

**Khushboo**

Ex.Student, School of Open Learning, University of Delhi  
khushboo.2936@gmail.com

### **Abstract**

*The National Education Policy (NEP) 2020 aims to transform the Indian education system, addressing long-standing issues and seizing new opportunities for growth. Key challenges include ensuring equitable access to quality education across diverse regions, overcoming infrastructural deficiencies, and integrating technology effectively. Additionally, there is a need to address the gaps in teacher training and curriculum relevance. The policy introduces a holistic approach to education, emphasizing skill development, vocational training, and a flexible curriculum. Opportunities include fostering innovation through multidisciplinary learning, enhancing digital literacy, and promoting regional languages and cultural heritage. By focusing on inclusive education and modern pedagogical methods, NEP 2020 strives to create a robust educational framework that prepares students for the future while catering to the diverse needs of the population.*

**Keywords:** NEP, Impact, Higher Education, Challenges and Opportunities

### **Introduction**

The National Education Policy provides for an equal right to education. It includes schooling as a primary component and makes it compulsory for every child. There have been provisions for frequent admission and drop-out of school and progress to the Undergraduate, Post Graduate and Research levels. It allows student flexibility to complete his or her education whenever the student thinks so and in particular it is designed for students who had to drop out of school due to work or family pressure. The policy aims to provide a solid foundation for liberal arts and Vocational Training at Undergraduate levels. A candidate for the fourth year of the Undergraduate degree can apply seamlessly to the Masters and Doctoral levels which will help to bring professional education into general undergraduate education. Vocational education will also be an important part of the Education Policy.

The most important part of this Education Policy is Digital Literacy and Computer Thinking. The focus will be on digital literacy and students will be trained in programming and coding to develop their IT skills. NEP has been mandated to integrate ICT into education so that the process can be more complex, faster and more transparent. ICT will enable students to have a better education with proper monitoring. NEP also plans to integrate online education into the education system so that

students can expand their knowledge in education. The policy addresses the inclusion of disruptive technologies in the system. It will include Artificial Intelligence, comprehension tools to ensure that online education is directed at student learning and student growth at each level. It plans for major IT and technology infrastructure. It plans to have more online courses and expects to partner with top universities and Institutes to have more Massive Open Online (MOOC's) courses.

NEP 2020 aims to repatriate school leavers in the field of general school education and earn 100 percent of the School Education Enrollment Grade. At the same time it aims to increase the Total Enrollment Rate in higher education including vocational education from 26.3% (2018) to 50% by 2035', while adding 3.5 new seats in the Higher Education Districts. As it aims to reduce the rate of dropouts among students, there is no doubt that its effectiveness can bring about a positive change in the country's education system. This is in partnership with gloves in providing equitable and inclusive education. The existing 10 + 2 school education structure will be replaced by a 5 + 3 + 3 + 4 structure that will focus on student learning years. The plot fits the group for the following years. The age groups ranged in age from 3 to 8, 8 to 11, 11 to 14, and 14 to 18 years at school level. This includes 12 years of schooling and 2 years of Pre-School for each student. NCERT has commissioned the

development and development of a National Curriculum and Early Childhood Development and Education Framework. This will be for children under the age of 8. There will be the development of a National Book Promotion Policy in India. Under the new education policy, a National Mission or Functional Literacy and Numeracy Department of Education will soon be established. The provinces of India will be responsible for the successful implementation of basic literacy and numeracy for all students. This applies to students up to third grade and this should be done by 2025.

The Indian government wanted to follow in the footsteps of foreign countries such as China, Germany and France, where foreign students need to learn the language of the country to better understand the country. And India has 22 working languages and not a single language as in other countries. The NEP will also add to the differences between the sections of society. While students in public schools will be taught in their own languages, students in private institutions will be introducing English from the earliest classes. This will also increase the number of students, who will not be comfortable with English as they will be introduced to the subject almost seven years later than students in private schools. Under the new education system, a person must study for four years to complete their degree. However, the question arises as to why students will continue with the program, if they can get a diploma in two years? If he stops the program within two years, then he can have two years of operation, which will be useful in the end.

## Major Highlights of NEP

- Redesigning a 10+2 structure to 5+3+3+4. The new teaching and curriculum structure to include pre-primary years. It is a good move as this is ignored in the education policy documents, and is addressed in an informal manner.
- NCERT will focus on the construction of a new ECCE curriculum and teaching structure. The policy is also very deep in developing and training Anganwadi trainers for both short-term and long-term programs. A good intention to legitimize the formation of ECCE and its delivery.

