

Roadmap for Implementing NEP 2020 in Assam: Addressing Curriculum and Inclusivity Challenges

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ABSTRACT

The National Education Policy (NEP) 2020 aims to transform India's educational landscape by 2047, but its successful implementation faces significant challenges. Critics argue that existing infrastructure and educational materials are inadequate to meet NEP's ambitious goals. There are concerns about incorporating the Indian Knowledge System into the curriculum and shifting historical narratives to more nationalist perspectives. This study explores the roadmap for implementing NEP 2020 in Assam, focusing on teacher-student ratios, curriculum development, and infrastructure needs. It addresses syllabus integration of Vedic and historical texts, flexible medium of instruction, and urban-rural educational disparities. The study also examines recruitment processes for teachers and the need for practical facilities, transport for students and teachers, and adequate resources for sports and physical education. It emphasizes enhancing infrastructure, streamlining resource allocation, and adopting innovative solutions to achieve the NEP 2020 objectives and contribute to India's development vision.

Keywords: NEP 2020, Assam, Indian Knowledge System.

Introduction:

It is a question in the mind of every Indian, thinking about the new National Education Policy 2020 and its implementation. Though the NEP 2020 is an aggressive draft to make a remarkable shift of change in the educational system in the country keeping in mind the vision of 2047 as per the BJP lead NDA government in Power since 2014, but still some experts are saying that the educational institutions in the country do not have those kind of infrastructure to accommodate all the features of NEP 2020. Apart from that the materials for studying in all levels are also not yet prepared. Some experts are also in the view that the shifts in the New India's vision from left dominant writers' history to the nationalistic writers written history also do not have that much of content to cover all aspects of the syllabus and curriculum in all disciplines. These all lead to the development of the study related to the NEP 2020 and its tentative roadmap of successful implementation. After the independence, NEP 2020 can be considered as the first draft that is trying to reflect on the rich Indian tradition, culture, science, religion, societal system, administration, history, literature, science and many more aspects of this rich nation that is also known as the oldest remaining civilization in the world. Hence, the inculcation and emphasis on Indian Knowledge System by NEP 2020 is not only for Indians but also for the entire world and the humanity to keep intact its greatest ever civilizational values. This study is about getting into some aspects those are challenging to the NEP 2020 and to get some significant solutions those lead to the successful implementation of NEP 2020 and *Vikashit* Bharat or developed India.

Review of the related literature:

Sinha & Sinha (2022) in their book chapter Psycho-social behavior of teachers of public schools in Assam of the book Self-Employability and Entrepreneurship in India studied that in Assam, the implementation of NEP 2020 has highlighted challenges among teachers appointed before TET, particularly in humanities. These teachers often lack the necessary training and skills, impacting their ability to adapt to new curricula. Issues include insufficient lesson planning, poor classroom management, and a lack of motivation and professionalism. Teachers' psychosocial backgrounds, including family and personal traits, further influence their effectiveness. To improve education, it's crucial to address these factors through better training and accountability measures.

Sinha S. (2022) in his study various loopholes of education system in Assam explored various short comings of the department of education and educational administration in Assam. They discussed some flaws in the curriculum developed by SCERT, Assam, discussed appointments of teachers at all levels starting from elementary to higher education, discussed various orders and circulars critically and gave some important suggestions for policy implications for teacher transfer, maintenance of teacher roster, student management, and student welfare etc.

Sinha et al (2020) in their study challenges of public educational institution management by the head of the institutions in Assam explored about the roles and responsibilities of the head of the institutions of public schools and colleges of Assam and the related challenges. In higher educational institutions i.e. high school onwards one or multiple employees for office dealings are appointed but in lower and upper primary schools there is no office dealing staffs. But the office and school records have to be maintained by the head of the institutions and in that process they have to keep their superiors, public, students, and colleagues happy at the same time. Apart from that they also have to take their respective classes or academic responsibilities and responsibilities other than academics such as election duty, NRC duty, COVID duty, relief camp duty, survey duty etc.

Rajurkar S. et al. (2019) in her reviewed article titled "A review of significant aspects contributing curriculum development" studied that Curriculum serves as the foundation of education, crucial for guiding stakeholders. This review emphasizes the importance of enhancing curriculum development to enrich the educational field. By examining relevant literature, the article aims to provide insights for refining and standardizing curriculum development. It underscores the necessity of addressing the needs of students, integrating formal and informal education, and balancing academic and career-focused learning. Effective curriculum development involves collaboration among educators, researchers, and policymakers to adapt to global changes, ensuring comprehensive and relevant education for all learners.

