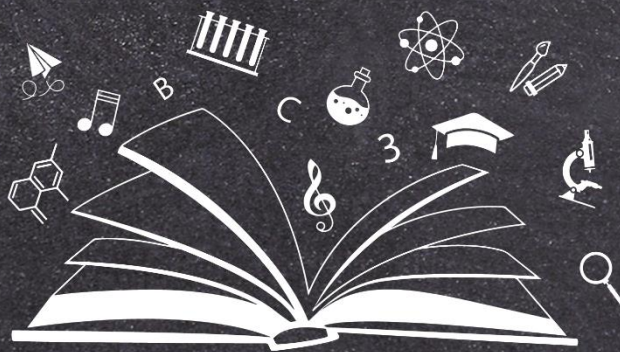


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NEP 2020

Challenges & Opportunities



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PREFACE

In the dynamic landscape of education, policies serve as guiding beacons, illuminating the path toward progress and transformation. The National Education Policy (NEP) of 2020 stands as a testament to the collective vision, aspirations, and endeavors of a nation committed to nurturing the minds of its citizens and shaping the future of generations to come.

As we embark on this journey of exploration into the challenges and opportunities embedded within the fabric of the NEP-2020, it is imperative to reflect on the ethos that underpins its genesis. Rooted in the principles of equity, inclusivity, innovation, and excellence, the policy heralds a paradigm shift in the educational landscape of our country.

This preface encapsulates the essence of our discourse, providing a nuanced understanding of the intricacies that define the NEP-2020 and the transformative potential it harbors. It is a chronicle of contemplation, analysis, and dialogue, aimed at unraveling the complexities inherent in the implementation of such a monumental framework.

The pages that follow will serve as a canvas upon which we shall paint a portrait of the challenges that lie ahead, juxtaposed against the boundless opportunities that await realization. Through the lens of scholarship, expertise, and empirical inquiry, we shall navigate through the contours of policy formulation, implementation strategies, and the imperatives of stakeholder engagement.

As we delve deeper into the recesses of this discourse, we invite you, the reader, to embark on a voyage of discovery, to engage in critical introspection, and to envision a future where education transcends boundaries, empowers minds, and fosters a culture of lifelong learning.

In the spirit of collaboration and intellectual inquiry, let us embark on this odyssey together, cognizant of the challenges that lie ahead, yet emboldened by the transformative potential that lies within our grasp.

Editors

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**TRANSFORMATIVE PATHWAYS: ANALYSING THE IMPLICATIONS AND
IMPLEMENTATION CHALLENGES OF INDIA'S
NATIONAL EDUCATION POLICY 2020**

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Abstract:

India's National Education Policy (NEP) 2020, aims to modernise the current system to meet 21st-century expectations. It represents a dramatic change in the nation's approach to education. This study is thorough examination of the consequences and implementation difficulties brought by NEP 2020.

In order to encourage students' critical thinking, creativity, and invention, the policy places a strong emphasis on flexible scheduling, transdisciplinary learning, and holistic development. NEP 2020 seeks to close the skill gap between school and employment by advancing basic reading and numeracy, vocational training, and technological integration. This will support the country's socioeconomic development.

NEP 2020 will confront numerous practical obstacles. First, universal acceptance and execution of the policy is hampered by coordination issues across states and regions resulting from India's decentralised system of education governance. Second, infrastructure development and resource allocation pose significant challenges, particularly in rural and distant places where access to high-quality education is still a critical issue. Furthermore, it becomes clear that crucial areas which needs quick attention are the efficient training and capacity building of teachers to comply with the policy's pedagogical innovations.

This chapter aims to offer insights into the policy's potential impact on India's education landscape through a detailed analysis of the implications and challenges associated with NEP 2020. It also provides recommendations for addressing the issues that will inevitably arise to ensure the policy's successful implementation. It emphasises how crucial it is to take a coordinated and cooperative approach to achieving the policy's transformative aim, opening the door for an inclusive, egalitarian, and progressive

education system in India. In addition, the ambitious goals of NEP 2020 call for a radical change in how society views education, requiring the active participation and cooperation of a wide range of stakeholders, including legislators, teachers, parents, and the community at large.

Through a rigorous examination of the implications and challenges associated with NEP 2020, this chapter seeks to provide insights into the policy's potential impact on India's education landscape and offers recommendations for addressing the multifaceted challenges to ensure its successful implementation. It underscores the imperative of a coordinated and collaborative approach towards realizing the transformative vision outlined in the policy, thereby paving the way for a more inclusive, equitable, and forward-thinking education system in India.

Keywords: NEP2020, Education Policy, Transformative Education, Teaching Pedagogy

Introduction:

An important turning point in the country's efforts to restructure education is the National Education Policy (NEP) 2020, a historic reform initiative in India's educational system. Designed as an all-encompassing plan to tackle the changing demands and obstacles of the twenty-first century, NEP 2020 aims to bring life and energy back into India's educational system at every stage, from pre-school to university education. The policy places a strong emphasis on diversity, equity, and quality in order to provide students with the knowledge, abilities, and attitudes they need to prosper in a world that is becoming more linked and complicated.

After prolonged discussions and engagements with a wide range of stakeholders, including legislators, specialists, educators, civil society organisations, and the general public, NEP 2020 was developed and adopted. Its multi-year preparation process demonstrated a dedication to obtaining a range of viewpoints and insights to guide an all-encompassing and forward-looking vision for Indian education. The resultant policy document, which is more than sixty pages long, describes a myriad of projects and reforms that are meant to completely transform the education ecosystem, from governance structures and assessment frameworks to curriculum design and teaching.

Fundamentally, NEP 2020 aims to develop a culture of inquiry and lifelong learning while encouraging learners' critical thinking, creativity, and invention. It supports early childhood care and education (ECCE) as a fundamental right and emphasises the significance of basic literacy and numeracy as the cornerstones of education. The policy

emphasises the value of flexibility and choice in education, providing a variety of pathways for academic and vocational interests, in recognition of the different needs and goals of learners. NEP 2020 also calls for the seamless integration of technology into education to improve fairness, quality, and access; this will help close the digital divide and provide inclusive learning opportunities for all.

NEP 2020 has the potential to be a game-changer because of its lofty goals and dedication to resolving structural issues that have long dogged the Indian educational system. The attainment of equitable and inclusive education in India has been hampered for many years by problems like rote learning, examination-centric systems, a lack of teacher autonomy and responsibility, poor infrastructure, and differences in access and quality. With its foundation in the values of equality, social justice, and sustainability, NEP 2020 signifies a paradigm change away from the traditional educational model and toward a more immersive, holistic, and learner-centric approach.

NEP 2020, although its high goals, faces numerous implementation obstacles that call for thoughtful thought and calculated action. The intricate relationship between national, state, and local government that characterises India's decentralised system of education governance creates coordination issues that could prevent the policy from being adopted and implemented consistently across various contexts and locations. Furthermore, the lack of resources poses significant challenges for the development of infrastructure, hiring and preparing teachers, and providing appropriate learning resources and technologies, especially in rural and isolated locations.

Moreover, the effective mobilisation and engagement of many stakeholders, such as legislators, educators, parents, communities, and the commercial sector, is critical to the successful implementation of NEP 2020. Fostering ownership and accountability at all levels of the school system requires reaching and creating consensus about the goals and tactics of the policy. Furthermore, in order to maintain the effectiveness and influence of the policy over time, strong monitoring and evaluation procedures are required to monitor development, spot bottlenecks, and adjust methods as appropriate.

To support evidence-based decision-making and the creation of policies, it is essential to conduct a thorough examination of the implications and implementation issues of NEP 2020 in light of these difficulties. Scholars, legislators, and practitioners can learn a great deal about the advantages and disadvantages of implementing the policy by critically analysing its main points, underlying presumptions, and possible consequences.

Furthermore, through recognising optimal methodologies, inventive techniques, and insights gained from previous reform initiatives, interested parties can extract significant knowledge that will guide future policy formulation and execution plans.

Within this framework, this study aims to provide a thorough examination of the transformative routes delineated in NEP 2020, specifically addressing the consequences and implementation obstacles confronting the Indian education sector. In addition to providing insights into potential strategies and interventions to address important challenges and maximise the policy's transformative potential, the chapter draws upon a multidisciplinary and comparative perspective to elucidate the complex dynamics shaping the policy's adoption and implementation.

To accomplish this goal, the chapter will be organised as follows: After this introduction, the next section will give a summary of the background and development of Indian education policy, charting the course of reform initiatives that culminated in the creation of NEP 2020. The study will then go into great length to analyse the main clauses and guiding principles of NEP 2020, emphasising its revolutionary potential and ramifications for different stakeholders. The policy's implementation obstacles and limitations, particularly those pertaining to governance, money, infrastructure, teacher capacity, and social fairness, will next be covered in the following sections. Lastly, a summary of the main conclusions and suggestions for legislators, educators, and other interested parties to negotiate the challenges of implementing

Empirical data and case studies from India and other nations will be used throughout the article to enhance the analysis and offer insightful information about successful policy formulation and execution techniques. In addition, the study will investigate extant literature, policy chapters, and professional viewpoints to offer a thorough and sophisticated analysis of the ramifications and difficulties related to NEP 2020. The chapter aims to contribute to ongoing discussions and debates surrounding education reform in India and beyond by critically examining the fundamental assumptions, goals, and strategies of the policy. It also provides useful suggestions for advancing the objectives of equity, quality, and inclusion in education.

The integration of explicit and tacit information in business education to create a more comprehensive learning experience that promotes change. A notable disparity exists in the amount of knowledge generated by the three entities: business firms, learners, and B-schools. To close the gap, the necessary applied knowledge from industry methods must

be easily incorporated into academic training. Moreover, business enterprises must to interact with B-schools without hesitation in order to minimise the learning gap (Kumar & Padashetty, 2021).

Research Methodology

The examination starts with a thorough review of the literature to place NEP 2020 in the larger context of Indian education policy change. In order to highlight important themes, trends, and controversies surrounding NEP 2020, this review synthesises previous scholarship, policy documents, and empirical investigations. This serves as the foundation for the analysis that follows.

The analysis entails a thorough reading of NEP 2020 and other policy documents in order to pinpoint its main goals, tenets, and regulations. An in-depth grasp of the policy's objectives, tactics, and frameworks for implementation is made possible by this document analysis, which also serves as a strong basis for further analysis.

Literature Review

Due to its revolutionary objectives and ambitious goals, the National Education Policy (NEP) 2020 of India has attracted the attention of scholars, policymakers, and practitioners alike. By utilising a wide range of empirical studies, policy analyses, and theoretical frameworks, this literature review seeks to give a thorough overview of the body of research on the implications and implementation issues of NEP 2020.

The development of India's education policy can be seen in the larger framework of NEP 2020's formulation. Aggarwal (2021) provides a thorough historical examination of Indian education policy, following the path from the Kothari Commission to the current day. The author sets the foundation for the emergence of NEP 2020 by highlighting the continuity, innovation, and adaptation that define India's education policy landscape.

NEP 2020 introduces several key provisions and principles aimed at fostering holistic development, flexibility, and inclusivity in education. Kumar (2020) provides a critical appraisal of NEP 2020, analysing its foundational principles, including the emphasis on early childhood care and education (ECCE), multidisciplinary learning, and the integration of technology. The author underscores the transformative potential of these provisions in reshaping India's education landscape.

The goal of NEP 2020 is to reinterpret the obligations that educators and students have within the educational system. In his analysis of NEP 2020's effects on educators, Pradhan (2020) draws attention to the policy's emphasis on ongoing professional

development, individuality, and accountability. The author makes the case that NEP 2020's goals of quality and excellence in education cannot be achieved without funding teacher capacity-building.

Overcoming numerous governance and execution obstacles is critical to the successful implementation of NEP 2020. Singh (2021) examines the governance frameworks and procedures required for the successful execution of policies, highlighting the necessity of responsibility, cooperation, and coordination between federal, state, and local authorities. The author also names administrative roadblocks and bureaucratic lethargy as major hindrances to policy execution.

Limited resources, especially in remote and marginalised areas, provide serious obstacles to NEP 2020's successful execution. Nambiar (2021) highlights the differences in access to high-quality education by examining the problems with infrastructure development and resource allocation that India's education system faces. To close the equality gap, the author advocates for greater spending on infrastructure, hiring more teachers, and educational resources.

Social justice and inclusivity in education are prioritised heavily in NEP 2020. The effects of NEP 2020 on underprivileged and marginalised groups—such as girls, kids from low-income households, and members of minority communities—are examined by Mishra et al. (2020). The authors contend that tackling socioeconomic inequities and advancing social justice depend heavily on NEP 2020's emphasis on inclusive education policies and practises.

NEP 2020 promotes the smooth incorporation of technology in education to improve quality, equity, and accessibility. In his analysis of how digital technologies are changing teaching and learning methods, Rajan (2020) highlights the potential for online platforms, e-resources, and virtual classrooms to increase access to education. The author does, however, also draw attention to the digital divide as a roadblock to fair access and advocates for focused initiatives to close this gap. NEP 2020 promotes the smooth incorporation of technology in education to improve quality, equity, and accessibility. In his analysis of how digital technologies are changing teaching and learning methods, Rajan (2020) highlights the potential for online platforms, e-resources, and virtual classrooms to increase access to education. The author does, however, also draw attention to the digital divide as a roadblock to fair access and advocates for focused initiatives to close this gap.

The effective execution of NEP 2020 requires the active participation and cooperation of multiple stakeholders, including as legislators, educators, parents, communities, and the business industry. In his investigation of the function of community involvement in advancing educational changes, Sharma (2021) emphasises the significance of inclusive decision-making procedures, local ownership, and grassroots activism. The author makes the case that establishing alliances and collaborations is crucial to creating and maintaining change momentum.

To ensure that NEP 2020 is effective, it is imperative to have strong procedures for evaluation and monitoring in order to track progress, identify bottlenecks, and recalibrate plans as necessary. In his research of the function of assessment frameworks in evaluating the effects of educational reforms, Reddy (2021) emphasises the significance of evidence-based policy analysis and data-driven decision-making. The author emphasises how feedback loops and ongoing observation are essential for guiding the implementation and improvement of policies.

Utilizing comparative studies and worldwide best practises can yield insightful information about successful policy design and implementation techniques. In their comparative study of educational policy from various nations, Sharma and Gupta (2020) identify important insights and takeaways that are relevant to India. In order to bring about significant change, the authors stress the value of stakeholder participation, contextual adaptability, and adaptable implementation strategies.

Analysis

This chapter offers a thorough analysis of the transformational vision included in NEP 2020 as well as the challenges associated with putting it into practise. Using factual data and a multidisciplinary perspective, the study offers insightful information regarding the opportunities and limitations inherent in India's education reform effort.

This chapter places NEP 2020 in the historical framework of India's education policy evolution, emphasising how the policy departs from traditional methodologies in favour of a more holistic, learner-centric paradigm. This historical study offers a strong framework for comprehending the goals and reasoning behind NEP 2020, laying the groundwork for a careful examination of its consequences and difficulties.

Examining the main features and tenets of NEP 2020, such as its focus on early childhood care and education (ECCE), transdisciplinary learning, and technological integration, is one of the analysis's strongest points. The analysis highlights the

revolutionary potential of NEP 2020 in altering India's education environment and encouraging a culture of lifelong learning and creativity by critically evaluating these provisions.

The chapter also explores the implementation issues that NEP 2020 will face, covering topics like social equality, community involvement, governance, and resource limitations. By highlighting these difficulties, the analysis offers a realistic evaluation of the obstacles that must be removed in order to successfully accomplish the goals of the policy.

In addition, the chapter explores the implementation issues that NEP 2020 will face, including social equality, community involvement, governance, and resource limitations. The analysis offers a realistic evaluation of the obstacles that must be removed to successfully achieve the goals of the policy by highlighting these difficulties.

Lastly, the study explores the implementation issues that NEP 2020 will face, including social equality, community involvement, governance, and resource limitations. The analysis offers a realistic evaluation of the obstacles that must be removed in order to successfully achieve the goals of the policy by highlighting these difficulties.

Conclusion:

The chapter offers a thorough and in-depth examination of NEP 2020, providing insightful information on its potential for transformation and the difficulties that will be encountered. It adds to a better understanding of India's education reform agenda by critically analysing the policy's provisions, guiding principles, and implementation issues. It also offers helpful suggestions for achieving the policy's objectives of equity, quality, and inclusion.

The analysis highlights NEP 2020's transformative goal, which aims to promote diversity, flexibility, and holistic development in education. With a focus on technology integration, multidisciplinary learning, teacher capacity-building, and early childhood care and education (ECCE), NEP 2020 seeks to transform India's educational system and give students the knowledge, abilities, and attitudes they need to prosper in the twenty-first century.

With a focus on technology integration, multidisciplinary learning, teacher capacity-building, and early childhood care and education (ECCE), NEP 2020 seeks to transform India's educational system and give students the knowledge, abilities, and attitudes they need to prosper in the twenty-first century.

Notwithstanding these obstacles, the chapter maintains its positive outlook about NEP 2020's transformative potential and emphasises the significance of evidence-based decision-making, stakeholder engagement, and ongoing monitoring and assessment. India can achieve the goals of fairness, quality, and inclusion in education by utilising technology, constructing upon international best practises, and cultivating partnerships among varied stakeholders. These strategies will help India overcome implementation obstacles.

Finally, a thorough and nuanced analysis of NEP 2020 is provided in this chapter which offers insightful analysis and helpful suggestions for furthering India's education reform agenda. The analysis contributes to ongoing conversations and debates surrounding education policy and practise in India by critically assessing the policy's provisions, guiding principles, and implementation issues. It also informs future policy initiatives and research in the subject of education reform.

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NATIONAL EDUCATION POLICY-2020 AND INCLUSIVE EDUCATION

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Abstract:

Since every child has the right to learn, inclusive education, which is "education for all," came into existence. 93 million children worldwide are estimated by UNICEF to have some form of disability. Students classified as having special needs include those with disabilities related to vision, hearing, speech, mental retardation, dyslexia, aphasia, and physiology. And one of the main things preventing people from accessing school is this disability. Inclusive education is defined as upholding each child's rights and establishing a supportive learning environment for each and every one of them. It has been demonstrated that inclusive education works well in illuminating all children. To put it simply, it refers to all students, including those with disabilities, in the same classroom and school. It is believed that only around 50% of special children are receiving genuine access to learning opportunities, despite the efforts of numerous policies, NGOs, and schools. In addition to local and national initiatives, UNICEF is working globally to build a connection between education and all children worldwide. Through educating the public, developing capacity, and providing implementation support, UNICEF pushes the regulatory body to adopt inclusionary education. However, attaining this kind of educational property can take time and necessitate radical adjustments at every stage, from the students' own to their parents', societies', instructors', and institutional levels. This chapter is an attempt to investigate the roles that different people can play in inclusive education.

Keywords: Inclusive Education, NEP, Psychology, Special Students

Introduction:

The fact that the Indian government's "Sarva Shiksha Abhiyan" program includes inclusive education in its goal of universalizing elementary education illustrates the significance of inclusive education. The 86th Amendment to the Constitutional Act makes the goals of the Universalization of Elementary Education easier to achieve. As a result, all children have the fundamental right to an elementary education, with special attention paid to those who have special needs. This action also makes it evident that the goals of Sarva Shikha

Abhiyan's Universalization of Elementary Education will be greatly aided by including pupils with special needs in the educational system [1]. Under the Sarva Shiksha Abhiyan, inclusive education encompasses individualized financial support as well as identification, assessment, and plan development. Additionally, it supports the instructor, gives training, monitors and systematically evaluates the development, and encourages the impaired pupils by removing any physical impediments [1]. For this reason, policymakers want all students to receive a high-quality education, regardless of the severity of their disabilities. Therefore, the Sarva Shiksha Abhiyan adopts "a zero rejection policy." It has been discovered that offering the option to attend ordinary classes rather than special ones is more effective. Teachers can lead the way in bringing about changes, but there are many obstacles in the way of delivering the intended results. Teaching special needs pupils requires a unique set of abilities, a confident mindset, and an incredible level of ability.

Inclusive Education:

"Schooling for all" is the proverb of comprehensive instruction since learning ought to be the crucial right of every understudy. According to Olusanya et al., UNICEF estimates that approximately 93 million children worldwide suffer from some kind of disability [2]. According to UNICEF, "inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded—not only children with disabilities but speakers of minority languages too [3]." Other authors define inclusive education as when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum [4]. However, these impairments, such as mental retardation or physiological issues, should not become a barrier to education access. Inclusive education is a way to create an extraordinary and inspiring learning climate so the radiance of instruction can reach all youngsters. Here, comprehensive training isn't about building the unique frameworks for extraordinary understudies; it is about creating the exceptional climate in typical schools so instruction for all under one roof can be accomplished. It was seen that the understudies with special needs feel better in the organization of ordinary understudies [5–7], and it helps in drawing them into good affiliations. Policies to promote and regulate education in India are periodically framed and reframed by governments. The first NEP was launched in 1968, the second in 1986, and the third in 2020 by the Union Government. Various initiatives are

being taken by policymakers to achieve education for all. For example, Operation Blackboard (1987), Restructuring and Reorganization of Teacher Education (1987), Minimum Levels of Learning (1991), the National Programme for Nutritional Support to Primary Education (1995), the District Primary Education Programme (DPEP) (1993), and the movement to Educate All (2000) are some initiatives to achieve this. Further to eliminate the blockades and give equivalent learning open doors all over India, the second NEP was sent off in 1986. It particularly centered around the training privileges of ladies, Planned Clans (ST), and the Booked Rank (SC) people group. As a result, this policy called for a variety of scholarships, teacher recruitment from these castes, incentives to help poor students, and schools with hostels. Between the years 1992 and 2005, the NEP was reframed. The most recent NEP went into effect on July 29, 2020, with the goals of reducing the content of the curriculum, increasing basic learning, adapting to critical thinking, and providing practical-based instruction. Rather than the 10+2 framework, it is suggested that a 5+3+3+4 framework be used for the mental improvement of understudies [8].

NEP-2020 and Inclusive Education:

Inclusive education is one of the important issues of NEP-2020, as it has taken on the proposals of the Rights of Persons with Disabilities Act, 2016, which defined inclusive education as one in which students with and without disabilities work together to learn. Aside from this, the ongoing approach has included numerous proposals given by different associations. In this educational system, students with special needs will have better and equal opportunities. The Rights of Persons with Disabilities Act of 2016 recommends non-separation in schools, support on a singular premise, equivalent foundation openness, refined facilities, utilization of Braille and communication via gestures, and cautious observation of every understudy. The NEP-2020 additionally has choices for the enlistment of educators with exceptional preparation for special needs understudies and the incapacity mindfulness modules during instructors' preparation. Significant emphasis is given to the planning of a superior educational program, instructive methodologies, and productive open doors so that any kind of isolation or seclusion in light of handicaps can be precluded. Additionally, it might remove language barriers to lessen the likelihood of being excluded from the educational system. It is an effort to improve community involvement so that as few students as possible are excluded from the system because of language and disability barriers. This NEP focuses on moral principles like empathy, respect for human

rights, tolerance, and gender equality, among others. In addition, the current NEP takes into account India's cultural heritage and ancient knowledge system [9].

Conclusion:

Equal opportunities for all, as well as the right to education, are supported by the notion of respect for all people. A system of inclusion education could arise in the context of this concept of human dignity. The concept of including all the students under one roof has attracted policymakers since 1990 [10–11]. The maxim that "practice makes a man perfect" supports the requirement of specialized or routine training for educators to accommodate inclusive education. The training ought to promote teachers' readiness for all students and provide an understanding of the scope as well as knowledge, skills, competence, and attitudes [10]. Additionally, teacher education aids in the development of competencies and attitudes. The impacts of instructor training on skills and mentalities were assessed methodically, and a positive connection has been laid out. Aside from the normal educator-instructive courses, the basic courses in a custom curriculum assist with changing the behavior of instructors toward comprehensive training [12]. Accepting, comprehending, and addressing the physical, cognitive, academic, social, and emotional variety of students is the cornerstone of a successful inclusive education. This is not to suggest that students never need to take time off from their regular education sessions; in fact, there are situations where doing so is necessary for very specific reasons, such as speech or occupational therapy. However, the intention is for this to be the exception [13]. Scholars frequently investigate issues and potential traps that could reduce the effectiveness of instruction in inclusion classrooms. However, research indicates that this is untrue. There is no difference in instructional time or student engagement between inclusive and non-inclusive classrooms. Indeed, many regular education students report knowing very little or nothing about the presence of students with disabilities in their classes. When they participate in an inclusive education together, conscious students show greater respect and tolerance for people with disabilities [14].

