National Education Policy 2020: Navigating Opportunities And Challenges

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Abstract: Education is crucial for human growth in a rapidly changing society. Despite India's economic growth, the country faces socio-economic challenges. Education is seen as the key solution to address these obstacles and propel the nation forward. The National Policy on Education 1986 and the Programme of Action 1992 aimed to provide free and compulsory education of satisfactory quality to all children below 14 years of age. However, these policies fell short of addressing the challenges at a global level. The National Education Policy of 2020, approved by the Government of India, replaces the 1986 policy after 34 years. It introduces significant reforms, including renaming the Ministry of Human Resources and Development as the Ministry of Education. The policy proposes changes in the regulation and governance of the education system to align with the goals of the 21st century. It allows foreign universities to operate in India's higher education sector and re-structures regulatory bodies like the Universities Grants Commission and the All India Council for Technical Education. The policy emphasizes the use of mother tongue or regional language as the primary medium of instruction up to Class 5 and promotes formative assessments and peer review systems. It establishes a National Assessment Centre and aims to create a more contemporary and future-oriented learning experience. It aims to bridge gaps in India's education system and achieve the Sustainable Development Goal of 2030 for inclusive and quality education. NEP 2020 seems to be positive in theory but in practical it is challenging. This paper highlights both opportunities and challenges in National Education Policy 2020.

Index Terms - **Education, NEP 2020, Teachers, Implementation, Higher Education, Learning, Assessment, Internationalization, Digital Transformation.**

1. Introduction: According to Mahatma Gandhi, Education is "*the basic tool for development of consciousness and reconstruction of society*". This statement has been guiding force for our law makers who recognized this aspect while enacted the Constitution of India. India' education policies are the extensions of the guiding principles enshrined in the constitution. NEP 2020 is a transformative framework in education focusing on the learner as the central figure. It draws inspiration from influential sources like the Education Commission (1964-66), the Justice J. S. Verma Commission (2012), and the National Policy on Education 1986. It incorporates the Right of Children to Free and Compulsory Education Act (2009) and the Rights of Persons with Disabilities Act (2016). The policy focuses on holistic development, equitable access to quality education and fostering critical thinking and problem-solving skills. By integrating these recommendations and acts, NEP 2020 aims to bring about comprehensive and transformative change in the education system. NEP 2020 introduces several significant changes, which can be summarized as follows:

1.1. Overall Changes:

- The Ministry of Human Resource & Development has been "re-designated as the Ministry of Education (MoE) (NEP 2020 60)."
- The Centre and States to work together to increase public investment in education to 6% of GDP while the current spending is 3% of GDP.
- The policy proposes to increase the ambit of the RTE (Right to Education) to include children from the ages 3 to 18. Currently it covers children between 6 to 14 years.
- Breakfast is to be added to the mid-day meal programme.
- NEP 2020 proposes to set up the Higher Education Commissioner of India (HECI) to address the challenges of dealing with multiple regulators in accreditation, funding and standard setting. HECI will replace existing bodies such as the University Grants Commission (UGC) and the All India Council for Technical Education (AICTE).

- National Professional Standards for Teachers (NPST) will make the recruitment of teachers more transparent.

1.2. School Education under NEP 2020

- NEP 2020 adopts a new structure "5+3+3+4 design" (NEP 2020 11) and recommends a retreat from the previous structure of 10+2. There will now be 5 years of foundational education, 3 years of preparatory, 3 years of middle and 4 years of secondary schooling. Pre-school education will gain focus in the initial 5 years of learning.
- Students will have the flexibility to choose subjects from various streams. All subjects will be available at two levels of proficiency, namely introductory and advanced. Importantly, there will be no hierarchy or competition between different subject streams, such as science and social sciences. Assigning of subjects will not be based on the percentage scored in the previous grade, ensuring equal treatment for all subjects.
- Board exams will undergo changes to focus on core competencies and may adopt a modular format. While board exams for Grades 10 and 12 will continue, students in Grades 3, 5, and 8 will also be required to take school examinations conducted by schools. Board exams will be conducted twice a year, with the second attempt providing students an opportunity to enhance their scores.
- From Grade 6th onwards 10 days in a year will be bagless days dedicated to vocational courses of choice. This is to include vocational training in the curriculum as informal internships making it more practical.
- The medium of instruction in schools will be mother tongue until 5th grade and preferably until at least 8th grade. Beyond that, the focus will shift towards the use of the home language, mother tongue, local language, or regional language.