Bhuttah et al. (2019) in their study compares curriculum development stages through deductive, inductive, and cyclical models. Curriculum, defined as a written document or learning experience, involves designing, implementing, and evaluating. Ralph Tyler's deductive model focuses on four questions shaping curriculum, while Hilda Taba's inductive model starts with learners' needs and ends with evaluation. Wheeler's cyclical model emphasizes continuous improvement beyond evaluation. The ideal curriculum caters to learners' needs, considers the learning environment, and is engaging, flexible, and practical for implementation. Curriculum development bridges content and stakeholders, aiming to provide meaningful learning experiences.

Adirika B.N.A (2017) in their study explores that Curriculum is crucial for guiding global educational efforts. As education becomes more globally oriented, African educators must ensure that curricula are suited to their unique contexts. Critical examination of accepted models is essential to developing curricula that reflect African educational heritage. This paper reviews the strengths and weaknesses of existing curriculum models, urging African educators to create documented, systematic models of their own. Curriculum development involves selecting objectives, content, and learning experiences, and continually evaluating their effectiveness. It must evolve with society to meet educational goals. With commitment, African educationists can develop curricula that preserve and enhance African heritage and identity.

Adagale (2015) in their study delves into the significance of curriculum development in shaping educational processes, including program design, resource creation, lesson planning, and student assessment. It underscores the need for a balanced curriculum that integrates knowledge, skills, and attitudes, while fostering critical thinking and judgment. In India, curriculum development lies between centralized and decentralized approaches, with periodic national policies guiding education content and processes. Various curriculum design models, such as product, cyclical, and student-centered process models, offer frameworks for organizing objectives, content, methods, and assessment. The curriculum development process involves stakeholder needs analysis, incorporating feedback from students, parents, industry, and society to ensure relevance and effectiveness.

Modebelu (2015) in their book chapter explores curriculum development models as essential tools for educators and administrators to achieve quality education for sustainable development. Emphasizing the importance of stakeholder involvement and effective utilization of resources, it addresses various curriculum models like the objective, cyclic, situational, system approach, process, and creative technology-learning models. Understanding the nature of curriculum is crucial, as it encompasses planned and unplanned learning experiences aimed at shaping well-rounded individuals capable of contributing to society.

Curriculum must adapt to changing societal trends and prioritize learners' needs while encompassing cognitive, psychomotor, and affective domains of learning.

Soto S.T. (2015) in their work explores the social and educational forces impacting curriculum development, with a specific focus on Ecuador. It examines how culture, ethnicity, linguistics, politics, economy, and history have influenced Ecuadorian education. It discusses the needs and participants involved in curriculum development in Ecuador and other contexts. The curriculum process is detailed, covering the establishment of aims, selection of models, rationale definition, and the setting of goals and objectives. It also includes identifying curriculum needs, deciding on instructional strategies, and evaluating both instruction and curriculum. Overall, curriculum development is complex, requiring broad analysis and cooperative effort at various levels. Hussain & Dogar (2011) delves into the achievement of curriculum objectives relies on thorough evaluation during development. Effective content selection and organization are critical, yet often, implemented curricula lack evaluation and feedback for revision. This study, involving 810 curriculum developers using an 84-statement questionnaire analyzed via SPSS, highlights significant gaps between existing and desired curriculum processes. Findings emphasize the need for contributions from diverse experts, international cooperation, study tours, and special needs adaptations. Recommendations call for continuous evaluation, incorporating global changes, and pilot testing for curriculum improvement.

Lunenburg (2011) in their article introduces three curriculum development models: Taba's instructional strategies model, Weinstein and Fantini's humanistic model, and Eisner's systemic-aesthetic model. These models offer distinct perspectives on curriculum creation, emphasizing principles and processes. Unlike traditional linear and prescriptive models, these examined models are inductive, nonlinear, and descriptive, enabling a postmodern view of curriculum due to their temporal and naturalistic nature. The absence of a model allows for intuitive curriculum development. Taba's model leans more towards theory, while Weinstein and Fantini's approach and Eisner's focus more on practical aspects. The article underscores the importance of structural organization, curriculum design, pedagogical methods, and evaluation in enhancing educational quality.

Lau (2006) in their article explores curriculum development through the lenses of three models: the modern model, the postmodern model, and the actor-network theory. It argues that curriculum reflects power dynamics in society, which are constantly evolving. Theoretical perspectives highlight the relationship between curriculum and social context, emphasizing the influence of ideology and social reproduction. Modernist curriculum, characterized by standardized learning and rigid power structures, is becoming outdated in the face of rapid societal changes. Postmodernist curriculum, focused on creativity and adaptability, reflects shifting power dynamics. The actor-network theory offers a postmodernist approach to analyzing curriculum development, emphasizing the dynamic nature of power distribution. Understanding these dynamics is crucial for effective curriculum analysis.

