Predicaments And Prospects Of National Education Policy In The Union Territory Of Jammu And Kashmir.

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Abstract

The Union Territory of Jammu and Kashmir has undergone numerous socio-political upheavals, including protests, militancy, and infrastructural difficulties, which have profoundly impacted the operation of the education system. The National Education Policy (NEP) 2020 signifies a crucial advancement in reforming India's education system by fostering fair access, comprehensive development, vocational integration, multilingualism, and technological incorporation in education. The execution of this policy in Jammu and Kashmir poses both opportunities and problems owing to the region's unique socio-economic, topographical, and institutional circumstances. This paper analyzes the challenges and opportunities of NEP 2020 in the Union Territory of Jammu and Kashmir through the lens of Pierre Bourdieu's cultural capital theory. The study utilizes qualitative and quantitative methodologies, relying on primary data obtained from interviews, case studies, observations, and narratives, as well as secondary sources like books, journals, and government publications. The results indicate that variations in cultural capital, digital infrastructure, and socio-economic status substantially affect students' access to educational possibilities. Students from affluent families with enhanced access to resources and technology are more likely to gain from educational reforms, whereas those from economically disadvantaged sectors encounter significant obstacles.

The study concludes that while NEP 2020 provides a thorough framework for enhancing education, its successful implementation in Jammu and Kashmir necessitates the resolution of infrastructural deficiencies, digital disparities, and socio-economic inequalities to guarantee inclusive and equitable educational advancement.

1. Introduction

Education is essential for social development, economic advancement, and the cultivation of human capital within any society. It not only imparts knowledge and skills but also influences individuals' prospects for social mobility and engagement in the wider social framework. The education system in India has experienced numerous reforms aimed at improving access, quality, and equity. The National Education Policy (NEP) 2020 is a key change in recent decades, designed to revolutionize the nation's educational framework by fostering inclusive, adaptable, and interdisciplinary learning. The policy underscores comprehensive development, the incorporation of vocational education, the utilization of digital technologies, multilingual education, and the enhancement of research and innovation within educational institutions (Gujral & Shivarama 2020).

The execution of NEP 2020, however, differs between regions owing to variations in socio-economic factors, infrastructure, and institutional capability. The Union Territory of Jammu and Kashmir offers a distinctive framework for analyzing the effects of this policy. The region has historically had numerous problems, including political instability, protests, militancy, cross-border conflicts, and infrastructure limitations that have impeded the operation of educational institutions. These conditions have engendered disparities in access to educational resources, especially between urban and rural regions and among various socio-economic strata.

From a sociological standpoint, education functions not only as a conduit for knowledge dissemination but also as a means by which social inequities may be perpetuated or contested. Pierre Bourdieu's notion of cultural capital offers a significant theoretical foundation for comprehending how variations in familial background, social class, and resource accessibility affect educational achievement (Bourdieu 1984). Students from affluent homes frequently exhibit enhanced cultural and social capital, facilitating their adaptation to educational systems and their advantage in policy reforms. Conversely, kids from economically disadvantaged backgrounds may have challenges stemming from restricted access to resources, including technology, educational materials, and conducive learning settings (Bourdieu & Passeron, 1977).

This study aims to analyze the challenges and opportunities related to the implementation of NEP 2020 in the Union Territory of Jammu and Kashmir. The study utilizes both qualitative and quantitative methodologies to examine the impact of socio-economic background, digital infrastructure, and cultural capital on students' educational experiences and opportunities. Comprehending these processes is crucial for evaluating whether the new strategy may mitigate educational inequities or accidentally exacerbate existing socioeconomic disadvantages within the region.

2. Literature Review

NEP 2020 refers to the 'National Education Policy 2020', a policy statement introduced by the Government of India in July 2020. The strategy seeks to change the Indian education system across all levels, from primary to higher education, making it more holistic, multidisciplinary, and adaptable (Kalyani, 2020).The principal features of the NEP 2020 encompass:Substituting the current 10+2 framework of school education with a novel 5+3+3+4 model, incorporating three years of pre-primary education.