1.3. Higher Education under NEP 2020

- NEP 2020 aims to achieve "50% Grade Enrolment Ratio by 2035" (NEP 2020 35). Presently, the enrollment ratio stands at 26.4% for both boys and girls. Nevertheless, there is a lack in promoting women to pursue higher education.
- Proposal is to establish the Higher Education Commission of India (HECI) as a comprehensive regulatory body that will centralize various functions from different sectors under its authority.
- A proposal has been put forth to create a National Testing Agency responsible for conducting a bi-annual common entrance exam for colleges. This approach is inspired by the structure of the Scholastic Aptitude Test (SAT) used for college admissions in the United States. The purpose is to implement a similar framework for admissions into graduate programmes.
- College students who drop out midway will now have the opportunity to receive credits and take a break before completing their degree within a specified timeframe. This initiative includes the introduction of credit transfers and academic credit banks. By utilizing these credits, dropouts can seamlessly transfer from one university to another. However, specific details regarding the execution of this programme are currently vague.
- In the coming 15 years, colleges will gradually gain autonomy to confer degrees, which will result in the termination of affiliations with universities. The status of deemed universities will also cease to exist. One significant development is the introduction of a fee cap for private higher education institutions. This long-awaited measure will require private institutes to apply for a loan from HECI (Higher Education Commission of India) and seek government funding to ensure their effective functioning.
- Duration of graduate degree will be 4 years, while postgraduate (PG) programmes will range from one to two years. M.Phil programmes will be discontinued. For the advancement of India's Research endeavours, Research and Teaching intensive universities and autonomous degree granting colleges will be set up.

2. **Objective:** NEP 2020 replaces the outdated 1986 education policy, aiming to address its numerous loopholes and align it with the current demands. This comprehensive framework strives to enhance the educational landscape in India through purposeful initiatives. An inclusive approach is being adopted to improve the gross enrollment ratio in higher education, encompassing vocational education. Recognizing the need for a competitive and dynamic education system, the government is implementing responsive reforms to bridge the gap between past policies and desired outcomes. The potential of the National Education Policy of 2020 to reshape the future education system is immense, but it is crucial to acknowledge the challenges it presents. As there are two sides of a coin, with any

policy, there are positive and negative aspects to consider. Implementation remains a significant hurdle as the policy is still in the theoretical phase. Despite these challenges, by actively involving all stakeholders, we can work towards transforming our nation into a developed country with skilled and educated workforce. To achieve this, practical steps must be taken by the government to implement and legally enforce the policy. The objectives of this research paper are to explore the opportunities and prospects offered by the National Education Policy 2020 and critically examine the challenges in materializing the policy.

3. **Key Takeaways of National Education Policy 2020:** The National Education Policy places significant importance on four main areas of reform: (i) curricular changes, (ii) improving learning quality, (iii) shifting assessment methods, and (iv) systemic transformation. It presents opportunities for stakeholders through competency-based and inclusive curriculum reforms, fosters the acquisition of future skills and promotes comprehensive development. The policy recognizes the significance of strong foundational skills and envisions integrated vocational education, enabling mobility and credit transfer. It emphasizes enhancing learning outcomes through measures like improving learning environments, incorporating ICT tools and promoting experiential learning. The policy proposes restructuring ECCE and school pedagogy, establishing a three-tier institutional architecture in higher education, and providing subject flexibility and continuous learning options. It highlights the importance of formative assessments and proposes the establishment of National Assessment mechanism. The policy supports systemic changes in ECCE, schools and higher education, with comprehensive planning at both the central and state levels. It aims to achieve inclusive and equitable quality education, aligning with the 2030 sustainable development goals of United Nations. This research paper provides actionable takeaways for stakeholders in various segments of education.