In the edited book of Seel & Dijkstra (2004) titled Curriculum plans and processes in instructional design the chapter 9 titled Curriculum Work and Instructional Design as Different Perspectives on Teaching written by Abs H. J. explores the meanings of instructional design (ID) and curriculum, highlighting their implications for professional teaching. It describes the political context and outcomes of a recent curriculum evaluation, comparing curriculum work with ID approaches. The term "curriculum" is defined differently in American and German traditions, impacting teaching methods. Hopmann and Künzli's model of curriculum decision-making is discussed, emphasizing the need for incorporating learning psychology to support teachers. The chapter concludes that new curriculum development should involve teamwork between teachers and educational psychologists, ensuring flexibility and practicality in instructional materials.

Statement of the Problem:

Though NEP 2020 is declared but yet it is not clear that what and how the educational policy will function. How the policy will change the current education system and bring a change in the society and lead India to its development. Assam as a state government has to implement NEP 2020 and implications such as infrastructure, curriculum inclusivity challenges and this study will provide such a scope to it to bridge the gap between NEP 2020 and implementation of it.

Significance of the Problem:

After the declaration of the draft of NEP2020 there has been a doubt among the minds of the people. This study is significant due to its content in the generation of ways in the successful implementation of the NEP 2020. The study will also provide some significant ways of incorporating Indian Knowledge System into the text books associated with the learning materials in the educational institutions and bridging the gap between NEP 2020 demands and requirements.

Objectives:

- (i) To study the road map to the successful implementation of NEP 2020 in Assam.
- (ii) To study the way of incorporating Indian Knowledge System in NEP 2020.

Research Questions:

- (i) Is there any way or map that leads to the successful implementation of NEP 2020 in Assam?
- (ii) In what way the Indian Knowledge System can be incorporated through NEP 2020?

- (iii) Are there any flaws in the present education system that needs to be updated to match up to the demands of NEP 2020?

Methodology:

Area of the Study:

The area of this study is the elementary and secondary level of education and its curriculum schema development.

1. Short term and long term prospect:

A. Short Term Prospect:

Teacher-student Framework:

(i) Maintaining teacher student ratio:

Teacher student ratio as it is an old cry in government educational institutions of Assam. The institutions those have higher student enrollment are suffering from less teachers availability and vice-versa. But, prior to the implementation of NEP 2020, this issue has to be solved either by transferring the teachers or students to the schools those are lagging behind in enrollment. Moreover, the government has to put some seat limits in government schools as per their enrollment and if necessary allow those institutions to go for entrance test for taking admission into the schools.

(i) Plan: Lesson and curriculum planning with training facilities:

Though most of the teachers in Assam are trained enough but yet the teaching-learning in the classrooms are not taking place as per lesson plan. Even though it is done, there is no such proof of it. Hence, the state government of Assam should come up with a plan to utilize the “Shiksha Shetu” application with its full potential and provide teachers with a certain format for filling up their lessons plans and upload it accordingly within the day they transacted their lessons. In this way, the government can directly monitor the content that is covered by the respective schools under the government jurisdiction. This will also be beneficial in incorporating any changes, solutions or facilities related to the completion of the syllabus in time.

(ii) Teaching Learning Equipment, their availability, supply and utility:

Though the state government of Assam with its various with various learning materials to schools under “Nipun Bharat” and other FLNs’ related to the classes but yet learning equipment related to science and environmental studies are done delivered. Again, the utility of the FLN’s those are delivered is under question. Because, there should be some sort of complete set up inside the classrooms for the utility of the FLN’s and TLM’s and this particular set up cannot be done by the teachers all by themselves. Thus, as the government is providing training for the use of this materials, it will also be better if the government give some extended help by setting up those learning materials in a classroom setting and through the lesson plans, utility of those FLN’s can also be monitored.

(ii) Long Term Prospect:

(i) Developement:

(a) Infrastructure:

Infrastructural development is also one of the old cry and it is valid for a developing country like India and also we should not forget about the population of this nation as the largest one. But, still if any government grant is provided to any school, it is always wise from the government end to give the responsibility of building those infrastructure to some good government agencies or contractors.

(b) Recruitment of Faculties:

Recruitment of sufficient teachers per subject maintaining the pupil teacher ratio is the 2nd most important point after providing all the needful physical infrastructure and development.

(c) Development of curriculum as per the demand of NEP and attaining its objectives in stipulated time.

(d) Development of various learning resources, such as: courses related to sports, yoga, information technology, physical education, technology, modern agriculture, environmental education etc.

(e) Development of curriculum related to the subjects such as Ayurveda, Indian Cultural Studies, Indian religious Studies, Indian Social Science Studies, specifically, Indian Traditions, Indigenous Scientific Practices Studies, Ethnicity Studies, Tribal Studies, Humanity Studies, National Integrity Studies with practical credits etc.

