



National Education Policy 2020, Educational Development, Problems, Challenges, Attitude

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Abstract:

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. National Education Policy lays particular emphasis on the development of the creative potential of each individual.

Study Area: All College Level in Kolhapur.

Objectives:

1. To increase the focus on strengthening teacher training, reforming the existing exam system, early childhood care and restructuring the regulatory framework of education.
2. **Resource & Funding Constraints:** The policy recommends 6% of GDP for education, but current spending is around 3.5%-4.6%, posing significant financial challenges for infrastructure upgrades.
3. **Digital Divide:** Only 53.9% of schools have internet access, making technology-based learning difficult in rural areas.
4. **Teacher Training Gap:** Teachers require large-scale upskilling to move from traditional, lecture-based methods to interactive, student-centric pedagogy.

Discussion & Data Methodology:

1] Research Design: This study is based on qualitative as well as quantitative methods to investigate into problems of state universities regarding implementation of the National Education Policy 2020 (NEP 2020). The quantitative side collects statistical data through surveys, and the qualitative side permeates through the experiences and viewpoints from the key players such as faculty, students, and policymakers. This mixture strengthens the credibility and extrapolation of conclusions for a deep understanding of the subject.

2] Data Collection: There are three methods for data collection: Surveys and Questionnaires: The views on these will be sought from the faculty, students and the administrative staff of the state universities to be chosen. Some of the questions to be asked will be related to surfaces about the perceived challenges of NEP 2020 implementation, awareness of policy decisions and preparedness for the change. Responses will

be quantified using Likert-scale questions to enable statistical analysis.

3] Interviews: Policymakers, education specialists, and university administrators will be purposively sampled and invited to participate for semi-structured interviews. These interviews are intended to provide rich details about the decision making, resource allocation and policy implementation.

Document analysis: Review of university documents and policies in context of NEP 2020 implementation will be carried out. These will consist of official documents, manifestoes and policy strategies, and they will be examined for their coherence with NEP 2020 and the presence of gaps or contradictions.

Methodology of NEP 2020:

The policy emphasizes a shift from rote memorization to a conceptual, student-centric, and experiential approach.

- **5+3+3+4 Structure:** Replaces the 10+2 system, dividing schooling into Foundational (ages 3-8), Preparatory (8-11), Middle (11-14), and Secondary (14-18) stages.
- **Curriculum & Pedagogy:** Reduced curriculum content focusing on core concepts, critical thinking, and 21st-century skills.
- **Assessment Reform:** A shift from summative to formative, competency-based assessment. The new national assessment centre, **PARAKH**, will set standards.
- **Language Policy:** Encourages mother tongue/local language as the medium of instruction until at least Grade 5, and preferably till Grade 8.
- **Higher Education:** Introduces a Four-Year Undergraduate Program (FYUP) with multiple entry and exit options, allowing

for certificates (1 year), diplomas (2 years), or degrees (3-4 years).

Educational Development (Key Pillars):

- **Universal Access:** Aims for 100% Gross Enrolment Ratio (GER) in school education by 2030.
- **Higher Education Expansion:** Aims to raise GER in higher education to 50% by 2035.
- **Multidisciplinary Approach:** Encourages the establishment of Multidisciplinary Education and Research Universities (MERUs).
- **Technology Integration:** Use of DIKSHA/SWAYAM platforms and creation of the National Educational Technology Forum (NETF).
- **Research Focus:** Establishment of the National Research Foundation (NRF) to foster a research culture.

Problems and Challenges:

- **Funding Constraints:** While the policy aims for public investment of 6% of GDP, historically it has been around 3.5%, posing a significant challenge to implementation.
- **Digital Divide:** Lack of digital infrastructure, internet, and devices in rural and lower-income areas, hindering online education.
- **Teacher Training & Shortage:** The need for massive upskilling to match the new pedagogical methods and a shortage of qualified teachers, especially in rural areas.
- **Administrative & Structural Barriers:** Resistance to change from traditional systems, and potential for over-bureaucratization with new regulatory bodies like HECI.

- **Language Hurdles:** Shortage of qualified regional language teachers and textbooks for specialized subjects.

Attitude in Colleges:

- **General Reception:** Studies indicate a generally positive attitude among college stakeholders towards the flexibility and interdisciplinary nature of the policy.
- **Student Perspective:** Students value the multiple entry/exit options and the focus on skill development.
- **Faculty Perspective:** Faculty generally support the need for reform but express concerns about the administrative workload and the speed of implementation.
- **Adoption Level:** While central universities and top-tier institutions are proactive, many state-level colleges face challenges in immediate adoption due to infrastructure limitations.

Some critical issues in implementation of NEP-2020:

1] Skill Development Requirement of Trained Teachers Change Management Legal Complexities Inter- Disciplinary Higher Education Learning or certificate/degree Digital Connectivity Re-thinking assessment Skill Development One of the major highlights of the policy is skill development, especially life skills and vocational training. The life skills training prepares children to be skillful in social behavior, making children socially adaptable and is comparatively easier to implement. The major challenge, however, lies in imparting vocational training as there is a danger of attributing certain vocations to certain specific communities who have been traditionally dependent on certain occupations for many generations. The proposed vocational training should be based on the identified aptitude of the students.

2] Requirement of Trained Teachers Implementing this policy will need trained teachers, facilitators and support staff supplemented by a pool of inspiring mentors, Learning need to be made an engaging and enjoyable activity rather than a monotonous routine mental working which eventually produces unemployable youth. Hence, the policy will have to develop a learning regime that takes into account the cultural and geographical diversity of our great nation as well as the different learning pace of each pupil. The upcoming breed of technology savvy teachers will act as mentors to students in guiding their students about new technologies and will be the main motivators and initiators of the IT implementation at schools (Gupta, 2020).

3] Change Management: NEP 2020 endeavors not only to improve the cognitive skills in students wherein developing high order thinking skill and critical thinking along with building the foundation of literacy but also life skills which will prepare the students for the varied challenges in their adult life. Hence the change in the curriculum and teaching methods is the need of the hour so that maximum benefit can be incurred from the new policy. NEP demands a value-based education system along with pedagogical and curriculum changes. Hence, new methods need to be improvised and innovated for the successful application of the policy.

4] Legal Complexities: To implement any policy, it must be in coherence with various laws and acts. There is a legal complication in implementing this policy as per The Right Education Act, 2009 with respect to age. Certain provisions such as the age of starting school will need to be clarified, to resolve any problem between the Act and the recently introduced policy in the long run.

5] Inter- disciplinary Higher Education An inter-disciplinary educational regime is a great

initiative that will provide flexibility to the students to study the subjects of their choice. For ages, Indian universities have developed in a very compartmentalized manner, scholars and professors have remained fiercely protective of their subject specialty turf. This culture is deep-rooted with very few exceptions and the new policy calls for changing the same.

Conclusion:

NEP 2020 is a visionary policy that acts as a blueprint for reforming India into a global knowledge superpower. Its success hinges on shifting from rigid, siloed, and teacher-centric approaches to flexible, learner-centric, and technology-driven pedagogy. While it offers a comprehensive The National Education Policy 2020 has several positive aspects, such as its

focus on holistic education, skill development, and technology integration. However, its successful implementation faces challenges related to resource allocation, examination reforms, inclusivity, and higher education reforms.

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