

Implementation, Opportunities and Challenges of National Education Policy 2020 (India)

Vaishali Chadha
Education Department
Municipal Corporation of Delhi
New Delhi, India

Abstract:- The document discusses the National Education Policy 2020 and its key features. It emphasizes the importance of conceptual understanding in education, rather than rote learning and exam-based teaching. The policy aims to develop children's logical thinking, creativity, and understanding of concepts. It also focuses on inculcating ethics, human values, and constitutional values in children. The document mentions the challenges that may arise during the implementation of the policy and the need for resources to support it. It highlights the significance of teaching primary education in the mother tongue and the opportunity to improve foundational literacy and numeracy. The policy aims to place the child at the center of education and develop their cognitive understanding and intelligence. The document also mentions the importance of fostering a sense of competition in education and the need for trained teachers who are knowledgeable about different cultures.

I. INTRODUCTION

If we talk about the history of India in the context of education, then when the country became independent, the level of education in India was very low. No special work was ever done for the education of Indians by the British rule, its effect was that a large section, which included middle class and lower-class people, remained uneducated and unemployed. When the country became independent, the need for a new education policy was felt at that time, in this context till 1968, many schemes were launched to improve the level of education, but nothing special could be achieved. In 1968, a new policy was introduced by the Kothari Commission, it is also called the Education Policy 1968. Some standards were set by the then Indira Gandhi government through the education policy. Under these standards, every child of our country, irrespective of caste, religion, gender, community, region and language, should get an opportunity to get education. In order to take advantage of education facilities, special attention should be given to the children of backward classes, scheduled castes, tribes, women or girls and physically disabled children. The target of compulsory education was set for all children of the age of 14 and the target of providing better training and qualification to teachers was also set by this National Education Policy. The biggest thing that was kept through the National Education Policy was the proposal to implement the three- language formula at the secondary level, which was also implemented. Along with this, a target of spending 6% of the central budget on

education was also kept to meet the finances for bringing radical changes in the field of education.

Despite some good results of the National Education Policy 1968 and some shortcomings, the National Education Policy 1986 was brought by the government. Through the National Education Policy 1986, to improve the Indian education system, an education system was created in the entire country.

A call was given to implement the 10 + 2 + 3 system by adopting it. In view of the huge population of the country, in the National Education Policy 1986, the provision of free education was kept and the form of basic education was also accepted. Emphasizing the importance of education at the primary level in the National Education Policy, many schemes like Operation Black Board scheme etc, were started and it was targeted that 90% students would be benefited through these schemes. In the education policy, emphasis was laid not only on the practical (cognitive) side of the students, but equally on the physical side as well. Both physical and cognitive aspects were added in education so that the all-round development of the child could take place. For better results of education, provision was made in the National Education Policy 1986 to distribute the responsibility of implementation of the plans of this education policy according to the central government, state government and district. Very good results came out under this, but due to the dense population of the country, it is natural that some shortcomings remain unattended, due to which the need for reform was felt.

As we all know, 21st century is the century of science and technology for the world. Everyday a new technology is being invented by scientists in some or the other corner of the world. India also needs to walk step by step with the world. Keeping the same aspect in mind, the new education policy i.e. National Educational Policy 2020, has been brought by the government, and if this education policy is successful, then India will stand in front of the leading countries of the world. Along with this education policy, the Government of India has also tried to keep the spirit of indigenization in education.

The present research is being presented in the context of the implementation of the National Education Policy 2020 in India and the opportunities arising out of it and the challenges related to it. In the context of the Ministry of Human Resource Development, Government of India, what challenges or what problems can be presented before us and what kind of

opportunities have been generated in the education world of India through the National Education Policy 2020, have been mentioned in this research.

