"NEP 2020: A Much Awaited CHANGE!!!!
Challenges in Acceptance and Execution"
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Abstract:

NEP is a change that requires Expertise to implement it successfully so as to attain the desired objectives. Following India's independence, the Government of India unveiled the nation's third education policy on July 30, 2020, known as the "National Education Policy-2020" (NEP-2020). This eagerly awaited policy is comprehensive, addressing all levels and facets of the country's education. Part 'Two' of NEP-2020 specifically delves into higher education, outlining expectations in this domain. In a rapidly developing economy like India, where the demand for a high-quality skilled workforce is substantial, ensuring the quality of education in the higher education system becomes imperative. Assessment plays a pivotal role in enhancing education quality through constructive feedback. Typically, assessment aligns with the formulated objectives of education, and a proper assessment mechanism is integral to any teaching-learning process. The National Education Policy-2020 advocates and proposes a fundamental shift in the traditional assessment system within higher education. Satisfactory execution of this policy requires rigorous planning of academic and infrastructural resources by Institutions. Joint monitoring of Union and State Governments with Ministry of Education (GOI) is also required on various steps and on a regular basis. So we can observe that acceptance and execution of this policy requires a mindset that is eager and open to accept this rewarding change. With an aim to contribute to the said change and its proper management, this paper aims to identify the challenges in the way of Policy Acceptance and Execution. Further, it provides recommendations to implement this change successfully.

Keywords: NEP, Change, Management, Quality, Acceptance, Policy Execution

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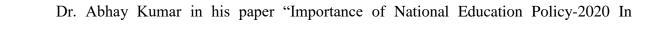### Dr. Neetika[1] Ms. Ridhika Chatterjee[2]

Introduction:

The National Education Policy 2020 for Higher Education aims to transform the existing higher education system in India as per the present and future requirements of the nation. This strategy emphasizes on introducing new courses, promoting interdisciplinary courses, curriculum modifications to provide new opportunities to students. It aims to improve gross enrollment ratio (GER) and levels of higher education as well as providing a flexible platform of entry and exit options. The students are benefitted by choosing courses according to their interests and aptitude(s) for work.

The plan envisages the establishment of National Research Foundations, National Education and Technical Forums and more universities in the country. The plan aims to provide a comprehensive and flexible education system that meets the requirements of 21st Century.

With an aim of adding 5 crore seats to Higher Education, the policy recommends the establishment of a single regulator for higher education, called the Higher Education Commission of India (HECI), for simpler and better monitoring. It will lead to dissolution of multiple regulatory bodies which may bring more transparency in the system. Development of a credit-based system for degree programs, which would allow students to pursue multiple degrees or programs simultaneously, is also a major change as per this policy. This change needs proper handling for attaining expected results.

Review of Literature:

Dr. Abhay Kumar in his paper "Importance of National Education Policy-2020 In

Imparting Education" highlighted opinion the strengths and weaknesses of the policy in the realms of higher education and research. It evaluates the suggested implementation strategies outlined in the policy, utilizing focus group discussions to identify and analyze potential generic approaches for realizing the objectives of NEP-2020. The document also encompasses numerous forward-looking proposals, addressing issues such as the development of quality universities and colleges, institutional restructuring and consolidation, promotion of holistic and multidisciplinary education, creation of an optimal learning environment, provision of student support, transformation of the regulatory system in higher education, integration of technology, and advancement of online and digital education.

Dr. Ruchi Rani in her paper "National Education Policy-2020:Issues and Challenges" mentioned that the language policy outlined in the NEP serves as a comprehensive guideline with an advisory nature. The responsibility for implementation rests with the states, institutions, and schools, considering that education in India falls under the Concurrent List subject.

Smith J and Johnson in their research paper explored the influence of incorporating technology on the difficulties encountered in the implementation of the National Education Policy (NEP). The investigation delves into the diverse challenges confronted by educational institutions when executing NEP and assesses how the integration of technology can potentially mitigate these challenges. The document offers insights into both the advantages and disadvantages associated with incorporating technology in the execution of NEP.

The key findings of this paper underscore the substantial contribution of technology integration in addressing challenges related to the execution of the National Education Policy (NEP). It facilitates improved communication, collaboration, and resource management, thereby enhancing the overall implementation of NEP. Nevertheless, the document underscores the significance of meticulous planning, training, and support to ensure the successful integration of technology.