2. Syllabus:

SCERT and NCERT proportion in the development of the syllabus related to the curriculum:

The subjects related to the literature subjects such as English, Bengali, Hindi, Assamese or any other language should incorporate atleast 50% of the syllabus covered with Vedic texts as literature from Veds,

Purans and Upanishads with sloks and mantras as per the actual Sanskrit pronunciation. Sanskrit as a subject should be made compulsory from class VI to Class irrespective of any place in the state. This is because Sanskrit as the mother of all languages, having larger vocabulary than any other language learned in India and also as the most scientific language as per experts. This way the people of India irrespective of caste, creed, gender and any religion will understand the values embedded in the Indian society and the history. This will also let the generations to know about the existence of the nation is not merely hundreds of years but is alive since thousands of years even before Christ. The point when the people of India will know about the rich culture, heritage, history and the soul of India, the national integrity, national values, harmonious co-existence will be taught more easily than it was ever before. The subject associated with social science must incorporate Indian history starting from the point of Ramayan, Mahabharat, Gupta Empire, Maurya Empire, Pandya Dynasty, Chola Dynasty, Garhwal Dynasty, Ahom Dynasty, Tripura Dynasty, and Cachari Kingdom etc. The social science subjects must incorporate the infrastructural, literature, cultural, scientific developments during those eras. The trade and business done by those dynasties and the cultural importance of those eras in the modern India should have not less than 50% coverage in the concerned subjects. International relations during those days and current international relations can also be included in the social sciences studies. The democratic principles like justice, fairness, women empowerment, human rights, inclusivity, land revenue system, administration should also be mentioned and studied during Chola dynasty and the period of Mahabharat and Ramayan.

Social Science should also include the value education in both theory and practical credit based system incorporating lessons from specifically Bhagawad Gita, and contemporary modern international situations arose due to religious reasons, border issues and disputes, migration, ethnicity, social and religious challenges, and national integrity. This is for the learning of new generation about their prominent roles and duties in the national interest and development.

There should atleast be a chapter on social media citing about its good and bad effects. This is to inform the young minds to not to get indulge too much in the social media leaving behind all studies and self-development hours. Atleast 5-10-% of the curriculum should give weightage to the social media and its effect in each and every class. The topics can also cover its various good utilities and alert the young minds about its side effects.

For getting all the study materials related to various subjects, state government and SCERT can seek help from various higher educational institutions like universities and significant colleges from the state and centre to organize some seminar or orientation for the preparation of the materials to be supplied to the learners as per their level of study.

3. Homework Policy:

Students of all the discussed level should be given less or no homework. This will lead to the students learning centralized at schools and will also reduce the students extra expenses on tuition or any private learning cost. Moreover, students will get extra time for sports or any other recreational activities and also time for mingle with family, friends and other members of the society. In this way, students will have a chance to learn social skills, life skills, value education directly from the society.

4. Choice of Board of Study:

It is the duty of the government to provide best possible facilities to it people and when the matter is related to education and human resource development then both the state and the central and state government should come together to provide the best possible facilities and options for the under privileged in the society. State schools located at prime location should enforce CBSC or State board curriculum as per the demand of the locals through various resolutions from atleast 100 professionals associated with preferably from government sector starting from elementary to higher education level. This is for the future and current demand of the society as CBSC curriculum seems feasible for aspirants to qualify in various national level competitive examinations. This will give the students and the parents a right to choice for their children future.

To uplift the backward sections of the society, especially in the areas where ethnic groups, tribal and tea-tribes are residing, CBSC board curriculum based schools can be established for their upliftment and more contribution in the nation building.

5. Choice of Medium of instruction:

Depending upon the population associated with the educational institution and the preferences of the guardians, the medium of instruction of the educational institutions should have that flexibility to embrace any locally recognized language or English. If in a similar class, different medium of instructions are chosen by the learners or their parents then as per the choice of medium of instruction, those students can be kept in separate sections but those separation of classes should not exceed more than 50% of their syllabus for the students have to be grouped together to understand their various backgrounds in the same schools.

Class	Medium
	An institution can have atleast two mediums compulsorily available for study

	from among the following				
For any class above class VI	English	Assamese	Hindi	Bengali	Bishnupriya Manipuri

This will lead to generation of employment as well as the students will get excited to learn in their own mother tongues. E.g. in tea garden areas, the medium of instruction should be Hindi without any doubt, if it is in Assamese area then it should be Assamese and if it is in a Bishnupriya Manipuri area then it should be in Bishnupriya Manipuri Medium and so on. The category of the classes should also include the higher educational institutions also.