The whole world is passing through a phase of rapid change in the knowledge landscape. Due to many scientific and technological developments happening in the fields like Big Data, Machine Learning, Artificial Intelligence, machines will start working in place of unskilled workers all over the world, and on the other hand, in the fields of Data Science, Computer Science and Mathematics, there will be an increased need and demand for workers who are qualified in diverse disciplines of science, social science and humanities. Due to climate change, increasing pollution and dwindling natural resources, we have to find ways to meet the requirements of energy, food, water, sanitation etc. The growing emergence of epidemics and pandemics, collaborative research in infectious disease management and vaccine development, and the resulting societal issues increase the need for multidisciplinary learning. The demand for humanities and arts will increase as India moves towards becoming a developed country as well as one of the world's third largest economies. The gap between the current state of learning outcomes and what is needed must be bridged through early childhood and higher education, through major reforms that bring in quality education and system integrity. By 2040, India should aim for an education system that is second to none, an education system where high-quality education is equally accessible to learners belonging to any social and economic background. This is the National Education Policy 2020. This is the first education policy of the 21st century. The policy proposes restructuring of all aspects including regulation and governance of education in consonance with the aspirational goals for 21st century education, including the DG 4, while maintaining the foundation of India's tradition and cultural values, National Education Policy's special emphasis is placed on the development of each individual. This education policy is based on the principle that education should develop not only 'basic abilities' such as literacy and numeracy, but also 'higher-order reasoning and problem-solving cognitive abilities', and the moral, social and emotional well-being of the individual. Following are the major new initiatives launched on the priorities of NEP.

➤ *NIPUN India*

Launched in 2021, NIPUN India (NIPUN; National Initiative for Proficiency in Reading with Understanding and Numeracy) is guided by NEP 2020. It is a national mission to achieve the goals of Basic Literacy and Numeracy (FLN) in the country. NIPUN India aims to achieve FLN by class 3 by all children in the country by 2026-27.

The challenges to achieving foundational literacy and numeracy (FLN) have become deeper and wider due to the loss of learning caused by school closures during the pandemic. The NIPUN India initiative not only focuses on the strategic implementation of the same, but also focuses on the important structures, roles and responsibilities required to meet the goals outlined in NEP 2020. It has done an excellent job of bringing attention to this important issue, and work has

begun on it across the country. One must be fully active to do this important work.

➤ *Vidya Pravesh*

NEP 2020 emphasizes on achieving the goals of FLN for all children on the basis of Vidya Pravesh. The policy expresses concern that because we are yet to make ECCE available to every child (not universal access), a large proportion of children fall behind within the first few weeks of Class 1. To help address this learning gap, a three-month play-based school preparation module has been proposed as an interim measure.

Vidya Pravesh is developed by NCERT for students entering class 1. This will be transitioned over three months, with four full-day hours to acquaint children with the school environment and provide them with hands-on self-care experience. Vidya Pravesh will also enable learning of ethical values and cultural diversity and interaction with the physical, social and natural environment. In addition to these aspects, Vidya Pravesh will be designed to build a foundation in mathematics, language and literacy, and will also take into account the learning outcomes set by NIPUN India.

c) Kindergarten - NEP 2020 states that 'every child below the age of 5 years shall attend a "Preparatory Class" or "Balvatika" (that is, before Class 1) with a qualified ECCE teacher'.

The Balvatika programme, envisaged as a one-year program before Class- I, aims to build children's cognitive and linguistic competencies through a play-based approach. These competencies are prerequisites for learner to read, write and developing number sense. NCERT has developed guidelines and procedures for kindergarten as well as for the three years of pre-school.

II. OPPORTUNITIES PROVIDED BY NATIONAL EDUCATION POLICY, 2020

In today's present scenario, when we are in the process of implementing the National Education Policy 2020, then we have to see that through this education policy, we as a society or it should be said that through this National Education Policy, in the scenario of India, it is imperative to discuss what opportunities will be available. We have to see that through which resources we are able to capitalize on the opportunities that will be available to us through this National Education Policy. At the same time, we should also discuss the challenges that we will have to face while implementing the National Education Policy. To deal with those challenges, we should prepare well in advance. We should be ready to convert those challenges into opportunities. In this part of my research, through the National Education Policy 2020, we will discuss about the education world or say that the opportunities that are going to be available to the Indian education world and the challenges that we will have to face or may have to face in the context of education in the future.