The paper of Gupta R and Sharma S centers on the significance of capacity building in tackling challenges encountered during the execution of the National Education Policy (NEP). The authors assess the efficacy of capacity building initiatives in augmenting the abilities of stakeholders engaged in NEP implementation. Their findings indicate that focused capacity building programs can elevate comprehension of NEP objectives, boost technical proficiency, and promote collaboration among stakeholders. The conclusion drawn is that investing in capacity building is indispensable for surmounting execution challenges and attaining the desired outcomes outlined in NEP.

Lee C and Kim S in their paper investigated global experiences to pinpoint strategies that can elevate accountability in the execution of the National Education Policy (NEP). It scrutinizes the mechanisms employed in various countries to guarantee transparency, involve stakeholders, and ensure effective governance. The study extrapolates insights from instances of success and offers recommendations to enhance accountability in the implementation of NEP.

The study's conclusion underscores the pivotal role of accountability in the triumphant implementation of the National Education Policy (NEP). It emphasizes the significance of well-

defined policy objectives, engagement of stakeholders, and the establishment of robust monitoring systems to foster transparency and accountability. The study imparts valuable insights intended for policymakers and practitioners aiming to improve accountability in the execution of NEP.

The paper of Johnson, R., & Thompson, S delves into the significance of leadership in surmounting challenges associated with the execution of the National Education Policy (NEP). It scrutinizes the influence of proficient leadership practices, including vision-setting, resource allocation, and support for teachers, in ensuring the successful implementation of NEP. The study concludes that robust leadership contributes to the cultivation of a shared vision, the fostering of a positive school culture, and the provision of essential support and resources for teachers to effectively address execution challenges.

The primary finding of the study underscores the critical role of leadership in overcoming challenges related to the execution of the National Education Policy (NEP). It highlights the significance of leadership characterized by support and vision, which empowers teachers, encourages collaboration, and ensures that resources and policies align effectively with the goals of the NEP.

Garcia, M., & Martinez, R. contributed a paper which explores the impact of differentiated instruction on addressing challenges in the execution of the National Education Policy (NEP). It investigates how teachers can adjust their instructional approaches to cater to the diverse needs of students, thereby ensuring the effective implementation of NEP. The study concludes that differentiated instruction enhances student engagement, facilitates individualized learning, and positively influences academic outcomes within the framework of NEP.

The study's conclusion underscores the significance of differentiated instruction as a valuable approach for tackling challenges in the execution of the National Education Policy (NEP). It emphasizes the importance of customizing instruction to accommodate the diverse needs of students, offering suitable support and resources, and cultivating a positive learning environment.

The Government's Right to Education Act may express its interest and will to educate each and every child but its objective is still unattainable. National Education Policy may prove motivating to provide education and provide sustainability and efficiency to the education system. NEP also aims to decrease number of Drop outs by introducing multiple levels of Education at UG platform.

Objectives of the study:

1. To identify the major changes, NEP has proposed.
2. To identify problems associated in the prevailing Education System especially in Higher Education.
3. To identify the challenges in accepting and executing changes proposed by NEP.
4. Recommend solutions for NEP successful acceptance and execution.

Problems, NEP Initiatives, Challenges and Recommendations:

1) **Student Dropout:**

Problem:

In India a significant number of students don't enroll themselves for Higher Education because of several reasons. In India, 12.6% of children drop out of school, 19.8% stop their secondary education, and 17.5% stop their upper primary education, according to a recent National Statistical Office (NSO) poll [1]. As per the survey, a dropout is an "ever-enrolled person" who does not complete the last level of education for which he/she has enrolled and is currently not attending any educational institution.

NEP Initiative:

The Government's Right to Education Act may express its interest and will to educate every child but its objective is still unattainable. National Education Policy may prove motivating to provide education and provide sustainability and efficiency to the education system. NEP also aims to decrease number of Drop outs by introducing multiple levels of Education at various platforms. It also provides options for skill enhancement which may be attractive to people for getting jobs easily.

The National Education Policy 2020 has identified two efforts aimed at mitigating the issue. The first is to give all students with enough and effective infrastructure so that they are drawn to join their wards in this cutting-edge and cozy setting. The second is to set up alternative and innovative education centers for the children of migrant laborers so that if people change their location, their wards don't have to quit the courses they have been pursuing. These are essential actions to guarantee that kids have access to a fun and safe education and to foster a favorable attitude toward further education. Schools may identify kids who are likely to drop out of school and who may not even be considering further education by using a dropout early warning system. To encourage pupils to pursue education and pique their interest in it, the government should employ creative teaching techniques.