Presenting a novel curricular and pedagogical framework for educational institutions, emphasizing the cultivation of fundamental competencies including cognitive, social, emotional, and ethical dimensions.Advocating for multilingualism and the utilization of the mother tongue as the medium of instruction through at least the fifth grade.Highlighting the incorporation of vocational education and skills training within academic curricula.Establishing a National Education Technology Forum (NETF) to promote the integration of technology in education.Establishing a National Research Foundation

(NRF) to finance research across all fields (Ministry of Human Resource Development, Government of India, n.d.).

Transforming the higher education system by implementing a four-year undergraduate curriculum with many exit alternatives, enabling students to conclude their studies at different phases and obtain relevant certificates (Soni, 2023).Advocating for the internationalization of higher education and fostering partnership between Indian and foreign universities (Singh, 2021). The NEP 2020 is a thorough and aspirational policy framework aimed at reforming India's education system to align it with the demands of the 21st century.The NEP 2020 acknowledges the significance of libraries in education and incorporates various provisions to enhance library development across all educational levels (Gautam, 2021; Sivankalai, 2021).

 All schools must possess a library and a reading space, available to every student.School libraries will be converted into dynamic and engaging environments that foster reading, critical analysis, and innovation.Libraries will be incorporated into the curriculum, and librarians will receive training to facilitate teaching and learning (Anand, 2023). Digital libraries and e-books will be advocated to enhance accessibility to reading resources.Public libraries will be enhanced and updated to function as community learning centers.Specialized libraries, particularly those within universities, will be urged to communicate and exchange resources.

The National Digital Library of India (NDLI) will be augmented to offer access to an extensive array of digital content.The NEP 2020 acknowledges the essential role of libraries in education and seeks to enhance their development and utilization across all educational levels (Patil & Kolhe, 2023). The policy aims to foster a culture of reading and lifelong learning while ensuring students have access to diverse resources and information. Numerous studies have emphasized the significance of libraries within the realm of education and learning. A study revealed that libraries significantly enhance the academic performance of pupils, particularly in underdeveloped nations like as India (Aithal & Aithal, 2020). A separate study underscored the necessity for libraries to integrate digital technology to accommodate the evolving requirements of learners in the digital era (Abumandour, 2020).

3. Research objectives

● To analyze the obstacles and prospects in the execution of the National Education Policy (NEP) 2020 in the Union Territory of Jammu and Kashmir.

● To examine the impact of socio-economic background and cultural capital on students' access to educational resources and learning opportunities within the framework of NEP 2020.

● To investigate the influence of digital infrastructure, institutional support, and familial background on educational results for students in urban and rural regions of Jammu and Kashmir..

4. Methodology Perspective

This study used a mixed-method research approach to investigate the difficulties and opportunities related to the implementation of the National Education Policy (NEP) 2020 in the Union Territory of Jammu and Kashmir. The research is informed by Pierre Bourdieu's notion of cultural capital, offering a sociological framework to comprehend how variations in social background, resource accessibility, and cultural advantages affect educational chances and results. Bourdieu posits that persons with superior cultural and social capital are more predisposed to thrive in educational institutions, whereas those from underprivileged origins frequently encounter institutional impediments.

This study included both primary and secondary data sources. Primary data were gathered from a sample of 100 respondents, comprising pupils and parents from various socio-economic backgrounds. The participants were chosen utilizing a suitable sample method to reflect varied educational and social

environments. Qualitative methodologies, including in-depth interviews, case studies, and narratives, were employed to comprehend the experiences, perceptions, and obstacles encountered by respondents concerning access to education and the execution of NEP 2020.

Furthermore, quantitative data were gathered via standardized questionnaires to analyze patterns about internet access, educational resources, and socio-economic situations. Secondary data were acquired from books, research articles, government reports, policy documents, newspapers, and magazines pertinent to the National Education Policy and the education system in Jammu and Kashmir.

The gathered data were examined to comprehend the interaction between the execution of NEP 2020 and prevailing socio-economic inequalities and disparities in cultural capital. This mixed-method approach facilitated a thorough sociological comprehension of the potential and problems related to the policy in the region.

5.   Findings

5.1   Impact of Socioeconomic Background and Cultural Capital on Students' Educational Opportunities

The data gathered from a sample of 100 respondents indicates that socioeconomic background and the perpetuation of dominant culture significantly influence students' access to educational capital and chances. The respondents were inquired if kids from predominant social and cultural backgrounds had enhanced access to educational resources and possibilities under the National Education Policy 2020.