- Focus on finding the foundation for maths and writing in Grade 3. The Department of Education (MoE) will strengthen this, and do it mechanically through different national equipment.
- A separate national textbook policy for developing libraries across the country and instilling a love of reading in children. Public libraries in India are in short supply. If this can be strengthened by public education policy, it is better.
- Mid-day meals to identify nutritional supplements, where possible, will be provided with local alternatives. Eggs are still a contentious policy issue, the policy plays safe with clear guidance to avoid any unnecessary controversy.
- Development of programs and interventions to reduce school dropouts in partnership with the Department of Social Justice and Empowerment.
- A portion of moderate learning for some reason has received undue attention. However, this category is always flexible to avoid all forms of controversy. Half-cooked understanding and motivational marketing in relation to English and his father's 'quality' perspective would have led to this change. The policy also does not require or enforce or discriminate against any other language and promotes multilingualism. It also recommends teaching foreign languages at the second level: Korean, Japanese, Thai, French, German, Spanish, Portuguese and Russian.
- The policy introduces a new term called SEDGs (disadvantaged groups in the economy). This has so far never been used as a social class in technical literature. Although the latter categories highlight categories such as caste, ethnicity, disability, transgender and have transcendent references for the short term. Apart from technical criticism, the policy considers that there are a number of programs that will be targeted at these groups to increase enrollment and retention.
- Construction of Special Education Centers (SEZs), one can argue that these are Post-Education Education Districts (EBDs). This will be determined on the basis of the SEDG constitution in some areas. I feel that urban areas / slums are not getting the same attention. When deciding on these areas, it is best to look

at similar challenges in urban areas and apply them to special education areas.

- PARAKH, a new evaluation body such as NAS (National Success Survey) and SAS (State Success Survey). PARAKH can be an important tool for identifying learning spaces and supporting the direction of various service purposes and programs.
- Departments of Education will be placed in various universities and issued to them by questionable providers. It's a very good idea. There are no top universities in India that offer programs that focus on teaching and learning, but also on management and policy issues.
- One of the highlights of this policy is the commitment between central and national governments to increase public spending on education to 6% of GDP. It can be argued where the money will come from. Indians are already paying many kinds of taxes, including the end of education. Government can easily pool these funds.
- Teacher growth is also paying special attention. Providing bursaries based on merit is a good idea to encourage teachers from rural and remote areas. However, buildings such as housing will increase the burden on the capacity of government, it is clear that the low level of education remains unaffected by the increase in leadership structures.

## Opportunities Available under NEP 2020

Education is the process of creation and dissemination of knowledge to one and all at different levels right from a school to college level. Further, if it has to be effective, it must be reviewed and improvised from time-to-time. Educational investments will yield results only in the long run in the form of an intellectually-enhanced society, enriched and empowered from knowledge. Hence, it is a highly-timely decision to have come out with a new National Education Policy (NEP) 2020 as the present educational system is more than three decades old. The changes which are occurring continuously may be tackled only by a futuristic looking education policy. As change is a constant happening in human life, all systems including education need to be reviewed from time-to-time and required changes be incorporated after adequate discussions among the stakeholders. Considering the various provisions, the NEP-2020 seems to be a better-equipped policy for addressing all these concerns and providing opportunities.

- At each HEI there will be a Board of Directors (BoG) made up of highly

trained, competent, and dedicated people with proven skills and commitment to the institution.

- The BoG of each institution shall be empowered to manage the institution without political or external interference, to make all appointments, including the head of the institution, and to make all decisions regarding governance.
- The National Council for Higher Education Management (NHERA), will be set up to regulate in a 'simple but strong' and simple way, which means a few important things - especially financial integrity, good governance, and full and offline public disclosure of all funding, procedures, faculty/staff, academics, and academic outcomes - will be managed more effectively, while leaving the rest to the HEI judgment, which is important for institutional independence, innovation, and the pursuit of excellence.
- The National Authorization Authority (NAA) will be tasked with granting authority to HEIs and will in time become a binary process in line with international practice.
- A new General Education Council (GEC) will be set up to outline the expected learning outcomes of the higher education system, also called 'graduation qualifications.'
- The National Higher Education Higher Education Framework (NHEQF) will be developed by the GEC and aligned with the National Skills Framework (NSQF). Higher education degrees leading to a degree / diploma / certificate will be defined by the NHEQF in terms of such study outcomes. In addition, the GEC will set goals to assist in matters such as debt transfer, equity, etc. through the NHEQF.
- The Higher Education Finance Commission (HEFC) will be established and will oversee the funding and funding of higher education in accordance with clear conditions, including Institutional