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INTEGRATING TRADITIONAL INDIAN KNOWLEDGE SYSTEMS INTO THE NEP-2020 FRAMEWORK: CHALLENGES AND PROSPECTS

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Abstract:

This research paper explores the integration of Traditional Indian Knowledge Systems (IKS) into the National Education Policy (NEP) 2020 framework, highlighting the challenges and prospects of blending ancient wisdom with contemporary education in India. It underscores the NEP 2020's commitment to revitalize and preserve India's rich cultural and intellectual heritage by incorporating IKS—spanning Ayurveda, Yoga, Vaastu Shastra, Jyotisha, and traditional arts and crafts—into educational curricula across all levels. The paper delves into the historical context, current relevance, and strategic importance of IKS in fostering holistic learning experiences that are deeply rooted in Indian traditions yet responsive to modern-day challenges. Through a comprehensive analysis, it outlines potential benefits such as the preservation of indigenous knowledge, promotion of holistic education, and enhancement of global recognition for India's contributions to knowledge and culture. Moreover, it addresses implementation challenges, including resistance to change, quality standardization, and language barriers, and proposes strategies involving curriculum development, faculty training, and stakeholder collaboration. Drawing on international experiences and best practices, the paper advocates for a balanced integration of traditional and contemporary education, emphasizing the role of government, educational institutions, industry, and private sector in realizing the vision of NEP 2020. This study offers valuable insights into transforming India's educational landscape by leveraging its unique cultural heritage.

Keywords: Indian Knowledge System, Integration, Heritage, Holistic, Innovation, Education

Introduction:

The National Education Policy (NEP) 2020 marks a significant milestone in the evolution of the educational landscape in India, aiming to transform the country into a vibrant knowledge hub by leveraging its rich cultural and intellectual heritage. At the heart of this transformative vision is the integration of Traditional Indian Knowledge Systems

(IKS) into the educational framework, a strategic move designed to bridge the gap between India's ancient wisdom and the demands of contemporary global society. This paper, authored by Dr. Denis Vaz, delves into the profound implications of embedding IKS within the NEP 2020, exploring the potential to enrich the educational experience, foster holistic development, and ensure the preservation and promotion of India's diverse cultural legacy.

IKS, encompassing a wide array of disciplines such as Ayurveda, Yoga, Vaastu Shastra, Jyotisha, and traditional arts and crafts, represent the essence of India's millennia-old civilization. These systems offer not only insights into sustainable living and well-being but also embody the philosophical, ethical, and spiritual wisdom that has guided Indian society through the ages. The NEP 2020 acknowledges the critical role of these knowledge systems in shaping a curriculum that is both modern and reflective of India's identity, aiming to produce well-rounded individuals who are deeply connected to their roots while being capable of navigating the complexities of the 21st century.

This introduction sets the stage for a comprehensive exploration of the challenges and prospects associated with integrating IKS into the NEP 2020 framework. It critically examines the policy's objectives, the historical evolution of IKS, their relevance in today's educational context, and the strategies for effectively blending traditional wisdom with contemporary educational practices. By analyzing the potential benefits and addressing the hurdles in this integration process, the paper aims to contribute to the ongoing discourse on educational reform in India, offering insights into how a balanced and inclusive educational system can be achieved. This initiative not only represents an effort to honor and revitalize India's intellectual traditions but also positions the country at the forefront of global educational innovation, reflecting its commitment to creating a future where tradition and modernity coalesce harmoniously.

Understanding Traditional Indian Knowledge Systems

The National Education Policy 2020 acknowledges the rich heritage of ancient and eternal Indian knowledge and thought as a guiding principle, aiming to integrate Traditional Indian Knowledge Systems into the curriculum at all levels. The definition of IKS encompasses a deep connection to the rich tapestry of Indian culture, traditions, value system, knowledge system, spirituality, and a sense of unity with nature. The scope of IKS is vast, covering various fields of knowledge, such as Ayurveda, Yoga, Vaastu Shastra, Jyotisha, and the traditional Indian arts and crafts. Delving into the history and evolution of Traditional Indian Knowledge Systems, it is important to note that India has a long and rich

tradition of knowledge generation and dissemination. Since the pre-independence era, Indian knowledge systems have evolved and adapted to various cultural and historical influences. The ancient Gurukul system of education, for instance, was an effective means of transmitting knowledge from one generation to the next. However, the colonial-era education system disrupted the continuity of these systems, leading to a decline in their prevalence and practice. With the introduction of NEP 2020, there is an opportunity to revitalize and preserve the traditional knowledge systems, ensuring that they are passed on to future generations.

In the modern context, the relevance of Traditional Indian Knowledge Systems is manifold. By integrating IKS into the education system, we empower students to evolve into well-rounded individuals deeply connected to their roots and equipped to tackle the challenges of the modern world. Furthermore, the NEP 2020 focuses on transforming the curriculum and pedagogical structure, pushing India's education system into modern learning while maintaining its cultural roots. Some potential solutions to overcome the challenges faced in incorporating IKS into the mainstream education system include: - Encouraging interdisciplinary learning, where students can explore the connections between traditional knowledge and contemporary subjects. - Promoting research and development in IKS, showcasing their practical applicability and global relevance. - Instituting prestigious peer-tutoring positions across all school subjects, to facilitate the dissemination of traditional knowledge. By addressing these challenges and harnessing the potential of IKS, the NEP 2020 can chart a future course of action that strengthens the Indian education system while preserving its unique cultural heritage.

Key Components of Traditional Indian Knowledge Systems

Ayurveda and traditional medicine are essential components of traditional Indian knowledge systems, with a rich history of promoting health and wellness through natural remedies and holistic practices. Ayurveda education in India has experienced numerous changes over time, including the integration of modern scientific advancements and the development of standardized curricula for training practitioners. The National Education Policy 2020 acknowledges the value of these ancient and eternal Indian knowledge systems, positioning them as guiding principles for the future of Indian education. By incorporating Ayurveda and traditional medicine into the NEP-2020 framework, the nation aims to preserve and promote indigenous knowledge while addressing contemporary health challenges. Vedic mathematics and astronomy represent another vital aspect of

traditional Indian knowledge systems, offering unique insights and innovative approaches to mathematical and astronomical concepts. The primary objective of incorporating these historical perspectives into the NEP-2020 framework is to address present-day and emerging challenges while fostering a deeper understanding of India's rich cultural and intellectual heritage. Integration of Vedic mathematics and astronomy into the mainstream education system will not only enhance students' problem-solving abilities but also encourage the exploration of alternative solutions and interdisciplinary connections.

Ancient Indian art and architecture serve as a testament to the nation's rich cultural and historical legacy, offering valuable insights into the principles, techniques, and aesthetics that have shaped Indian society over millennia. The NEP-2020 aims to preserve and promote this indigenous knowledge system by incorporating it into the curriculum and promoting research and cultural heritage advancement. By integrating ancient Indian art and architecture into the educational framework, learners will gain a deeper appreciation for the diverse and interconnected tapestry of Indian culture, traditions, value systems, and spirituality. Additionally, this integration will foster creativity and innovation, equipping students with the skills and perspectives necessary to navigate an increasingly complex and interconnected world.

Overview of NEP 2020 Framework

The National Education Policy 2020 is a visionary policy aimed at addressing the shortcomings of previous policies and making the Indian education system more accessible, equitable, and of higher quality. It is founded on the five guiding pillars of Access, Equity, Quality, Affordability, and Accountability, which are essential in preparing the youth for future challenges and opportunities. The policy places significant emphasis on integrating traditional Indian knowledge systems and culture into the mainstream education system, recognizing the rich heritage of ancient and eternal Indian knowledge and thought as a guiding principle. In order to achieve its objectives and goals, the NEP 2020 introduces several major policy reforms. One of these reforms is fostering the integration of vocational and skill-based learning with traditional theoretical knowledge, signifying a paradigm shift in the Indian education system. Another critical reform is the recognition of linguistic and cultural diversity within India, emphasizing the importance of multilingualism and promoting the use of Indian languages in the education system. Furthermore, the policy aims to ensure access to quality education for every child in India,

regardless of their socio-economic background, reflecting the policy's commitment to equity and inclusivity.

To effectively integrate traditional Indian knowledge systems into the NEP 2020 framework, there are some key focus areas to consider. First, the policy aims to incorporate Indian Knowledge Systems into the curriculum at all levels, bridging the gap between traditional knowledge and modern education. Second, it highlights India's long historical tradition of research and knowledge creation in various disciplines, ranging from science to humanities, emphasizing the need to build on this rich heritage. Finally, the policy enshrines the concept of "rootedness in India" as a crucial aspect of new education in India, ensuring that the education system remains connected to the country's cultural, social, and historical context. This approach requires innovative solutions and collaboration between various stakeholders to overcome the challenges faced in incorporating traditional Indian knowledge systems into the mainstream education system.

Potential Benefits of Integration

The integration of traditional Indian knowledge systems into the National Education Policy 2020 framework can potentially preserve indigenous knowledge that has been passed down through generations. This preservation is essential, as indigenous knowledge encompasses the wisdom, practices, and innovations developed by various communities, representing the rich heritage of ancient and eternal Indian thought. By incorporating historical perspectives and Indian knowledge systems into the education policy, the NEP 2020 aims to address present-day and emerging challenges while also acknowledging the importance of India's cultural roots.

Another benefit of integrating traditional Indian knowledge systems into the NEP 2020 framework is the promotion of a holistic approach to education. This approach transcends the conventional boundaries of academic disciplines, fostering the integration of vocational and skill-based learning with traditional theoretical knowledge. The NEP 2020 aims to transform India into a knowledge society, equipped to meet the 21st-century challenges, by promoting holistic and multidisciplinary education. This holistic approach, characterized by ancient Indian education systems, enhances the overall educational experience for students, making them more well-rounded individuals capable of tackling complex issues in the modern world. Lastly, the integration of traditional Indian knowledge systems into the NEP 2020 framework can lead to greater global recognition of India's contributions to the collective knowledge of humanity. The policy's emphasis on

"rootedness in India" as a crucial aspect of new education highlights the importance of acknowledging and embracing the nation's unique cultural heritage. By showcasing India's distinct and valuable contributions to various fields, the NEP 2020 can potentially enhance India's global influence and position the country as a key player in shaping the future of education, innovation, and research.

1. Integration Strategies for NEP 2020

Curriculum development and content play a critical role in integrating Traditional Indian Knowledge Systems into the NEP-2020 framework. The policy recognizes the rich heritage of ancient and eternal Indian knowledge and thought as a guiding principle. To effectively integrate IKS into the curriculum, the following steps can be taken: - Incorporating elements of Indian knowledge, history, and culture in various subjects to create a strong connection with India's roots. - Promoting the study of Indian languages, arts, and literature to preserve the nation's rich linguistic heritage. - Ensuring that the curriculum instills ethics and values in young people, as considered a critical mandate of education in NEP2020. Faculty training and capacity building are essential components of successfully integrating IKS into the NEP-2020 framework. Teacher training programs must be updated to meet the requirements of the policy and ensure the effective implementation of the revised curriculum. Strategies for faculty training and capacity building include: - Providing professional development programs at IKS, including workshops, seminars, and online courses. - Encouraging faculty to engage in research on IKS and contribute to the development of teaching materials and resources. - Establishing centers of excellence in IKS within educational institutions to promote research, innovation, and collaboration.

Collaborations and partnerships are vital for the successful integration of Traditional Indian Knowledge Systems into the NEP-2020 framework. By fostering mutually beneficial relationships among educational institutions, government agencies, and industry partners, the policy can effectively leverage the potential of IKS. Some possible strategies for fostering collaborations and partnerships include: - Establishing joint research projects and initiatives that focus on the application of IKS in various fields, such as healthcare, agriculture, and environmental sustainability. - Creating platforms for knowledge exchange, dialogue, and collaboration among students, educators, and experts in IKS. - Encouraging international collaborations to promote the global understanding and

appreciation of Indian knowledge systems, thereby enhancing India's position as a thought leader in the global education landscape.

2. Assessing the Challenges

One of the primary challenges in integrating traditional Indian knowledge systems into the NEP-2020 framework is resistance to change. The NEP-2020 aims to improve the quality of education, increase access to education, enhance employability, and foster innovation and research. To achieve these objectives, the policy proposes a shift from rote learning to a more holistic and continuous evaluation system. However, implementing assessment reforms and changing long-standing educational practices may face opposition from various stakeholders, including educators, students, and parents, who may be accustomed to the existing system and resistant to adopting new methodologies. Another significant challenge in incorporating traditional Indian knowledge systems into the NEP-2020 framework is ensuring quality and standardization. The policy recognizes the rich heritage of ancient and eternal Indian knowledge and thought as a guiding principle. However, seamlessly incorporating these traditional knowledge systems into the existing education system requires thorough exploration and deliberation. To maintain a high level of quality and consistency, it is crucial to develop standardized curricula and pedagogical approaches that can effectively transmit this knowledge to students while also fostering innovation and critical thinking. Furthermore, training faculty members to effectively facilitate the integration of traditional Indian knowledge systems into the new framework is essential to ensure success.

Language and regional barriers pose another significant challenge in integrating traditional Indian knowledge systems into the NEP-2020 framework. The NEP-2020 emphasizes offering elementary education in all local languages and incorporating Indian knowledge tradition curricula in various fields. While this approach aims to promote cultural diversity and inclusivity, it can also create practical difficulties in implementation. For instance, translating educational materials into multiple languages, accommodating regional variations in traditional knowledge systems, and ensuring that students have access to high-quality resources in their local languages are formidable tasks. Overcoming these challenges requires concerted efforts from policymakers, educators, and stakeholders to develop effective strategies and solutions.

Balancing Traditional and Contemporary Education

Addressing the skills gap is a critical aspect of integrating traditional Indian knowledge systems into the NEP-2020 framework. The NEP 2020 signifies a paradigm shift, fostering the integration of vocational and skill-based learning with traditional theoretical knowledge. This new approach is intended to bridge the gap between academic knowledge and practical skills, which is essential for preparing students for the challenges of the 21st century. To achieve this balance, the NEP 2020 proposes changes in the curriculum framework, including a multidisciplinary approach and reduced emphasis on rote learning. Developing a curriculum that effectively blends traditional Indian knowledge systems with contemporary education will be crucial for addressing the skills gap and ensuring the success of the NEP-2020 framework. Encouraging innovation and research is another key aspect of integrating traditional Indian knowledge systems into the NEP-2020 framework. The Indian Knowledge Systems provide a rich heritage of ancient and eternal Indian knowledge and thought that can serve as a guiding principle for the NEP-2020. Strategies to promote research and development using Indian knowledge systems include encouraging interdisciplinary research that blends traditional knowledge with modern scientific methods. Institutions like the Parul Innovation & Entrepreneurship Research Centre have already started working on integrating IKS in higher education to foster innovation and research. This interdisciplinary approach to research will play a significant role in achieving the transformative goals of NEP-2020.

Fostering critical thinking and problem-solving skills is an essential component of the NEP-2020 framework. The policy is designed to promote critical thinking, creativity, and problem-solving skills among students. A key focus of the NEP is developing critical thinking and problem-solving skills by incorporating traditional Indian knowledge systems into the curriculum. By integrating these knowledge systems with contemporary education, students will be better equipped to tackle real-world challenges and contribute to the growth and development of the nation. This fusion of traditional wisdom with modern educational practices will create an environment that nurtures innovation, critical thinking, and problem-solving, ultimately leading to the success of the NEP-2020 framework.

1. Role of Stakeholders in Successful Integration

The successful integration of traditional Indian knowledge systems into the NEP-2020 framework requires the active involvement of various stakeholders, starting with the government and policymakers. The NEP-2020 recognizes the rich heritage of ancient and

eternal Indian knowledge and thought as a guiding principle, emphasizing the need to infuse this knowledge into the modern education system. Government and policymakers play a crucial role in the implementation of this policy by ensuring its alignment with the nation's broader educational objectives, allocating sufficient resources, and promoting research and development in the field of traditional Indian knowledge systems.

Educational institutions and teachers are also key stakeholders in the successful integration of traditional Indian knowledge systems into the NEP-2020 framework. Teachers, in particular, need to be well-trained and equipped to deliver the curriculum that incorporates Indian knowledge systems effectively. This can be achieved through targeted teacher education reforms, continuous professional development, and the creation of platforms for knowledge sharing among educators. Additionally, educational institutions should collaborate with local communities, experts, and organizations to ensure the accurate representation and preservation of traditional Indian knowledge systems within the curriculum.

The industry and private sector also play an essential role in the successful integration of traditional Indian knowledge systems into the NEP-2020 framework. By recognizing the value of these knowledge systems, industry players can provide much-needed support in terms of funding, expertise, and technology. Moreover, they can facilitate the creation of job opportunities and skill development programs that incorporate traditional Indian knowledge systems, ultimately benefiting both students and the workforce. Some ways the industry and private sector can contribute include: - Establishing partnerships with educational institutions to develop and implement curricula that incorporate traditional Indian knowledge systems. - Promoting research and innovation through grants, scholarships, and other forms of financial support. - Encouraging the development of market-relevant skills and competencies that are grounded in traditional Indian knowledge systems. In conclusion, the successful integration of traditional Indian knowledge systems into the NEP-2020 framework depends on the coordinated efforts of government and policymakers, educational institutions and teachers, and the industry and private sector. By working together, these stakeholders can help preserve, fortify, and promote the rich heritage of Indian knowledge systems for the benefit of future generations.

2. International Experiences and Lessons Learned

The integration of traditional Indian knowledge systems into the National Education Policy 2020 framework offers an opportunity to draw on international experiences and lessons learned from other countries. Case studies of nations that have successfully incorporated indigenous knowledge into their education systems provide valuable insights for India to consider in its own implementation efforts. For example, countries like New Zealand, Australia, and Canada have made significant strides in recognizing and integrating indigenous knowledge and practices into their curriculums. These nations have developed educational policies that emphasize the importance of indigenous culture, languages, and history, as well as the need to respect and preserve these traditions for future generations.

When examining the best practices in integrating indigenous knowledge, several key factors emerge that can contribute to the success of such initiatives. Among these are: - Emphasizing cultural and linguistic diversity: Ensuring that educational materials and teaching methods reflect the diverse cultural and linguistic backgrounds of the student population. - Adopting indigenous pedagogies: These teaching methods, specifically tailored to indigenous communities, are more effective in conveying the integrated epistemological frameworks that underpin indigenous knowledge systems. - Promoting sustainable practices: Indigenous knowledge systems often emphasize environmental stewardship and sustainable practices, which can contribute to a more ecologically responsible approach to education. By incorporating these best practices, India can develop a more inclusive and culturally relevant education system that respects and preserves its rich indigenous knowledge heritage.

In adapting global models of indigenous knowledge integration to the Indian context, the NEP-2020 aims to create a more responsive, flexible, and locally rooted education system. This policy emphasizes the importance of incorporating Indian knowledge systems into the curriculum at all levels, bridging the gap caused by previous discontinuities and fostering a deeper understanding of India's cultural and intellectual heritage. By taking inspiration from international case studies and best practices, India can develop an education system that not only respects and preserves its indigenous knowledge but also promotes creativity, critical thinking, and a holistic approach to learning. In doing so, the NEP-2020 has the potential to alter India's educational landscape and make education more accessible and relevant for all its citizens.

Future Prospects and Opportunities:

Integrating traditional Indian knowledge systems into the National Education Policy 2020 framework presents enormous potential for positively impacting the Indian economy and society. By embracing the nation's rich cultural heritage and ancient knowledge systems, the NEP 2020 aims to cultivate a sense of rootedness in Indian values and identity. This, in turn, can contribute to the development of a well-rounded and informed citizenry, capable of engaging in critical thinking and problem-solving. Furthermore, a society deeply connected to its history and culture will be better equipped to address contemporary challenges and contribute to the nation's progress.

The inclusion of traditional Indian knowledge systems in the NEP 2020 framework also opens up new career opportunities and fields of study for students. By integrating these knowledge systems into the curriculum at all levels, NEP-2020 seeks to bridge the gap between conventional education and India's rich intellectual heritage. As a result, students will have access to a broader range of study areas, encompassing diverse disciplines such as Ayurveda, yoga, and Vedic studies. This increased variety can lead to the emergence of new career paths, promoting innovation and entrepreneurship in fields deeply rooted in India's cultural heritage. Strengthening India's position in the global knowledge economy is another potential outcome of integrating traditional Indian knowledge systems into the NEP 2020 framework. By providing students with a solid foundation in both modern and traditional disciplines, the NEP aims to develop well-rounded individuals who can contribute to the growth and development of the nation. These individuals will be equipped with essential skills and knowledge that can be applied in various sectors, such as technology, healthcare, and education, thus enhancing India's global competitiveness. Moreover, by preserving and promoting its unique cultural heritage, India can showcase its intellectual prowess and innovative capacity to the world, which is crucial for establishing a strong presence in the global knowledge economy.

Conclusion:

In conclusion, the integration of Traditional Indian Knowledge Systems into the NEP2020 framework presents both challenges and prospects. While there is a need to preserve indigenous knowledge, there is also a need to balance it with contemporary education to address the skills gap and encourage innovation. The potential benefits of integration include a holistic approach to education, global recognition of Indian contributions, and new career opportunities. However, there are challenges such as

resistance to change, quality and standardization, and language and regional barriers. Successful integration requires the involvement of stakeholders such as the government, educational institutions, and industry. International experiences and best practices can also be adapted to the Indian context. Overall, the integration of Traditional Indian Knowledge Systems has the potential to strengthen India's position in the global knowledge economy and benefit society as a whole.

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NATIONAL EDUCATION POLICY 2020 - CHALLENGES AND OPPORTUNITIES ON THE EDUCATIONAL SYSTEM

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Abstract:

A well-defined education policy for the future is critical for the country at the school and college levels, as education leads to economic and social development. To make it work, different countries use different education systems that take into account culture and traditions, as well as different stages of their life cycle at the school and college education levels. The National Education Policy 2020 (NEP 2020), approved by the Indian Union Cabinet on July 29, 2020, outlines the vision for India's new educational system. The new policy replaces the previous National Education Policy of 1986.

The "National Education Policy" (NEP) 2020 is the government's first education policy for the twenty-first century. It intends to address the nation's numerous and expanding growth imperatives. NEP 2020 is a comprehensive framework aimed at transforming India's education system, with the goal of meeting the country's changing educational needs and challenges. The policy encompasses various reforms and initiatives that aim to promote holistic development, equitable access to quality education, and a learner-centric approach. It envisions a shift towards a more inclusive and flexible education system that focuses on skill building, critical thinking, and creativity. Also emphasizes the integration of technology, the promotion of multidisciplinary learning, and the nurturing of an environment that promotes innovation and research. The following paper is a small attempt to analyze what National Education Policy 2020 is, in terms of the opportunities and challenges that the authorities may face in implementing it.

The NEP 2020 aims to address various gaps in India's education system, and this policy is expected to help India achieve its 2030 sustainable development goal by ensuring inclusive and equitable quality education.

Keywords: National Education Policy 2020, NEP-2020, sustainable development, equitable quality education

Introduction:

India, a rapidly growing free country of educational change, currently has approximately 845 universities and approximately 40,000 higher education institutions (HIEs), reflecting the country's total diversity as well as the many small HEIs connected to these universities. It has been discovered that more than 40% of these small institutions use a single system, contradicting the anticipated transformation of the multi-sectoral higher education system, which is critical for educational change in the twenty-first century. It was also noted that more than 20% of colleges enroll fewer than 100 students each year, making it impossible to improve educational quality, and only 4% of colleges enroll more than 3,000 students per year due to regional inequality and the level of education provided. To boost India's education sector growth, the current government has announced the National Education Policy 2020. This is consistent with the Prime Minister's recent call to use the Fourth Industrial Revolution to lift India to a higher level. The newly launched National Education Policy 2020 envisions an India-focused education program that directly contributes to transforming our country into a society of equal and living knowledge by providing high-quality education to all.

Statement of the Problem:

“National Education Policy 2020: Opportunities and Challenges for India's Higher Education”

The Study Aims to

Promote fairness for students from socioeconomically disadvantaged groups and provide global access to high-quality higher education by 2030, as part of India's NEP 2020 goals. This policy aims to close gaps in today's mechanized education system, reduce cramming, and boost classroom creativity. Additionally, this policy promotes "lifelong learning for all" and application-based education.