Among the 100 respondents, 80 asserted that the education system frequently perpetuates dominant culture, with students from socially and economically privileged backgrounds enjoying enhanced access to various forms of capital, including financial resources, educational assistance, and cultural exposure. The respondents said that these pupils are more inclined to have digital gadgets, educational resources, and familial academic support, which enhances their performance in educational settings.

Conversely, 20 respondents indicated that the National Education Policy 2020 offers new opportunities for students from various backgrounds via adaptable curriculum frameworks, interdisciplinary education, and skills-based learning. They assert that these measures could progressively diminish disparities in access to educational resources. Throughout the survey, some arts students expressed apprehensions about the newly implemented subject selection procedure at universities. They contended that, under the existing framework, several arts students must choose minor topics from alternative disciplines like as science or commerce during their first year of undergraduate education. These pupils assert that this results in academic challenges due to their frequent lack of foundational understanding in those topics.

Numerous respondents indicated that this abrupt transition has resulted in many arts students grappling with unfamiliar disciplines and experiencing academic disadvantage in their first year. Several individuals indicated that this condition impacts their academic performance and engenders feelings of failure or frustration among pupils. This finding illustrates the notion of cultural capital and the perpetuation of socioeconomic inequalities within the educational framework from a sociological standpoint. Students from dominant cultural groups typically possess the requisite knowledge, confidence, and academic experience to adapt to new educational frameworks, whereas students from less privileged backgrounds may encounter greater challenges in adjustment.

The findings indicate that while the National Education Policy 2020 advocates for transdisciplinary learning and educational flexibility, meticulous planning and academic support are essential to prevent disadvantaging students from diverse educational backgrounds. Implementing orientation activities, academic counseling, and preparatory courses may facilitate students' adaptation to the new curriculum framework.

5.2   Challenges in Executing the New Education Policy

Considering the study's objectives and the mixed-method research methodology, data were gathered from a sample of 100 respondents, comprising students and parents from various socioeconomic backgrounds. The study aimed to investigate the problems related to the implementation of the National Education Policy 2020 in the Union Territory of Jammu and Kashmir.

The respondents were inquired if they believe the new education policy is facile to execute and advantageous for all societal segments. The results indicate that most respondents harbor skepticism about the policy's actual execution. Of the 100 responders, only 30 affirmed that the new education policy might enhance the school system. Seventy respondents indicated "no," asserting that the policy is challenging to implement under the current educational and socioeconomic conditions of the region. Of the 30 respondents who affirmed, the majority resided in metropolitan regions and came from relatively educated families.

The respondents contended that the new education policy fosters contemporary education, skill enhancement, and adaptability in learning. They contended that the implementation of digital learning, interdisciplinary education, and vocational programs may offer novel opportunities for pupils. They assert that if the government allocates adequate resources and training to educators, the policy can effectuate beneficial transformations in the education system. Nonetheless, the majority of respondents, totaling 70 out of 100, indicated that the new education policy is challenging to implement. The respondents articulated multiple causes for their apprehensions.

A majority of respondents indicated that the educational system in the region is deficient in infrastructure and technological resources. Students in rural regions frequently encounter challenges including inadequate internet connectivity, insufficient access to cellphones or computers, and restricted availability of digital learning tools.Consequently, numerous pupils are incapable of fully engaging in the innovative learning approaches advocated by the policy. These findings might be elucidated from a sociological standpoint using the concept of cultural capital as introduced by Pierre Bourdieu. Students from higher socioeconomic strata enjoy superior cultural and educational resources, facilitating their adaptation to new educational changes.

Conversely, youth from economically disadvantaged backgrounds lack these advantages and hence face challenges in adapting to the new system. The advantages of the new education strategy may be inequitably allocated among various social groupings. The findings indicate that while the National Education Policy 2020 seeks to reform the education system and ensure equitable opportunities for all students, its effective implementation in the Union Territory of Jammu and Kashmir faces challenges due to prevailing social inequalities and infrastructural constraints.

5.3   Digital Disparity and Technological Obstacles in the Execution of the New Education Policy

The study aimed to investigate the influence of digital infrastructure and technological access on educational possibilities as outlined in the National Education Policy 2020. The policy underscores the incorporation of technology, online education, and digital resources in the instructional and learning framework. The study's findings indicate that inadequate digital infrastructure is a significant obstacle to the efficient implementation of the strategy in the Union Territory of Jammu and Kashmir.