3.1. **Promoting Universal Access to Quality Education for all Children:** The Universal Declaration of Human Rights, 1948 (UDHR) states: "*Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory...*" Data suggests that approximately 30 % of students in India drop out after completing Class 10. NEP 2020 guarantees comprehensive educational access for children aged 3 to 18, encompassing both public and private schooling options. "One of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school". (NEP 2020 10). By introducing alternative entry and exit points within the education system, the policy aims to integrate over 3.22 crore out-of-school children into formal education. The data also reveals that a significant number of students from underprivileged backgrounds tend to discontinue their education prematurely. However, implementing various initiatives targeted at providing more opportunities for socially and economically disadvantaged groups (SEDGs) can effectively tackle this issue. These measures include the establishment of Special Education Zones, the introduction of the Gender Inclusion Fund and expanding accessibility to Open and Distance Learning (ODL) programmes. These efforts are expected to contribute to a reduction in dropout rates among disadvantaged students.

3.2. **Transformative Education: Embracing Holistic, Competency Driven Learning**: NEP 2020 will have a significant influence on the way students acquire knowledge. "A concerted national effort will be made to ensure universal access and afford opportunity to all children of the country to obtain quality holistic education–including vocational education - from pre-school to Grade 12." (NEP- 2020 10). One of its primary objectives is to promote the development of students' ability to learn independently. To achieve this, the policy encourages a departure from the existing system which heavily relies on memorization and instead advocates for an experiential learning approach that involves hands - on activities. Also the policy emphasizes the importance of providing more options and choices for students in secondary grades. By adopting these changes, the education system will transform into a personalized and student-centered model, incorporating innovative curricula and technology solutions to enhance the learning process. The policy has also proposed alterations in curriculum and teaching methods to foster the cultivation of advanced cognitive abilities, 21st century proficiencies, mathematical and computational thinking, critical thinking skills, and other essential competencies among students. By nurturing these skills, it aims to produce a workforce that is well-prepared for the future, equipped with enhanced adaptability to meet the evolving demands of prospective employment opportunities.

3.3. **Expanding the Purpose of Assessments**: One of the fundamental principles of the policy is to "focus on regular formative assessment for learning rather than the summative assessment that encourages today's coaching culture" (NEP 2020 5) by shifting from yearly exams to a formative assessment system that aids the teaching and learning process. By introducing low-stakes board exam in Class 10 and implementing multiple assessments throughout the year, with a focus on showcasing learning progress, the intention is to alleviate the anxiety associated with exams and provide students with the opportunity to exhibit their knowledge and skills to the best of their capabilities**.**

3.4. **Professionally Qualified Teachers:** Mahatma Gandhi once said: "*I have always felt that the true text book for the pupil is the teacher*". A nation is built on the pillars of education and a teacher is torch bearer of knowledge. **"**Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society". (NEP 2020 20). "A true teacher is a role model who triggers the thought process of his students to realize their true potential.**" (**Justice J. S. Verma Commission vii). The key player in making the NEP 2020 successful is the teacher. NEP states "teachers and faculty as the heart of the learning process**."** NEP 2020 provides that all teachers should obtain professional training or certification by 2030. This would ensure that teachers at all levels, from Anganwadi to secondary school, possess the necessary qualifications and adhere to a common set of professional standards. There will be a system whereby teachers can achieve tenure and be promoted through the system that incentivizes and motivates teachers. This system gives autonomy to teachers to select teaching methodologies which will eliminate the sense of isolation and limited choices that teachers currently experience, ultimately enhancing their effectiveness.