Methodology:

This research method involves documentary analysis. It is based on secondary data and government documents. The primary sources are government reports and publications, with secondary sources including journal articles, news articles, books, and websites, among others.

Review of Literature:

Bele (2023), carried out a research paper "National Education Policy 2020: Challenges & Opportunities in Higher Education in India", The purpose of this paper is to

examine the potential and challenges that India's National Education Policy 2020 poses to higher education. Researchers, academics, and policymakers will benefit from this paper's analysis of the NEP policy. Soni (2022), conducted on "Challenges and issues in national education policy 2020", the researcher will discuss the essential areas that are still lacking, the complexity, and problems associated with implementing the numerous policies outlined in the National Education Policy 2020 in this essay. Smitha's (2020) article "National Education Policy (NEP) 2020 - Opportunities and Challenges in Teacher Education" With regard to paradigm shifts in terms of opportunities and challenges in the teacher education sector, the current paper attempts to analyze National Education Policy 2020. Reddy (2020) studied on "National Education Policy 2020 - Challenges and Opportunities on the Educational System" The establishment of the Higher Education Commission of India, which will eventually replace current regulatory agencies such as the UGC or AICTE, is one of the NEP 2020's most compelling features. It will establish one set of regulations for higher education institutions. The policy's long-term goal is to eliminate the current structure of colleges affiliated with universities and merge numerous small, financially burdensome institutions with larger HEIs. The NEP 2020 aims to address a number of deficiencies in India's educational system, and it is expected that this policy will assist India in meeting the 2030 Sustainable Development Goal of ensuring comprehensive and equitable access to high-quality education.

Issues of NEP 2020

- ✓ Initial distribution of students across subjects.
- ✓ Due to limited access to higher education, particularly in economically disadvantaged areas, the current gross enrollment ratio (GER) stands at only 25%.
- ✓ Students are drawn to higher education due to a lack of teachers and institutional freedom to innovate.
- ✓ Inadequate job management practices and advancement of intelligence among institutional leaders.
- ✓ Insufficient research and innovation at many universities and colleges.
- ✓ Low governance and leadership in higher education institutions.
- ✓ Corruption in the control system allows for the growth of fake colleges, despite efforts to improve and innovate.

National Education Policy 2020: Major Principles

- ✓ Encouraging teachers and parents to prioritize students' holistic development in both academic and non-academic areas.
- ✓ Providing multidisciplinary and holistic education to uphold the unity and integrity of all knowledge disciplines.
- ✓ Emphasize conceptual understanding over rote learning for exams.
- ✓ Promotes creativity and critical thinking for informed decision-making and innovation.
- ✓ Promoting ethics, human and constitutional values such as empathy, respect, cleanliness, courtesy, and democratic spirit.
- ✓ Encouraging multilingualism and the value of language in teaching and learning
- ✓ Develop life skills like communication, cooperation, teamwork, and resilience.
- ✓ Extensive use of technology
- ✓ Prioritizing equity and inclusion in educational decisions to ensure student success.
- ✓ Investing in teachers and faculty, including recruitment, professional development, positive work environments, and service conditions, is crucial to the learning process.
- ✓ Research excellence is a prerequisite for exceptional education and development. Educational experts conduct regular progress reviews based on ongoing research.

Approaches of NEP 2020

1. Curriculum & Content

The NEP aims to transition from the 10 + 2 building to 5 + 3 + 3 + 4, with early childhood education integrated into formal education. Furthermore, NEP 2020 focuses on reducing curriculum content to allow for critical thinking and, as a result, the development of 21st century skills. As a result, all aspects of curriculum and instruction must be restructured to achieve these objectives. The challenges of successfully implementing these changes include revising the curriculum in accordance with the National Curriculum Framework. Furthermore, teachers must reconsider the reading content rubric and adjust textbooks accordingly.

2. Teacher Availability and Training

The policy aims to redesign the school curriculum. However, for the curriculum to be effective, schools and the relevant authorities need to train teachers and understand the needs of teaching in order for there to be a smooth transition to the new education system.

In addition, they need to shift from teacher-centered reading to student-centered reading in order to develop interpersonal, critical thinking, problem-solving and decision-making skills among young people. The study suggests that more than 250 million students are estimated to enroll in K-12 schools in India by 2030. This means that we need nearly 7 million teachers to deal with this growing number of students. Since teaching is one of the lowest paid jobs in India, experiential learning and mind-focused teaching will be a challenging task. Until the teachers' salary review is reviewed, the implementation of NEP 2020 will be a major challenge.

3. Technology.

NEP 2020 emphasizes the use of technology to better prepare young people for the future. However, developing digital infrastructure such as digital classrooms, remote professional-based teaching models, and AR/VR tools to fill gaps in physical education and laboratory infrastructure is a major challenge because most schools lack the necessary infrastructure to support these tools. Furthermore, the costs of implementing a digital infrastructure may be lower for all schools across the country. Furthermore, in rural areas of the country where the Internet is almost nonexistent, using digital learning tools is out of the question. As a result, the government must work to build the foundational infrastructure that will support digital infrastructure in all areas.

4. Creating Tests

NEP emphasizes constructive assessment for learning rather than abbreviated assessment. The main goal of modifying the assessment program is to encourage continuous tracking of learning outcomes. Further testing, however, necessitates the implementation of new assessment methods and assignments by schools and teachers. These approaches necessitate technological intervention as well as active participation from teachers and students. A survey found that 75 percent of India's 1.5 million schools are run by the state. Of the remaining 400,000 private schools, approximately 80% are classified as 'private schools'. As a result, sending a continuous assessment framework presents a difficult task for these schools.

Highlights of New Education Policy

The government of India's new education policy focuses on educating, encouraging, and enlightening our students, who will shape our country's future. The policy has been drafted with the vision that it will touch the life of every child in the country with aspiration goals of the twenty-first century while not losing the beauty of India's tradition

and value system. One example of such is previous policy was formality just below the internet revolution. Since in modern pedagogy we are using technology-based and technology-enabled education to enhance the education quality, the governance and its management revision in this regard is mandated. The demands of knowledge economy and knowledge society at the global level call for emphasis on developing and acquiring skills for the children and youth of a country, along with attitude

The new education policy proposes 20 themes for higher education, which are

1. Governance reforms for quality education
2. Ranking of institutions and accreditations.
3. Improving the quality of regulation
4. Space setting rules of Central institutions.
5. Improving state public Universities.
6. Integrating skill development in higher education.
7. Promoting open and distance learning and online courses.
8. Opportunities for technology unable learning.
9. Addressing regional disparity.
10. Bridging gender and social gaps
11. Linking higher education to society
12. Developing the best teachers
13. Sustaining student support systems
14. Promoting cultural integration through language
15. Meaningful partnerships with the private sector
16. Financing higher education
17. Internationalization of higher education.
18. Engagement with industry to link education to employability.
19. Promoting Research and innovation.
20. New knowledge” India has 1.3 billion people, with rural residents accounting for 67 percent of the total. The "National Education Policy" 2020 is an important and ambitious initiative aimed at reforming, improving, and equalizing India's educational system. To properly implement this plan, decision-making procedures must be significantly streamlined, and financial resources must be reprioritized in the coming months and years.

National Education Policy 2020 Opportunities and The Way Forwarded

The National Education Policy 2020 represents a welcome and ambitious reimagining of India's educational system as modern, progressive, and equitable. The successful implementation of this policy necessitates a dramatic overhaul of decision-making structures and re-prioritization of budgetary resources in the coming months and years.

Given that approximately 350 million Indians are currently enrolled in school or college, the NEP calls for large-scale implementation on a scale that has never been attempted anywhere in the world.

This presents substantial execution challenges, both quantitative and qualitative.

1. Opening universities every week is a massive undertaking. India currently has approximately 1,000 universities across the country. One of the policy's stated goals is to double the Gross Enrolment Ratio in higher education by 2035, which will require us to open one new university every week for the next 15 years. Opening one university per week on an ongoing basis is undoubtedly a massive challenge, but the numbers are no less daunting when it comes to school system reform. So monitoring will be a huge task.
2. The National Education Policy 2020 aims to re-enroll 2 crore children who are currently out of school. Regardless of how you look at it, accomplishing this over 15 years requires the establishment of approximately 50 schools per week.
3. Funding is a big challenge in the Covid Era From a funding standpoint, this is not a challenge for the faint-hearted. The National Education Policy 2020 envisage an increase in education spending from 4.6% to 6% of GDP, which amounts to around INR 2.5 lakh crores per year.
4. The current focus on healthcare and economic recovery to slow the execution speed. Economists have been calling for large stimulus packages worth a double-digit percentage of GDP, disputing the strain on the budget.
5. Need to create a large pool of trained teachers. in school education, the policy envisages a sweeping structural re-design of the curriculum a very welcome step. But in order to deliver this curriculum effectively, we need teachers who are trained in and understand the pedagogical needs. Many of the curricular changes require substantial mindset shift on the part of teachers, as well as parents.

6. Interdisciplinary higher education necessitates a cultural shift. The emphasis on inter-disciplinary learning in the National Education Policy 2020 is a welcome step forward in higher education. Universities, particularly in India, have long been highly siloed and departmentalized. With few exceptions, scholars and professors share a strong culture of disciplinary mindsets.
7. Single-stream institutions are not permitted, so smaller institutions will either be absorbed by larger institutions or closed.
8. Monitoring a large number of universities/institutions is a huge task.
9. Institutional capacity utilization will be challenging.
10. The next five years will be critical to the educational system.

Way Forward:

1. The NEP 2020 should consider linking the RTE to the goal of universalizing education at the pre-primary, middle, and secondary levels. Without this legal backing, the NEP 2020 target will remain unmet.
2. Because education is a concurrent subject, it must develop a collaborative strategy with states to implement the three-language formula.
3. It must make specific, time-bound, measurable commitments that are linked to accountability for funding and expenditure related to the grand vision.
4. It must keep children and parents at the center of implementation plans and offer "choice" not only in writing but also in spirit.
5. The policy must also include the common school system, which ensures equal opportunities for all.
6. Currently, a robust framework for foundational learning has been laid out, but the document lacks evaluation matrices.
7. It must develop a parallel strategy that relies on non-tech intervention and leverages existing networks of school leaders, social enterprises, and educators.

Opportunities for All the Key Stakeholders

1. State Government:

- ✓ The policy aims to consolidate the fragmented higher education system into clusters, resulting in improved outcome monitoring and resource sharing.
- ✓ Improve budget efficiency.

2. Higher Education Institutions (HEIs):

- ✓ Higher education institutions are easier to start and operate due to clear roles and responsibilities among various bodies.
- ✓ Improved academic and administrative autonomy at HEIs leads to higher quality and financial benefits.
- ✓ Expand ODL and online programs, as well as establish branch campuses in other countries, to increase enrollment.
- ✓ Improved access to research funding for private higher education institutions through merit-based and peer-reviewed processes.

3. Faculty:

- ✓ Improved infrastructure access for faculty. - Implemented career progression mechanisms, professional development opportunities, and incentivization structures to promote career advancement.
- ✓ Trainers benefit from technology platforms like SWAYAM and DIKSHA, as well as system-wide mentoring from senior faculty, to minimize career gaps and promote continuous learning.
- ✓ Rationalizing teaching duties and giving faculty more autonomy to design curricular and pedagogical approaches can improve teaching outcomes.

4. Students:

- ✓ Increased opportunities to enter the higher education system through enhanced scholarships.
- ✓ Increased student flexibility in terms of course selection and study pace.
- ✓ digitally scored credits will allow for easy transfer, self-paced study, and future verification by third parties (such as employers).
- ✓ Hands-on learning and practical experience through short-term skill certificates, internships, research-based curriculum, and so on.
- ✓ Improved HEI transparency for informed decision-making. 6. Introduced a common entrance exam with subject options for UG admission to reduce student pressure.
- ✓ Global exposure for Indian students through exchange programs and the establishment of foreign university branch campuses in India.

5. Industry and Other Service Provider:

- ✓ Opportunity for collaboration among blockchain, AI, and predictive analytics industry players.

- ✓ System-wide ICT transformation opens up the possibility of private sector involvement in technology provision, infrastructure setup, and capability development for both academic and administrative purposes.
- ✓ Opportunity for financial services and financial technology players to collaborate with the National Scholarship Portal to support, foster, and track scholarship recipients' progress.
- ✓ Opportunities for industry to participate in research, co-deliver short-term skill certificates, and collaborate on the development of online universities.
- ✓ Opportunity for the private sector to participate as experts in establishing and operating the National Education Technology Forum (NETF).

Here are the Top 6 Obstacles To NEP 2020 Implementation:

Opening new education institutes every week is a difficult task.

In recent years, India has seen the establishment of over a thousand colleges and universities. If the policy's stated goal of doubling the gross enrollment ratio in higher education by 2035 is met, it will take 15 years to open a single new school. Opening a new university every week is a massive undertaking.

Inter-disciplinary higher education necessitates a cultural shift.

The National Education Policy 2020 encourages interdisciplinary study at the university level. Universities have historically been highly segregated and isolated, particularly in India. With few exceptions, this culture of disciplinary anchoring pervades academics and professors. It is unrealistic to expect every college professor to be a "exception" who is genuinely interested in, enthusiastic about, and enthusiastically supportive of fields of study other than their own. For this to happen, the entire higher education system must undergo a paradigm shift within the next fifteen to twenty years. To summarize, the National Education Policy 2020 is, in many ways, exactly what India needs as it grows into the world's largest workforce over the next few years. If we are to achieve the goals it represents, we will have to consistently overcome massive execution challenges over the course of years and decades.

Remote students often lack access to advanced educational resources,

such as non-academic texts, digital learning, and computer instruction. According to the ASER 2018 survey, 55.5% of pupils have never used a computer.

Financial constraints

Children under 14 are protected by the RTE law, which provides free public education. Rural families face financial difficulties due to a variety of circumstances. Because they no longer place a high value on their children's education, they must engage in self-employment. This is one reason why fewer people attend high school and university. According to the Ministry of Human Resource Development's (MHRD) Glance 2018 education statistics report, only 43.1 percent of Indian students are enrolled in senior secondary schools, with 14.2 percent pursuing higher education.

Physical activity has been shown to improve memory and cognition. Unfortunately, rural schools have limited access to quality sports coaching and equipment. As a result, there are few opportunities for the children to play games and get exercise.

Incorporating after-school activities can improve students' learning and overall well-being. In metropolitan areas, children attend music, dance, and foreign language lessons after school, whereas in rural areas, they simply walk around the village and engage in pointless activities. One major issue is a lack of after-school activity centers in rural areas.

Although English is becoming increasingly important, many rural schools still teach in their native language. As a result, proficiency in both spoken and written English is devalued. This leads to a decline in English proficiency and, as a result, a loss of enthusiasm for university-level science education. To avoid English, the majority of rural students choose the arts or business over science.

Digital Literacy

Students in remote areas often have limited or no access to technology, making it difficult to improve their digital literacy.

Rural secondary school enrollment remains lower than expected compared to urban schools. India's government has officially recognized only 1.39 million secondary schools and 1.1 million senior secondary schools. The vast majority of them live in talukas or hamlets that already have a sizable population. As a result, children must travel a long distance simply to attend school.

Toilets are frequently discussed in rural schools, especially among female students. General cleanliness is an important issue in schools, as it affects students' health. It is critical to have accessible, clean restrooms, particularly for female students. According to ASER 2018 data, only 66.4% of schools have functional female restrooms.

Due to limited classroom space in most schools, classes for multiple grades are frequently held in the same room. The student to teacher ratio is low. Students who are

already falling behind in class receive even less attention as a result. Despite all of these obstacles, rural India is capable of overcoming them. To prepare rural India for 21st-century education, the Indian government has already begun work on a new national education strategy that prioritizes learning outcomes, school facilities, and digital learning. To close these gaps, all parties involved can collaborate effectively.

Conclusion:

The country's development Higher education is critical to advancing our country's social, cultural, scientific, economic, and technological development. Higher education and its institutions play an important role in the twenty-first century, as college and university students are expected to have a creative, critical, and integrated personality that will manifest in their personal and social lives (draft national education policy 2019). Another important consideration is the care and attention we must provide to young children. It has long been known that early care and attention have a significant impact on a child's personality and cognitive development. Children who receive this care and attention will develop strong interpersonal skills, as well as creative and critical thinking abilities. After nearly 30 years, India now has a new education policy (NEP), which will be an important document given that there are currently 350 million Indians of school or college age. The NEP calls for massive implementation on a scale never seen before in the world. Members of the faculty also acquire independent choice of curriculum, methodology, teaching and assessment models within a given policy framework. These changes will start in the 2021-22 academic year and will continue until 2030 when the first level of change is expected to be more pronounced.

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EVOLUTION OF NATIONAL EDUCATIONAL POLICIES IN INDIA: GURUKULS TO NEP 2020

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Abstract:

This article traces the evolution of educational policies in India, from ancient Gurukuls to the groundbreaking National Education Policy (NEP) of 2020. It emphasizes the paramount importance of national education policies in promoting equitable access, enhancing quality, and positioning the nation competitively on the global stage. The historical journey, spanning pre-independence reforms, post-independence milestones, and subsequent revisions, sets the stage for a detailed exploration of the transformative features of NEP 2020. The article delves into the policy's focus on foundational literacy, multidisciplinary higher education, vocational training, teacher education, technology integration, assessment reforms, multilingualism, equity, and inclusion. It also discusses the establishment of the National Research Foundation (NRF) and regulatory reforms in higher education. Despite commendable progress, challenges such as regional disparities, the digital divide, and access to quality education persist. The article concludes by highlighting the need for collaborative efforts to overcome these challenges and ensure a brighter future for India's educational landscape.

Keywords: Gurukuls, National Education Policy (NEP), National Research Foundation (NRF), science, technology, engineering, and mathematics (STEM), Gross Enrollment Ratio (GER), National Board of Accreditation (NBA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Academic Bank of Credits (ABC).

Introduction:

The evolution of national educational policies in India, spanning from ancient Gurukuls to the transformative National Education Policy (NEP) of 2020, reflects a dynamic journey shaped by historical, social, and economic forces. As education emerged from traditional systems to formal structures during the colonial era, subsequent decades witnessed comprehensive reforms addressing diverse challenges. Post-independence, policies like the Radhakrishnan Commission and the landmark National Policy on

Education (NPE) in 1986 laid foundations for a robust system. Subsequent revisions in the 1990s and 2000s emphasized inclusivity and quality improvement. The NEP 2020, a recent milestone, envisions a 21st-century education system, promoting flexibility, technology integration, and holistic development. This article explores the necessity of national education policies, traces India's educational policy journey, and delves into the transformative features of NEP 2020, highlighting challenges and the road ahead in the pursuit of educational excellence.

The Importance of a National-Level Educational Policy

A well-defined and effective national education policy holds paramount importance for several compelling reasons. Firstly, it ensures equitable access to education, breaking down socio-economic barriers and providing equal opportunities for learning to citizens across diverse backgrounds. By addressing disparities and promoting inclusivity, a national education policy lays the foundation for a fair and accessible educational landscape. Moreover, such policies focus on enhancing the quality of education by setting standards for curriculum development, teaching methodologies, and assessment practices. Quality education, in turn, plays a pivotal role in the personal and intellectual development of individuals, ultimately contributing to the overall progress of the nation.

Additionally, national education policies are instrumental in positioning a country competitively on the global stage. They guide the preparation of the workforce by emphasizing crucial skills, such as those in science, technology, engineering, and mathematics (STEM), aligning with the demands of the global economy. These policies also foster a culture of innovation and research, crucial for societal advancement. Furthermore, education policies contribute to social cohesion by instilling shared national values and promoting inclusivity. By aligning educational outcomes with the needs of the job market, supporting lifelong learning opportunities, and efficiently allocating resources, these policies not only prepare individuals for the workforce but also contribute to the resilience of the education system, including crisis preparedness measures for challenging times such as pandemics or natural disasters. In essence, a well-crafted national education policy is indispensable for fostering a holistic, accessible, and high-quality education system that propels individual development and national progress.

Evolution of National Educational Policy in India

India's journey in shaping its educational policies dates back to ancient times when the Gurukul system prevailed. However, the formalization and modernization of the

national educational policy began during the British colonial era. The subsequent decades witnessed a series of changes and reforms, reflecting the diverse socio-economic and cultural landscape of the country.

Pre-independence Era (Before 1947): The roots of the Indian educational system trace back to ancient times when education was imparted in Gurukuls and other traditional systems. However, the formalization of education started during the British colonial period. The Wood's Dispatch of 1854, often considered the first significant education policy, laid the groundwork for a structured education system in India. It proposed the establishment of schools at different levels and emphasized the importance of vernacular languages. The subsequent years saw various commissions and committees, such as the Hunter Commission (1882) and the Sadler Commission (1917), attempting to address the challenges of the education system. The Montagu-Chelmsford Reforms (1919) also had implications for education, emphasizing the importance of primary education.

Post-independence Era (1947-1986): With India gaining independence in 1947, education became a priority for the newly formed government. The University Education Commission (1948), known as the Radhakrishnan Commission, recommended a comprehensive restructuring of higher education. It emphasized the integration of teaching and research and the need for autonomy for universities. In 1964, the Education Commission under the chairmanship of D.S. Kothari, commonly known as the Kothari Commission, played a pivotal role in shaping the national educational policy. The commission advocated for a uniform educational structure and recommended a 10+2+3 system, which formed the basis for the education system in India for several decades.

National Policy on Education (1986): The National Policy on Education (NPE) of 1986 marked another milestone, emphasizing the need for a socialist pattern of society and education's role in achieving socialistic ideals. It aimed at reducing disparities in educational opportunities and improving the quality of education. One of the most comprehensive and transformative milestones in the history of Indian education came with the National Policy on Education (NPE) in 1986. The policy aimed to modernize and internationalize the education system while preserving India's cultural identity. It introduced the concept of the three-language formula and emphasized the importance of early childhood care and education. The 1986 NPE also proposed the establishment of the National Council of Educational Research and Training (NCERT) and the setting up of autonomous bodies like the National Board of Accreditation (NBA). It highlighted the need

for curricular and examination reforms, teacher education, and the promotion of science and technology education.

Revisions in the 1990s and 2000s: The National Policy on Education underwent revisions in 1992, focusing on the empowerment of women, the Scheduled Castes, and Scheduled Tribes. In 2005, the policy was revised again, addressing issues such as quality improvement, emphasis on vocational education, and the introduction of the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) to enhance secondary education.

The National Education Policy (NEP) 2020:

The most recent and comprehensive overhaul of India's education policy occurred with the National Education Policy (NEP) 2020. This policy, approved after decades of deliberation, aims to transform the Indian education system to meet the needs of the 21st century. The NEP 2020 advocates for a flexible and multidisciplinary approach to education, emphasizing creativity, critical thinking, and holistic development. It promotes the use of technology, vocational education, and a reduction in the emphasis on board examinations. The policy also encourages internationalization of education and aims to increase the Gross Enrolment Ratio (GER) in higher education. One of the significant changes introduced by the NEP 2020 is the restructuring of the school system into a 5+3+3+4 format, focusing on foundational, preparatory, middle, and high school stages. It also proposes the establishment of the National Research Foundation (NRF) to promote research in education.

Features of NEP 2020

As of my last knowledge update in January 2022, the National Education Policy (NEP) 2020 is a policy framework in India that aims to transform the education system. Please note that there may have been updates or changes after this date. Here are some key features of the National Education Policy 2020:

- 1. School Education:** The National Education Policy (NEP) 2020 places a strong emphasis on foundational literacy and numeracy, particularly in early childhood education, aiming to ensure that every student attains these essential skills by Grade 3. The policy recognizes the pivotal role of early childhood care and education in shaping a child's cognitive development. Additionally, the NEP advocates for a more flexible and multidisciplinary curriculum that prioritizes conceptual understanding and critical thinking over rote memorization. This shift in curriculum and pedagogy aims to foster a holistic and well-rounded education, equipping students with the

skills necessary for the 21st century. By promoting a deeper understanding of subjects and encouraging analytical thinking, the NEP aspires to create a learning environment that prepares students for lifelong success in various fields.