The respondents were inquired if they possess adequate digital resources, such smartphones, computers, internet access, and a conducive learning environment, to use the digital components of the new education strategy. The responses reveal that a significant proportion of participants encounter challenges in accessing digital learning resources. Of the 100 respondents, only 35 affirmed that they possess sufficient access to digital gadgets and internet connectivity. The respondents predominantly hailed from urban regions where internet infrastructure and technology amenities are somewhat superior. They indicated

that availability to smartphones, computers, and reliable internet connections facilitates students' participation in online classes, enables access to study materials, and fosters the development of digital skills as promoted by the new education policy.

However, the majority of respondents, totaling 65 out of 100, indicated that they lack sufficient digital resources. Numerous respondents indicated that adolescents from rural and economically disadvantaged households frequently share a single smartphone among several family members. Certain respondents noted that internet connectivity in rural regions is sluggish and inconsistent, hindering students' ability to participate in online classes or download educational resources. The absence of digital resources adversely impacts the home learning environment. Numerous parents indicated that their residences lack designated study areas or tranquil conditions conducive to their children's academic focus. This issue becomes especially pertinent as education increasingly relies on digital platforms and online instructional approaches. These findings can be comprehended from a sociological standpoint through the lens of cultural capital and material resources. Students from affluent homes possess both digital devices and conducive study environments, together with parental support that improves their academic success.

Conversely, students from underprivileged families encounter systemic obstacles that restrict their capacity to leverage technology advancements in education. The findings indicate that the focus on digital learning in the National Education Policy may inadvertently exacerbate the disparity between pupils from varying social and economic backgrounds. Unless the government rectifies digital disparity by enhancing internet infrastructure and offering technological assistance to underprivileged pupils, the strategy may fail to attain its objective of inclusive and equitable education in the region.

5.4   Inequality Between Government and Private Educational Institutions

A significant issue that arose from the study is the difference between governmental and private educational institutions regarding the implementation of the new educational reforms. One purpose of the study was to assess whether educational institutions has the requisite institutional capacity to implement the changes mandated by the National Education Policy.

The data gathered from 100 respondents demonstrate that institutional disparities significantly influence the efficacy of educational reform implementation. The participants were inquired if they perceive that government and private schools possess equivalent resources to execute the new education policy. The responses indicate that most respondents perceive a distinct distinction between the two types of institutions. Of the 100 respondents, only 25 affirmed that government and private institutions may ultimately embrace analogous educational approaches provided the program is executed efficiently. The respondents claimed that governmental actions and reforms may progressively enhance the quality of public educational institutions.

 However, the majority of respondents, totaling 75 out of 100, replied negatively and indicated a substantial disparity between government and private organizations. They assert that private schools typically exhibit superior infrastructure, contemporary teaching instruments, and enhanced access to digital resources in comparison to government schools. Students enrolled in private institutions frequently enjoy access to advanced classrooms, highly qualified educators, and superior learning settings, which enhance their ability to profit from the modifications implemented under the new education policy. Numerous respondents indicated that government schools in various rural regions continue to have fundamental infrastructure issues, including inadequate classrooms, a deficiency of teachers, and a scarcity of educational materials.

Consequently, educators frequently encounter difficulties in adopting innovative pedagogical strategies or technical resources advocated by the policy. Consequently, kids enrolled in government institutions may struggle to acclimate to the new educational framework. From a sociological standpoint, these

institutional differences signify wider patterns of societal inequality. Affluent families frequently favor private educational schools, as they perceive these establishments to offer superior educational options. Conversely, pupils from economically disadvantaged backgrounds typically rely on government schools, which have constrained educational resources.

This circumstance engenders disparate learning environments and impairs pupils' capacity to capitalize on educational changes. The findings indicate that effective implementation of educational reforms necessitates enhancing the infrastructure and institutional capabilities of government schools. Failing to bridge the divide between public and private educational institutions may hinder the attainment of equitable educational opportunities for all pupils.

5.5   Impact of Familial Educational Background on Learning within the New Education Policy

 The study also examined the influence of parental educational background on pupils' capacity to capitalize on the modifications implemented by the National Education Policy. The study aimed to examine the impact of social and cultural factors on educational possibilities for pupils in the Union Territory of Jammu and Kashmir.