3.5. **Re-defining Higher Education:** "Democracy depends for its very life on a high standard of general, vocational and professional education. Dissemination of learning, incessant search for new knowledge, unceasing effort to plumb the meaning of life, provision for professional education to satisfy the occupational needs of our society are the vital tasks of higher education." (Radhakrishnan Commission 57). Higher education plays a vital role in advancing the well-being of individuals and society. Higher education plays a crucial role in driving sustainable livelihoods and fostering economic growth in the country. As India progresses toward becoming a knowledge-based economy and society, an increasing number of young Indians are expected to aspire for higher education. Indian higher education system consists of renowned institutions specializing in single disciplines, such as the IITs, IIMs, and AIIMS. However, the focus is now shifting towards promoting multidisciplinary education. This initiative aims to establish large-scale multidisciplinary universities known as Multidisciplinary Education and Research Universities (MERUs) similar to those found in the United States and the United Kingdom. The objective is to encourage specialized colleges to embrace multidisciplinary education. By creating MERUs, particularly in aspirational districts, quality education in diverse fields will be made accessible to students across all segments of society. Another aspect highlighted in the policy is restructuring of institutions which will lead to a more cohesive higher education system.

3.6. **Creating an Inclusive and Accessible Higher Education System:** Currently, Socio-Economically Disadvantaged Groups (SEDGs) face significant challenges in terms of their Gross Enrollment Ratio (GER). Additionally, less than 10% of all enrolled students belonging to these groups have access to financial support. To address this issue, it is proposed to establish Special Education Zones in areas with a high SEDG population. Moreover, private Higher Education Institutions (HEIs) are expected to play a more prominent role in promoting equity by offering scholarships and remedial interventions. These measures aim to improve the GER and graduation outcomes among SEDGs. Another important focus is to upgrade access to education through Open Distance Learning (ODL), with the goal of doubling the GER in the coming years. Presently, ODL accounts for approximately 11% of the total higher education enrolments in India.

3.7. **Addressing Faculty Shortage and Quality:** "Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions." (NEP2020 5). To optimize the teaching loads of faculty and improve the overall quality of education, certain measures need to be taken. Given the current faculty-student ratio (FSR) of 1:29, which falls short of the desired healthy ratio of 1:20, it is necessary to hire a minimum of five lakh additional faculty members even with the current Gross Enrollment Ratio (GER) levels. Addressing the faculty shortage is crucial, but it is equally important to focus on enhancing the quality of faculty. The talent management system should implement improvements aimed at achieving this objective. These quality-related enhancements are expected to have a positive impact on faculty motivation levels, which, in turn, will positively influence the graduation outcomes of students. Furthermore, the implementation of the National Research Foundation (NRF), as proposed by NEP 2020, is likely to foster a dedicated focus on promoting quality research. The NRF aims to expand research funding opportunities by introducing competitive funding processes, enhancing funding efficiency and adopting a more targeted approach to funding research initiatives. These measures will contribute to the advancement of research activities and overall academic excellence.

3.8. **Fostering Excellence through Internationalization:** "*India will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as a Vishwa Guru*" (NEP2020 39). Internationalization plays a vital role in the success of any knowledge economy, fostering a mutually beneficial exchange of ideas across borders. The proposed internationalization reforms outlined in the National Education Policy 2020 would significantly enhance the participation of international academia in the Indian education system. This, in turn, would elevate India's position on the global higher education map, facilitating the expansion of both Indian educational institutions abroad and the establishment of reputable foreign institutions within India. Through collaboration with foreign universities, Indian Higher Education Institutions (HEIs) can incorporate global expertise into their curricula, thereby cultivating an international education ecosystem in India that benefits both students and faculty members. By introducing a new, liberal legislative framework, the foundation for twinning/articulation agreements between Indian and foreign universities will be established, which is pivotal for attracting foreign investments in the Indian education sector. By creating an international education ecosystem and implementing a conducive legislative framework, India can position itself as a global player in higher education.