Whatever policies are made by the government for social welfare and social development, they provide endless opportunities to the society to develop. Through those policies, the government tries to change the social structure of the society, if the society accepts and adopts these opportunities positively, then it is impossible to stop those policies or prevent them from being successful. In this context, the National Education Policy not only aims to move forward, but also aims to create world class efforts to provide endless opportunities for providing education through various schemes. We are going to discuss here some of the endless opportunities that have been provided by the National Education Policy 2020, which are as follows:

- If seen as an opportunity, the sense of flexibility in the National Education Policy provides opportunity to children to choose their learning styles and programs according to their talents and interests. Giving freedom to choose is one of the features provided by this National Education Policy.
- Emphasis has been laid on conceptual understanding in children through this National Education Policy, reading only for examination, reading by rote method and just giving the examination of the class doesn't develop the understanding of the child. In order to develop his understanding, emphasis has to be laid on clarifying the concepts in front of him. The National Education Policy provides opportunities to children take logical decisions, work with creative thinking, understand concepts and not rote and follow any method.
- National Education Policy, 2020 provides us opportunities that in our society, inculcate in our children ethics, human and constitutional values like empathy, respect for other, development of spirit of democracy, spirit of service, respect for public property, scientific values like respect, freedom, equality and justice should be developed. The National Education Policy not only lays emphasis on moral, human and constitutional values but also provides us opportunities to learn those skills of life which are helpful in our collective development like mutual dialogue, cooperation and group work.
- The National Education Policy 2020 believes that teachers are central to the learning process, so there should be excellent arrangements for their recruitment and their preparation as a teacher. And they should be provided opportunities for continuous professional development and positive work environment and generation of service spirit. Teachers should be given excellent arrangements for training so that their professional understanding increases and they can make excellent contribution in the process of teaching children. The National Education Policy talks about providing the above opportunities to them.
- Through the National Education Policy 2020, children have been given the opportunity to get education in their mother tongue up to the primary level. In fact, this opportunity is very important for those children who come from different backgrounds and reach those schools, where they are not taught in their mother tongue,

it is seen that instead of understanding that concept, the child starts cramming it, the effect of which is that he is not able to understand that concept at all. Many times it is also seen that the child starts feeling fear towards some subjects because those subjects may be in English or in the language which he is afraid of, that is, which is not his mother tongue. At the primary level, there should be no fear situation in the children, so that the learning process continues with interest, not only the children but also the teachers have been given the opportunity by the National Education Policy to teach the children in their mother tongue only, so that there may be increased interest in understanding their concept. He can express his thoughts through mother tongue and develop logical thinking and creative thinking in them because it is believed that till the age of 6 years the child's mental development reaches up to 85% and in the same sequence, instead of developing understanding, if you give emphasis on rote learning, only on exam-based teaching, if you give meaningless education, then its development will automatically be hindered. I believe that the most positive step taken by the government through the National Education Policy 2020 is the teaching of primary education in the mother tongue and it is beneficial for the children and for the society. As a teacher, it should be seen as an important opportunity.

- The National Education Policy 2020 provides an opportunity to keep us tied to the roots of our Indianness and pride or pride in being Indian by incorporating and sharing India's rich and diverse ancient and modern culture and knowledge systems and traditions. The talk of giving inspiration has been done in the National Education Policy 2020. The National Education Policy is not only providing opportunities to look towards the future, but also provides an opportunity to establish a unique coordination and harmony with our traditions, cultures and cultural environment.
- The framework of 5 + 3 + 3 + 4 implemented by the National Education Policy 2020 includes a strong foundation of early childhood care and education by including a 3- year- old child, because by the age of six year, 85% of the child's brain has been developed. This education policy gives us an opportunity to lay the foundation of education in childhood to allow that development to grow in the right way. It provides opportunities to incorporate flexible, multidimensional, multi- level, play based, activity based and discovery-based learning in education as ECCE enables the child to learn alphabets, language, numbers, counting, shapes, indoor and outdoor games, puzzles and logical reasoning, the art of solving problems through thinking, drawing, painting, drama, puppetry, learn human sensitivity and good behavior etc.
- It is often seen that a child who is not able to take admission in ECCE and gets direct admission in class 1, he lags behind other children within a few weeks. A short term 3 months play based 'School Preparation Module' will be created which will have activities and work books covering alphabets, sounds, words, colors, shapes,