Development Plans (IDPs) prepared by institutions and the progress made in implementing the IDPs. The HEGC will be tasked with paying students and funding the development of new areas to focus on and expand the provision of quality HEIs in all sectors and sectors.

- Technical councils, such as ICAR, VCI and NCTE etc., called Professional Standard Setting Bodies (PSSBs) will be invited to become members of the GEC. As members of the GEC, they will define the curriculum, in which educational institutions will prepare their courses. They will also set standards or expectations for performance-oriented learning areas while not having a regulatory role.
- The regulatory system, together with the National Council for Higher Education (NHERC), is expected to operate as a single regulator in the field of higher education, including teacher education, but excluding medical and legal education.
- Education mode for flexibility (mixed method). The National Education Technology Forum (NETF) will be established. E courses will be developed in the first eight regional languages and visual laboratories will be built
- National Research Foundation (NRF) to promote high quality research. The NRF will be set up soon and will look to support, advise, and build 'research quality' in India. The NRF aims to support researchers working across India's streams. In order to bring non-scientific research to its level, the NRF will fund research projects in all four major sectors - Science; Technology; Social Science; Arts and Humanities.

## Challenges Posed by NEP-2020

The challenge arises as it seeks to transform all three aspects of the education delivery framework: teaching, curriculum and assessment. It doesn't take a bit of a quantum jump to the way we think about education. A major operational challenge will be to adequately prepare our teachers and educators to be able to make this change. Teachers are

expected to move from a banking education system to a knowledge base, work collaboratively with students, help students become self-reliant and confident, and develop students' cognitive skills - skills that allow students to think critically about their learning process. This is a major barrier to teacher learning. In what ways will this change be achieved? The major challenges posed by New Education policy are following:

**Changing the mind:** The current education system is a stumbling block for the British and Industrial age. Mental change will involve two or more generations of parents, teachers, grandparents and teachers. STEM-focused education generation should give way to NEP. The union world will also need to adapt this and change its recruitment and recruitment policies. There will be several challenges to changing this mindset. However, it can be done with a lot of power play by the government.

**Rethinking and accepting educational changes:** Education should not only develop cognitive skills in learners - both 'basic' reading and numeracy skills and 'higher order' comprehension skills such as critical thinking - but also 'social and emotional skills' are not known as soft skills such as empathy, agility, patience, leadership and teamwork. The NEP requires fair teaching and significant curriculum and teaching changes. These teaching changes are complex and need to be considered in order to be effective.

**Rethinking thinking:** School-leaving examinations boards will need to rethink their student assessment methods and identify appropriate content rubrics for reading. School textbooks will need to be rearranged accordingly. Constructive testing is almost non-existent. How do we modify and use it seamlessly? With the majority of K-12 students in India enrolled in schools with an annual tuition fee of less than Rs 12,000; the proposed changes will have to be easily implemented in the various categories of schools.

**Teacher training:** Achieving these ambitious goals will require the proper training of teachers, educators and staff and the preparation of a list of excellent, inspiring guidelines. Learning should be a fun and engaging activity rather than a strenuous exercise that keeps young people out of work.



The policy should create an environmentally friendly learning system that takes into account the geographical and cultural diversity of our country and the different levels of learning for each learner.

**Way down:** As Indians, we are socially designed to embrace the highest standard of all aspects of life. These social and educational changes can only be achieved through low-level grassroots interventions. In a large-scale plan, the key action would be to redesign and redesign the system through a downward spiral and bring about a clear change in the minds of participants, including office workers and parents, right from the start. Change is needed from 'thinking' to 'how you think'.

**Upgrading teachers:** We need the best and most outstanding recruitment to enter the teaching profession at all levels. Also, teachers need to be reinstated as the most respected and important members of our society, because they are the ones who shape our next generation of citizens. Work also needs to be done to remove personal and professional barriers to working in remote, inaccessible areas that are critical to preparing these workers and making NEP successful.