2. Higher Education: The National Education Policy (NEP) 2020 in India emphasizes the implementation of a multidisciplinary approach in higher education. This approach encourages students to select subjects from diverse disciplines, fostering a holistic learning experience that goes beyond traditional boundaries. By promoting a multidisciplinary education, NEP 2020 aims to equip students with a versatile skill set, preparing them for the dynamic challenges of the modern workforce. The introduction of the Academic Bank of Credits (ABC) is another key initiative outlined in NEP 2020. The ABC serves as a credit transfer system, allowing students to seamlessly transfer their earned credits between different institutions and academic programs. This promotes flexibility in education, enabling learners to pursue a broader range of courses while ensuring that their academic achievements are recognized and transferable across institutions. Furthermore, NEP 2020 proposes the establishment of a single higher education regulator, the Higher Education Commission of India (HECI). This unified regulatory body is designed to replace existing fragmented regulatory authorities, streamlining the oversight of higher education institutions. The single regulator model aims to enhance efficiency, reduce bureaucratic hurdles, and ensure a more cohesive and accountable framework for the governance of higher education in the country. Overall, these reforms in NEP 2020 signify a comprehensive effort to modernize and optimize the higher education landscape in India.

3. Vocational Education: In the National Education Policy (NEP) of 2020, a pivotal focus is placed on the integration of vocational education into mainstream education, aiming to fortify skill development and bolster employability. This strategic amalgamation seeks to bridge the gap between academic learning and practical application, cultivating a workforce adept in both theoretical knowledge and hands-on proficiency. By seamlessly blending vocational training with traditional education, the NEP 2020 envisions a holistic learning experience that not only equips students with essential life skills but also aligns education with the evolving demands of the job market, ultimately fostering a more competent and adaptable workforce for the future.

- 4. Teacher Education:** Emphasizing the crucial role of teachers in fostering quality education, the NEP advocates for robust mechanisms ensuring ongoing skill enhancement. The policy envisions a shift towards multidisciplinary education, promoting experiential learning methods. It aims to create a dynamic and adaptive cadre of educators equipped with contemporary pedagogical approaches. The emphasis on continuous professional development aligns with global educational trends, fostering a culture of lifelong learning among teachers to meet the evolving needs of students and the education landscape.
- 5. Technology in Education:** The National Education Policy (NEP) 2020 emphasizes leveraging technology in education to elevate teaching and learning. It promotes the creation of digital content and online courses to enhance accessibility and quality. The policy envisions the integration of innovative tools for personalized learning experiences, fostering critical thinking and creativity. By embracing digital education, NEP 2020 aims to bridge educational gaps, facilitate continuous skill development, and adapt to evolving global trends. It underscores the significance of technology in democratizing education, ensuring inclusivity, and preparing students for a digitally driven future, thereby revolutionizing traditional educational paradigms.
- 6. Assessment Reforms:** NEP 2020 marks a paradigm shift by advocating a reduction in the significance of high-stakes board exams. Emphasizing a more holistic and continuous assessment system, this move aligns with the NEP's goal of fostering a multifaceted educational experience. By promoting a broader evaluation framework, students are encouraged to showcase their skills and understanding over time, reducing the pressure associated with a single exam. This approach not only supports comprehensive learning but also aligns with global trends in education, nurturing a more inclusive and adaptable generation. The NEP's emphasis on diversified assessments reflects a forward-thinking approach to education reform.
- 7. Languages:** NEP 2020 emphasizes the promotion of multilingualism in the education system to foster linguistic diversity and inclusivity. Recognizing the cultural richness of India, the policy encourages the use of multiple languages as mediums of instruction, ensuring that students become proficient in their mother tongue while also learning other languages. This approach not only preserves

indigenous languages but also promotes a holistic understanding of different cultures. By incorporating multilingualism into the curriculum, NEP 2020 strives to create an inclusive educational environment that reflects the linguistic mosaic of the nation, contributing to a more comprehensive and interconnected society.

- 8. Equity and Inclusion:** The National Education Policy (NEP) 2020 emphasizes inclusive education, particularly for marginalized and vulnerable groups. It introduces Special Education Zones to address their unique needs. These zones serve as dedicated spaces, fostering an environment tailored to diverse learning requirements. The NEP aims to ensure equitable access, quality education, and social integration for students with disabilities or from disadvantaged backgrounds. By establishing Special Education Zones, the policy promotes a more inclusive and supportive educational ecosystem, fostering the holistic development of every learner and addressing the specific challenges faced by marginalized groups in their pursuit of education.
- 9. Research and Innovation:** The National Research Foundation (NRF) was established to cultivate a robust research ecosystem and drive innovation within a nation. Its primary mission involves funding and supporting groundbreaking research across various disciplines, fostering collaboration between academia, industry, and government entities. The NRF plays a pivotal role in advancing scientific knowledge, technological advancements, and addressing societal challenges through research initiatives. By providing financial resources, infrastructure, and strategic guidance, the NRF aims to propel the nation's progress in science and technology, ultimately contributing to economic development and global competitiveness.
- 10. Regulatory Reforms:** Granting greater autonomy to higher education institutions fosters academic and administrative flexibility, paving the way for innovation and responsive decision-making. Empowering universities with autonomy allows them to tailor curricula, adopt contemporary teaching methods, and swiftly adapt to evolving educational landscapes. This approach cultivates a dynamic academic environment, encouraging research initiatives and interdisciplinary collaborations. Administrative autonomy enables institutions to streamline processes, allocate resources efficiently, and respond adeptly to local and global challenges. Ultimately, this autonomy nurtures a culture of excellence, positioning higher education

institutions as agile contributors to societal progress and ensuring they stay at the forefront of educational advancements.

Challenges and The Road Ahead

The evolution of educational policies in India underscores a commendable commitment to enhancing the system, yet formidable challenges persist. Access to quality education remains a pressing concern, with a significant portion of the population still deprived of the opportunities for a robust learning experience. Regional disparities exacerbate these issues, creating an educational divide that hampers the nation's overall progress. Furthermore, the digital divide poses a formidable barrier, hindering the integration of technology into education and limiting the reach of modern learning tools. Urgent attention is warranted to address these challenges comprehensively. The successful implementation of educational policies requires a concerted effort from the government, educational institutions, and the community at large. Collaborative measures must be taken to bridge gaps in infrastructure, ensuring that every student has access to quality education regardless of their geographical location. Additionally, fostering a digital-inclusive environment demands innovative solutions that transcend socio-economic barriers. It is imperative that stakeholders work together synergistically, leveraging their expertise and resources, to pave the way for an inclusive, equitable, and technologically advanced educational landscape in India. Only through collective dedication can the nation overcome these challenges and pave the way for a brighter future for its students.

Conclusion:

India's educational policy evolution, from ancient Gurukuls to the transformative National Education Policy of 2020, reflects a dynamic response to historical, social, and economic forces. The journey has been marked by milestones like the Radhakrishnan Commission and NPE 1986, leading to the comprehensive reforms of NEP 2020. These policies play a crucial role in fostering an inclusive, high-quality education system aligned with global demands. However, challenges persist, requiring collaborative efforts to address issues of access, regional disparities, and the digital divide. Through collective dedication, India can navigate these challenges, ensuring a brighter future for its students and contributing to national progress.

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ANALYSING THE IMPLEMENTATION OF THE NATIONAL EDUCATION POLICY 2020: CHALLENGES AND OPPORTUNITIES IN TRANSFORMING INDIA'S EDUCATION LANDSCAPE

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Abstract:

National Education Policy (NEP) 2020 aims to overhaul the educational system to adapt it to the changing demands of the twenty-first century. This chapter looks at how the NEP 2020 is being implemented, highlighting the potential and problems that have come up as India's educational system is being changed. The primary data source for the study is secondary data. The results shed light on the complexities of NEP 2020 implementation, which adds to the continuing conversation about education reform in India. Suggestions are put up to tackle recognised issues, emphasising the development of a cooperative and flexible strategy that takes into account the particular requirements of various areas and populations. This chapter seeks to assist India in navigating the changing and dynamic terrain of educational transformation.

Keywords: National Education Policy (NEP 2020), Education system, Transformative Education

Introduction:

The National Education Policy (NEP) 2020 has brought about a significant shift in the Indian educational environment. This historic strategy, which was unveiled following a thirty-year hiatus, aims to fundamentally alter the way that education is viewed, organised, and provided in the nation. With this revolutionary trip just around the corner, it is critical that we examine the complex process of putting the NEP 2020 into action, acknowledging the difficulties that come with a project this size as well as the numerous opportunities it offers.

With the goal of transforming the Indian educational system, the NEP 2020 is a visionary manifesto that encourages students to develop critically, holistically, and globally (Akhtar, 2021). The policy, which covers both secondary and tertiary education, brings

about structural changes, prioritises adaptability, and encourages diversity with the goal of developing an educational framework that is not only sensitive to the changing demands of the twenty-first century but also deeply ingrained in Indian culture and morality (Kumar, 2021).

The effective execution of a policy this extensive is not without its challenges, though. This chapter begins a thorough examination of the difficulties that arise throughout the NEP 2020's implementation, breaking down problems ranging from policy communication to actual implementation. Simultaneously, we delve into the potential that are intrinsically linked to these difficulties, formulating a plan for revolutionising the educational environment of India.

This chapter takes us on a voyage through the complex edges of educational reform, illuminating the delicate relationship between the goals of policy and its actual implementation. Through an analysis of the obstacles encountered by all stakeholders, ranging from educators to parents, policymakers to students, our goal is to cultivate a comprehensive comprehension of the issues that need to be overcome in order to achieve the lofty objectives of NEP 2020. At the same time, we explore the opportunities that lurk beneath the surface of these difficulties, realising that they can serve as stimulants for creativity, teamwork, and the development of an educational system that is both specifically suited to India's socio-cultural environment and in line with international standards.

We believe that this chapter will be a useful resource for educators, policymakers, academics, and everyone else interested in the future of education in India as we set out on this intellectual journey. Our goal is to add to the current conversation on education reform by critically examining the NEP 2020's implementation. We hope to do this by offering insights that can guide strategic decision-making, spur innovative practises, and eventually lead to a redesigned educational environment in India.

Overview of the National Education Policy 2020

The goal and path for the future of education in India are outlined in the comprehensive and transformational National Education Policy (NEP) 2020. The former National Policy on Education, which was developed in 1986 and revised in 1992, was superseded by the NEP 2020, which was approved by the Union Cabinet of India on July 29, 2020.

Key Highlights of the NEP 2020:

1. Holistic and Multidisciplinary Education:

Outlining the vision and path for the future of education in India, the National Education Policy (NEP) 2020 is a comprehensive and transformational document. The National Education Policy 2020, which was approved by the Union Cabinet of India on July 29, 2020, has replaced the earlier policy, which was created in 1986 and changed in 1992.

2. Flexibility and Choice:

Subject and course selection flexibility is being introduced at different educational levels by the NEP 2020. The ability for students to select courses from different streams allows for a more individualised and skill-focused approach to education. For higher education, a credit-based system is suggested, which would make it easier for students to transfer between different schools and courses.

3. Language Policy:

The strategy promotes multilingualism while simultaneously encouraging the use of mother tongues or regional languages as the primary language of instruction until at least Grade 5. The goal is to provide effective learning while preserving and promoting linguistic diversity and cultural heritage.

4. Assessment Reforms:

Evaluation procedures are reorganised with an emphasis on competency-based learning and formative assessment in place of rote memorization (Batra, 2020). The purpose of redesigning board exams is to measure application of knowledge, foster critical thinking, and evaluate foundational principles.

5. Teacher Training and Professional Development:

Continuous professional development for teachers is highly valued in the NEP 2020, with particular attention paid to pedagogical training, creative teaching techniques, and the integration of technology into the classroom. To direct teacher development, a new framework known as the National Professional Standards for Teachers (NPST) is being suggested.

6. Technology Integration:

NEP 2020 places a strong emphasis on using technology in the classroom. It aims to improve learning by the application of digital content, online resources, and adaptive learning strategies. In order to ease the sharing of best practises and ideas, the policy encourages the establishment of the National Educational Technology Forum (NETF).

7. Higher Education Reforms:

Restructuring higher education institutions to support increased autonomy, academic flexibility, and research-oriented learning is one of the goals of NEP 2020. It is suggested that a National Research Foundation (NRF) be established to support and finance interdisciplinary education.

8. Inclusive Education:

The policy emphasizes inclusivity, aiming to provide equal opportunities for all students, including those with disabilities. Special education zones are proposed to cater to the needs of disadvantaged regions and communities.

9. Global Engagement:

In order to support more autonomy, academic flexibility, and research-oriented learning, NEP 2020 proposes reorganising higher education institutions. The National Research Foundation (NRF) is suggested as a means of facilitating and financing research projects, and multidisciplinary education is supported.

A major divergence from conventional methods is the National Education Policy 2020, which seeks to develop an education system that is more adaptable, inclusive, and in line with the changing demands of the twenty-first century. The successful implementation of this initiative will require a concerted effort by multiple stakeholders to bring about the desired transformation of India's educational landscape.

Challenges in Implementation of NEP 2020

Although the National Education Policy (NEP) 2020 implementation offers significant improvements, there are a number of obstacles that must be carefully considered (Marne & Deshmukh, 2022). It is imperative to tackle these obstacles in order to guarantee the effective implementation of the policy's goals. These are the main obstacles to NEP 2020's implementation.:

1. Resource Allocation and Funding:

Significant financial resources are needed to modernise infrastructure, train instructors, create curriculum, and integrate technology in order to implement the NEP 2020. (Akhtar, 2021). Allocating sufficient cash for these efforts is difficult, though, because of conflicting objectives and budgetary restrictions.

2. Teacher Training and Capacity Building:

To be in line with the modern pedagogical methods and methodologies, the policy highlights the necessity of comprehensive teacher training. Nevertheless, it presents a logistical problem to plan extensive training sessions for numerous teachers across the

nation (Aithal & Aithal, 2020). Another challenge is making sure these training sessions are efficient and of high quality.

3. Curriculum Overhaul and Material Development:

Curriculum materials need to be changed in order to implement multidisciplinary methods and a new curricular structure. It is a difficult task that calls for meticulous planning and coordination to design and deploy these materials at scale while maintaining uniformity and quality.

The integration of explicit and tacit information in business education to create a more comprehensive learning experience that promotes change. A notable disparity exists in the amount of knowledge generated by the three entities: business firms, learners, and B-schools. To close the gap, the necessary applied knowledge from industry methods must be easily incorporated into academic training. Moreover, business enterprises must to interact with B-schools without hesitation in order to minimise the learning gap (Kumar & Padashetty, 2021).

4. Language Implementation Challenges:

Up until Grade 5, the policy supports instruction in one's native tongue or local language. However, it will be difficult to apply this advice consistently throughout India due to the country's heterogeneous linguistic environment (Marne & Deshmukh, 2022). Another issue is creating suitable instructional resources in local languages.

5. Resistance to Change:

Reforms in education frequently encounter resistance to change from institutions and cultures. The new pedagogical approaches may be faced with resistance from schools, colleges, and institutions used to more traditional methods, making it difficult to apply the policy consistently throughout the educational system.

6. Technology Integration and Accessibility:

Even while the NEP 2020 promotes technology integration in the classroom, it can be difficult to provide equal access to technology in both urban and rural locations (Aithal & Aithal, 2020). Creating the infrastructure required for efficient e-learning and bridging the digital divide can be logistically and financially challenging.

7. Assessment and Examination Reforms:

It is a difficult undertaking to redesign exams and assessment procedures to support competency-based learning and critical thinking (Marne & Deshmukh, 2022). Implementation obstacles include creating new assessment frameworks, providing evaluators with training, and resolving issues about the perceived severity of exams.

8. Inclusivity and Accessibility:

Developing inclusive curricular materials, building accessible infrastructure, and preparing teachers to meet a range of student requirements are all obstacles in the way of ensuring inclusive education for all, including those with disabilities.

9. Coordination Among Stakeholders:

Coordination between many stakeholders, including the federal and state governments, educational institutions, parents, and instructors, is necessary for the successful implementation of NEP 2020. Because people have different priorities and interests, it can be difficult to come to an agreement and work well together.

10. Monitoring and Evaluation:

The federal and state governments, educational institutions, parents, teachers, and other stakeholders must work together to successfully implement NEP 2020. Divergent priorities and interests can make it difficult to come to an agreement and collaborate effectively.

A systematic and cooperative strategy involving legislators, educators, administrators, and the community is needed to address these issues (Aithal & Aithal, 2020). Additionally, it includes ongoing feedback channels to improve the implementation process and adaptive planning to handle new challenges as they arise.

Opportunities for Transformation of NEP 2020

If properly leveraged, the National Education Policy (NEP) 2020 offers a plethora of initiatives that have the potential to fundamentally alter India's educational landscape. The way education is provided, accessed, and perceived could all improve as a result of these chances. The following are significant areas for change within the NEP 2020 framework:

1. Holistic Development Emphasis:

The emphasis on holistic development offers a chance to foster students' social, emotional, and ethical growth in addition to their academic growth. Combining principles, experience learning, and life skills can help people become well-rounded, capable of handling obstacles they may face in the real world.

2. Multidisciplinary Learning:

Empathizing with pupils on a social, emotional, and ethical level is made possible by the emphasis on holistic development. Well-rounded people who can handle obstacles in the real world can be produced by combining life skills, values, and experiential learning.

3. Flexibility in Education:

With the advent of subject and course choice freedom, students can now follow their passions and interests. Because of this flexibility, learning routes may be tailored to each student's interests and strengths.

4. Language Diversity and Cultural Preservation:

Promoting the use of mother tongues or regional languages as the primary language of teaching until Grade 5 offers a chance to maintain linguistic variety and build cultural ties. This method can help kids develop a sense of identity and improve their conceptual comprehension.

5. Technology Integration for Enhanced Learning:

The NEP 2020's focus on technology integration creates chances for cutting-edge instructional strategies, online learning environments, and digital resources. In addition to improving accessibility, this can help provide interactive learning opportunities and get kids ready for the digital age.

6. Continuous Professional Development for Teachers:

The emphasis on ongoing professional development is a chance to equip educators with current pedagogical knowledge, instructional strategies, and technological integration. Effective NEP implementation and high-quality instruction are mostly dependent on having teachers with the necessary training.

7. Assessment Reforms for Skill Evaluation:

The chance to abandon rote memorization and concentrate on assessing practical skills, critical thinking, and knowledge application arises from the shift toward competency-based assessments. This may result in an assessment procedure that is more pertinent and meaningful.

8. Global Collaboration and Research:

India is envisioned by NEP 2020 as a worldwide centre for education that will draw in foreign students and promote international cooperation. This offers a chance for best practise exchange, cross-cultural learning, and involvement in international research projects (Kumar, A; 2021).

9. Community Engagement and Participation:

The NEP's recommendation to include communities in the educational process fosters active participation and group decision-making. In the educational system, this community involvement may result in a sense of accountability and ownership.

10. Inclusive Education Practices:

The emphasis on inclusive education in the policy offers a chance to establish a welcoming and encouraging learning environment for students with disabilities (Govinda, 2020). An educational environment that is more diverse and equal can benefit from inclusive approaches.

11. Research and Innovation in Higher Education:

By creating the National Research Foundation (NRF), the NEP 2020 promotes innovation and research in higher education (Kumar, A; 2021). This offers a chance to improve the calibre and applicability of Indian higher education institutions.

By taking use of these chances, decision-makers, educators, and interested parties can collaborate to change the educational landscape, bringing it into line with 21st-century demands and supporting students' holistic growth.

Case Studies and Best Practices

While it's crucial to remember that the National Education Policy (NEP) 2020 may take some time to fully take effect, several Indian states and areas have already demonstrated that they are open to trying new things and are handling the difficulties that come with putting it into practise. Here are some best practise examples that other regions might use as a model:

Karnataka's Multilingual Education Initiative:

The NEP recommends using the mother tongue or a regional language as the medium of instruction up until Grade 5, and Karnataka has been aggressive in putting this guideline into practise. A thorough framework for multilingual education has been created by the state, highlighting linguistic diversity and guaranteeing a seamless transfer to other languages in subsequent grades. This strategy can be used as an example to maintain local languages while guaranteeing multilingualism.

Rajasthan's Teacher Training Reforms:

Rajasthan has established a comprehensive professional development programme for teachers that is in line with the goals of the NEP, realising the significance of teacher training. The state has spent money on training sessions that cover the new curriculum framework, technology integration, and pedagogical strategies. This focus on increasing teacher capacity can serve as a model for other regions hoping to implement NEP 2020 successfully.

Tamil Nadu's Technology Integration in Education:

In line with the goals of the NEP, Tamil Nadu has made progress in incorporating technology into the educational system. To improve education, the state has introduced digital content, virtual classrooms, and e-learning platforms. This strategy can be used as a model by areas hoping to close the digital gap and increase the accessibility of education through technology.

Maharashtra's Inclusive Education Practices:

Maharashtra has implemented special education zones to address the requirements of underprivileged areas and communities in an effort to promote inclusive education. The NEP's commitment to guaranteeing equal opportunities for all is in line with the state's aim on developing an accessible learning environment for students with disabilities. This approach may encourage other areas to implement inclusive education policies.

Himachal Pradesh's Focus on Environmental Education:

Himachal Pradesh has demonstrated initiative in including environmental education into its syllabus, in keeping with the National Education Policy's focus on comprehensive development. Environmental sustainability education has been integrated by the state through experiential and hands-on learning. This strategy can be used as a template by other areas hoping to improve students' overall development by providing them with cutting edge and timely knowledge.

Kerala's Competency-Based Assessment Practices:

Kerala has implemented competency-based evaluations that are in line with the goals of the NEP in an effort to move away from rote memorising. The state places a strong emphasis on evaluating knowledge application, critical thinking, and practical abilities. This change in assessment procedures can teach other regions how crucial it is to match assessment techniques to the goals of the policy.

Gujarat's Skill Development Initiatives:

Gujarat has made skill development a top priority by coordinating its educational system with the NEP's objective of developing a curriculum that is more vocationally focused. The state has prepared kids for a variety of occupations by introducing skill development classes at the school level. For other areas looking to match education to industry demands, this strategy can be used as a model.

Uttarakhand's Community Engagement Programs:

To include parents and the local community in the educational process, Uttarakhand has put in place community engagement programmes. This is consistent with the NEP's

focus on community involvement and cooperative decision-making. Such programmes have the potential to encourage a sense of accountability and ownership in the educational system in other areas.

These illustrations show the variety of strategies used by various states and areas to bring their educational systems into compliance with the NEP 2020 tenets. Other regions can gain important insights to overcome obstacles and successfully carry out the transformative vision described in the national strategy by examining and modifying these best practises.

Conclusion:

This chapter provides a thorough examination of the National Education Policy (NEP) 2020's implementation, highlighting the potential and challenges that come with this revolutionary journey. It emphasises how crucial it is to have a sophisticated grasp of the many different problems encountered, from the distribution of resources and teacher preparation to regional and cultural variances. The chapter also emphasises the plethora of opportunities that are present within these difficulties, including the possibility for creative educational approaches, all-encompassing development, and international cooperation. The most important lesson is that in order to effectively address these issues, politicians, educators, and stakeholders must work together to develop adaptable solutions and promote a continuous improvement culture. The distribution of resources should be prioritised, teacher preparation should be funded, community involvement should be encouraged, and technology should be used.

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NEP- 2020: CHALLENGES AND OPPORTUNITIES

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Abstract:

NEP 2020 conducts an ambitious transformation in India's education landscape. It encompasses structural reforms, prioritizes early childhood education, promotes E-learning, and advocates for mother tongue usage. The policy fosters flexibility and introduces technology, with research playing a pivotal role in innovation. Challenges include insufficient funding, urban-rural infrastructure disparities, and awareness gaps. To overcome discord, collaboration, phased implementation, community involvement, and resource mobilization are essential. The grand finale envisions a future where education empowers all, making NEP 2020 a transformative symphony for India's brighter tomorrow.

NEP 2020: A Symphony of Aspirations and Arduous Journey in India's Education Reform

Imagine a bustling Indian classroom, not painted in the rigid hues of rote memorization, but vibrant with the melody of diverse learning styles. Imagine teachers transformed from mere taskmasters into facilitators, guiding students on personalized journeys of discovery. This is the essence of the National Education Policy (NEP) 2020, a reform as ambitious as it is necessary, aiming to orchestrate a transformative symphony in India's education landscape. In this paper it is presumed that reader is well versed with pattern of new NEP 2020 and discussion is focused mainly on Challenges and opportunities.

The Key Components of NEP-2020 are

- A. Reforms in structural framework
- B. Emphasis on Early Childhood Education and Experiential learning
- C. Push for E-learning and digital platforms
- D. Promotion of mother tongue

The opening notes of NEP 2020 resonate with hope. Imagine the sweet melody of early childhood education, where playful exploration paves the way for lifelong learning. Envision a chorus of languages, with mother tongues taking center stage, nurturing cultural

identity and unlocking deeper understanding. The rhythmic vitality of vocational integration joins the score, equipping students with skills that resonate with the demands of the modern workplace.

