The NEP places more emphasis on formative evaluation of student progress toward learning goals than on final, summative assessments. However, continuous assessment requires teachers to use innovative evaluation methodologies and assignments. The utilization of modern tools and the active engagement of educators and students are prerequisites for these strategies.

X. Discussions And Findings

Firstly, under the NEP 2020, students will have the opportunity to attend local schools that meet international standards. One of the key changes is the establishment of multidisciplinary institutions; these institutions will offer a wide range of subjects, including artistry in addition to traditional academic disciplines. This new setup aims to provide students with a comprehensive education, enabling them to develop a strong understanding of the material they are learning. Secondly, educators at different levels of the education system were engaged in the consultation process. The consultations involved stakeholders, including educators, professionals, academic institutions, industry, national and international organizations. Here, their expertise and advice concerned challenges like training the teachers, designing the curricula, implementing teaching-learning strategies and providing adequate infrastructures. Last but not least, the development of NEP 2020 was extensive, consultative and inclusive in its approach. The government noted the need to accommodate multiple views and inputs to enact the policy and genuinely reflect the needs and welfare of various groups.

XI. Conclusion

The NEP 2020 is a significant reform initiative aimed at transforming India's education system. The policy makes several adjustments and on the whole, it comes as a very progressive document that shows an awareness of both the current socioeconomic context and the potential for future uncertainty. To effectively bring about a structural transformation, the new education policy must operate with other government objectives such as Digital India, Skill India, and the New Industrial Policy. The quality of a country's economy, social status, acceptance of new technologies, and human behavior in general may be greatly influenced by its

investment in higher education. The National Education Policy of India 2020 is taking steps in the right direction to improve quality, expand accessibility, reduce costs and boost enrollment. To achieve this goal, first ensure that all institutions of higher learning adhere to strict quality standards and then there must open up higher education to the private sector.

Advanced learning based on core values will be promoted through NEP 2020. It stresses the need to modernize and expand the educational system to meet the needs of students in the twenty-first century. Thus, the NEP 2020 carries an innovative vision of Indian education, although an efficient implementation is still needed. Due to augmented challenges, the policy can change the education landscape and the nation's socio-economic development in the 21st century.

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