3.9. **Focus on Vocational Education:** NEP 2020 places significant importance on holistic education in schools and higher education institutions. The policy highlights India's low numbers in terms of a skilled workforce in vocational fields, which is less than five percent, in comparison to other developed economies. "Every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs" (NEP 2020 16). The policy states that every student in middle and secondary school should acquire at least one vocational skill. This means that vocational education will now be integrated throughout the entire education system. A credit-based framework, aligned with the National Skills Qualifications Framework (NSQF), will be established to facilitate smooth transition between vocational and higher education, enabling students undergoing vocational training to have both vertical and horizontal mobility. Furthermore, the policy promotes collaboration between secondary schools, ITIs, polytechnics and local industries to establish skill labs, following a hub-and-spoke model, for the sharing of training resources. While existing degree programmes like the Bachelor of Vocation (B. Voc.) will continue, Higher Education Institutions (HEIs) will have the flexibility to develop and conduct their own vocational courses in partnership with industries and non-governmental organizations (NGOs). HEIs will also have the opportunity to offer short-term vocational skill certificate courses. NEP 2020 emphasizes the development of industry linkages and demand-driven vocational courses, involving industry participation at various levels, including the co-development of courses and the establishment of incubation centers at HEIs. Additionally, the policy aims to align vocational education with international standards. The focus areas for vocational education will be determined based on skill gap analysis and the identification of local opportunities. The increased emphasis on vocational education and lifelong learning, as outlined in the policy, is expected to reassure employers regarding the availability of skilled manpower and enhance the overall recognition of the vocational system.

3.10. Digital Transformation in Education System: "India is a global leader in information and communication technology and in other cutting-edge domains, such as space. The Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. While education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bidirectional." (NEP 2020 56). The policy acknowledges the significance of integrating digital technologies into the education system. It recognizes the application of technology in various aspects of education, such as online learning, e-programme delivery, teacher training and e-assessments. The policy identifies significant challenges for implementation, including ensuring affordable access to the internet and devices, preparing teachers to effectively use blended learning tools, and conducting continuous and reliable online examinations. The policy advocates that widespread access to high-quality education must be easily accessible. It places significant attention on ensuring that individuals from disadvantaged backgrounds receive quality education, while also striving to improve digital accessibility and promote technology-assisted learning for students with disabilities. The policy aims to provide access to quality education through the online learning platform. It provides new opportunities for developing custom courses that can be offered in online mode. The policy places emphasis on the development and improvement of digital learning resources. It also aims to enhance e-learning platforms such as DIKSHA and SWAYAM. It further aims to utilize innovative "Virtual Labs" to provide improved access to digital learning opportunities for socially and economically disadvantaged groups. There is recommendation to set up an independent organization named National Educational Technology Forum for supervising and promoting decision-making in the realm of technology-driven education. Its primary objectives will involve guiding future e-learning initiatives and establishing benchmarks for quality.

4. **Opportunities for Stakeholders:** "The destiny of India is now being shaped in her classrooms, This, we believe is no more rhetoric". (Kothari Commission 2). NEP 2020 is a progressive policy and represents a forward-thinking approach aimed at addressing the numerous developmental challenges faced by our country. For effective implementation of the policy, it is crucial to prioritize the initiatives and gradually execute them. The policy calls for a comprehensive overhaul of all facets of the education system, encompassing regulation, governance and other areas. Successful implementation requires collaborative efforts at both the central and state levels, with active involvement from private sector stakeholders. An outline of some of the key areas of focus and potential opportunities for stakeholders:

Sr. No	Stakeholder (s)	Opportunities
1.	Government of India	• Constituting Steering Committee under PMO for consultation with States and other stakeholders in terms of implementing NEP 2020. • Setting up proposed bodies like HECI, NHERC, GEC, HEGC. • Establishing vocational education as an alternate career pathway under NHEQF.
2.	State Governments and Local Bodies	• Making rules & regulations for private schools. • Creating convergence with RTE and other schemes. • Customizing framework designed to suit specific local requirements for institutional re-organization and consolidation, encompassing distinct targets for 5, 10, and 15 years ahead.
3.	NCERT, SCERT, DGT, NSDC	• To design training programmes for teachers and state officials • Organizing programmes at the state level that provides mentorship and identifies institutions to support affiliated colleges in achieving autonomy. • Establishing nodal centers within universities which customize Faculty Development Programmes (FDPs) and utilize online platforms to train expert faculty members.
4.	Industry Partners	• Establishing a fund pool dedicated to supporting research and development efforts focused on foundational skills. This fund will encourage contributions from various stakeholders interested in advancing these skills and their application. • Presenting a collaboration opportunity for industry players involved in blockchain, artificial intelligence (AI), and predictive analytics, with a specific emphasis on monitoring and evaluation. • Offering the industry the chance to actively participate in research