**Funding and adding a new model:** More than 250 million students are expected to enroll in Indian schools by 2030. With an average student ratio of 1:35, India needs an estimated seven million students and teachers to deal with this student body. Those teachers need to graduate from the prestigious B.Ed. 12th graduation program, graduates and graduates one, two and four years respectively. Teaching is also one of the lowest paid jobs in India for a typical teacher earning Rs. 200,000 a year. Because of these challenges, meaningful teaching and experience will be difficult compared to existing teaching that focuses on printed content. More funding is needed from the end of the government to overcome this huge deficit. Also, the current pool of teachers should be directed to the teaching strategies of the new era.

**Study or certificate / degree:** Although the flexibility of the higher education model in the sense of graduation is often an important step in reducing the number of graduates, the question still arises about the importance of these certificates and diplomas. The Indian psyche

strongly associates work with the degrees obtained. Therefore, to use this new system, we must first eliminate the old notion that one can only get a job with some success. This is a dangerous paradigm that undermines and discourages some of man's natural talents.

**Guidance to attend more courses:** The current state of education does not include formal training and practice to teach college and university teachers. This urgent need to redesign the curriculum so that it can be transformed into a living thing so that we can think the basic and advanced thinking and focus skills at different levels of education. The policy aims to establish multiple disciplinary institutions instead of one. The road to achieving this goal is marked with good intentions.

**Money:** It would be a good idea to fully implement NEP 2020's proposals for higher education given the limited resources available. It requires private institutions to provide more academics to make admission easier for students from low-income sectors, but the NEP failed to discuss how this could be achieved. This highlights the need for greater public funding for higher education, which is actually unsettled in the current context. An increase in the education budget from 3 percent to 6 percent of GDP is not enough to meet start-up needs.

**Digital connection:** We need internet access in remote areas because e-learning is a way forward, as evidenced by the time it has spread. The digital infrastructure for this purpose will include digital classrooms, online teaching models, AR / VR technology to conquer gaps in physical education and lab infrastructure, similar testing programs, schools, career counseling sessions and teacher training to become proficient in new technologies. This will continue to be a major challenge for the next decade.

## Conclusion

To conclude, it can be said that National Education Policy is innovative and ambitious one, but it has to be seen as to how things to unfold and how implementation is carried out. The issues listed above have to be kept in mind before hand by the authorities and policy makers for successfully implementing NEP. The policies and the suggested changes

according to NEP-2020 look great on paper, and they would change the face of the Indian education system in the years to come, but that would depend on how they are approached and executed by not one state but by all. It is believed that the existing problems in higher education will vanish slowly by restructuring and reorganising the edifice paving the way for altogether new and creative higher education system within the stipulated period in India. There are big challenges for academicians and policy makers to convert ideas into actions which bring significant changes and adds to the knowledge capital of the country. The successful implementation of NEP 2020 will transform the educational system to one of high quality, affordable, flexible and relevant to the individuals, economy and to the society as a whole, so as to develop India as a knowledge society.

## References

1. Sheikh, Y. A. (2017). Higher Education in India: Challenges and Opportunities. *Journal of Education and Practice*, 8(1), 39-42.
2. Bhatia, K., & Dash, M. K. (2011). A demand of value based higher education system in India: A comparative study. *Journal of Public Administration and Policy Research*, 3(5), 156-173.
3. Khare, M. (2014). Employment, employability and higher education in

India: The missing links. *Higher Education for the Future*, 1(1), 39-62.

4. Pegu, U. K. (2014). Information and communication technology in higher education in india: Challenges and opportunities. *International Journal of Information and Computation Technology*, 4(5), 513-518.
5. Barth, M., & Rieckmann, M. (2016). State of the art in research on higher education for sustainable development. *Routledge handbook of higher education for sustainable development*, 100-113.
6. Pereira, D., Flores, M. A., & Niklasson, L. (2016). Assessment revisited: a review of research in Assessment and Evaluation in Higher Education. *Assessment & Evaluation in Higher Education*, 41(7), 1008-1032.
7. Draft National Education Policy 2019, <https://innovate.mygov.in/wpcontent/uploads/2019/06/mygov15596510111.pdf>
8. Mishra, H. (2020). National Education Policy-2020:A Magna Carta for 21st century Higher Education. *University News*. Vol. 58 No 46, 10 – 17.