6. Rural VS Urban:

It is a known fact the students from the rural areas are a bit ahead in case of physicality than that of the urban area students. Similarly, students of urban areas are a bit ahead of the students of the rural areas. This is due to the resources they have in both areas. But India can be a developed and a great nation with the combination of both. Hence, the students in the rural area have to be developed in the academia and the student from the urban area has to be developed in physicality. Moreover, these students are to be prepared to lead the nation not for working as slaves or for only roaming around for getting a government job. They have to be trained and have to become so much skilled that by the end of their high school learning they can start their own earning either through job or through business. For that kind of attitude to be developed among young learners they have to be trained as leaders and wealth creator. Especially in rural areas medium of instruction can be choose among local language and state language or English as an option but in case of urban areas English medium should be considered mandatory as most of the urban areas are occupied with private English medium schools. And to give a fair competition with them as a different stakeholder or a representative of the government, the government schools should also have to be modified. Moreover, the parents of the urban areas are also inclined to English medium schools and thus the point validates itself. In areas, there multi-lingual and multi-cultural population lives, it is better to go for the English medium and the state medium as Assamese irrespective of any place. Assamese is preferred over other local language as a medium due to the state integrity of Assam. But, there in areas where majority people belong to Bodo, Karbi, and Bengali etc. community, there along with one English medium section per class another section with competent medium of instruction should also be available.

In Assam it is also seen that the sports such as Volleyball, football and cricket is practiced at mass level. But sadly there are no infrastructural facilities or trainers or guides or any sporting agency to guide this young population associated with sports. So, providing such facilities to the youngsters at various villages or at even Panchayat levels, the standard of such sports will definitely rise and the energy of the youth will be channelized in proper way so that they can contribute to the nations or states glory at sporting events.

7. Medium of communication for the stakeholders associated with educational institutions:

It will be biased if the teachers or faculties associated with the subjects are appointed from different linguistic backgrounds for any subject they are teaching. It is always monitored very closely about the engagement of the teachers of language subject come from the same community and same district that they are appointed for. Otherwise it is seen that teachers appointed from different communities for any subject that they are not belonging they do not pay that much of interest in that subject and after certain period of time they try to get transferred from that particular institution, leaving behind a vacant post there and thus causing damage to the teacher pupil ratio.

Apart from the language or medium of communication inside the schools, the road transport facilities for both students and teachers should also be looked after by the state government. This way the attendance of the teachers at various locations of their respective schools will be done very easily, cost-effectively and safely. The transport facilities can be provided to students from various locations to come to the school of their choice at a reasonable range.

8. Process of recruitment:

The ongoing recruitment process for the teacher appointment in Assam is far better than any other state in India but with a slight modification in the appointment of faculties of higher educational institutions especially in the Colleges. The blockage of various posts by a same person having higher merit than others highly affects the recruitment process of Assistant Professors in colleges of Assam. The way Primary and Upper Primary teachers of Assam are recruited genuinely on the basis of merit based on their academia, same pattern if be applied for the appointment of college professors then it will be better for the system only. Apart from that the selection of Primary, Upper Primary teachers, high and higher secondary teachers' regular teacher eligibility test should be conducted yearly and the central eligibility test should also be considered eligible for the process as education is a concurrent subject in both Central and State lists.

The recruitment of Head Masters in Upper Primary, High Schools and Principals in Higher Secondary Schools is the first and the foremost thing that the government should look into. After that the appointment of atleast a lower division clerk in 3 to 4 nearby primary schools, grade-iv staff in all schools is also to be