In this Policy Flexibility becomes the leitmotif, with multiple exit points and credit transfers catering to diverse needs and aspirations. Teachers, empowered by the crescendo of continuous professional development, transform into skilled conductors, guiding students towards holistic development. Technology infuses the symphony with its digital magic, personalizing learning, shattering geographical barriers, and creating a vibrant symphony of shared resources. Research, the engine of innovation, emerges as a powerful counterpoint, fostering a culture of inquiry and propelling India towards a knowledge-based future.

The Discordant Notes: Challenges to Overcome

However, the score is not without its discordant notes. The harsh reality of inadequate funding threatens to dampen the symphony's spirit. The uneven rhythm of infrastructure exposes the disparity between urban and rural realities, highlighting the need for inclusive access. Capacity building, the training of teachers and administrators, requires careful attention to ensure they can play their parts flawlessly.

The muted tones of equity linger, a reminder of the socio-economic and geographical divides that continue to impede equal access to quality education. Language implementation presents its own hurdles, demanding meticulous planning and resource development to ensure a smooth transition to mother tongue instruction. Vocational training, while promising, needs to be fine-tuned, ensuring industry-aligned curriculum, robust certification processes, and adequate infrastructure. Assessment reforms, the shift from rote learning to holistic evaluation, necessitate a delicate balancing act, requiring a complete overhaul of examination systems.

Recent surveys conducted by various colleges, universities, and NGOs suggest a lack of awareness among a significant portion of its stakeholders. It is concerning that teachers were handed over this job of transformation without proper time and training.

Resolving the Discord: A Collaborative Symphony

There is a need to break the 'Jack of All Trades/Master of None' perception in society of NEP. The success of NEP 2020 hinges on a collaborative score, where government, educational institutions, communities, and individuals harmonize their efforts. Phased implementation, like a conductor meticulously leading the orchestra section

by section, ensures efficient execution with clear timelines and robust monitoring mechanisms. Continuous research and evaluation, the attentive ear of the music critic, provide invaluable feedback for refining the composition and ensuring its effectiveness.

Community engagement, the enthusiastic cheers of the audience, becomes vital. By involving communities in planning, implementation, and ownership, NEP 2020 can foster a sense of shared responsibility and garner crucial social support. Resource mobilization, the financial lifeline of the performance, necessitates exploring innovative financing models and public-private partnerships to bridge the funding gap.

The Grand Finale: A Symphony for the Future

As the final notes fade, the lingering hope is that NEP 2020 will transcend its challenges and emerge as a powerful symphony for the future. Imagine a future where education empowers all individuals, regardless of background, to contribute meaningfully to society and the global knowledge economy. This is the vision that NEP 2020 strives to achieve, and with concerted effort, collaboration, and unwavering commitment, this symphony of aspirations can become a reality, enriching the lives of millions and propelling India towards a brighter future.

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ADDRESSING CHALLENGES AND EMBRACING OPPORTUNITIES OF THE NATIONAL EDUCATION POLICY 2020

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Abstract:

The National Education Policy (NEP) 2020 of India signifies a significant shift in the educational landscape, aiming to transform the nation's approach to learning and development. This chapter delves into the challenges posed by the implementation of NEP 2020 and the vast array of opportunities it presents. It discusses the critical aspects of the policy, analyzes its potential impacts, and provides insights into navigating the transition towards a more inclusive and progressive education system.

Keywords: NEP 2020, Challenges, Opportunities, Reform, Equity, Innovation, Implementation, Curriculum, Teacher training, Technology.

Introduction:

The National Education Policy (NEP) 2020 marks a watershed moment in India's educational history, embodying a visionary roadmap for transformative reforms aimed at redefining the contours of learning and development in the nation. Envisioned as a comprehensive framework to address the evolving needs and aspirations of a dynamic society, NEP 2020 is underpinned by principles of equity, inclusivity, quality, and relevance. In response to the exigencies of the 21st century, NEP 2020 charts a bold course towards a holistic and integrated approach to education, transcending traditional silos and fostering synergy across various domains. Its overarching objective is to nurture learners equipped with the skills, knowledge, and values essential for personal fulfillment, societal well-being, and global citizenship [1-2].

At the heart of NEP 2020 lies a profound commitment to equitable access to quality education, regardless of socioeconomic background, geography, or gender. Recognizing the imperative to bridge existing disparities and unlock the latent potential of every learner, the policy advocates for inclusive practices that accommodate diverse learning styles, abilities, and interests.

NEP 2020 heralds a paradigm shift in the conceptualization and delivery of education, advocating for a learner-centric, experiential, and flexible pedagogy that empowers individuals to become lifelong learners and critical thinkers. It emphasizes the cultivation of 21st-century skills such as creativity, communication, collaboration, and problem-solving, essential for navigating an increasingly complex and interconnected world [3-4].

Furthermore, NEP 2020 underscores the pivotal role of teachers as catalysts of change, calling for their professional development, autonomy, and recognition as key stakeholders in the educational ecosystem. By investing in teacher training, support systems, and conducive work environments, the policy seeks to elevate the status and efficacy of the teaching profession, thereby enhancing the quality of learning outcomes.

In alignment with the imperatives of a rapidly evolving global landscape, NEP 2020 advocates for the integration of technology in education, harnessing its transformative potential to enhance access, engagement, and effectiveness. By leveraging digital tools, open educational resources, and online platforms, the policy endeavors to democratize learning, transcend geographical barriers and promote lifelong learning opportunities for all.

Moreover, NEP 2020 underscores the intrinsic linkages between education, research, and innovation, emphasizing the importance of fostering a culture of inquiry, experimentation, and knowledge creation. By incentivizing research endeavors, promoting interdisciplinary collaboration, and nurturing innovation ecosystems, the policy seeks to propel India towards becoming a global hub of knowledge and innovation [5-7].

In essence, NEP 2020 represents a visionary blueprint for revitalizing India's educational landscape, steering it towards greater relevance, inclusivity, and excellence. As the nation embarks on this transformative journey, it is imperative for all stakeholders – policymakers, educators, students, parents, and communities – to join hands in realizing the aspirations and potential of this seminal policy initiative.

Challenges in Implementing the National Education Policy (NEP) 2020: [8-12]

1. Infrastructural Overhaul:

- **Resource Constraints:** One of the primary challenges in implementing NEP 2020 is the need for significant infrastructural upgrades across educational institutions. This includes constructing new facilities, renovating existing infrastructure, and ensuring access to basic amenities such as clean water

and sanitation facilities. Limited financial resources and competing priorities pose significant obstacles to fulfilling these infrastructural requirements, particularly in rural and underserved areas.

- **Logistical Complexities:** Implementing infrastructural changes on a large scale requires meticulous planning, coordination, and execution. Logistical challenges such as procurement of materials, transportation, and workforce management further compound the implementation process, leading to delays and inefficiencies.

2. Teacher Training and Capacity Building:

- **Quality Enhancement:** NEP 2020 emphasizes the critical role of teachers in delivering quality education and fostering holistic development among students. However, ensuring educators possess the necessary knowledge, skills, and pedagogical competencies to effectively implement the policy objectives is a formidable challenge. Comprehensive teacher training programs, ongoing professional development initiatives, and performance evaluation mechanisms are essential to address this challenge.
- **Scale and Reach:** Training a vast cadre of teachers dispersed across diverse geographical locations poses logistical challenges in terms of accessibility, scalability, and sustainability. Leveraging technology-enabled platforms, peer-learning networks, and partnerships with educational institutions can facilitate the delivery of training programs to a wider audience.

3. Curriculum Overhaul:

- **Content Restructuring:** Aligning the curriculum with the principles and objectives of NEP 2020 necessitates a comprehensive overhaul of existing educational content. This includes revising textbooks, designing new learning materials, and incorporating contemporary themes, skills, and competencies. Coordinating curriculum revisions across different educational levels and subject areas poses challenges in terms of content standardization, coherence, and relevance.
- **Pedagogical Adaptation:** NEP 2020 advocates shifting towards experiential, multidisciplinary, and activity-based learning approaches. However, transitioning from traditional rote-based teaching methods to more

interactive and student-centered pedagogies requires extensive teacher training, supportive learning environments, and instructional resources.

4. Socio-Economic Disparities:

- **Access and Equity:** Addressing socio-economic disparities in access to quality education remains a pressing challenge in India. Despite efforts to expand educational infrastructure and promote inclusive policies, marginalized communities continue to face barriers such as poverty, gender discrimination, disability, and geographical remoteness. Targeted interventions, affirmative action measures, and community engagement strategies are essential to bridge these disparities.
- **Digital Divide:** The growing reliance on technology-enabled learning platforms exacerbates existing disparities in access to digital resources and connectivity. Many students from disadvantaged backgrounds lack access to reliable internet connectivity, digital devices, and technological literacy, limiting their ability to participate in online learning initiatives. Bridging the digital divide requires concerted efforts to provide equitable access to technology infrastructure, digital skills training, and digital content.

5. Regulatory Reforms:

- **Policy Alignment:** Coordinating and aligning existing regulatory frameworks with the provisions of NEP 2020 poses a significant challenge. Overcoming bureaucratic inertia, navigating jurisdictional complexities, and reconciling divergent interests among stakeholders are key hurdles in the implementation process. Streamlining regulatory mechanisms, decentralizing decision-making, and fostering collaborative governance structures can facilitate policy coherence and coordination.
- **Compliance and Monitoring:** Ensuring compliance with NEP guidelines and monitoring the implementation progress across diverse educational institutions and administrative levels require robust regulatory mechanisms and accountability frameworks. Strengthening institutional capacities, enhancing transparency, and promoting stakeholder engagement are imperative to facilitate effective monitoring and evaluation of policy outcomes.

In conclusion, while NEP 2020 holds immense potential to transform India's education landscape, addressing these challenges will require concerted efforts, innovative solutions, and sustained commitment from all stakeholders. By proactively identifying and mitigating these obstacles, India can unlock the full potential of its educational system and pave the way for inclusive, equitable, and quality education for all.

NEP Opportunities: [13-15]

1. Embracing Technology:

- **Enhanced Accessibility:** The integration of technology in education presents opportunities to overcome geographical barriers and reach learners in remote and underserved areas. Digital platforms facilitate anytime, anywhere access to educational resources, enabling students to engage in self-paced learning and personalized instruction.
- **Innovative Pedagogies:** Technology-enabled learning environments offer opportunities to experiment with innovative pedagogical approaches such as blended learning, flipped classrooms, and gamification. Interactive multimedia content, simulations, and virtual reality experiences enrich the learning process, catering to diverse learning styles and preferences.
- **Digital Literacy:** NEP 2020 underscores the importance of digital literacy as an essential 21st-century skill. By integrating technology into the curriculum and providing digital skills training, educators can empower students to navigate the digital landscape confidently, critically evaluate information, and harness digital tools for lifelong learning and professional development.

2. Promoting Multidisciplinary Learning:

- **Interdisciplinary Collaboration:** NEP 2020 advocates for a holistic and integrated approach to learning, transcending disciplinary boundaries and fostering interdisciplinary collaboration. By promoting cross-curricular connections and project-based learning experiences, educators can nurture students' curiosity, creativity, and problem-solving abilities.
- **Skill Diversification:** Multidisciplinary education offers opportunities for students to acquire a diverse set of skills and competencies beyond traditional academic subjects. By integrating vocational training, arts, humanities, and STEM disciplines, NEP 2020 prepares learners for diverse

career pathways. It equips them with the adaptability and resilience to thrive in a rapidly changing world.

- **Real-world Relevance:** Multidisciplinary learning experiences grounded in real-world contexts enhance the relevance and applicability of education. By connecting classroom learning to societal challenges, industry needs, and global issues, educators can inspire students to become active participants in shaping their communities and contributing to sustainable development.

3. Encouraging Vocational Education:

- **Employability Skills:** NEP 2020 recognizes the importance of vocational education in equipping students with practical skills, hands-on experience, and industry-relevant competencies. By integrating vocational training programs into mainstream education, schools can enhance students' employability and readiness for the workforce.
- **Industry Partnerships:** Collaborations between educational institutions and industry partners facilitate the development of vocational training programs aligned with current industry trends and demands. Internships, apprenticeships, and industry-led projects provide students with exposure to real-world work environments and networking opportunities.
- **Entrepreneurship Education:** NEP 2020 encourages the inclusion of entrepreneurship education in the curriculum, fostering an entrepreneurial mindset, innovation, and risk-taking among students. By nurturing creativity, problem-solving skills, and business acumen, vocational education prepares students to pursue entrepreneurial ventures and contribute to economic growth and job creation.

4. Strengthening Research and Innovation:

- **Cultivating a Culture of Inquiry:** NEP 2020 emphasizes the promotion of research and innovation across all levels of education, from primary schools to higher education institutions. By fostering a culture of inquiry, curiosity, and experimentation, educators can stimulate students' intellectual curiosity, critical thinking, and problem-solving abilities.
- **Research-based Pedagogies:** Integrating research-based pedagogies such as inquiry-based learning, project-based learning, and design thinking into the curriculum empowers students to become active participants in

knowledge creation and discovery. By engaging in hands-on research projects, students develop research skills, analytical thinking, and a deeper understanding of complex concepts.

- **Innovation Ecosystems:** NEP 2020 envisions the establishment of innovation ecosystems comprising educational institutions, research centers, industry partners, and government agencies. By creating conducive environments for collaboration, knowledge exchange, and technology transfer, these ecosystems foster innovation, entrepreneurship, and societal impact.

5. Fostering Global Partnerships:

- **Cultural Exchange:** NEP 2020 encourages the promotion of international collaborations and partnerships in education, facilitating cultural exchange, diversity, and global citizenship. By fostering intercultural understanding, language proficiency, and appreciation for global perspectives, international partnerships enrich the learning experience and broaden students' horizons.
- **Knowledge Sharing:** Collaborations with international institutions provide opportunities for knowledge sharing, capacity building, and mutual learning. By leveraging best practices, research findings, and pedagogical innovations from around the world, educators can enhance the quality and relevance of education.
- **Global Competitiveness:** NEP 2020 aims to position India as a global leader in education and innovation. By forging strategic alliances with renowned universities, research institutions, and industry partners worldwide, India can leverage global expertise, resources, and networks to enhance its educational ecosystem and promote academic excellence and research excellence.

In conclusion, NEP 2020 presents a wealth of opportunities to transform India's education landscape and empower learners for success in the 21st century. By leveraging technology, promoting multidisciplinary learning, encouraging vocational education, strengthening research and innovation, and fostering global partnerships, India can realize the full potential of its educational system and prepare students to thrive in a rapidly changing world.

Conclusion:

The NEP 2020 heralds a transformative era in Indian education, replete with challenges and opportunities. While navigating the complexities of implementation may pose hurdles, embracing the vision and spirit of the policy can pave the way for a more inclusive, equitable, and progressive educational landscape. By addressing challenges proactively and leveraging the myriad opportunities presented, stakeholders can collectively realize the transformative potential of NEP 2020, ushering in a new era of educational excellence and societal advancement.

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REVITALIZING PEDAGOGY: CHALLENGES AND OPPORTUNITIES IN IMPLEMENTING NEP-2020

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Introduction:

In the building of a nation and the journey towards progress and development, students emerge as pivotal contributors. Their involvement in nation-building is not merely important but holds a transformative essence, moulding the destinies of societies. The future of India is linked to the progress and mind-set development of both current and future generations. To drive the transition from a developing India to a developed one, education assumes a vital role. To achieve our predicated aspirations, we need to transform our current education system then only our nation will be creating knowledge-based economy in the world. It is imperative to revitalize our existing education system for our envisioned aspirations to materialize, paving the way for our nation to establish itself as a knowledge-based economy on the global stage. Recognizing the substantial impact of education on economic development, it is imperative for developing countries to accumulate both qualitative and quantitative expansion in higher education. This acknowledgment underscores the importance of nurturing a robust educational system that not only enhances the quality of learning but also ensures broader access, ultimately driving economic growth.

In fostering the foundation of a nation, instilling patriotism among the younger generation is essential, with values and ethics playing a crucial role in nurturing this sentiment. The development of a nation hinges on the comprehensive growth of its youth, necessitating a curriculum renovation in the education system to facilitate their overall development. Ultimately in one sentence, "The progress of a nation is directly linked to the empowerment and development of its youth."

Historical Development of Indian Education Policies:

For understanding of history of education, categories education in three categories, Preindependence period from 1781-1947, Post-independence period from 1948- 2012 and Postindependence period 2013-2020.

1. Pre-Independence Period from 1781-1947:

As we know, British rulers were not interested to open education to Indian peoples, but due to increasing coverage of East India Company, they are trying to educate people for its own sake. At the beginning the invaders wants the peoples for data analysis as well as for the some work, so tried to educate some of the peoples in India to fulfil need of East India Company. British rulers did not begin education to explain or understand science to people but only cared for the work of the company. In 1781, individuals of esteemed reputation in India approached Governor-General of India, Warren Hastings, advising the establishment of an education system in the country. Unfortunately, this representation failed to produce any significant outcomes. In 1817, Raja Ram Mohan Roy founded Hindu college in Calcutta. The Calcutta experiment set the stage for a widespread political movement, resulting in the founding of various colleges, including Poona College (1833), Elphinstone College (1834), Hooghly College (1836), Agra College (1837), Patna College (1840), and Madras Christian College (1852). In 1913, the government revealed the first education policy, providing clarity on its stance regarding higher education. At the time of gaining independence in 1947, the nation possessed a collective count of 21 universities and approximately 500 colleges.

2. Post-Independence Period from 1948- 2012:

In 1948, India witnessed the establishment of its First commission, the University Education Commission (UEC), dedicated to higher education under chairmanship of Dr. Sarvepalli Radhakrishnan. Subsequently, in 1952, the Secondary Education Commission was formed under the leadership of Dr. Laxmanswami Mudaliar. This commission supported for a versatile Eleventh Year Higher Secondary system with diversification after the class eight. In 1964, acknowledging the importance of education, the government formed a systematic Education Commission (EC) under the leadership of Dr. D. S. Kothari. The commission, titled "Education and National Development," undertook a comprehensive approach, covering all levels of education from pre-primary to higher education, as well as vocational and professional education. Following the recommendations of the Kothari Commission, the government established the "First National Policy on Education" in 1968.

In 1976, education was included in the concurrent list of the constitution, aiming to tackle inter-state discrepancies across all education levels. This move towards concurrency aimed to establish a significant collaboration between the central and state governments regarding educational matters. Despite this notable shift in approach, progress in the right direction was not evident. So, in 1984 on day of independence Prime Minister made announcement of new Education Policy. As a result, in 1985, a document titled "Challenge of Education - a Policy

Perspective" was released, serving as a precursor to the development of a new Education Policy. Subsequently, the National Policy on Education (NPE) was passed by the parliament in 1986. A comprehensive review of the NPE was conducted by a committee chaired by Acharya Ramamurthy, resulting in a report titled "Towards an Enlightened and Humane Society." This review led to modifications in the National Policy on Education in 1992.

In 2005, Prime Minister Dr. Manmohan Singh expressed the need to initiate a second wave of institution building and excellence in education, research, and capability building to better prepare for the 21st century. In line with this overarching objective, the National Knowledge Commission (NKC) was established on 13 June, 2005 under the chairmanship of Dr Sam Pitroda. In 2008, the Yashpal Committee submitted a report titled "Renovation and Rejuvenation of Higher Education," proposing suggestions for the qualitative improvement of higher education. The National Knowledge Commission (NKC) and the Yashpal Committee reports were entrusted with the mandate to guide policy and initiate reforms, specifically concentrating on crucial areas such as education, science and technology, e-governance, among others. The commission's primary concerns encompassed facilitating easy access to knowledge, creating and preserving knowledge systems, disseminating knowledge, and improving knowledge services. In line with this, the Yashpal Committee recommended the scrapping of UGC and AICTE, advocating for the restoration of autonomy to institutes providing higher education.

3. Post-Independence Period from 2013-2020:

In October 2013, the Government launched the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) scheme with the mission to provide strategic interventions for improving access, equity, and quality in higher education at state level. The Government of India came up with a renewed agenda in 2014. On the one hand, the government announced that it would have a New National Education Policy (NEP) and other hand Government of India launched nearly about 18 schemes for the purpose of improving the quality of teaching and

learning as well as Research and Innovation. In 2014-15, the government initiated the Pandit Madan Mohan Malvia, National Mission of Teachers and Teaching (PMMMNMTT) for teacher training. The National Institutional Ranking Framework (NIRF) was implemented to rank universities and colleges. The Impacting Research, Innovation, and Technology (IMPRINT) program was launched to enhance socially relevant research in science and engineering. In 2015, the Ministry of Human Resource Development (MHRD) introduced the Study Web of Active Young Aspiring Minds (SWAYAM), a portal for online courses. In 2018, the Scheme for Promotion of Academic and Research Collaboration (SPARC) for international collaboration and the Annual Refresher Program in Teaching (ARPIT) for faculty development through the SWAYAM platform were introduced.

For the transformation of our nation from the developing category to the developed category, the Gross Enrolment Ratio (GER) at the higher education level is equally crucial, along with Gross Domestic Product (GDP). As compared to other developed countries, the GER in India is low. According to the 2018-19 report, the GER of some developed countries ranged from 50-80%, whereas India's GER was only 27.4%. In the same year, the average GER of developed countries was 76%, while the world average was 39%. When the economy is doing well, there are more jobs that require advanced skills. This makes more people want to go to college or pursue higher education because they know it can help them get better opportunities in a competitive job market. As per the To enhance the economy, it is essential to focus on education that emphasizes skills and knowledge. Therefore, a necessary step involves making changes in the curriculum and education system.

Introduction of NEP-2020:

Since the National Policy on Education in 1986 and its modification in 1992, our country has not implemented significant changes in the education system. The alterations made in the education policy 34 years ago are now out dated and have not effectively addressed the evolving needs of society, the economy, and technology. In 2014, the Ministry of Human Resource Development (MHRD) initiated the National Education Policy (NEP) by preparing a concept note identifying 33 themes, with 13 focusing on school education and 20 on higher education. National Resource institutions submitted their inputs on these themes, and consultations were conducted with stakeholders across states. The compiled material was handed to a four-member drafting committee led by Mr. T. S. R. Subramaniam, which submitted a voluminous report in August 2016, not finding favour with the MHRD. Subsequently, on June 24, 2017, the MHRD formed a ten-member

committee chaired by Dr. K. Kasturirangan, which submitted a 477-page Draft report on December 15, 2018. Released in June 2019 for feedback, the Draft report led to a condensed 63-page version of NEP. The cabinet approved the new NEP on July 29, 2020. The NEP 2020 has proposed crucial recommendations encompassing structural changes, programmatic alterations, institutional forms, massification of higher education, financing, and innovative regulatory mechanisms.

Responsibility of Higher Education towards School Education:

For India's transformation from a developing to a developed country, a substantial increase in the number of skilled and highly educated youths is crucial. This requires simultaneous growth in both higher education and school education. It is important to emphasize that, although widely acknowledged, the progress of education in many developing societies typically correlates with advancements in elementary, secondary, and post-secondary sectors of education. The Indian education system faces a significant flaw in its lack of connection among different sectors, impacting the transition rates of students from the early stages of schooling to higher education. In each level of education, many students are dropping out, and this can get better if schools pay attention to helping students adjust socially and become familiar with their environment, not just on academic achievements. To achieve the envisioned 50% Gross Enrolment Ratio (GER) in higher education and 100 % GER from pre-school to secondary level education by 2030, as outlined in the National Education Policy (NEP) 2020, it is crucial to ensure a corresponding increase in transition rates across all levels of school education. It's crucial to realize that when students move from one grade to another or switch classes within or between schools, their teaching and learning are usually adjusted based on learning outcomes. However, in our education system, we don't pay enough attention to some important factors like helping students get used to new surroundings, and making sure they adjust socially and emotionally. This happens because these aspects are not well-covered in our teacher education programs or on-going teacher training programs. The low transition rate from the post-secondary stage to higher education can be attributed to various reasons such as poor marks, intense competition, limited seats, financial constraints, and various family obligations. To boost enrolment in different subjects in higher education, it's essential to improve the quality of those subjects/disciplines at the school level. To achieve this objective, there is a requirement for proper attention and connection between higher education and school education.