		endeavours, co-deliver short-term skill certificate, and collaborate in the creation of online universities.
5	Schools	• Opportunity for schools to embrace a student-friendly curriculum and pedagogical methods. • Incorporating activity-based and experiential-learning pedagogy, students can be actively engaged in the learning process. • Upgrading both physical and digital infrastructure thereby ensuring learners have access to the necessary space and resources to support their educational journey effectively.
6	Higher Education Institutes	• Integrate teacher education programmes into multidisciplinary colleges and universities, offering 4 year B.Ed. degrees, 2 year B.Ed. degrees. • Simplify the process of starting and operating HEIs by clearly defining roles and responsibilities in regulation, accreditation, funding, and academic standards. • Use increased academic and administrative autonomy to enhance quality, resulting in immediate financial and non-financial benefits. • Explore opportunities for expansion and increased enrollment through ODL), online programmes. • Improve the regulatory landscape to provide private HEIs with better access to research funding based on merit and peer-reviewed processes.
7	Foreign Universities	• Opportunity for the top 100 foreign universities to establish campuses in India. A comprehensive legislative framework will be established to facilitate their entry. • Enhancing collaboration between foreign universities and Indian educational institutions, leading to expanded international exposure for teachers and students.
8.	Vocational Institutes/ ITIs	• Opportunity to collaborate with Higher Education Institutions (HEIs) to create customized programmes and actively influences the higher education landscape, ensuring its alignment with market demands. • Developing credit-based learning courses that prioritize meaningful and employment-oriented offerings.
9.	Education Technology Players	• Opportunity to tie up with schools for skill based courses. • Opportunity for the technology players to collaborate with HEIs offering vocational courses/ diplomas courses.
10.	ICT Infrastructure Providers	• Opportunity to collaborate with HEIs and schools helping them in increasing enrollments through online programmes. • Providing platform for training and mentorship through ICT tools. • Participation in technology provisioning, infrastructure setups and capability development for academic and administrative aspects will present an opportunity for ICT transformation. • Opportunity to establish data-driven systems for evidence-based policymaking through the creation of National/State level data centers for collecting learning data. • Opportunity for the private sector to play export role in the establishment and operation of the National Educational Technology Forum (NETF).

5. **Challenges to National Education Policy 2020**: NEP 2020 proposes three main areas of focus: Firstly, shifting from content-driven pedagogy that inspired rote learning to conceptual understanding. Secondly, a 360-degree assessment covering educational, mental, and physical well-being of the students and thirdly, an experiential approach through vocational skills, mathematical and computational thinking, and new-age skills such as coding and data science. The aim is to prepare Indian learners to thrive in the future and become global citizens. Indian government appears committed to realizing this vision through curriculum updates, teacher training, and providing ICT-enabled infrastructure and assessment methods in schools within the coming years. This is crucial for India to fully leverage its demographic advantage by re-skilling individuals, offering vocational training and generating employment opportunities. The objectives are commendable and the policy is timely. However, the achievement and pace of implementation will rely on how effectively the government addresses key challenges and scales up these opportunities.

- The real challenge is with school education where the policy seems deficient. For example, placing the burden of preprimary education on overstretched, underfunded and underequipped Anganwadis is disastrous as anganwadis currently lack the necessary resources to function properly. There are no additional resources envisaged and on top of that the qualification of Angnwadi Workers is 12th standard or below. It is worrisome to consider how these individuals can provide robust pre-primary preparation for children. This concern extends to various aspects of school education starting from that stages right through with issues of foundation literacy and numeracy, evaluation, teachers for schools, multidisciplinary schools, adequate resources etc, are the biggest challenges.