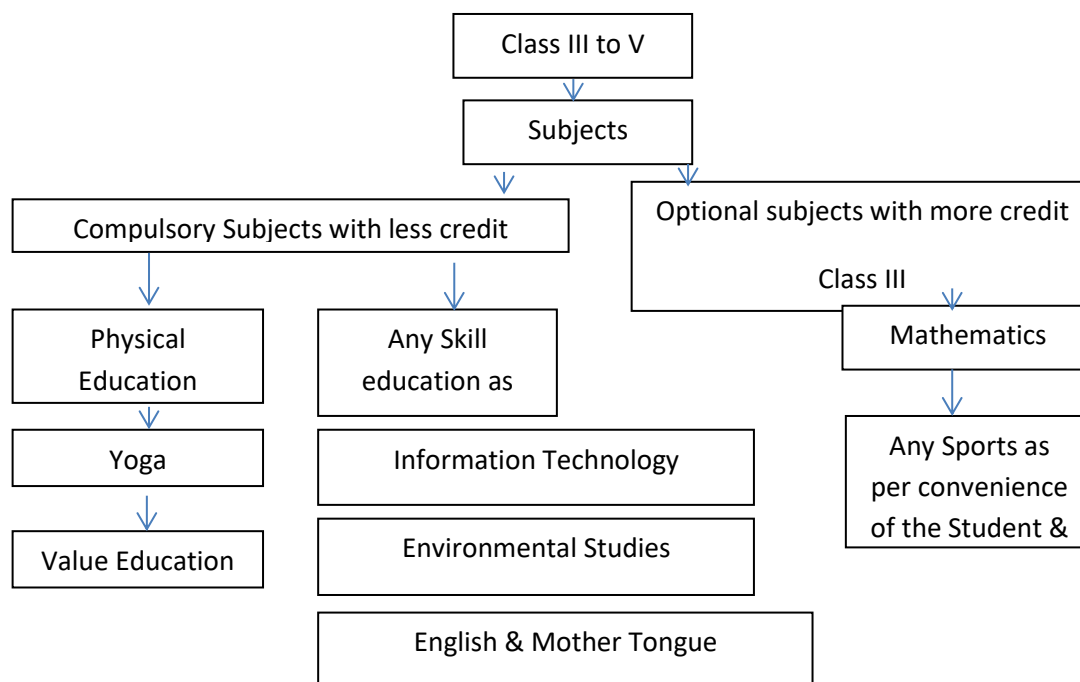
followed. In the process, the appointment of teachers as per subject in Upper and high schools and as per class in lower primary schools should also be done to get the best of it. The appointment of teachers for yoga, physical classes, IT, technology, and other related subjects is also mandatory. If necessary nearby schools in rural areas can be amalgamated as per the existing rules but in urban areas students from private schools can be attracted towards the government schools just by implementing the English medium and other suitable mediums. But, there should be some activities related to the advertisement of the changes and the benefits that the government educational institutions are going to offer should be done by certain agencies other than teachers as teachers are already overloaded with the various teaching and non-teaching assignments given to them.

9. Dimensions of Study:

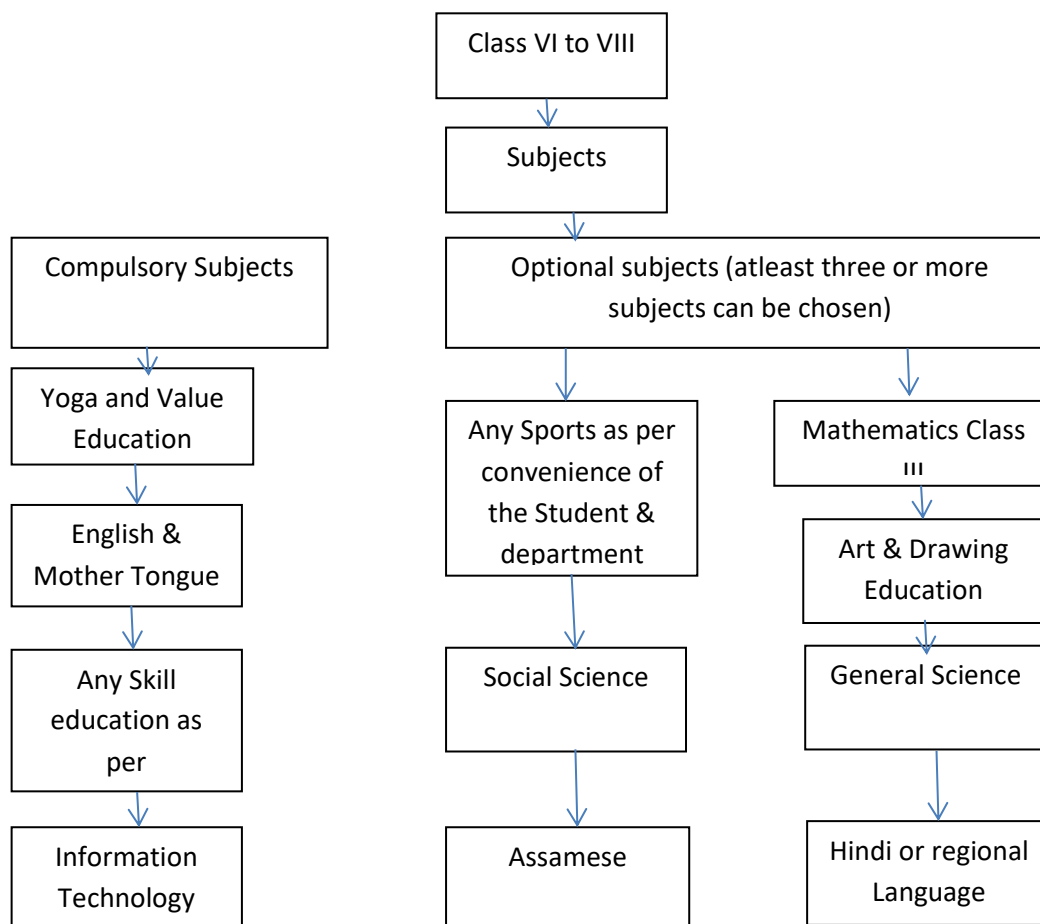
The dimensions of study in the educational institutions should include all round development of the students. It includes physical, mental, emotional, spiritual, social and value added development among the young learners mind. The incorporation of knowledge among the learners should have such topics that cover the minds of the student nation first then the person last attitude among them. The science that is taught in schools generally covers physics, chemistry and biology but in modern days' inclusion of computer science, space science etc. also have to be included and atleast 20 percent of the science curriculum should have these, those narrating the achievement of India in space science and other field of the science. The achievement of India during COVID-19 should also be included exclusively in the science curriculum. Again, the inclusion of the historical evidences of science and scientific discoveries and references in the Ved, Upanishads', Purans etc. also has some point of referencing and that is also not less than 30% in the science curriculum would inspire the youngsters in pursuing science as a subject and they would thought of pursuing research in the Veds, Upanishads, and Purans.