The current trend in higher education emphasizes an interdisciplinary approach, acknowledging the need for curricular reforms in secondary education. This shift aims to overcome the limitations of subject disciplines and merge traditional streams like science, commerce, humanities, medical, and non-medical. Such changes, spanning physical, biological, social, and mathematical sciences, require a reevaluation of secondary-stage curricula, enhancing alignment with higher education goals and improving transition rates between school stages. Active involvement of experts from higher education is vital for successful curriculum changes. Higher education institutions can contribute significantly by organizing workshops and professional development programs for school teachers, reinforcing academic reforms like semesterization, choice-based credit systems, and comprehensive internal evaluation. It is crucial for higher education to proactively enhance the quality of school curriculum, pedagogical methods, assessment techniques, and professional development initiatives. Action research, motivational lectures, science exhibitions, and summer programs are essential components to uplift the overall quality of school education. These efforts are indispensable for ensuring the efficiency, both in quantity and quality, of Indian higher education.

Creating partnerships between higher education institutes and schools can make it easier for students to move from school to college. This might involve working together on joint programs, mentorships, and sharing knowledge to help students transition smoothly. Higher education institutions can collaborate with schools to provide career counselling and guidance to students by sharing information about various career paths, educational opportunities, and industry requirements. This collaboration helps students to take decisions about their future. Most of school students often lack essential life skills. The role of higher education is to address the deficiencies in essential life skills by providing advanced training and fostering a deeper understanding of creativity, critical thinking, problem-solving, decision-making, social skills, morality, and empathy, thereby preparing students to contribute effectively to modern societies.

Significance and Impact of the NEP-2020 in the Indian Education:

The National Education Policy 2020, or NEP-2020, is very important for education in India. It's a big reform plan that aims to change the country's education system in a thoughtful and thorough way. NEP-2020 has a lot of different effects:

1. Early Childhood Education:

Recognizing the significance of early childhood education, NEP-2020 aims to establish a robust foundation for lifelong learning by concentrating on a child's formative

years. It recommends achieving universal provision of quality Early Childhood Care and Education (ECCE) by 2030. NEP-2020 further suggests the creation of a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) to guide the development of curriculum and teaching methodologies.

2. Curriculum Designing of School and Higher Education:

In NEP-2020, the main focus is given to curriculum design and the connectivity between school and higher education curricula, aligning them with the needs of higher education. The recommendation of NEP-2020 is to design syllabi based on societal needs and to fulfil society's requirements. The core of school education, as emphasized by NEP-2020, is the restructuring of school curriculum and pedagogy. It underscores the necessity of a vibrant and evolving system. However, there exists a lack of synergy between curriculum planners and teacher education. Addressing the isolation of teacher education from school and higher education is crucial for achieving any qualitative change. NEP-2020 recommends the development of a new National Curricular Framework for School Education (NCFSE) and guidelines for a transformative assessment system up to 2024. A 12-member National Steering Committee (NSC) has been formed to oversee this process. The development of curricular materials like textbooks will follow the finalization of frameworks. The NEP-2020 also recommends developing National Professional Standards for Teaching (NPST) by 2023, to be reviewed and revised by 2030.

In higher education, NEP-2020 suggests a shift to a 4-year undergraduate program with multiple entry and exit points, introduction of a one-year master's program, and discontinuation of M.Phil. Direct entry of 4-year bachelor's degree graduates into Ph.D. programs is proposed. Other recommendations include the formulation of an Institution Development Plan (IDP), development of the National Higher Education Qualification Framework (NHEQF), establishment of the Academic Bank of Credits (ABC), National Research Foundation (NRF), Multidisciplinary Education and Research University (MERU), and the creation of regulatory frameworks like the Higher Education Grants Council (HECI). Additionally, the proposal includes the One Nation One Data Platform (ONOD) for a unified portal to gather information from universities for various purposes, ensuring data accuracy through cross-checks.

3. Higher Education Reforms:

The policy aims to enhance the flexibility of higher education and include a diverse range of subjects, with a specific focus on promoting research and innovation. The objective is to ensure that the knowledge gained in higher education aligns with job

requirements and facilitates entrepreneurship. In developing countries, higher education is crucial for societal improvement, economic growth, and technological advancement. However, there's a challenge in providing widespread access to higher education while maintaining high quality.

To improve higher education, the approach is shifting from traditional methods to a collaborative and innovative approach. Essential questions are being asked about students, teachers, and the community, covering aspects like lifelong learning, employment, career development, global citizenship, leadership, and teamwork. Addressing these questions is vital for enhancing our country's competitiveness. Indian universities face three significant challenges. First, they need to assess if their curriculum matches the needs of the job market. Second, they must evaluate their effectiveness in generating new knowledge in various subjects. Third, they need to consider the future and update their curriculum to stay relevant. Tackling these challenges is crucial in a way that aligns with our culture, is ethical, cost-effective, and avoids external influences.

4. Flexibility and Multidisciplinary Learning:

The Policy emphasizes increased flexibility and subject choice, especially in secondary school. By 2030, NEP recommends a 4-year integrated B.Ed. degree as the minimum qualification for school teachers, offered by multidisciplinary higher education institutions. This recommendation is crucial for the success of the entire policy. The policy envisions phasing out single-stream institutions and introducing Research Intensive Universities, Teaching Intensive Universities, and colleges focusing on undergraduate programs. Despite being a commendable idea, challenges arise in terms of timetabling, teacher deployment, and students' capacity to make choices, given the lack of analytical and decision-making skills in the current curricular provisions.

Furthermore, the policy introduces a flexible, multidisciplinary approach, enabling students to choose subjects across streams, fostering creativity and a broader understanding of various disciplines. The major recommendation encourages a move towards a more liberal, multidisciplinary undergraduate education of either 3 or 4 years with multiple entry and exit options. This is beneficial as it provides students with a comprehensive knowledge of the world, empowering them to navigate complexities. Additionally, the policy suggests discontinuing M. Phil. and proposes a direct entry into a Ph.D. program for those holding a master's degree or a 4-year Bachelor's Degree with research.

5. Language of Instruction:

The policy advocates for a multilingual approach, endorsing the use of mother tongue or regional languages as the medium of instruction in the early years to enhance comprehension and cognitive development. It emphasizes that the three-language formula will continue with flexibility, ensuring that no language is imposed on anyone. However, India faces a major challenge due to its linguistic diversity, with numerous languages spoken across regions. Implementing a multilingual approach necessitates diverse teaching resources and trained educators in various languages. Allocating resources for developing textbooks, teaching materials, and teacher training in multiple languages poses a significant challenge, requiring substantial investment and coordination to ensure quality educational content in each language. Standardizing curricula across different languages to maintain consistency in educational content is a complex task. Designing and implementing standardized assessments in multiple languages also presents challenges.

6. Holistic Development:

NEP-2020 highlights the significance of holistic development, giving weight to cognitive, emotional, and physical aspects of education. It supports a comprehensive approach that merges vocational education and extracurricular activities, acknowledging the diverse nature of human development. Holistic education, as outlined in NEP-2020, acts as a fundamental foundation for preparing learners for life, providing them with vital skills and values essential for success in an ever-changing world. The achievement of an institution's mission and vision hinges on the ethical behavior rooted in values by its dedicated faculty, officers, staff, and students. Consequently, institutions should prioritize the incorporation of core values and ethical conduct into the daily interactions among stakeholder groups. Holistic education is centred on fostering life skills and values. This approach is in alignment with NEP-2020, which recognizes the importance of cultivating qualities like creativity, communication, collaboration, and ethical values in students. Beyond mere academic success, this preparation extends to addressing the challenges and responsibilities that students will encounter in both their personal and professional lives.

In the context of holistic education, the guidelines outlined in "Mulya Pravah 2.0: Inculcation of Human Values and Professional Ethics in Higher Education Institutions" have been revised to coincide with the key recommendations of NEP. This revision includes the vision of developing a curriculum and pedagogy in Higher Education Institutions (HEIs) that imparts in students a deep sense of respect for Fundamental Duties, Constitutional values, a connection with one's country, and an awareness of roles

and responsibilities in a changing world. Furthermore, the revised guidelines underscore the emphasis on universal human values, such as truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, life skills, seva/service, and participation in community service programs. These elements are integral components of holistic education. The policy also goes on to recommend that education should play a pivotal role in shaping character, enabling learners to embody qualities of being ethical, rational, compassionate, and caring, ultimately preparing them for meaningful and fulfilling employment

7. Indian Knowledge System (IKS):

India, with its broad civilizational history spanning over five millennia, has preserved a wealth of knowledge across various dimensions of human life and existence. Despite enduring foreign invasions for more than a millennium, indigenous knowledge practices have persevered, transmitted orally from one generation to the next. Attempts to document this knowledge in writing gained momentum in the last millennium. However, over the past two centuries, there has been a marginalization of this wealth of knowledge, as Western knowledge paradigms were imposed on Indian society. Even post-Independence, there was a lack of formal efforts to integrate indigenous knowledge into the educational curriculum. Recognizing the immense value in understanding the thinking patterns and knowledge accumulated by our forefathers, there is a growing realization that this heritage enables the current generation to comprehend historical thought processes, frameworks, and synthesize new knowledge. Feasibly severing ties with indigenous thoughts and practices, and embracing foreign ideas entirely, hampers societal booming. Currently, there is an intense need for India to revisit its rich heritage, reflecting a phase where society acknowledges and embraces its indigenous knowledge, realizing its significance in shaping a thriving future.

The primary challenge facing teachers and policymakers lies in generating curriculum design materials. Stakeholders require the provided material to be more authentic, necessitating detailed screening before its inclusion in the curriculum. The conversion of material from one script and its subsequent translation into regional languages pose challenges for educational authorities due to the limited availability of data and a restricted knowledge base in the Sanskrit language. Teachers and policymakers must address the challenge of creating curriculum materials, ensuring authenticity for stakeholders, and overcoming hurdles in the conversion of content into different scripts

and regional languages, given the constraints in data availability and Sanskrit language proficiency.

8. Technology Integration and Digital Learning:

Advocating for the integration of digital tools and online learning resources, NEP-2020 recognizes the pivotal role of technology in education to enhance accessibility and quality, particularly in remote areas. In recent decades, there have been substantial global changes brought about by modern technology. Information and Communication Technology (ICT) has not only revolutionized information sharing but has also played a pivotal role in shaping social networking. The Government of India has made deliberate efforts to leverage the potential of ICT in teaching and learning, encompassing both schools and higher education.

In higher education, initiatives like the National Program on Technology Enhanced Learning (NPTEL) in 2003, followed by the National Mission on Education through ICT (NME-ICT) in 2009, e-PG Pathashala in 2010, and the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) as the national Massive Open Online Course (MOOCs) platform in 2015, demonstrate the significant strides made in integrating technology into pedagogy. However, the challenge lies in ensuring that technology reaches the end-users in the remotest places. Lack of innovation has been a serious issue in education, requiring a shift in mindset as the successful use of ICT becomes an essential part of teaching and learning. According to David Warlick, "we need technology in every classroom and in every student and teacher's hand because it is the pen and paper of our time and the lens through which we experience much of our world." Remote education demands thorough preparation, involving advancements in both hardware and software facilities, such as the creation of high-quality ecourseware in various knowledge domains, audio-visual-equipped classrooms, immersive educational studios with microphones and multiple cameras, virtual labs, tools for promoting cooperative learning, and applications of Artificial Intelligence (AI) to enhance learning experiences.

9. Teacher Training and Professional Development:

NEP-2020 underscores the crucial role of teachers in the successful implementation of the new education system. The success of our education system hinges on well-trained teachers, yet this remains a weak point. The policy recommends moving teacher education to universities, aiming for a multidisciplinary environment. One-time on-the-job training is insufficient for the complexities of teaching.

Continuous professional development is crucial for teachers to stay updated and effective. The Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) along with Human Resource Development (HRD) Centers, needs strengthening and regular reviews. Achieving these goals is essential for an inspiring and effective education system.

In traditional Indian culture, teachers were revered as the 'Guru Ideal,' symbolizing enlightenment and the sharing of knowledge, wisdom, and truth-seeking. They were not just experts in their subjects but also guides, custodians of tradition, innovators, and nationbuilders. In the past, the Guru was seen as the sole source of knowledge, with it flowing from Guru to student. However, in modern times, knowledge is widespread and diverse, making the traditional Guru Ideal out dated. Modern teachers are professionals who possess deep subject knowledge and continuously update themselves to maintain relevance and credibility. The central question is: What defines a professional teacher? Is it the qualifications, experience, ability to facilitate learning, preparation for an uncertain future, openness to new methods, self-initiative for skill enhancement, or possessing all ideal teacher qualities? This underscores the importance of on-going faculty development in teaching. A professional teacher must be realistic, focusing on teaching outcomes, staying current in their specialization, and engaging in continuous professional development throughout their career. Continuous faculty development is crucial for educational effectiveness, especially in our multicultural and vast educational system. However, the current state of faculty development falls short in enhancing teaching and learning quality. Learning from both successes and failures is essential. Universities should adopt a bottom-up approach for faculty development, which is more intuitive, relevant, needs-led, and easier to implement than a top-down approach. Professional development programs should prioritize curriculum development, subject-specific benchmarking, pedagogical processes, interdisciplinary research, social engagement, and values integration for meaningful improvement in teaching and learning quality.

10. Inclusivity and Equity:

NEP-2020 focuses on including everyone, making sure that everyone can access education no matter their money or where they live. It wants to close gaps and give everyone the same chances. The Constitution of India is not tied to any religion and supports important ideas like fairness, justice, and treating people with respect. It respects differences in ethnicity, religion, language, region, and gender. This basis promotes values that everyone can agree on, encouraging different points of view. It suggests that

discussions about society and politics should be based on shared values, helping people live better lives, even if they don't always agree.

11. Research and Innovation:

To propel India towards becoming a developed country, there must be a strong focus on fundamental and applied research, innovation, and fostering entrepreneurial development. These components are pivotal in achieving this ambitious objective. Prioritizing investment in research and development is deemed a fundamental national goal, crucial for maintaining high standards of teaching and learning. Especially in an era where basic scientific research plays a critical role in addressing global challenges, the government must strengthen research programs in universities, allocate ample funds, and revive initiatives to support institutions focused on research. Providing generous support to distinguished scholars is essential for producing substantial scholarly work. Educational commissions consistently advocate for research, acknowledging its indispensable role in enriching teaching and learning experiences.

In 2005, the Government of India responded to declining enrolment in basic sciences and scientific research by implementing significant initiatives. A task force for the promotion of Basic Scientific Research (BSR) was established, recommending an additional grant of 600 crores per annum to the university system. These actions were essential, given the swift global pace of scientific development and the efforts of developed economies to attract talented students to their programs. The current university system, with its compartmentalization of knowledge into distinct disciplines, contrasts with the interconnected nature of real-life processes. In an era where new knowledge often emerges at the intersections of different disciplines, Indian universities require expert groups capable of designing curricular provisions and instructional materials from an interdisciplinary perspective. While individuals within the same discipline may think similarly, innovative solutions often arise when problems are viewed from various angles, involving the mash-up of seemingly unrelated ideas. Recent trends in Nobel Prizes, especially in exact sciences, indicate a departure from the traditional model of exclusive universities. This trend is inconsistent with the holistic and integrated development outlined in the National Education Policy (NEP) of 2020. The existing university system has been affected by the establishment of universities in exclusive domains, leading to the exclusion of major disciplines like technical, medical, agriculture, and legal education. Concerns persist regarding the limited connection between the university system and industry/research setups. Globally, leading universities prioritize an interdisciplinary

approach to teaching and learning, reflected in curricular provisions that transcend various knowledge domains. Interdisciplinary research has become the predominant opportunity for scientific advancements, as observed in recent Nobel laureates who engage in interdisciplinary research at the intersections of different disciplines.

12. Assessment of Higher Education Institutes:

Will NAAC assessment changes enhance educational quality? The updated NAAC assessment aims for top-notch education in India, attracting global students. The changes aim to uphold Indian institutions in global rankings, offering world-class education and drawing international students. Nationwide implementation started in 2023, marking a significant shift in primary, secondary, and higher education since 1986. Global trends, technological advancements, and evolving needs drive this transformation, aligning with international initiatives like Sustainable Development Goals (SDG-4 and 5). In India, the National Educational Policy-2020 is bringing revolutionary changes, particularly in higher education. The government is fast-tracking these changes to elevate the country's global ranking and ensure top-notch education. The Central Government plans stringent alterations in the evaluation and recognition criteria for various higher education institutions (Arts, Commerce, Science Technology, Medicine, Medical).

The aim is to achieve a developed India by 2047, reaching a five trillion economy and becoming a global leader. In alignment with the new educational policy, existing institutions and commissions are undergoing necessary transformations to enhance the evaluation of higher education institutions. The 'Report on Transformative Reforms for Strengthening Evaluation and Accreditation of Higher Education Institutions in India' was recently given to Union Education Minister Dharmendra Pradhan and key academics. These reforms, starting from June 2024, focus on three main goals: enhancing the accreditation process, streamlining it, and establishing a single national-level accreditation council. The recommendations also emphasize the need for a reliable, simple, objective, and secure evaluation method, the creation of centralized information sources, and the adoption of modern technology-based methods.

In the age of technology, Education is experiencing major transformations, especially in higher education. The Higher Education Commission of India (HECI) has established four main bodies: 1- National Higher Education Resource Center (NHERC), 2- General Education Council (GEC), 3- Higher Education Grants Council (HEGEC), and 4- National Accreditation Council (NAC). These main bodies work together on aspects such as control, accreditation, grants, and the preservation of educational quality. The fundamental

classification of educational institutions will be as follows- 1) Multidisciplinary and research oriented 2) Only research institutions 3) Teaching institutions 4) Rural and remote institutions 5) Vocational and skill-oriented institutions 6) Specialized institutions Each institution will be evaluated in a proper way. The report highlighted the following flaws in the prevailing system: Earlier, there was only one method for all institutions except universities. There are new proposals for changes in the approval, assessment, accreditation, and ranking processes for all higher education institutions (HEIs) in India. These changes are in line with the goals of the National Education Policy 2020. The aim is to create a straightforward, trustworthy, credible, and fair system for approving, accrediting, and ranking HEIs. The plan is to use modern technology to make the process more efficient, reduce manual work, and improve transparency by including the opinions of stakeholders. The One Nation, One Data (ONOD) portal serves as a centralized platform for universities and colleges (HEIs) to collect and consolidate information in a unified manner. This unified portal is designed to streamline the collection of various information from universities, catering to diverse needs such as approval, accreditation, and ranking. An integral feature of the portal involves an automated cross-verification mechanism, ensuring data accuracy by comparing different pieces of information within the system.

To fulfil the limitations of current accreditation of higher education committee recommended a novel grading system called "Binary Accreditation," which classifies institutions as either accredited or not accredited. The primary objective is to motivate all institutions to participate in the accreditation process, nurturing a culture of quality in higher education. This adoption of binary accreditation is consistent with the best practices observed in numerous leading countries globally. Along with the Binary Accreditation committee recommended Maturity-Based Graded Accreditation (Level 1 to 5). To encourage accredited institutions to continuously improve and evolve, the proposed system is Maturity-Based Graded Accreditation, ranging from Level 1 to Level 5. Institutions are encouraged to progress from Level 1 to Level 4, achieving the status of Institutions of National Excellence. Subsequently, reaching Level 5 designates them as Institutions of Global Excellence for Multi-Disciplinary Research and Education. This levelled accreditation system aims to empower Indian institutions to enhance their quality significantly and establish a position among the top global institutions.

The revised report of January 2024 clarifies the NAAC assessment changes initiated in July 2017, focusing on making the accreditation process more competent, objective, transparent, hierarchical, and technology-based. Over the next 15 years, the IDP

(Institutional Development Plan) assessment for all higher education institutions will be completed. The new system expands the criteria from seven to ten, incorporating social responsibility, green initiatives, and financial resources. These criteria are now categorized into four parts: Input, Process, Outcome, and Impact, emphasizing aspects like research, innovation, interdisciplinary approaches, and the impact of research on local and global levels. This transformation aims to align institutions with the overall educational strategy, ensuring their global survival and maintaining a competitive position. The intention is to uphold quality, transparency, inclusiveness, and the Indian value system, providing world-class education in India and attracting global students.

Conclusion:

In summary, the review article meticulously traces the historical trajectory of Indian education policies, spanning from the pre-independence era to post-independence periods (1948-2012 and 2013-2020). The analysis weaves through significant milestones, commissions, and policy changes that have sculpted the educational landscape, emphasizing the crucial role of a robust educational foundation in the holistic development of the youth and its direct impact on a nation's progress and the empowerment of its younger generation. An essential focus of the review is the introduction of the National Education Policy (NEP) in 2020, highlighting the imperative for transformative changes in the education system to align with the dynamic needs of society, the economy, and technology. The NEP recommendations span structural, programmatic, and institutional dimensions, advocating for the massification of higher education, innovative regulatory mechanisms, and strategic financing.

Furthermore, the review underscores the responsibility of higher education towards school education, emphasizing the necessity for a seamless transition between these critical stages. It advocates for a holistic approach, encompassing curriculum reforms, pedagogical enhancements, assessment techniques, and professional development initiatives. The role of higher education institutions in forging partnerships with schools, facilitating smoother transitions, and addressing deficiencies in essential life skills is emphasized. Essentially, the review article stresses the urgency of revitalizing pedagogy, addressing challenges, and leveraging opportunities presented by NEP-2020 to propel India into a knowledge-based economy on the global stage. The paramount importance of higher education's responsibility towards school education is reiterated, emphasizing the need to bridge the existing disconnect between educational levels and achieve the transformative goals outlined in NEP-2020.

The NEP-2020's emphasis on interdisciplinary approaches, flexibility, and holistic development aligns with the evolving educational landscape. Higher education institutions are positioned as pivotal agents in facilitating these changes through workshops, professional development programs, and active participation in curriculum reforms. The integration of technology, digital learning, and a focus on research and innovation emerge as essential components in preparing students for the demands of a modern society. Partnerships between higher education institutes and schools, coupled with a focus on life skills, are identified as contributors to a smoother transition for students. The policy's emphasis on inclusivity and equity underscores the importance of providing equal opportunities for education, irrespective of financial or geographical constraints.

Furthermore, the NEP-2020 recognizes the rich heritage of the Indian Knowledge System (IKS), advocating for its integration into the curriculum. This approach addresses the need to embrace indigenous knowledge, fostering a deeper understanding of historical thought processes and contributing to societal growth. The policy's recommendations for teacher training and professional development highlight the pivotal role of educators, stressing the need for continuous faculty development aligned with evolving educational needs to enhance the quality of teaching and learning in the vast and multicultural education system.

Finally, the NEP-2020's call for a robust evaluation and accreditation system for higher education institutes, as highlighted by the updated NAAC assessment, emerges as essential for ensuring quality education. The proposed changes, including binary accreditation and maturity-based graded accreditation, aim to motivate institutions to participate in the accreditation process and continually improve their quality. In conclusion, the successful implementation of the NEP-2020 necessitates collaborative efforts, proactive engagement of higher education institutions, and a commitment to providing quality education for all. As India aspires to become a global leader, the transformative reforms outlined in the policy form the bedrock for a more inclusive, flexible, and technologically advanced education system.

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CHALLENGES AND OPPORTUNITIES IN IMPLEMENTATION OF NEP-2020

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Introduction:

The National Education Policy (NEP) is to promote holistic development, inclusive education, and flexibility in education sector in India. The NEP 2020 has several pillars: Access, Equity, Quality, Affordability, and Accountability.

Education is fundamental human right and key driver of economic and social progress. The Government of India introduced the National Education Policy (NEP) 2020, which is an integrated structure for the development of education sector in the India.

NEP 2020 purpose to transform the education system in India by providing access quality education for all, promoting more diversity, equity, and inclusion, and preparing students to be globally competitive by equip them with the necessary skills and knowledge. NEP-2020 has introduced 5+3+3+4 education structure for providing opportunities for students development. As per the NEP-2020 students will spend five years in the foundational stage, three years in the preparatory stage, three years in the Middle stage, four years in the secondary stage. The NEP 2020 purpose to transforming the Indian education system by emphasizes it more flexible, innovation, holistic, and inclusive.

It advocates for a flexible and multidisciplinary approach to learning, allowing students to choose from a wide array of subjects and courses based on their interests and aptitudes, thereby promoting creativity and critical thinking. NEP 2020 recognizes the importance of indigenous knowledge systems and languages, aiming to preserve and promote India's rich cultural heritage within the education system.