Challenge:

This needs to change the mindset of Indian parents and students about the utility of Education. In the present time if we divide society into three segment- upper, middle and lower class, mostly middle class people understand the value of Higher Education. So challenge is to spread importance and benefits of education and provide flexible ways to enroll and complete various courses.

Recommendation:

The total enrollment in higher education has increased to nearly 4.14 crore in 2020-21 from 3.85 crore in 2019-20[3]. This indicates that there is an increasing awareness among people regarding benefits of education. In such a situation, desired changes in Education Policy can do wonders if accepted and executed appropriately.

People need to believe that education enables a person to achieve a better job or means of self-employment, and climb out of intergenerational poverty. It cultivates cultural values and beliefs in the child. Once the awareness to send students regularly to the school continues and enrolls them for higher studies after school, slow but sure results will follow. It is recommended that the government conducts awareness camps in cities, towns, and villages to expose the hazards of illiteracy and unemployment for parents as well as their wards. Their perception and opinion needs counseling for the spread of education.

Digital learning strategies can be used to provide education to solve the second problem mentioned above. Students should be provided with the facility to access free educational content through smart-phone applications or YouTube provided by different institutions so that they can complete their course successfully.

2. Faculty Availability:

Problem:

Adequate numbers of Faculties have not been recruited. Student Faculty Ratio is not up to the mark. Faculties are not aware about the teaching pedagogy required to deliver as per NEP.Executing this policy necessitates a cadre of well-trained teachers, facilitators, and support staff, complemented by a cohort of inspiring mentors. Learning should transform into an engaging and enjoyable activity, moving away from a monotonous routine of mental work that might lead to the production of unemployable youth.

NEP Initiative:

Concerned authorities are taking initiatives by organizing Faculty Development Programmes in collaboration with universities and colleges. Various modules have been designed for the understanding purposes and develop belief among the teachers and professors.

Challenge:

Faculty needs to be properly trained to execute NEP in various aspects, their mindset needs to be changed and enlightened with the benefits of flexible curriculum of Education. It is difficult to change the traditional style of teaching and develop a sense of commitment among the teaching fraternity. They need to drive the mindsets of students which requires lots patience and expertise.

Recommendation:

The policy should design an educational program that takes into account the cultural and geographic variety of our country, in addition to the individual differences in learning styles of each student.The next wave of tech-savvy educators will act as mentors, introducing pupils to new tools and playing a significant role in inspiring and spearheading the use of IT in classrooms.Teachers must have adequate training to implement NEP in a variety of contexts, and they must have their perspectives altered and made aware of the advantages of flexible education curricula.

3. Grade System:

Problem:

In the Indian education system, a student's intellectual prowess and achievements are often perceived to hinge primarily on their academic grades. Furthermore, extracurricular activities are seen as a deviation from the academic path. This perspective is rooted in the belief that only esteemed professions such as doctors, lawyers, engineers, and chartered accountants define success, and many parents aspire for their children to pursue these fields. The prevailing notion is that achieving a 99.9% score is the key to realizing these aspirations.

In an ideal scenario, intelligence would not solely be determined by a student's score, and a minimum of 90% would not be the exclusive benchmark for intelligence. It's crucial to shift this perspective. Academic achievement doesn't necessarily reflect a student's intelligence and competence accurately. Intelligence quotient (IQ) cannot be accurately gauged solely through grades.

NEP Initiative:

The National Education Policy (NEP) prioritizes formative assessment for learning over summative assessment. The key objective behind this shift in the assessment system is to encourage the ongoing monitoring of learning outcomes.

Moreover proposed skill based learning curriculum revolutionizes the assessment criteria. To address this issue, technological advancements could play a pivotal role by transforming the way exams are conducted. Technology solutions are currently aiding in enhancing communication skills, teaching practical knowledge, and assessing competence. They are also fostering engagement in extracurricular activities as an alternative to conventional hour-long exams that predominantly focus on theoretical aspects.

Challenge:

Implementing continuous assessment mandates that schools and teachers adopt innovative evaluation methods and assignments. These approaches necessitate technological intervention and the active engagement of both teachers and students.