The achievement of Indian health science and its affordability should also be taught since the beginning of the science study. The reputed hospital and other health facilities that are available in our nation and the range of its patients from various neighbouring countries like Pakistan, Bangladesh, Sri Lanka, Australia should also be communicated to our young learners and let them be proud of the achievement of the nation. The cost effective services of the health services, lesser cost of treatment and also the lesser cost of medicine with good quality in the nation are also to be highlighted at some point of the syllabus in science curriculum right from the Upper Primary stage. The achievements of India through "Make in India" movement in the trade sector, research and development, weapons and road transport, Air transport to trains etc. have to be reached to the young minds and motivate them for betterment of such facilities in future by their helping hands.

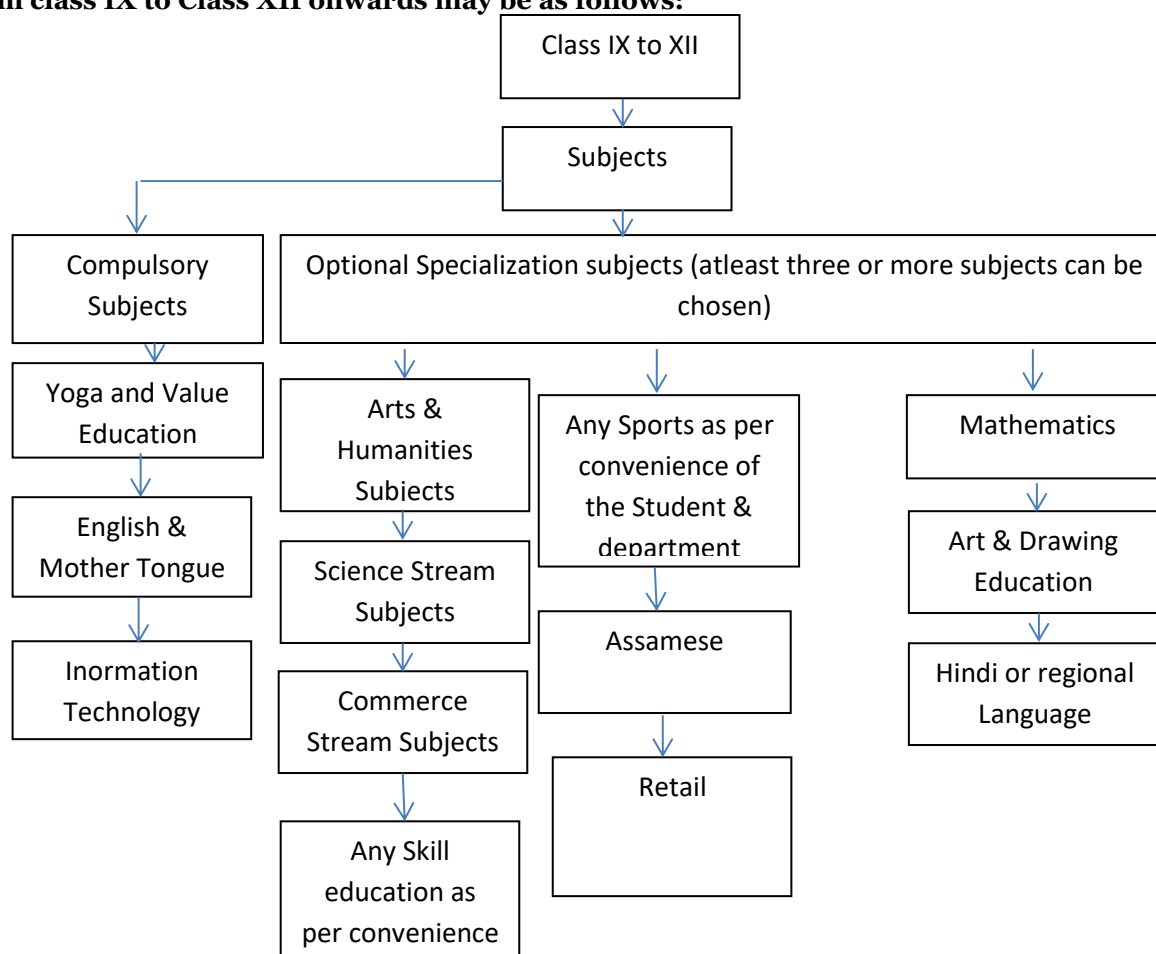
In the 5+3+3+4 pattern, the combination of the subjects from class III to Class V onwards may be as follows:-