This chapter covers NEP-2020 Challenges and Opportunities faces in education system.

Key Points of NEP-2020:

1. NEP-2020 promotes Multilingualism in both Higher Education and Schools;
2. NEP 2020 emphasize to increased use of technology with equity;

3. New Education Policy aims to universalization of education from primary school to higher education level.
4. NEP-2020 introduced 5+3+3+4 education structure.
5. NEP-2020 integration of vocational education an early stage.
6. NEP-2020 focuses on teachers training and professional development.
7. NEP-2020 Integration of Early Childhood Care and Education into the school education system for children's.
8. New Education Policy promotes high quality of research.
9. NEP-2020 integration Multidisciplinary and holistic education across the science, social science, arts, humanities and sports to ensure unity and integrity of all knowledge.
10. NEP-2020 envisages flexibility for learners choose their programs.

Challenges of NEP-2020:

1. Lack of Funding:

The implementation of NEP inefficient funding hinder the development of education system. Adequate funding is required for updating infrastructure, training educators, and incorporating innovative teaching methods. Overcoming this challenge requires committee manage and allocate resources effectively and efficiently, ensuring that the NEP objectives are realized for improvement of education system.

2. Challenging for Implementation

Successful implementation of NEP 2020 requires overcoming bureaucratic hurdles, resistance to change, and capacity constraints, posing significant challenges to effective execution

3. Resource Allocation:

The implementation of NEP requires adequate resources is essential to improve infrastructure, update curriculum, and provide necessary between training for educators. Addressing resource constraints, including budgetary limitations and competing priorities, presents a challenge to allocating sufficient funds for implementing the policy effectively.

4. Technology Integration:

The NEP envisions technology as a crucial tool for learning! However, ensuring access to technology in remote areas, providing training both teachers and students, and addressing the digital divide are hurdles that need attention. In addition, in rural areas of the country where the Internet is virtually non-existent, using digital learning tools is out of

the question?! Therefore, government must work to develop the basic infrastructure that will support digital infrastructure in all areas!

5. Curriculum Changes:

The implementing a new curriculum as outlined in the NEP requires proper planning and execution. Adopting new textbooks, training teachers, and managing the transition smoothly can be logistically challenging.

6. Inclusive Access:

Ensuring equal access and support for students with disabilities, special educational needs, and from marginalized communities presents challenges in fostering a culture of acceptance, diversity, and inclusion within the education system.

7. Assessment Method:

The shift towards holistic and competency-based assessment, as proposed by the NEP, requires the development of new evaluation methods. Designing assessment that truly measure a student's understanding and skills is a challenge.

Opportunities of NEP-2020

1. Holistic Education System:

NEP-2020 highlights a holistic and multidisciplinary approach to education system, focusing on overall development of students rather than just academic development. The holistic education system outlined in NEP 2020 aims to empower students with the necessary knowledge, skills, values, and attitudes to lead fulfilling lives and contribute positively to society.

2. Flexibility in Curriculum and choice:

NEP-2020 allows flexibility in the curriculum, permit students to choose from a wide range of subjects and pursue their interests and talents. This approach allows schools and higher education institutions to design their own curricula based on local needs, student interests, and global best practices. This flexibility promotes educational institutions to adapt to changing societal and economic demands.

3. Cultural Integration and Multilingualism:

The integration of regional languages and encourage multilingualism into the curriculum, promoting linguistic diversity and cultural understanding. By promoting the use of mother tongue, offering diverse language options, integrating language learning across the curriculum, and preserving indigenous languages, the policy aims to celebrate India's linguistic diversity while equipping students with the linguistic skills and cultural

awareness needed for success in a globalized world. NEP 2020 aims to enhance students' language proficiency while reinforcing their understanding of other subjects.

4. Vocational Education:

NEP-2020 Promotes vocational education and skills development from an early age, preparing students for the workforce and reducing unemployment. It aims to integrate vocational education into mainstream education, ensuring that students have the opportunity to choose from a range of vocational courses.

5. Teacher Training and Professional Development:

Focuses on improving the quality of teachers through training and professional development programs; ensuring better delivery of education to students. NEP 2020 emphasizes the importance of pedagogical training to equip teachers with effective teaching strategies, assessment techniques, and classroom management skills. It encourages teacher training programs to prioritize pedagogical approaches that promote active learning, critical thinking, problem-solving, and creativity among students.

6. Inclusive Education:

NEP-2020 aims to make education more inclusive by addressing the need of children with disabilities and ensuring that equal opportunities in education sector. The policy underscores the need for inclusive education training to support teachers in catering to the diverse learning needs of all students, including those with disabilities, special educational needs, or from marginalized backgrounds. It promotes inclusive teaching practices that create supportive and equitable learning environments for all learners.

7. Emphasizes on Early Childhood Education:

Recognizes the importance of early childhood education in laying foundation of lifelong learning and development. NEP 2020 promotes play-based learning as the primary pedagogical approach in early childhood education. It acknowledges the importance of play in fostering creativity, curiosity, problem-solving skills, and socio-emotional development among young children.

8. Assessment Reforms:

NEP-2020 aim to Reforms in assessment methods to move away from rote learning and remote learning and promote critical thinking, creativity and problem-solving skills. NEP 2020 advocates for the development of age-appropriate assessment tools and monitoring mechanisms to track children's progress and ensure the quality of early childhood education programs.

9. Promotion of Research and Innovation:

Encourage the research and innovation in education, encouraging cultural of creativity and entrepreneurship among students and educators. The policy advocates for the creation of a robust research ecosystem comprising universities, research institutions, industry partners, and government agencies. NEP 2020 seeks to promote a culture of research and innovation by providing funding, infrastructure, and support services for research activities.

10. Equitable Access:

NEP-2020 objective to bright the gap in access to education by addressing issues of affordability, infrastructure and inclusivity, particularly for marginalized communities and persons with disabilities. NEP 2020 underscores the commitment to ensuring equitable access to education for all individuals, with a focus on addressing socio-economic, gender, and geographic disparities. By promoting early childhood education, inclusive practices, gender parity, digital infrastructure, and financial support mechanisms, the policy seeks to create a more equitable and inclusive education system that enables every individual to realize their full potential.

Conclusion:

The analysis of the challenges and opportunities presented by the National Education Policy (NEP) 2020 reveals a nuanced landscape where potential for transformative change coexists with formidable obstacles. While NEP 2020 offers promising opportunities for transforming India's education system, addressing the identified challenges is essential to realizing its vision of building a knowledge-driven society capable of driving sustainable development and global competitiveness. Effective collaboration among education institutions, strategic resource allocation, and targeted interventions will be crucial in navigating these challenges and leveraging the opportunities presented by NEP 2020 for the benefit of all students in the education ecosystem.

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THE NATIONAL EDUCATION POLICY 2020 (NEP): CHALLENGES AND OPPORTUNITIES

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Abstract:

The goal of the National Education Policy 2020 (NEP 2020) is to completely transform the Indian educational system. Since education fosters social and economic growth, having a clear education strategy at the school and college levels is essential for the future of the country. Different countries use them at different stages of their life cycles, accounting for cultural and traditional differences, at the high school and post-secondary levels of education, in order to make their educational systems work. The National Education Policy 2020 (NEP 2020), which delineates the aims and objectives of the nation's future educational system, was approved by the Indian Union Cabinet on July 29, 2020. The current National Education Policy is replacing the one from 1986. This approach offers a comprehensive framework for basic education that leads to higher education and vocational training in both rural and urban areas of India. This policy aims to transform the Indian education sector by 2021. Shortly after the program was announced, the government made it clear that English would remain the main language of instruction and that no one would be required to acquire a language. It is up to the schools to decide how to apply the NEP's language policy.

Keywords: Higher Education, Overview and Analysis, Implementation Strategies, Methods, Challenges, Opportunities for NEP 2020

Introduction:

India currently has one of the most extensive educational systems in the world. It is vital to the country because it is a powerful tool for building a society that values education and is prepared for the twenty-first century. The Ministry of Education has achieved great strides in the priority areas of excellence, employability, expansion, and equity. There were just 20 universities and 500 colleges in India at its independence, teaching 0.1 million

students. As of 2019–20, there are 42343 colleges, 1043 universities, and 11779 Stand Alone Institutions. In 2019–20, there were 38.5 million students enrolled, comprising 19.6 million males and 18.9 million females. 49.03 percent of the pupils are female.

Higher levels of education in a community may contribute to higher levels of human development through their effect on the two main determinants of the HDI, life expectancy and per capita income, as evidenced by the established substantial association between higher education and the HDI.

Historical Views of Various National Education Policies in India

In India, education has always been highly regarded. The earliest system of instruction to be established was the vedic one. Its principal goal was not just to convey knowledge but also to prepare students for the challenges and expectations of society. About 700 BC, Takshila became home to the world's first university, and the Gurukul educational system encouraged a constructive relationship between the Guru and the shishya.

Since independence, improving education has been the primary focus of India's development plan. Between 1948 and 1949, the Indian government created many civil commissions to develop the policies and programs required to raise participation, access, and the quality of education. The "Education Commission" (1964–1966), "The Secondary Education Commission," and the National Commission on Teachers I and II (1983–1985) were some of these commissions.

The 1968 national education policy, which placed a strong emphasis on the need for a radical reform of the educational system to raise the bar for instruction at every level, the advancement of science and technology, the promotion of moral and social values, and a closer link between education and everyday life, was based on the recommendations and guidelines of the education commission. In 1992, we updated our national education policy and established a national education system based on the notion that all children, regardless of gender, race, or socioeconomic status, should have access to an education of comparable quality to a certain extent.

The resolution (National Education Policy Draft, 2016) highlights the importance of education in promoting national growth, bolstering national integration, and establishing a feeling of common culture and citizenship.

Objectives of the Study:

1. Outlining and quickly summarizing the NEP 2020 policies, which are part of the recently implemented higher education system.
2. Drawing comparisons between the existing Indian policy and the National Education Policy 2020.
3. Pointing up the novel aspects of the 2020 national higher education strategy.
4. Projecting how NEP 2020 will affect India's higher education sector.
5. Talk about the NEP 2020 Higher Education Policies' applicability.
6. Suggestions for future work to make the most of NEP 2020 in order to accomplish its objective.

Targets and Timelines:

Here are the policy's key targets as well as the deadlines set for some:

1. The whole policy will be in place by 2040.
2. 100% of Total Enrollment Rate from Pre-School to Second Level by 2030.
3. Teachers will be prepared for exam changes by 2030.
4. Standard levels of learning in public and private schools.
5. The goal is to focus on basic numeracy and literacy for all Grade 3 learners.
6. Integrating early childhood care and education by 2030.
7. Vocational training for at least 50% of students by 2025.

Issues of NEP 2020

- The way students were first assigned to different disciplines.
- Because of limited access to higher education, particularly in the most economically deprived communities, the gross enrollment ratio (GER) is currently only 25%.
- Higher education's lack of instructors and institutional flexibility to try new things draws in more students.
- Ineffective methods for managing employees' jobs and sharing intelligence with institutional executives.
- Innovation and research are lacking at many schools and universities.
- Inadequate leadership and governance in higher education establishments.
- A crooked regulatory framework that pushes for better, more inventive universities while enabling the growth of phony colleges.

Approaches of NEP 2020

1. Curriculum and Content

The NEP aims to alter the number of buildings from 10 + 2 to 5 + 3 + 3 + 4, thereby integrating early childhood education into the formal education system. In addition, NEP 2020 seeks to improve the 21st century skills incorporated into the curriculum by streamlining it to encourage critical thinking. The curriculum and instruction as a whole need to be rearranged in order to achieve these goals. Successfully implementing these changes will need updating the curriculum to make it consistent with the National Curriculum Framework. Instructors must also review the reading content rubric and make any required changes to the textbooks.

2. Teacher Availability and Training

The policy aims to modernize the curricula in schools. But for the new educational system to go smoothly, schools and the relevant authorities need to know what teachers need to know in order to prepare teachers and make the curriculum work. Additionally, reading programs should become student-centered rather than teacher-centered in order to support youth in developing their interpersonal, critical thinking, problem-solving, and decision-making skills. Based on the research, more than 250 million children in India's K-12 system will be enrolled by 2030. We will need about seven million teachers to educate the growing number of children. Since teaching is one of the lowest paid professions in India, implementing experiential learning and mind-focused education will be challenging. Until the examination of teachers' wages is completed, the implementation of NEP 2020 will provide substantial obstacles.

3. Technology

NEP 2020 emphasizes the need of using technology's benefits to better prepare young people for the future. However, establishing digital infrastructure—such as virtual classrooms, remote professional-based teaching models, AR/VR technologies to fill in the gaps in physical education, and laboratory infrastructure—remains a major challenge because the majority of institutions lack the requisite setup. Promote these resources. Furthermore, creating a digital infrastructure could be less expensive for all of the country's public schools. Moreover, in remote areas of the country where Internet connectivity is scarce, implementing digital learning tools is not an option. The establishment of the basic infrastructure required to enable digital infrastructure generally must be the goal of the government.

4. Test Building

Instead than concentrating on quick assessments, NEP emphasizes meaningful evaluation for learning. To encourage ongoing monitoring of learning outcomes, the assessment program is being modified primarily for that reason. But more testing necessitates new tasks and methods of assessment for educators and institutions. Teachers and students must actively participate in these initiatives, as well as provide technical assistance. 75 percent of the 1.5 million Indian schools are state-run, according to a poll. Approximately 80% of the 400,000 private schools that remain are classified as "private schools." Sending out a continual assessment framework is therefore a difficult undertaking for these schools.

Challenges of NEP 2020

1. Establishing weekly universities requires enormous effort

India currently has almost one thousand universities. For the next fifteen years, we will need to open one new institution every week in order to achieve one of the policy's stated goals, which is to double the gross ratio of enrolment in higher education by 2035. The biggest obstacle is undoubtedly launching a single university every week for the duration.

2. The pricing of our educational system's transformation initiatives is also extremely concerning

The goal of the National Education Policy 2020 is to get two million children who aren't in school right now back into the system. Whatever your take, the only way to do this in 15 years is to close nearly 50 schools each week.

3. Funding is a major challenge in the Covid era

Those in support shouldn't see this as a struggle for the weak. The National Education Policy 2020 states that annual education spending will increase from 4.6% to 6% of GDP, or more than INR 2.5 lakh crores. The money will be prudently distributed to cover operating expenses like as providing free breakfast for students, recruiting academic staff and teachers, and building new educational buildings across the country. Things are made much more difficult by the fact that this policy was put into place when COVID-19 was having a negative impact on the economy. There were severe budget problems, a lot of related closures, and hardly any government tax reductions even prior to Covid.

4. In order to lower homicide rates, the present focus is on health care and economic sustainability

Notwithstanding the fiscal headwinds, analysts have been looking for large renewable energy packages worth up to 2 percent of GDP.

5. The need to generate a substantial pool of qualified teachers

Redesigning the curriculum structure is seen by the policy as a very realistic beginning step in the sphere of education. However, for this program to be successful, qualified educators who are aware of the demands of the classroom are required. A lot of curriculum changes require parents' and instructors' perceptions to change significantly.

6. More stringent educational standards that incorporate courses on cultural transformation

The focus on disciplinary education in higher education in the 2020 National Education Policy is a very good development. Universities have long been department-run and segmented, especially those in India. The 2020 National Education Policy includes a number of initiatives aimed at improving the standard and scope of India's educational system.

7. Digital divide

The new policy promotes early technology use, coding, and digital literacy. Even while the strategy emphasizes creating virtual laboratories, getting schools ready, mentoring, and having conversations, it ignores the digital divide that exists between urban and rural areas, the lack of solid foundation, and the availability of devices and the internet. Covid 2019 states that participation in online courses was not possible for students living in remote areas without access to mobile phones or the internet. Some students had a bad connection, so they had to drive a long way from home to class. Youngsters who use virtual platforms run the risk of being exposed to harmful content and suffering physical injury.

8. Gross Enrollment Ratio [GER]

The GER for 2019–20 is 27.1 (AISHE 2019–20). In India, there are more than 342.5 lakh enrolled students in higher education institutes; 50.4% of these students are male and 49.6% are female. The Gross Enrollment Ratio (GER) for men and women in 2019–20 is 26.9% and 27.3%, respectively. It suggests that women are more likely than men to be admitted to Indian colleges and universities. Raising the GER is one of the National Education Policy's (NEP) primary goals. To reach a 50% GER by 2035, the Modi

government plans to put the many adjustments in the NEP into practice.

9. Inclusion & equity:

The concepts of diversity, equity, and inclusion form the cornerstone of the National Education Policy (NEP) 2020. NEP 2020 states that inclusive and equitable education aims to ensure that every child has the opportunity to learn and achieve. Groups who are economically and socially disadvantaged will receive special attention; these groups include those connected to gender identities, socio-cultural identities, regional identities, and socioeconomic conditions. "Special Education Zones" for disadvantaged communities and localities will be established, along with a dedicated "Gender Inclusion fund." The gender parity index is 1.01 in accordance with AISHE 2019–20.

10. Quality benchmark:

One of the tenets of the NAAC is the "search for excellence." New quality standards for accreditation purposes have been announced by the National Accrediting and Assessment Council [NAAC], located in Bangalore. Similar to this, access, affordability, equity, quality, and accountability are the cornerstones of NEP. Programs for improving quality and quality-related efforts are therefore crucial.

11. Facilities for infrastructure:

In the current situation, having ICT-enabled infrastructure with fast WiFi connectivity is essential. Keeping up with the quickly evolving field of technology is imperative.

12. Visionary and effective leadership in HEIs:

In modern times, visionary leadership is essential for higher education and its institutions. Education should only engage politics to the extent required to properly create and implement policy. The Ministry of Education has a lot of decisions to make in a timely manner, like grant releases, approvals, future investments, and so on.

13. Financial constraints:

During 2019–20, India's education sector will get roughly 3% of its GDP. Approximately 6% of NEP is expected. The budget contributions of the federal and state governments need to be increased in order to more effectively devote funds toward supporting higher education. The Department of Higher Education has been allocated a revenue of Rs. 40810.34 crore.

14. Faculty training, retraining, and un-training:

HEIs should regularly organize workshops on faculty training and capacity

building. These sessions are vital. The first training, the refresher, and the entraining (replace outdated information with fresh concepts and viewpoints). Collaboration between academia and industry is necessary to bridge the gap in employment or self-employment. Lack of courses focused on improving specific skills or additional courses on self-employment or employability. Beyond degrees is what the New Education Policy does. It all boils down to getting students ready for autonomous or professional job. The SDPs, or student development programs, will function within a framework that is determined by necessity.

15. Students' attitudes toward education:

Because of the different entry and leave points in NEP 2020, there is a significant chance that the dropout rate in HEI will increase. By now, the ideal circumstances in this regard will show themselves. Enhancing students' orientation and enthusiasm for life beyond graduation is crucial. Scholarships given to deserving students will encourage a research mindset and scientific interest in them, which will contribute to their long-term development. A few studies claim that the fast-paced nature of the world is causing emotional and mental problems for students.

16. Choice based credit system [CBCS]

The courses that students are interested in studying will be available to them, and the credits they earn will be recorded in the Academic Bank of Credit (ABC). The mentoring and handholding cell of the university can assist students in overcoming difficult situations.

17. Reliance on ICT:

Reliance on ICT: Online education and e-learning are prioritized in the new policy. MOOCs, or massively open online courses—that is, courses on Swayam, NPTEL, Courser, etc.—are growing in popularity due to their content and delivery style. Online education will play a major role in reducing the distance between students and institutions. The virtual world will soon overtake the actual one through digital and video-centric methods.

18. Huge number of colleges

There are 1043 universities, 42343 colleges, and 11779 stand-alone institutions, according to the AISHE Report 2019–20. This number is increasing every day, which makes the competition with more established institutions fiercer. The primary force for certification and accreditation ought to be the top organizations for each institution. A criterion for excellence might be set, a network of institutions supporting one another could be formed, management assistance could be sought, and colleges and universities

could be ranked by NIRF, Times, and other organizations. The institutions must follow RUSA regulations, participate in AISHE, and update their reports. Institutions need to put forth a lot of effort to cultivate goodwill and enhance their image.

19. Internationalization and foreign universities:

To position India as a global center for students, the NEP has brought the importance of internationalization of higher education the attention it merits. HEIs will play a crucial role in luring overseas students to India. Universities will also need to prepare for the influx of students and stay on guard.

Opportunities to HEIs in Implementing NEP 2020

By providing an effective framework for self-regulation, NEP 2020 makes it possible for institutions to function with less supervision and more independence. Beyond degrees is what the New Education Policy does. It all boils down to giving career-focused training and life skills top priority.

- 1. Education Hub:** As an education hub, India has a lot of potential to draw in international students and colleges. India has lower educational costs than many other nations. Today, the sector of education tourism is new and developing.
- 2. Encouraging pupils to advance:** Universities and other educational institutions make an effort to encourage students to enroll in professional courses, post-graduate studies, or graduation.
- 3. Managing fewer pupils:** To ensure close monitoring of each student's development, the teacher-to-student ratio should be maintained to a minimum. With a lower teacher-to-student ratio, the effectiveness of the teachers will undoubtedly rise.
- 4. Encouraging students in classroom participation:** Students will find the NEP versatile and useful for their study because of its many entry and exit points. Pupils will have greater KSA knowledge, abilities, and attitudes in the classroom thanks to peer and experiential learning, among other things.
- 5. Hard internship not only for the sake of completion certificate:** Strict adherence to the internship is necessary for students to gain real-world experience. Additionally, it will support the development of solid relationships between the university and the internship-granting organizations.

Highlights of New Education Policy

The government of India has suggested a new education strategy that aims to educate, encourage, and enlighten our children, who will be shaping our nation's future. The policy's guiding principle is to uphold India's traditions and values while empowering every child to pursue 21st-century aspirations without sacrificing their distinctive qualities.

In higher education, 20 themes are proposed by the new education policy they are

1. Governance reforms for quality education
2. Ranking of institutions and accreditations.
3. Improving the quality of regulation
4. Space setting rules of Central institutions.
5. Improving state public Universities.
6. Integrating skill development in higher education.
7. Promoting open and distance learning and online courses.
8. Opportunities for technology unable learning.
9. Addressing regional disparity.
10. Bridging gender and social gaps
11. Linking higher education to society
12. Developing the best teachers
13. Sustaining student support systems
14. Promoting cultural integration through language
15. Meaningful partnerships with the private sector
16. Financing higher education
17. Internationalization of higher education.
18. Engagement with industry to link education to employability.
19. Promoting Research and innovation.
20. New knowledge

Sixty-seven percent of India's 1.3 billion inhabitants live in rural areas. The "National Education Policy" 2020 is an impressive and far-reaching attempt to equalize, enhance, and reform India's educational system. To fully implement this approach, decision-making processes need to be drastically reduced, and financial resources need to be reprioritized in the coming months and years.

Here are the top 6 obstacles to NEP 2020 implementation:

Opening new education institutes every week is a difficult task

In recent years, the number of colleges and universities in India has increased to over a thousand. It will take 15 years to establish a single new school if the policy's stated objective of doubling the gross enrollment ratio in higher education by 2035 is to be met. Every week, a new university opens, which is an enormous task.

A cultural shift is required to meet the demands of Inter-disciplinary higher education

It is promising that multidisciplinary study at the university level is supported under the National Education Policy 2020. Universities have always been isolated and highly segregated, particularly in India. This culture of disciplinary anchoring is widespread among academics and professors, with very few exceptions. Expecting every college lecturer to be a "exception" who is genuinely interested in, passionate about, and supportive of subjects other than their own is asking for a lot. In order for this to occur, throughout the next fifteen to twenty years, the entire system of higher education needs to undergo a paradigm shift. In summary, the National Education Policy 2020 is, for the most part, exactly what India needs as it grows over the coming years into the largest labor force in the world. It will take years and decades to regularly overcome significant implementation challenges if we are to realize the goals it embodies.

Accessing advanced learning tools

Modern educational tools including nonacademic books, digital learning, and computer instruction are either unavailable to or insufficiently accessible to students attending remote schools. The ASER 2018 poll found that 55.5% of students had never used a computer.

Financial constraint

The RTE law, which ensures that children under the age of 14 receive a free public education, protects them. Rural families face financial difficulties for a variety of reasons. Their children's education is no longer a big priority to them; therefore, they have to start producing money on their own. A contributing factor to the decline in high school and university enrollment is this. The Glance 2018 report on education data from the Ministry of Human Resource Development (MHRD) reveals that only 43.1% of students in India are enrolled in senior secondary institutions, and 14.2 percent are pursuing higher education.