Recommendation:

However, it is essential to challenge this mindset. Students should be encouraged to pursue their passions and consider building a career around them, whether it is in fields such as music, art, or others. This changed system of teaching and evaluation needs to be properly explained and its benefits to be communicated to students as well as parents.

4. Overall Growth:

Problem:

One major hurdle in the Indian education system is its emphasis on imparting theoretical knowledge, exemplified by subjects like algebra that may seem irrelevant toreal-life applications. Despite the apparent lack of practical utility, such subjects are included in the curriculum based on the belief that they hold significance.

NEP Initiative:

The National Education Policy of 2020 (NEP-2020) has recommended the gradual integration of vocational education programs into mainstream education across all educational institutions. Additionally, the NEP-2020 envisions extending vocational courses to students enrolled in Bachelor's degree programs, including the four-year multidisciplinary Bachelor's programs.

Fortunately, the advent of ed-tech platforms is contributing to addressing this challenge by prioritizing the holistic development of students. Contemporary educational approaches, facilitated by technology, advocate for hands-on learning, practical experience, and the cultivation of soft skills alongside subject-specific knowledge. This shift is instrumental in aligning education with the broader spectrum of skills and competencies required in today's dynamic world.

Challenge:

By 2030, India is poised to boast the world's largest working-age population; yet providing meaningful employment opportunities for students from the general stream remains a significant hurdle. Enhancing the employability of students necessitates a fresh perspective with educational support.

Recommendation:

Fortunately, the advent of ed-tech platforms is contributing to addressing this challenge by prioritizing the holistic development of students. Contemporary educational approaches, facilitated by technology, advocate for hands-on learning, practical experience, and the cultivation of soft skills alongside subject-specific knowledge. This shift is instrumental in aligning education with the broader spectrum of skills and competencies required in today's dynamic world. NEP also needs to bring more such platforms.

5. Diversity in Quality:

Problem:

A significant disparity exists in the quality of education between rural and urban areas in the country. It is imperative to take measures to standardize the quality of education across India, ensuring that everyone has access to equitable knowledge and opportunities for growth.India is also dealing with the problems of inclusion and equality; children from the marginalized sections of the population, or with physical disability/ health issues must leave schools when they face hostile behavior from their peers.

NEP Initiative:

The Policy emphasizes the need of addressing the needs of underprivileged groups, including girls, low-income families, and children with disabilities, to promote inclusion and equity in education. Additionally, it is suggested that a common, central body be established for monitoring and assessment. The NEP integrates the ideas of disability inclusion across the policy text, with a specific chapter on equitable and inclusive education. This chapter explores the problems, obstacles, and suggestions meant to reduce differences and close gaps in participation and access for all students.

Challenge:

Huge Population of India needs to be addressed and convinced for proper use of Policy measures and its benefits. The pace of population growth holds broad implications for various facets of human activity. This brings challenge for governing bodies.

Recommendation:

The 2020 National Education Policy (NEP) underscores that "Education is the single greatest tool for achieving social justice and equality," highlighting its significance in fostering an inclusive community and society. To actualize this policy, it is imperative to confront educational obstacles and enhance facilities and services for Children with Special Needs (CwSN). This information and awareness need to be shared through door to door counseling around the country as it was done for Polio and Covid-19 Vaccine awareness.

6. Limited Approach:

Problem:

Effective Liasoning is not a part of present education system, Students do not have an opportunity to collaborate with students of other institutions, though some institutions do it but it is not mandatory from the Education System. That is why; India does not hold a very strong position at international platforms in case of exchange programmes.

NEP Initiative:

To position India as a prominent global study destination and enhance internationalization, the National Education Policy 2020 (NEP 2020) outlines several measures. These include fostering research and teaching collaborations, facilitating faculty and student exchanges with high-quality foreign Higher Education Institutions (HEIs), and establishing

mutually beneficial Memoranda of Understanding (MOUs) with foreign countries. The policy also encourages high-performing Indian universities to establish campuses in other nations, particularly those ranked among the top 100 universities globally. Furthermore, NEP 2020 advocates the creation of International Student Offices at each HEI to welcome and support students arriving from abroad. It emphasizes the recognition of credits earned in foreign universities, when appropriate and as per each HEI's requirements. Additionally, NEP 2020 promotes courses and programs in subjects such as Indology, Indian Languages, AYUSH systems of medicines, yoga, arts, etc., to further enrich the international academic landscape.