The data collected from a sample of 100 respondents demonstrates that parental educational background significantly influences students' academic experiences. The participants were inquired if the educational attainment of parents aids pupils in comprehending and adjusting to the newly implemented learning method established by the policy. Among the 100 respondents, 38 affirmed that parental education positively influences students' learning. The respondents indicated that educated parents may direct their children in academic pursuits, aid them in utilizing digital learning platforms, and motivate them to engage in innovative learning methods, including project-based work and skill development activities.

 However, the majority of respondents, totaling 62 out of 100, answered in the negative and indicated that numerous parents are unable of supporting their children due to their own restricted educational backgrounds. Numerous respondents indicated that in many households, parents lack familiarity with contemporary pedagogical techniques or digital technologies. Consequently, they struggle to assist their children with online assignments, digital classrooms, and independent learning activities promoted by the new educational policy. Several respondents noted that students from less educated families frequently lack academic support at home. In such instances, children rely exclusively on educators and educational institutions for academic assistance. When educational institutions encounter infrastructural or technical constraints, the situation becomes increasingly challenging for these students.

These findings underscore the importance of cultural capital inside the educational system from a sociological standpoint. Families with elevated educational backgrounds possess knowledge, skills, and cultural resources that enhance children's academic performance. Conversely, students from households with restricted educational backgrounds frequently encounter challenges in adjusting to new educational changes. This circumstance perpetuates social inequity throughout the educational system. The results indicate that the efficacy of educational reforms cannot rely solely on institutional modifications. It necessitates social support systems that assist students from underprivileged backgrounds. Failure to address the disparity in cultural and educational resources among families may result in the new education policy disproportionately benefiting pupils from wealthy backgrounds over those from marginalized communities..

5.6   Challenges of Language Barriers and Multilingual Policies

A further significant issue that arose from the study is to the difficulties associated with the multilingual approach suggested in the new education policy. The policy advocates for the utilization of the mother tongue or regional language as the medium of instruction throughout the formative years of education and fosters multilingual learning. This strategy seeks to enhance basic learning and cultural

identity; yet, feedback from respondents reveals that its actual application encounters numerous problems in the region.

The participants were inquired if the multilingual strategy suggested in the new education policy would be facile to execute in educational institutions. Among the 100 responders, 41 affirmed that instructing children in their native language could enhance comprehension and learning throughout the initial phases of education. The responses indicated that pupils frequently experience more comfort when instructed in a language utilized in their daily lives.

However, the majority of respondents, totaling 59 out of 100, replied negatively and articulated worries over the practical challenges of adopting the multilingual system. Numerous respondents indicated that in various schools, educators lack sufficient training to instruct courses in several languages. Several respondents indicated that educational resources and textbooks in regional languages are scarce in numerous institutions. Another issue highlighted by respondents is to the linguistic diversity within the region.

 In numerous contexts, students originate from diverse linguistic origins, complicating teachers' ability to implement a uniform language of instruction that accommodates all learners. Certain parents articulated apprehension that an overemphasis on regional languages could hinder pupils in their pursuit of further education or work possibilities where English predominates. From a sociological standpoint, language significantly influences educational experiences and opportunities. Language serves as both a means of communication and a kind of cultural capital. Students with great skill in languages esteemed by educational institutions frequently get benefits in academic environments.

Conversely, pupils who are unfamiliar with such languages may have obstacles in learning and academic achievement. The findings indicate that while the multilingual strategy seeks to enhance learning outcomes and maintain linguistic diversity, its effective implementation necessitates meticulous preparation. Educational institutions require sufficient instructional resources, educator training, and organizational support to properly address language diversity. Neglecting these concerns may exacerbate difficulties for students and educators within the educational framework regarding the bilingual policy.

5.7   Insufficient Infrastructure and Institutional Resources for Executing the New Education Policy

A notable finding of the study pertains to the insufficiency of appropriate infrastructural and institutional resources necessary for the execution of the new education strategy. One purpose of the study was to assess whether educational institutions had the requisite facilities to implement the reforms mandated by the policy.