- There are lags in integration of technology and pedagogy in conceptual thinking and in written documents.

- NEP 2020 seeks to improve educational outcomes by promoting native language learning until the fifth grade. Early comprehension in one's mother tongue is crucial for future academic progress, as it forms a solid foundation. However, even with excellent teaching and infrastructure, weak foundational knowledge hampers effective learning. It's important to recognize that English plays a significant role in facilitating social and economic mobility in India, aligning with the essential goal of education.

- Home language succeeds in such regions where the ecosystem extends all the way through higher education and into employment. Without this ecosystem, it may fall short. The policy highlights the importance of multilingualism, which should be emphasized. In India, most classes are conducted bilingually. Unfortunately, some states wrongly view this policy as an ineffective attempt to impose Hindi.

- Public spending on education was 3.1% of the GDP. There will be a necessary alteration in the expense framework for education. Targeted public funding of 6% of GDP on education is still a distant dream. It is possible that parts of the transformation are achievable at a lower cost for greater scale.An ambitious target of public spending at 6% of GDP is certainly impractical, given the current tax-to-GDP ratio and competing claims on the national exchequer of healthcare, national security and other key sectors. The national exchequer is already strained with current expenditures, making the target even more difficult to achieve.

- The policy talks about flexibility, choice, and experimentation. There is a diversity of pedagogical needs. If it is a mandatory option within single institution this will lead to adverse consequences. Designing a curriculum that caters to both one-year diploma students and four-year degree students would compromise the institution's distinct identity.

- NEP 2020 calls for curriculum and pedagogical modifications. The boards conducting examination will need to reconsider their evaluation methods and determine the appropriate criteria for learning content assessment. Revision of school textbooks is imperative. It is important to note that the majority of K12 students in India, approximately 87 percent, attend schools with an annual tuition fee below Rs 12,000. Hence, these changes will need to be easily cascaded across tiers of schools.

- It is estimated that more than 250 million students will be enrolled in K12 schools in India by year 2030. To cater to this growing student population, India will require over 7 million teachers to address this burgeoning student population who will need to have graduated through the defined B.Ed programme for 12th pass, graduates and post-graduates for four, two and one year respectively.

- Teaching in India is a low-paid job, with an average salary of around two lakhs per year. This hinders the implementation of experiential learning and concept-oriented teaching, as the current approach relies heavily on printed content. NEP 2020 has introduced the National Curriculum Framework for Teacher Education and Teacher Eligibility Tests (TETs) to develop skilled educators who can provide high-quality education. However, existing teachers must be trained in these techniques. Without addressing the problem of inadequate teacher compensation, the effective implementation of the policy will be challenging.

- To address the need for digital infrastructure on a comparable scale, various measures need to be taken, including digital classrooms, remote expertise-driven teaching models, AR/VR tools to overcome limitations in physical teaching and laboratory resources, standardized assessments across schools (including those in remote villages), career counseling and teacher training aids.

- The policy recommends a shift towards continuous assessment, focusing on higher-order skills and using AI-based software for tracking students' progress. This requires innovative evaluation methods and assignments that promote critical thinking and practical application. However, developing such assessments and practice assignments requires significant investments from

educational boards and institutions. In India, the majority of schools are government-run or categorized as budget private schools lacking the necessary infrastructure for implementing these assessments. The drafting committee of NEP 2020 considered various inputs to formulate the policy. Additionally, in more affluent segments, privately-owned Edtech platforms are diverting a significant portion of the education budget away from formal education systems.

- India today has around 1,000 universities across the country. Achieving the objective of doubling the Gross Enrolment Ratio in higher education by 2035, would necessitate the opening of a new university every week for the next 15 years. The continuous task of opening a university every week undoubtedly presents a monumental challenge.