Challenge:

Revision of text books, development of humanistic resources, planning of exchange experiences among universities, use of comparative studies, developing students with international arena are few challenges in the way of widening approach towards education. NEP Faculty need to work upon it thoroughly.

Recommendation:

The government should actively encourage collaboration between Indian higher education institutions and leading international counterparts. Additionally, fostering linkages between national research laboratories and research centers of top institutions can significantly enhance the quality and collaborative nature of research efforts. This strategic approach promotes knowledge exchange and contributes to elevating the standards of research and education in the country.

7. Restricted Knowledge:

Problem:

One additional hurdle confronting the education system in India is the presence of outdated curricula. In numerous instances, the educational materials employed in schools and colleges do not align with the latest advancements in technology and societal changes. Consequently, students may find themselves inadequately equipped to meet the demands of the contemporary workplace, potentially constraining their future career opportunities.

NEP Initiative:

The National Education Policy 2020 (NEP 2020) acknowledges the rapidly changing employment landscape and global environment, underscoring the increasing importance of equipping children not just with knowledge, but crucially with the ability to learn. The curriculum encompass not only science and mathematics but also includes essential elements like arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values. This comprehensive approach aims to develop all facets and capabilities of learners, ensuring that education becomes well-rounded, practical, and fulfilling for the learners.

Challenge:

It is difficult to make understand the relevance of proposed curriculum to society as it is a big change. Parents believe in traditional ways of success that restricts to few fields of professions like engineering, medical, teaching to name a few.

Recommendation:

Higher education should adopt a multidisciplinary approach, ensuring that students' knowledge extends beyond their specific subjects and encourages a broader understanding of various disciplines. Education needs to shift away from a focus on mere content and move towards fostering critical thinking, problem-solving skills, creativity, multidisciplinary, innovation, adaptability, and the capacity to absorb new information in dynamic fields. Pedagogy should undergo a transformation to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and, of course, enjoyable.

8. Inadequate Research:

Problem:

Higher education institutes currently lack the necessary emphasis on research. Insufficient resources, limited facilities, and a shortage of high-quality faculty further compound the issue, hampering effective guidance for students. Many research scholars face challenges, such as delayed or absent fellowships, directly impacting their research endeavors.

NEP Initiative:

In order to further enhance research across various educational domains, the National Education Policy 2020 (NEP-2020) has introduced the National Research Foundation (NRF). The NRF aims to instill a research-oriented culture among learners and Higher Education Institutions (HEIs). NEP-2020 seeks to establish a supportive environment to stimulate and invigorate research and innovation within HEIs. The primary emphasis is on initiating and nurturing a research and innovation culture at universities and colleges through financial backing, guidelines/policies, and the establishment of innovation and research centers.

Challenge:

Additionally, the connectivity between Indian higher education institutions, research centers, and industries is notably inadequate, hindering collaborative efforts and knowledge exchange. Addressing these challenges is crucial to enhance the research landscape and academic environment in the country.

Recommendation:

The advancement of research and the generation of knowledge stem form a favorable and comprehensive academic development. Financial aid as well as guidance should be provided to Institutes to conduct conferences, FDPs, MDPs, establish incubation centers. Research laboratories should be no more grey area for any educational institution.

Conclusion:

Over the past seven decades since independence, higher education in India has experienced significant expansion. However, concerns persist regarding both accessibility and quality. To foster economic gains and development at the grassroots level, it is imperative for India to prioritize and invest substantially in education.

NEP 2020 represents an innovative framework aimed at fostering value-based education and scientific learning. It seeks to replace the outdated and inflexible 'curriculum' system, which struggles to adapt to changing times due to bureaucratic constraints. The NEP 2020 places a strong emphasis on creating a holistic, flexible, and 21st-century-aligned education system. However, realizing these objectives requires sustained efforts to overcome execution challenges over an extended period. Policy needs to establish more universities and colleges for proper execution, proper financial management is required to derive funds from financial institutions and various committees to form to execute such plans.

The drafting committee of NEP 2020 has taken a comprehensive approach, considering diverse perspectives, global best practices in education, practical experiences in the field, and feedback from stakeholders. While the mission is ambitious, the true success of this endeavor will depend on the effectiveness of the implementation roadmap, determining whether it can genuinely foster an all-inclusive education that prepares learners for the demands of the industry and the future.

Digital learning strategies can be used to provide education in the confines of students' homes, where they can access free educational content through smart-phone applications This needs building proper technical Infrastructural development around different corners of country.

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