numbers etc. This module will provide an opportunity to the child to interact with other classmates. Through the National Education Policy, an attempt has been made to provide this opportunity to those children of India who lag behind in the field of education at the initial level, so that they can learn step by step and all the children are ready for school. At the same time, efforts will be made to provide a national repository of high-quality resources on basic literacy and numeracy on Diksha. This is an opportunity being given by the National Education Policy to enable not only children but also teachers and will provide an opportunity to set high quality standards in the field.

- Through the National Education Policy 2020, it was talked about providing this opportunity that the child should be at the center of the overall education, removing him from the old rote method and developing cognitive understanding and intelligence within him and to equip the child with the main skills of the 21st century. National Education Policy 2020 believes that knowledge is a hidden treasure and education helps to achieve it with the talent of the individual. National Education Policy 2020 provides us such opportunities in the context of which the curriculum and education method are redrawn to achieve these goals. National Curriculum for Early Childhood and School Education will be prepared by identifying the required skills by NCERT

Such a thing has been said in the National Education Policy 2020 that the National Education Policy 2020 is providing such opportunities to imbibe values by imbibing knowledge. National Education Policy 2020 has given us such an opportunity to identify the special skills within the child and develop special qualities in them in a creative way.

III. CHALLENGES IN IMPLEMENTING NATIONAL EDUCATION POLICY, 2020

On the basis of the above description, we can say that efforts are being made by the National Education Policy to provide various such opportunities, due to which radical changes can be seen in the Indian education world. In the current scenario in the Indian education system, efforts have been made to make such changes through the National Education Policy 2020, so that India not only emerges as a world guru and moves forward in the world, but also makes the Indian education system one of the world's leading education systems. When any new policy is made by the governments, there is a great need for resources to capitalize on the opportunities that are available from it. The challenges of raising those resources often stand in front of the government, whether those challenges are economic or whether those challenges are of structural change, it is often seen that when these policies are implemented at the ground level, many challenges have to be faced, therefore, in the context of the National Education Policy, many challenges will be faced in the future. It may have to be done after its implementation *i.e.*, after it is implemented at the ground level. In this part of my research paper, I would like to discuss the challenges that may come in front of the government

while implementing National Education 2020, so let us see what could be the challenges that stand in the way of capitalizing on these opportunities.

- The National Education Policy provides opportunities to the child to choose his path according to his talent and interest, on the other hand, to get these opportunities, the challenge that may be faced is mainly that the children come from the social environment where their guardians and parents are not so stable or strong enough to take decisions regarding the future of their child or the maturity level of the child is also not so good that he can take decisions in the context of his life. Many times it is seen that the child out of curiosity chooses that path in life, which may later create problems or obstacles in his life. Seems like along with the flexibility in the National Education Policy, some such methods should also be included under which the child can get help that which path he has to choose in the future like free counseling centers etc.
- National Education Policy 2020 emphasizes on conceptual understanding to children *i.e.* only reading for the exam has been rejected but it has come in our social structure that children should compete in the spirit of competition ahead of their classmates and for this cramming is seen as the only way, the child feels that he should take the exam by rote and come first in the exam. More emphasis is placed on this rather than developing the child's abilities to make logical decisions, work with creative thinking, etc. To capitalize on this opportunity, it is essential that the society has a sense of competition in the field of education. The government will have to work for it, the government will also have to develop such a spirit in the minds of trained teachers that they pay more attention to the process of making children a classmate then a colleague rather than a competitor.
- The development of morality, human and constitutional values such as empathy, respect for others, development of the spirit of democracy, etc. have been kept in the National Education Policy, but I believe that morality can be inculcated in a child through a National Education Policy and only through an education policy. But it is not possible to develop human and constitutional values, respect for others and develop the spirit of democracy and service etc. For the development of these values, it is necessary that the society should also be aware otherwise inculcating these values in the child can be a challenging task.
- The National Education Policy considers the teacher as a center of the learning process, therefore, through this policy, there should be an excellent arrangement for the recruitment of teachers, their preparation as teachers. The National Education Policy talks about the creation of such opportunities to create a sense of service among teachers and provide them with a positive working environment, but the reality is that this is a very challenging task because of the lack of teacher training institutions, people's interest in teaching. And in view of the additional burden on the teachers apart from teaching,