- NEP 2020 aims to bring 20 million children, who are presently out of school, back to formal education. Achieving this goal within a 15-year timeframe necessitates the establishment of approximately 50 schools every week. Not only does this require significant investments in classrooms and campuses, but it also entails the appointment of a minimum of 50 headmasters and 200-300 teachers each week, on a continuous basis. This becomes an especially intriguing challenge considering the existing issue of unfilled teaching positions in numerous schools.

- For the successful implementation of the policy, it is imperative to have well-trained teachers who possess a deep understanding of pedagogical requirements. Numerous modifications in the curriculum necessitate significant changes in teachers' mindset, as well as the involvement of parents.

- Emphasis on inter-disciplinary learning is a very welcome step. For many years, universities, particularly in India, have operated in a manner that is compartmentalized and segregated by departments. This entrenched culture of focusing solely on specific disciplines is prevalent among scholars and professors, with only a few deviations from this norm. Transforming the entire higher education system to consist predominantly of professors who not only excel in their own fields but also exhibit curiosity, respect and engagement with other disciplines is a challenging endeavour.

Conclusion: Understanding the flaws in the current education system is crucial to grasp the essence of NEP 2020. To discern the disparity between the two, it is essential to delve into the philosophy behind our existing education system, which has forced us to change our education system which is unable to addresses the aspirations of modern time. This philosophy originated from the British during the 19th century and was brought to India. The intention was to establish an education system that could produce industrial clerks. Thomas Babington Macaulay, a linguistic genius sent to India, played a significant role in shaping this idea. Recognizing India's linguistic diversity, he proposed a system that could train Indians to become industrial clerks, facilitating British control over India. The British implemented the education system with specific attributes that still persist today. These attributes include fixed school hours resembling industrial work, limited collaboration among students, and discouragement of questioning. These features aimed at producing clerks rather than innovators and hindered the scope of innovation within the system. Consequently, it became necessary to change the education system.

The National Education Policy 2020 embodies a principle crucial for individuals in the 21st century: T-Shape leadership. The most influential leaders in history were those who amalgamated diverse experiences and achieved specialization in a particular domain, thus becoming iconic figures. Steve Jobs serves as a prime example. Jobs' journey involved learning calligraphy, embracing minimalism through Buddhism and developing an early interest in computers. By synthesizing these experiences, he propelled Apple to greatness. Thanks to Jobs' calligraphy background, Apple introduced aesthetically pleasing designs in a time when computers were perceived as mundane. His exposure to minimalism during his pilgrimage influenced Apple's products, which are now synonymous with simplicity. By focusing his varied experiences into building a legendary company, Jobs transformed Apple into a world-changing icon. Remarkable leaders possess the ability to acquire knowledge from diverse domains, absorb it and channel it into one area of expertise, revolutionizing society.

For the first time, the Indian education system provides children with opportunities to gain such experiences. These experiences will shape their learning trajectory, fostering a profound understanding of the world. The education system should create a supportive environment where children can explore multiple perspectives from an early age. As they mature, they will perceive the world from different angles. Once they specialize in a specific field after acquiring diverse experiences, they will pave the way for revolutionary advancements. This aspect of the National Education Policy 2020 is particularly exciting. To achieve the aspirations the NEP 2020 holds, we must overcome significant implementation challenges consistently for years and decades to come. National Education Policy 2020 is great with ideas but how do

we translate that ideas into reality that's the biggest challenge before us. Implementation is always a bigger challenge than ideas. The challenge is to ensure that aspirations are matched by implementation. To conclude with a quote by Benjamin Disraeli, who once said:

"The key to success is being prepared when opportunity arises."

This is a message for Indian educators, as the time has come for them to seize the moment and shape their own future. In order to do so, they must dream big and work diligently towards realizing the goals. To become informed, passionate, and empowered professionals, we should share our ideas, grow through experimentation and research, and draw insights from the thoughts, beliefs, and experiences of our fellow educators. Keeping the opportunities and the challenges of NEP 2020 in mind we should hope to see the transformation in Indian Education System by 2030.

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