

Original Research Article

NEP-2020: Challenges and Remedies

Dr. Gopal Vishnudas Somani

Assistant Professor, Kai. Rasika Mahavidyalaya Deoni, Dist. Latur 413519 (MS) India

Corresponding author E-mail: gopalsomani94@gmail.com

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Abstract

The National Education Policy (NEP) 2020 is a comprehensive policy document that outlines the vision and roadmap for the development of education in India over the next few decades. The policy aims to Transformative Higher Education: Restructuring and Breaking Barriers Under NEP 2020 provide universal access to quality education at all levels, from preschool to higher education, and emphasizes the importance of holistic development, flexibility, innovation, and relevance in education. Some of the opportunities presented by the NEP 2020 include the focus on early childhood education, the integration of vocational education with mainstream education, the promotion of multilingualism, the use of technology for learning, and the creation of a National Research Foundation to fund and promote research in education. The policy also aims to improve the quality of teacher education, increase the use of online and blended learning, and create a more student-centric and flexible education system. However, the implementation of the NEP 2020 presents several challenges, such as the need for substantial investment in education, the lack of adequate infrastructure and resources, the shortage of trained teachers, the challenge of providing quality education in remote and rural areas, and the need for effective collaboration between various stakeholders. The policy also needs to address issues of equity, access, and inclusion, and ensure that education is accessible and affordable for all, regardless of socioeconomic background or geographic location. Overall, the NEP 2020 presents an ambitious and comprehensive roadmap for the development of education in India, but its successful implementation will require a sustained and concerted effort by all stakeholders, including policymakers, educators, students, and parents.

Introduction

The National Education Policy (NEP) 2020 is a comprehensive policy that aims to transform the education system in India. The policy is designed to address the challenges faced by the education sector in India and provide opportunities for growth. National Policy of Education-1968 has suggested about the equalization of educational opportunity regarding regional imbalances, common school system, education for girls, education for minorities and facilities to all children in mainstream education; if someone requires more facility than it must be provided. Even this kind of recommendations are given in further educational policy documents like NPE-1986, PoA-1992,

NCF-2005 and NEP-2020 as well. But major lack is in the implementation due to practicalities of the approach to justify the needs. Somewhere the acceptance of all including CWSNs, person with disabilities, minority groups, women and all other people are lacking our objective of inclusive education. Ample number of challenges raised for the inclusive education and to fulfil that all challenges NEP-2020 is bringing remedies for enhancement of it. At glance the challenges are faced by the stakeholders, teachers and parents to make availability and conducive environment for the learners. Even in teaching training programs these kinds of special skills are not taught to teachers as well; therefore, teachers will fail at some point to handle the child in the classroom. Somewhere, lack of infrastructure in institutions and economical lack in administration make the loss of opportunities and participation for special children. NEP-2020 suggested about the solutions for the problems in current education system regarding inclusive classrooms and inclusive society. Remedies are given in the NEP-2020 will successfully implement than maximum resolution can be achieved in education system.

Objective

The objectives of our study are:

1. To study NEP-2020.
2. To study Challenges and Remedies of NEP- 2020.
3. To understand the role of stakeholders in Inclusive Education and conclude.

Research Methodology

The present research is based on secondary data collection which is collected from various books, periodicals, websites, research paper and articles from newspapers. The researcher used observation method for interpretation of theoretical data. Secondary data has been referred to and used as well to help get a better understanding of the reasons and arguments involved. Since a primary data collection would not have made the research feasible secondary data was preferred. The structure of the paper is appropriate, simple, well-planned, and meticulously organized.

Challenges to learners regarding Inclusive Education

The latest challenge of learners is the enrichment of resources and fulfilment of basic needs in regular classroom arrangement. Some social barriers make children more uncomfortable in the social platforms. Rigidity of schooling system make them more demotivated towards the learning process in the classroom, somewhere it makes more internal suffocation in the public. Major challenge is regarding the lack of teaching learning materials and instructional strategies, due to this miscommunication in learners make them hopeless and aimless.

These all problems are minimized at large extent by means of the suggestive pathways of NEP-2020. It brings changes in availability of teaching learning material, proper communication and give-take of instructions by mean of proper strategies used with different instrumental, digital devices. Social barriers can be minimized with the acceptance and promotion of special children by making conducive environment and motivation from the teachers and other authorities. By this way they feel secure and togetherness with regular children. They feel normal as others and even internal motivation and efforts for the work will be definitely boosted out. Equal opportunities to all and needed ones are provided with that much assistance in terms of equity must be provided. The current generation requires equity first than the equality; this will improve our education system for sure.

Role of stakeholders in Inclusive Education

Curriculum developers, policy makers and educationists played an important role in the education system and inclusive education is the novel approach nowadays in it. Therefore, all stakeholders have to take note in sincere consideration for better outcome from it. Flexibility and acceptance of the special child in mainstream education resists the growth of children by their quality performance. Administrators have their important role in the management and administration of any institution, a big challenge to the administrators is if no one in the

institute has been having any kind of disability or else than there would be no readiness for specific infrastructure and other facilities. Suddenly, if any admission in that is to be done than rapidly, they have to arrange all the facilities in the campus. In practicality, this will ne not fully possible because various circumstances are there to be processed in the system and it takes time for it. Economical expenses and funding issues are raising the challenges towards management system to fulfil the inclusivity of the campus.

NEP-2020 has suggested the remedy regarding this challenge; it ensures that in every school and college there must be the infrastructural facilities for special children and there must be an inclusive campus. Then only the authenticity of institution will be maintained otherwise the inspectional grade will be decreased. Even people are resisting themselves to raise an issue for the problem and taking its solutions. In that problems role of parents, teachers and other committee members of school management committee and committee of higher education as well.

Remedies of Teachers on Inclusive Education

Perspectives of teachers are very significant in every discipline of education because policy makers and curriculum developers form the norms and regulations regarding education and children are learning that new curriculum but bridge between these two groups is teachers; they connect theoretical work to be applied in real world in front of the children. Therefore, the role and reflections of teacher on inclusive education is mandatory. Challenges are there in terms of pedagogical practices of teachers for special learners. Lack of training and judgement in teachers to deal with the special child and fulfil their needs accordingly. Teachers may face difficulties in real classrooms therefore; there is huge need for special training in pre-service and in service teacher education programs.

NEP-2020 take the vibrant solution for this difficulty of pre-service and in-service teacher training programs. Integrated Teacher Education Program (ITEP) is propounded by the NEP-2020 which brings ultimate solution of the problems regarding inclusive education in teacher education. Bachelor of Education (B.Ed.) in Special Education two-year course is also came with the new suggestions of NEP-2020. If these pathways are intimately implemented and followed properly than that challenges are minimized at very short time period.

Conclusion

This study is exclusively reflecting the challenges and remedies regarding Inclusive Education. The educational hierarchy of inclusive education shows the importance of it from the independence of India. As NPE-1968, NPE-1986, PoA-1992, NCF-2005, RTE-2009 and at last NEP-2020 are suggesting various pathways for inclusive education. But the lack in implementation makes always gap in the education system in regular classrooms. Somewhere the unique ways of NEP-2020 make hopes for more betterment in inclusive education. As NEP-2020 solves the problems with ITEP program, special B.Ed. program and training programs of pre-service and in-service teacher education. Needs of learners are in the focus by this policy as it reflects on challenges and relative remedies of the inclusive education. Definitely, these ways will lead to the perfect inclusive education in the India.

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