 The responses gathered from a sample of 100 participants indicate that infrastructure constraints persist as a significant barrier to the effective execution of the program in the region. The participants were inquired if their educational institutions possess adequate infrastructure, including internet access, digital resources, qualified personnel, and technological assistance necessary for executing the new education policy. Among the 100 responses, only 32 affirmed that certain institutions had fundamental infrastructural facilities capable of supporting the proposed educational changes.

However, the majority of respondents, totaling 68 out of 100, replied negatively and articulated the perspective that numerous educational institutions lack sufficient infrastructure to facilitate the adjustments suggested in the policy. Numerous respondents indicated that while certain government degree colleges possess infrastructure and classroom amenities, they frequently encounter issues pertaining to internet connectivity, insufficient internet recharges, and a deficit of qualified technical personnel. These issues hinder the proper implementation of numerous digital learning programs. The

circumstances are particularly challenging at higher secondary and government institutions, where infrastructural resources are very scarce.

A majority of respondents indicated that numerous schools are deficient in smart classrooms, computer laboratories, reliable internet connectivity, and other digital learning resources. Schools can encounter deficiencies in teaching staff and qualified workers capable of managing technical tools and digital learning platforms. These findings underscore the institutional inequities present within the education system from a sociological viewpoint. Educational changes like the National Education Policy necessitate robust institutional support, encompassing infrastructure, qualified personnel, and technical resources. When these resources are inequitably allocated among institutions, students from varying educational environments encounter disparate learning possibilities.

The findings indicate that the implementation of the new education policy may face challenges in various regions unless infrastructural facilities are enhanced and sufficient institutional assistance is provided. Enhancing infrastructure in schools, higher secondary institutions, and colleges is crucial for guaranteeing that the advantages of educational reforms are accessible to all segments of society.

5.8   Economic Limitations and Financial Strain on Households under the New Education Policy 2020

The findings indicate that financial constraints persist as a significant obstacle to the efficient execution of the program in the Union Territory of Jammu and Kashmir.The respondents were inquired about their families' financial capacity to fund the new educational standards established by the New Education Policy 2020, including digital learning equipment, internet access, and supplementary learning materials. Of the 100 responders, only 31 affirmed that their families can fulfill these educational criteria. The respondents primarily hailed from economically secure families and indicated their access to smartphones, internet services, and other resources necessary for the contemporary learning methods advocated by the policy. Nonetheless, the majority of respondents, totaling 69 out of 100, indicated 'no' and asserted that financial limitations pose significant challenges in meeting the increased educational requirements.

Numerous respondents responded that acquiring cellphones, laptops, and sustaining regular internet subscriptions poses challenges for economically disadvantaged households. In families with many children pursuing school, the financial strain intensifies, making it difficult for parents to supply technical devices and educational materials for each child.

Numerous parents responded that while the New Education Policy 2020 seeks to enhance educational quality via digital learning and skill-based education, these modifications inadvertently escalate the financial burden of education for many families. Costs associated with internet access, electronic gadgets, and supplementary educational resources hinder students from economically disadvantaged backgrounds from fully capitalizing on the reforms. These findings underscore the correlation between economic capital and educational possibilities from a social standpoint. Families possessing greater economic means can furnish their children with superior learning surroundings and technological assistance.

Conversely, students from economically disadvantaged households encounter structural obstacles that restrict their engagement in contemporary educational methods promoted by the program. The findings indicate that while the New Education Policy 2020 seeks to establish an inclusive and fair education system, its execution is affected by prevailing socio-economic disparities. Without financial help and institutional support for disadvantaged families, the advantages of educational changes may be inequitably allocated among various social groups.

5.9 Mismatch Between Policy Vision and Ground Reality under the New Education Policy 2020

The research aimed to investigate students' and parents' comprehension of the policy changes and their readiness to adjust to the new educational system. The replies obtained from a sample of 100 respondents indicate that a considerable proportion of individuals possess poor understanding of the policy. The respondents were inquired about their awareness of the principal provisions and modifications implemented under the New Education Policy 2020. Of the 100 responders, only 36 affirmed their comprehension of the policy and its objectives.

 The respondents said that they were aware of the policy via educators, media discourse, or academic institutions. Some individuals recognized that the policy prioritizes transdisciplinary education, skill enhancement, digital learning, and freedom in topic selection. Nevertheless, the majority of respondents, totaling 64 out of 100, said that they lack adequate understanding regarding the policy and its attributes. Numerous respondents said that parents were just aware of the policy's name, lacking familiarity with its exact contents or its potential impact on their children's schooling. Numerous parents articulated that educational institutions have failed to implement sufficient awareness initiatives to elucidate the modifications introduced by the policy.