implementing this opportunity appears to be a challenging task.

- Through the National Education Policy 2020, opportunities have been made available to primary level children to study in their mother tongue. At the outset, it is an excellent idea to have primary level education in their mother tongue to inculcate interest in education, but at the ground level it is nothing short of a challenge. There are some states in India where the living conditions of the migrant Indian people are high, such as people from the states like Delhi, Uttar Pradesh, Madhya Pradesh, Bihar, Haryana, Rajasthan etc. come and work to earn their livelihood. It will be a challenging task to train their children in their mother tongue. Children speaking in different mother tongue will be admitted in the class, in which language the teaching- learning process will be conducted? This is a point to consider if it is also assumed that in a particular year the number of Gujarati children in the class is more than is it possible that such a teacher will be appointed for that particular year who can teach them in Gujarati language? Therefore, education in mother tongue can emerge as a challenge if no provision is added in the National Education Policy in time for this.
- Where National Education Policy 2020 provides opportunities for children to learn and understand ancient and modern culture and knowledge systems and traditions, it is indeed the responsibility of the government to ensure availability of trained teachers.
- Suppose a North Indian teacher has to tell some things related to the culture of the southern part of India to the children, then it will be necessary that he himself should be aware of the South Indian culture, traditions etc. To face this challenge, the government will have to create such a curriculum, in which not only the development of ancient and cultural traditions in the child, but also by the teacher using the flexible learning method, those contexts can be presented in front of the child.
- Through the National Education Policy 2020, which aims to implement the framework of 5 + 3 + 3 + 4. It has been said that two challenges may have to be faced mainly. Firstly, the availability of trained ECCE teachers, because as I said earlier, there is an acute shortage of teacher training institutes in India and quality teacher training is still a long way off in the context of India. Ensuring this, will be a huge task for the government. Another challenge that may be faced is the availability of teaching learning materials. Availability of teaching learning material is very essential for play based teaching to the child. Providing this material in every school can be a challenging task for the government as it can be complicated to manage the expenditure on it.
- In the context of India, it is seen that there are a large number of children who have not even been able to attain the level of basic literacy and numeracy. Through the scheme by the government, in a short period of time, the child will be given basic literacy up to class three. It has been talked about providing opportunities for literacy and numeracy, but if seen at the ground level, it can be a

complex task because there is a saying that a horse can be taken to water but it cannot be made to drink unless it does not wish. The same thing applies in the context of the child as well. A teacher can try to motivate the child through his best efforts to impart basic literacy and numeracy, but if the importance of education is low in the child's environment, then the child's interest will always be low. So, the government will have to decide such a policy so that the child is motivated not only in school but also at home by his parents, that why is it necessary for him to have knowledge of numbers and basic literacy? Therefore, it is not possible to achieve this goal only by making rules for teachers. If this goal is to be achieved, then awareness about education has to be brought in the society as well. Parents or guardians are informed about the importance of education through various mediums and if possible, parents can be motivated by financial grant also.

IV. CONCLUSION

Overall, if we talk about the National Education Policy, then the National Education Policy 2020 seems to be a national policy looking towards the future by taking along its culture, traditions and values. If the National Education Policy is effectively implemented by the government, then it will prove to be such a national education policy, which will bring India to the front line in the world of education. The world can move towards progress through the human resource generated in India, but the above things will be possible only if the National Education Policy 2020 is implemented effectively in India by dealing with its challenges.

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