From class VI to Class VIII onwards may be as follows:



From class IX to Class XII onwards may be as follows:



10. Resources need to be created or need to be utilized:

A. Availability of Laboratory or Practical Facility in each school:

Laboratory and libraries in school should have all the reference based items and books related to each and every class. The environment of reading inside the library and the practical working environment in the laboratory should be done by a model library and laboratory built uniformly across the state.

B. Transport Facility:

Transport facilities for both teachers and students should be there for upgrading the infrastructure of the education system in India.

C. Resource Allocation both teachers and students:

By amalgamation of schools more or less it is achieved by the state government but still there are some flaws in the system. That one of that flaws is some schools have more than enough students as per their pupil teacher ratio and also as per their infrastructural occupancy. Hence, students from those particular schools vicinity can be shifted to other nearby schools where enrollment is not that high or are lagging behind in enrollment by the means of providing transport facilities to the students only.

It is also seen that till date the books, uniforms and the development grants that the schools are getting are totally based on the enrollment of the schools in the previous academic sessions, causing a two time effort for the department and also all the stakeholders to complete the demand. Another flaw observed is that the electricity bills and gas cylinder or fire wood bills are to be managed by the schools from the development and the MDM funds respectively. But just by providing solar based electricity facility to each and every school the electricity related bills will be relieved and by providing centralized packed CMDM facility, the cost of gas cylinder bills will also be reduced. This can be done very easily as now a days, the student attendance are taken by the "Shikha Shetpu App", so the exact number of enrollment in a particular school can also easily be assessed and based on that the cooked meal will be supplied to the location of the school by the party or agency associated with it. The Cook and helper of the respective schools can still be the part of CMDM for distributing the packets to the students in the time of delivery of packets as they also are receiving very less amount i.e. Rs. 1000/- to 1500/- per month, hence it is justifiable for them also.

D. Space, Materials and Process for Physical Activity or Sports Related Class and Relevant Teachers or Faculties Should also be There in Each School:

Each and every educational institution at its level should have its own space for physical activities associated with the curriculum under the supervision of a respective teacher or faculty in the subject. Apart from that each school should have atleast a library for keeping their library books, and a space for readers. Laboratory at schools from the elementary level will give them hands on learning experience on the subject matter that they are taught under the supervision of the respective teacher. Atleast a well-trained lab bearer cum librarian should also be appointed for maintaining books, laboratory and playground etc. The timing of the school hours have to shift from 9 AM-3.30 PM to 7AM-1.30 PM for the inclusion of the physical activity based classes. The later hours of the classes i.e. after the MDM, students can be indulged in co-curricular activities, reading hours, laboratory hours etc. but prior to that, students must attend maximum theory sessions ranging from 4-5 classes in both upper primary and secondary level of education.

Conclusion:

The National Education Policy (NEP) 2020, introduced by the BJP-led government, aims to revolutionize India's educational system by 2047. Despite its ambitious vision, experts highlight significant challenges in infrastructure, study materials, and incorporating Indian Knowledge Systems into the curriculum. This study explores these challenges and proposes solutions for successful NEP implementation in Assam. The study aims to develop a roadmap for NEP 2020 in Assam and integrate Indian Knowledge Systems into the curriculum. It addresses concerns about the infrastructure, curriculum development, teacher-student ratios, and availability of teaching materials. It also emphasizes the importance of value education, national integrity, and the inclusion of historical and cultural knowledge in the curriculum. Short-term goals include improving the teacher-student framework and providing necessary teaching equipment. Long-term goals focus on infrastructure development, faculty recruitment, and curriculum enhancement to meet NEP objectives. The curriculum should incorporate diverse subjects like sports, IT, yoga, and Indian cultural studies. The study suggests flexibility in the medium of instruction based on local preferences and the establishment of CBSE or state board schools in strategic locations. It advocates for better transport facilities for students and teachers, centralized midday meal distribution, and the use of solar energy to reduce operational costs. Lastly, it highlights the need for physical activity spaces and libraries in schools to ensure holistic development. These steps aim to facilitate the effective implementation of NEP 2020, leading to a developed and inclusive education system in India.

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