Several respondents said that low understanding has led to confusion among parents and students regarding the new educational framework and alterations in pedagogical approaches. The absence of knowledge engenders confusion among families and diminishes their confidence in responding to the modifications imposed by the program. This research underscores the significance of informational and cultural resources in influencing educational involvement from a sociological standpoint. Individuals with access to educational resources, institutional support, and social networks are more inclined to comprehend and adjust to policy modifications.

Conversely, individuals devoid of such resources frequently stay uninformed about reforms and consequently encounter challenges in adapting to the new system. The findings indicate that the successful execution of the New Education Policy 2020 necessitates both institutional reforms and good communication and awareness among stakeholders. Educational institutions and governmental bodies must implement awareness initiatives and information campaigns to ensure that students, parents, and educators comprehend the aims and ramifications of the policy. The absence of adequate awareness may render the implementation of educational reforms constrained and inefficient.

5.10 Disparities in Education Between Urban and Rural Regions

The study aimed to investigate whether students from various geographical regions encounter equitable chances under the New Education Policy 2020. The data gathered from a sample of 100 respondents demonstrates that geographical location substantially affects students' capacity to profit from educational innovations.

The respondents were inquired if pupils residing in rural regions possess equivalent educational facilities and opportunities as their urban counterparts under the new policy. Of the 100 responders, only 34 affirmed that rural areas may progressively gain from educational changes if enough facilities are established. The respondents claimed that governmental measures and forthcoming expenditures in infrastructure may diminish the disparity between rural and urban education.

 However, the majority of respondents, totaling 66 out of 100, responded negatively and indicated a distinct disparity between the educational facilities accessible in urban and rural regions. A multitude of respondents indicated that educational institutions in urban locales typically possess superior infrastructure, more qualified educators, and enhanced access to technological resources. Students in these regions are more inclined to get advantages from digital learning, contemporary pedagogical approaches, and skill-oriented education advocated by the New Education Policy 2020.

Conversely, respondents indicated that educational institutions in rural areas frequently have numerous problems, including inadequate infrastructure, a deficiency of teaching personnel, absence of computer laboratories, and restricted internet access. Consequently, students in remote regions encounter challenges in engaging with digital learning and other contemporary educational methodologies implemented under the policy. Several respondents indicated that transportation challenges and geographical isolation exacerbate the difficulties faced by students residing in rural places. These factors diminish their access to quality educational institutions and restrict their exposure to novel learning opportunities.

From a sociological standpoint, these data underscore the influence of spatial disparity on educational achievement. Students residing in urban locales typically possess enhanced access to educational resources and institutional assistance, whilst those in rural locations frequently have systemic disadvantages. This circumstance may result in disparate educational experiences and outcomes among students from various geographical regions. The findings indicate that the effective execution of the New Education Policy 2020 necessitates particular focus on the requirements of rural and remote regions. Enhancing infrastructure, bolstering internet connectivity, and offering institutional support to remote schools are crucial for guaranteeing that educational reforms equitably benefit all segments of society.

Conclusion

The research concludes that the execution of the National Education Policy 2020 in the Union Territory of Jammu and Kashmir is shaped by prevailing socioeconomic structures and disparities. The results indicate that elements including socio-economic status, digital infrastructure, institutional assistance, and rural-urban disparities substantially influence students' access to educational possibilities. Analyzing these data through Pierre Bourdieu's sociological lens reveals that the education system frequently mirrors the allocation of various forms of capital, including economic and cultural capital. kids from socially and economically privileged homes generally possess superior access to educational resources, enabling them to more effectively adjust to new policy reforms, whereas kids from underprivileged origins encounter systemic obstacles.

Consequently, while NEP 2020 advocates for inclusivity and multidisciplinary education, its effective execution necessitates the rectification of these disparities to guarantee that educational opportunities are available to all children. Enhancing digital infrastructure and institutional resources in rural and disadvantaged regions might mitigate educational disparities.Implementing academic support programs and orientation courses for students from varied backgrounds might facilitate their adaptation to the new multidisciplinary system.

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