Sports equipment and training

It's no secret that exercise improves cognitive function and memory. Sadly, there is a paucity of high-quality sports coaching and equipment available to rural schools. Consequently, the kids don't have many opportunities to play games and get exercise.

After school activities

It's critical to involve students in activities that could improve their education and well-being. In cities, kids take part in dancing, music, and language classes after school; in the country, they just go around the countryside and engage in meaningless activities. The dearth of after-school activity centers in rural areas is a significant problem.

English Communication

Although the value of English language instruction is increasing daily, most rural schools still use the native languages for instruction. As a result, knowing how to write and speak English well is not as valuable. This results in a drop in English proficiency and, consequently, a decrease in motivation for university-level science coursework. Most rural students choose business or the arts over science in order to avoid English.

Digital Literacy

It can be difficult for students in rural locations to become more digitally literate because they frequently have limited or no access to technology.

Long Distance schools

When compared to urban student enrollment, the enrollment of rural students in secondary schools continues to fall short of expectations. In India, the government has officially recognized only 1.39 million secondary schools and 1.1 million senior secondary schools. Most of them reside in taluka locations or hamlets that are already home to a substantial population. Kids have a long way to go merely to get to school as a result.

Sanitation

In rural schools, especially for female students, the topic of restrooms is frequently brought up constantly. General hygiene in schools is a major problem that affects the health of the pupils. Clean, easily accessible restrooms are essential, especially for female students. The ASER 2018 data shows that only 66.4 percent of schools had functioning female bathrooms.

Personal attention

Because most schools don't have enough classroom space, classes for multiple standards are frequently held in the same room. There is a low student-teacher ratio. This

results in even less attention being paid to students who are already lagging behind in the classroom. Rural India is still capable of overcoming all of these challenges. The Indian government has already started working on a new national education strategy that would prioritize digital learning, school facilities, and learning outcomes in order to better prepare rural India for education in the twenty-first century. All concerned parties may collaborate well to bridge these gaps.

Conclusion:

The progress of the nation in order to further the social, cultural, scientific, economic, and technical growth of our country, higher education is crucial. The twenty-first century demands that college and university students have an integrated, creative, and critical personality that will manifest in their social and personal lives (draft national education policy 2019). This highlights the vital role that higher education and its institutions play in preparing students for this new reality.

The consideration and care we need to give young children is another important consideration. Early care and attention have a long-standing and proven impact on a child's personality and cognitive development. Children who grow up with this kind of care and attention will acquire highly developed critical and creative thinking skills in addition to strong interpersonal skills. India finally has a new education policy (NEP) after nearly 30 years, and since 350 million Indians are currently of school- or college-age, this will be an important document. The NEP calls for an extensive implementation on a scale that has never been attempted globally.

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राष्ट्रीय शैक्षणिक धोरण २०२० : उच्च शिक्षण क्षेत्रात समान संधी

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प्रस्तावना :

प्राचीन कालखंडापासून शिक्षण हे समाज सुधारणेचे महत्त्वाचे साधन आहे. प्राचीन कालखंडातील भारतीय शिक्षण व्यवस्थेवरून आपणास लक्षात येते. धार्मिक शिक्षण, व्यावसायिक शिक्षण या दोन घटकांकडे प्रामुख्याने लक्ष दिले जात होते. धार्मिक शिक्षण हे समाजातील वरिष्ठ वर्गापुरते मर्यादित स्वरूपाचे होते. तर व्यावसायिक शिक्षण हे एका पिढीकडून दुसऱ्या पिढीकडे परंपरेने दिले जात होते. ही पारंपरिक शिक्षणाची परंपरा आपल्या देशात एकविसाव्या शतकापर्यंत होती. या पारंपरिक शिक्षणात बदल झाले ते ब्रिटिश राजसत्ता भारतात स्थिरस्थावर झाली त्यावेळी होय. ब्रिटिश कालखंडा ब्रिटिशांनी विज्ञानवादी शिक्षणाची द्वारे सर्वसामान्य भारतीयांसाठी खुली केली. ब्रिटिशाची भारतात सत्ता येण्याच्या अगोदर समाजातील वरिष्ठ वर्गापुरते शिक्षण घेता येत असे. समाजातील अस्पृश्य आणि स्त्री वर्ग यांना शिक्षणाची द्वारे बंद होती. त्यामुळे हा वर्ग ब्रिटिश शिक्षणापासून वंचित राहिलेल्या अपनास दिसून येतो. ब्रिटिश कालखंडात ब्रिटिश सरकार आणि महात्मा जोतिबा फुले व इतर अशा अनेक समाजसुधारक यांनी समाजातील वंचित घटक असलेल्या आसपास समाज आणि स्त्री वर्ग यांच्या शिक्षणाचे महत्त्व पटले आणि त्यासाठी प्रयत्न केले.या वर्गाला शिक्षणाच्या मुख्य प्रवाहात आणण्यासाठी अविरतपणे कष्ट घेतले होते. त्यामुळे हा घटकही शिक्षण घेऊ लागला. परिणामी संपूर्ण भारतीय समाजाला शिक्षणाची संधी मिळाली. याचे सर्व श्रेय ब्रिटिश राजसत्ता आणि भारतीय समाजसुधारक यांनाच द्यावे लागते. परंतु ब्रिटिशांची भारतीय शिक्षण देण्याचे कार्य हे मर्यादित स्वरूपचि होते. आपल्या प्रशासनातील कारकून वर्ग तयार करणे या एका उद्देशाने ब्रिटिश शिक्षण व्यवस्था निर्माण करण्याचे धोरण ठेवले होते. ब्रिटिशांनी भारतात विज्ञानवादी शिक्षण परंपरा निर्माण केली त्यामुळे भारतात विज्ञाननिष्ठ शिक्षण परंपरा निर्माण झाली. परिणामी भारतीय शिक्षण व्यवस्था पारंपारिक शिक्षणव्यवस्थेतून बाहेर पडून धार्मिक शिक्षणाचे महत्त्व कमी झाले हे पाऊल भारतीय शिक्षणव्यवस्थेतसाठी महत्त्वाचे आमूलाग्र बदल घडण्याचे ठरले. त्याला भारतातील अनेक समाजसुधारकांनी पाठिंबा दिला. ब्रिटिश राजसत्तेने वेळोवेळी अनेक शिक्षण कायदे करून भारतीय शिक्षण व्यवस्थेत बदल करण्याचा प्रयत्न केला. हे कायदे भारतीय शिक्षण व्यवस्था बदलण्यासाठी महत्त्वाचे ठरले.

सन १९४७ ला भारत स्वतंत्र झाल्यानंतर शिक्षण कायदे नव्याने निर्माण करण्यात आले. अनेक आयोग नेमून शिक्षण क्षेत्रात अमुलाग्र बदल करण्याचा प्रयत्न केला. त्याचप्रमाणे सन २०२० मध्ये शिक्षण क्षेत्रात अनेक बदल

करण्याच्या दृष्टीने राष्ट्रीय शिक्षण धोरण २०२० या नव्याने कायदा करण्यात आला आणि शिक्षण क्षेत्रात ज्या कालबाह्य झालेल्या घटकांकडे विशेष लक्ष देऊन सुधारणा करण्याचा प्रयत्न केला आहे. अगदी प्राथमिक शिक्षणापासून ते उच्च शिक्षणापर्यंत अनेक आमूलाग्र बदल या राष्ट्रीय शिक्षण धोरण २०२० या शिक्षण धोरणात दोन कायद्यात सुचवले आहेत. या नव्याने सुचवलेल्या कायद्यानुसार शिक्षण क्षेत्रात क्रांतिकारक बदल होतील अशी अपेक्षा या नव्या राष्ट्रीय शैक्षणिक धोरण २०२० या बदललेल्या कायदाकडून आहेत. तसे बदल उच्च शिक्षण क्षेत्रातही अपेक्षित आहेत. यासाठी या नव्या कायद्यात उच्च शिक्षण क्षेत्रही पायाभूत सुविधांपासून ते संशोधन क्षेत्रातील बदलासाठी सुचवले आहेत. यातील महत्त्वाचा बदल म्हणजे उच्च शिक्षण क्षेत्रात सर्वांना समान संधी आणि समावेशता हा एक घटक नव्याने समाविष्ट केला आहे. या बदलानुसार उच्च शिक्षण क्षेत्रात स्वीकार करण्यात आली आहे. या तत्वानुसार सर्वांना शिक्षणाची संधी मिळेल या साठी राष्ट्रीय शिक्षण धोरण २०२० या कायद्यात खूप आमूलाग्र बदल निर्माण केले आहेत. जेणेकरून समाजातील सामाजिक, आर्थिक स्तर असलेल्या व्यक्तीपर्यंत शिक्षण पोहचेल याची काळजी घेतली आहे म्हणून नव्या राष्ट्रीय शिक्षण धोरण २०२० या कायद्यातील उच्च शिक्षण क्षेत्रातील समता हे धोरण महत्त्वाचे वाटते. म्हणूनच राष्ट्रीय शिक्षण धोरण उच्च शिक्षण क्षेत्रात समता संधी या विषयावर संशोधन लेख लिहिण्याचा संशोधकांचा मानस आहे.

संशोधकाची गृहीतके:

- १) राष्ट्रीय शिक्षण धोरण २०२० या कायद्यानुसार उच्चशिक्षण क्षेत्रात समता हे तत्व स्वीकारले आहे.
- २) राष्ट्रीय शिक्षण धोरण २०२० या नव्या कायद्यानुसार उच्च शिक्षण क्षेत्र महत्त्वाचे आहे.
- ३) उच्च शिक्षण क्षेत्रात नव्या राष्ट्रीय शैक्षणिक धोरणानुसार समता हे तत्व स्वीकारले सर्वांना संधी दिली आहे.
- ४) समता या तत्वांनुसार स्त्री आणि पुरुष यांना समान संधी आहे.
- ५) अभ्यासक्रम सर्वसमावेशकता आणि समता या तत्वावर आधारित आहे.
- ६) राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये भेदभाव विरोधी आणि छळवणूकविरोधी सर्व नियम नव्याने समाविष्ट आहेत.

उद्दिष्टे:

- १) राष्ट्रीय शिक्षण धोरण २०२० मध्ये उच्च शिक्षण क्षेत्रात समता हे तत्व स्वीकारले आहे त्याचा अभ्यास करणे.
- २) उच्च शिक्षण क्षेत्रात सर्वांना समान दिली आहे याचा शोध घेणे.
- ३) उच्च शिक्षण क्षेत्रात नव्या कायद्यानुसार स्त्री पुरुष समान संधी दिली आहे त्याचा अभ्यास करणे.
- ४) राष्ट्रीय शिक्षण धोरण २०२० नुसार अभ्यासक्रमात समता तत्वानुसार कोणते घटक समाविष्ट केले आहेत याचा शोध घेणे.

स्वतंत्र निधीची व्यवस्था :

उच्च शिक्षण क्षेत्रात सर्वांना समान संधी मिळण्यासाठी राष्ट्रीय शैक्षणिक धोरणानुसार केंद्र सरकारने उच्च शिक्षणात सर्वांना समान संधी मिळण्यासाठी समाजातील आर्थिक आणि सामाजिक मागास विद्यार्थ्यांना उच्च शिक्षणाच्या प्रवाहात आणण्यासाठी स्वतंत्र सरकारी निधीची सोय करण्याचे धोरण ठेवले आहे. जेणेकरून समाजातील सर्व वर्गांना शिक्षणाची समान संधी मिळेल. परिणामी सर्व घटक शिक्षणाच्या मुख्य प्रवाहात येतील अशी योजना तयार केली आहे. भारतीय संस्कृतीमध्ये सर्व जाती धर्माच्या लोकांची आर्थिक आणि सामाजिक पार्श्वभूमी समान नाही. त्यामुळे आर्थिक आणि सामाजिक मागास विद्यार्थ्यांसाठी काही तरतुदी केल्या आहेत. त्यामध्ये भरीव वाढ करण्याचे धोरण राष्ट्रीय शैक्षणिक धोरण २०२० या शिक्षण धोरणत राबवले आहे. त्याचा परिणाम म्हणजे सन २०३० पर्यंत उच्च शिक्षण क्षेत्रात आमूलाग्र बदल अपेक्षित आहेत. म्हणूनच स्वतंत्र निधीची व्यवस्था करण्याचा निर्णय केंद्र सरकारने घेतलेला आहे.^१

लिंग भेदभाव कमी करणे:

राष्ट्रीय शैक्षणिक धोरण २०२० या नव्या कायदानुसार शैक्षणिक वर्ष २०२३ - २४ पासून अमलबाजवणी सुरू केली आहे. या कायदानुसार शिक्षण क्षेत्रातील लिंग भेदभाव कमी करण्याचे धोरण निश्चित केले आहे. स्त्री पुरुष यांना समान संधी देण्याची गरज आजही आहे. ज्या सुविधा मुलांना दिल्या जातात या सुविधा मुलींनाही दिला पाहिजेयासाठी विशेष कायदे करण्याचा प्रयत्न केलेला आहे. अनेक सुविधा उपलब्ध करून दिल्या पाहिजेत यासाठी भरीव आर्थिक तरतूद करण्याचा प्रयत्न केला आहे. सर्व समाज घटकातील मुली आणि मुले हे दोन्ही घटक उच्च शिक्षण घेण्यासाठी विशेष प्रयत्न केले पाहिजेत. याचा आराखडा नवीन राष्ट्रीय शिक्षण धोरण २०२० मध्ये केला आहे. परिणामी समाजातील कोणतीही मुलगा आणि मुलगी उच्च शिक्षणापासून वंचित राहू नये याची काळजी या कायद्यात घेतली आहे.^२

शिष्यवृत्ती आणि आर्थिक मदतीचे धोरण:

राष्ट्रीय शैक्षणिक धोरण २०२० या नुसार प्राथमिक, माध्यमिक, उच्च माध्यमिक आणि उच्च शिक्षणासाठी आर्थिकतरतुदीची सोय करण्याचा प्रयत्न केला आहे. विशेषता उच्च शिक्षण क्षेत्रातील मुलांची गळती थांबली पाहिजे उच्च शिक्षण घेणारा मुलाची टक्केवारी वाढली पाहिजे. यासाठी राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये विद्यार्थ्यांना शिष्यवृत्ती देऊन प्रोत्साहन देण्याची संधी धोरण निश्चित केले आहे. उच्च शिक्षण घेणारा कोणताही विद्यार्थी आर्थिक कारणासाठी शिक्षण सोडणार नाही याची काळजी घेण्याचा प्रयत्न आहे यासाठी भरीव आर्थिक मदत करण्याचे धोरण ठरवले आहे. उच्च शिक्षणासाठी प्रत्येक कोर्ससाठी शिष्यवृत्ती देण्याचे नियोजन केले आहे. विशेषता उच्च शिक्षणातील संशोधन क्षेत्रासाठी मोठ्या प्रमाणात शिष्यवृत्ती देऊन संशोधन क्षेत्राला चालना देण्याचा विचार शैक्षणिक धोरण २०२० मध्ये केला आहे.^३ जेणेकरून संशोधन क्षेत्राला प्रोत्साहन मिळेल आणि भारतीय उच्चशिक्षण क्षेत्र जागतिक दर्जाचे होईल. अशी अपेक्षा राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये व्यक्त केले आहे.

तंत्रज्ञान आत्मसात करणे:

राष्ट्रीय शिक्षण धोरण २०२० या नव्या कायद्याने उच्च शिक्षण क्षेत्रात नव्या तंत्रज्ञानाचा वापर ज्यास्तीत जास्त झाला पाहिजे यासाठी विशेष काळजी या कायद्यात घेण्यात आली आहे. आधुनिक तंत्रज्ञान हे आजच्या काळात खूप महत्वाचे आहे डिजिटल युगामध्ये माहिती तंत्रज्ञानाच्या आधारे विद्यार्थ्यांना जास्तीत जास्त उपयुक्त आणि जागतिक दर्जाचे ज्ञान उच्च शिक्षणाच्या माध्यमातून भारताला उच्च शिक्षणाच्या माध्यमातून जागतिक स्तरावर उच्च दर्जा मिळवून देणे हा आहे. भारत हा जागतिक महासत्ता बनवायचा असेल तर उच्च शिक्षणात उच्च दर्जाची शिक्षण देणे गरजेचे आहे. यासाठी नवीन माहिती तंत्रज्ञानाचा जास्तीत जास्त वापर केला पाहिजे. यासाठी विशेष आर्थिक तरतूद केली आहे या आर्थिक तरतूदीनुसार जास्तीत जास्त निधी माहिती तंत्रज्ञान क्षेत्रातील नवीन आधुनिक तंत्रज्ञान आणि उपकरणे वापरून उच्च शिक्षण गुणवत्तापूर्ण करण्यासाठी राष्ट्रीय शैक्षणिक धोरण २०२० या कायद्यात करण्यात आली आहे. ^४

प्रवेश प्रक्रिया सर्व समावेशक :

उच्च शिक्षण क्षेत्रात संपूर्ण देशभर प्रवेश प्रक्रिया ही सर्वसमावेश एक आणि जास्तीत जास्त सोयीची करण्याचे धोरण नव्या शैक्षणिक कायद्यात करण्यात आले आहे. संपूर्ण भारतभर उच्च शिक्षणात समान संधी आणि प्रवेश प्रक्रिया ही केंद्रीय पद्धतीने राबवून याचा विचार नवीन कायद्यात करण्यात आला आहे. सर्व समाज घटकातील विद्यार्थ्यांना समान संधी मिळाली पाहिजे कोणत्याही समाज घटकातील विद्यार्थ्यांना हा या प्रवेशापासून वंचित राहिला नाही पाहिजे. ^५ यासाठी विशेष काळजी या कायद्यात घेतली आहे. अभ्यासक्रमात समानता निर्माण करण्याचा प्रयत्न केला आहे जेणेकरून उच्च शिक्षण क्षेत्रात समानता निर्माण होईल. त्याचबरोबर सामाजिक आणि आर्थिक मागास विद्यार्थी या नव्या प्रवेश प्रक्रियेमुळे जास्तीत जास्त प्रवाहात आला पाहिजे. यासाठी नवीन धोरण तयार करून प्रवेश प्रक्रिया सुलभ करण्याचा विचार राष्ट्रीय शैक्षणिक धोरण २०२० या कायद्यात केला आहे.

रोजगार क्षमता वाढवणे:

राष्ट्रीय शैक्षणिक धोरण २०२० या कायद्यानुसार उच्च शिक्षण व्यवस्थेत आमूलाग्र बदल करण्याचे धोरण स्वीकारले आहे. ^६ या धोरणानुसार जास्तीत जास्त युवकांना रोजगार मिळाला पाहिजे यासाठी प्रयत्न केले आहेत जास्तीत जास्त व्यावसायिक शिक्षक व्यवस्था करण्याचा उद्देश आहे. कौशल्य विकास आधारित शैक्षणिक अभ्यासक्रमात निर्मितीवर राष्ट्रीय शैक्षणिक धोरण २०२० या कायद्यात तरतूद करण्यात आली आहे. उच्च शिक्षण घेतलेला विद्यार्थी हा स्वतः व्यवसाय करू शकेल आशा अभ्यासक्रम तयार करण्याची तरतूद केली आहे.

स्थानिक भाषांमध्ये अभ्यासक्रम:

राष्ट्रीय शैक्षणिक धोरण २०२० या कायद्यानुसार भारतीय भाषांमध्ये नव्या अभ्यासक्रम निर्माण करण्याचे धोरण निश्चित केले आहे. इंग्रजी बरोबर हिंदी भाषेमध्ये अभ्यासक्रम तयार केले जाणार आहे त्याचबरोबर प्रत्येक राज्याची जी भाषा आहेत त्या भाषेत अभ्यासक्रम निर्मिती केली जाणार आहे. त्यामुळे विद्यार्थ्यांना आपल्या स्थानिक

भाषेत अभ्यासक्रम शिकण्याची संधी उपलब्ध होईल त्याचा सकारात्मक परिणाम विद्यार्थीला तो अभ्यासक्रम लवकर समजेल त्याचे ज्ञान आत्मसात होईल. अशी अपेक्षा या कायद्यात व्यक्ती केली आहे.७ प्रत्येक राज्याची जी भाषा असेल त्या भाषेतून नवीन अभ्यासक्रम असावेत अशी अपेक्षा व्यक्त केली आहे. त्यामुळे इंग्रजी हिंदी आणि त्या त्या राज्याची जी भाषा असेल त्या भाषेत अभ्यासक्रम असतील. त्या स्थानिक भाषेत अभ्यास निर्माण केला तर विद्यार्थ्यांसाठी उपयुक्त ठरणार आहे. म्हणून भारतीय स्थानिक भाषेत अभ्यासक्रम निर्मितीला चालना दिली आहे.८

भेदभाव आणि छळणूक विरोधी कठोर नियम:

राष्ट्रीय शैक्षणिक धोरण २०२० या कायदानुसार उच्च शिक्षण क्षेत्रात भेदभाव आणि छळणूकविरोधी कठोर नियम केलेले आहेत. विद्यार्थ्यांना मुक्त वातावरणात शिक्षण घेता आले पाहिजे. त्यांच्यावर कोणत्याही प्रकारचा ताण तणाव असता कामा नये यासाठी विद्यार्थ्यांमध्ये भेदभाव न करता शिक्षण व्यवस्थेत बदल करण्यात आले आहेत. त्यामुळे गुणवत्ता पूर्ण शिक्षण मिळेल आणि विद्यार्थ्यांना ज्ञान घेणे सोपे होईल अशी अपेक्षा या नवीन कायद्यात व्यक्त केली आहे.९ असे भेदभाव आणि छळणूक यासाठी कठोर नियम आणि त्याची अंमलबजावणी झाली पाहिजे याकडे ही लक्ष दिले आहे. जेणेकरून विद्यार्थी कोणता ही ताणतणाव न घेता आपले शिक्षण सहज पूर्ण करेल याकडे विशेष लक्ष दिले आहे.१०

निष्कर्ष :

उच्च शिक्षण क्षेत्र हे महत्वाचे आहे उच्च शिक्षण क्षेत्रात ब्रिटिश राजवटीच्या कालखंडात जे नियम होते ते आज कालबाह्य झाले आहेत. असे नियम आणि कायदे नव्या शैक्षणिक धोरणातून हद्दपार करण्यात आले आहेत. त्याचबरोबर आधुनिक तंत्रज्ञानाच्या आधारे नवीन तंत्रज्ञान आत्मसात करून उच्चशिक्षण क्षेत्र जागतिक दर्जाचे बनवणे हा या कायद्याचा मुख्य उद्देश आहे. त्याचबरोबर समाजातील स्त्री वर्ग, आर्थिक आणि सामाजिक मागास प्रवर्गातील विद्यार्थी हा सहज शिक्षण घेईल अशी व्यवस्था निर्माण केली पाहिजे याचा ही विचार या नवीन राष्ट्रीय शैक्षणिक धोरण २०२० या कायद्यात केला आहे. सर्वात महत्वाचे म्हणजे विद्यार्थ्यांना आपल्या स्थानिक भाषेत शिक्षण घेण्याची व्यवस्था निर्माण करण्याचा प्रयत्न केला आहे. त्यामुळे गुणवत्तापूर्ण शिक्षण तर मिळेलच आणि विद्यार्थ्यांना ज्ञान घेणे अत्यंत सोपे होईल अशी अपेक्षा व्यक्त केली आहे. भेदभाव आणि छळणूक यासाठी कठोर नियम आणि कायदे तयार करून त्याची अंमलबजावणी झाली पाहिजे याकडेही लक्ष वेधले आहे. जेणेकरून विद्यार्थी कोणताही ताणतणाव न घेता आपले शिक्षण पूर्ण करेल याकडे विशेष लक्ष दिले आहे. वरील सर्व विवेचन पाहता उच्च शिक्षण क्षेत्रात राष्ट्रीय शैक्षणिक धोरण २०२० या कायद्याने खूपच बदल अपेक्षित आहेत. सन २०३० पर्यंत भारत हा उच्च शिक्षण क्षेत्रात अमेरिका, ब्रिटन, फ्रांस या विकसित देशांबरोबर आपली स्पर्धा करेल अशी अपेक्षा या नवीन कायद्यात केलेली आहे. हे वरील सर्व विवेचनावरून आणि संशोधनावरून स्पष्ट होते.

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