

New Education Policy-2020: Issues and Challenges

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ABSTRACT

Due to the fact that education promotes social and economic advancement, a nation's school and college levels require a well-defined and futuristic education strategy. To make their educational systems efficient, various nations implement various stages at the high school and college levels throughout their life cycles, taking into account tradition and culture. The aim for India's future educational system is described in the National Education Policy 2020 (NEP 2020), which was adopted by the Indian Union Cabinet on July 29, 2020. The old National Policy on Education, 1986, has been replaced with the new policy. In both rural and urban India, the policy provides a complete framework for education from early childhood through higher education. It also covers vocational training. The purpose of the policy is to change

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INTRODUCTION

The National Education Policy 2020 is a commendable and ambitious attempt to modernise, advance, and make equal India's educational system. In order to successfully implement this policy, decision-making processes must be drastically simplified, and budgetary resources must be reprioritized in the months and years to come.

The NEP calls for a large-scale implementation of a magnitude that has never before been undertaken anywhere in the world, given that there are currently about 350 million Indians in the age categories

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that are enrolled in school or attending college.

The execution of this poses significant problems on both a quantitative and qualitative level.

MAJOR FEATURES OF NEP-2020:

The foremost priority for India's growth has been to improve education (Saxena and Anu, 2019). The goal of the New Education Policy is to improve the current educational system. It includes a number of really cutting-edge and modern suggestions. The policy envisions an engaging, consistent, and all-inclusive learning methodology. The salient recommendations of NEP 2020 are:

- The multi-disciplinary system wherein subject from different streams i.e., Science, Humanities and Commerce can be chosen which will for on innovativeness, creativity and ingenuity students.
- The policy emphasizes skill development particularly of vocational crafts and life skills training.
- Flexibility to choose learning trajectory. importance is given to subjects from all the stream so that students can choose subjects as per their aptitude and interest.
- inclusive & Equitable Education System by 2030.
- Board Exams to test core concepts and application of knowledge. 6-Every Child will come out of School adept in at least one Skills.
- Common Standards of Learning in Public & Private Schools.

SOME CRITICAL ISSUES IN IMPLEMENTATION OF NEP-2020:

Skill Development

The policy's emphasis on skill development, particularly on career training and life skills, is one of its main features. Training in life skills makes kids more adaptable to social situations and helps

them develop social skills. It is also relatively simpler to implement. The main obstacle, however, is delivering vocational training because there is a risk of linking certain professions to particular communities that have long been dependent on particular occupations. The suggested occupational training is to be based on the pupils' determined aptitude. The public's attitude of vocational education needs to alter, and policymakers and administrators must reflect on why India is still far from meeting the goal established by the Kothari Commission in 1964–1966. (Kukreti, 2020).

Requirement of Trained Teachers

Learning must be made into an engaging and enjoyable activity rather than a monotonous routine mental work that eventually produces unemployable youth in order to implement this policy. Trained teachers, facilitators, and support staff will be required, as well as support staff and a pool of inspirational mentors.

As a result, the policy will need to create a learning regime that considers the cultural and geographic diversity of our wonderful country as well as the various learning rates of each student. The new generation of tech-savvy teachers will serve as role models for pupils, educating them about new technologies and serving as the primary drivers of IT implementation in schools (Gupta, 2020).

Change Management

In addition to laying the groundwork for reading, NEP 2020 aims to help kids acquire life skills that will better prepare them for the issues they will face as adults. These life skills include high order thinking abilities, critical thinking, and problem-solving skills. Therefore, it is imperative that the curriculum and teaching strategies be changed in order to fully benefit from the new policy. NEP demands pedagogical and curriculum improvements in addition to a value-based educational system. As a result, new approaches must be developed and invented for the policy to be successfully implemented.

Legal Complexities

Any policy must be coherent with various laws and acts in order to be put into practise. The Right Education Act of 2009 presents a legal challenge to the implementation of this strategy with regard to age. To resolve any issues between the Act and the recently announced policy in the long run,

certain clauses such as the age at which schooling begins will need to be clarified.

Inter- disciplinary Higher Education

An excellent concept that will provide students the freedom to study the subjects of their choice is an interdisciplinary educational system. Indian institutions have historically developed in a strongly segmented way, with academics and professors fiercely guarding their respective fields of study. With very few exceptions, this culture is deeply ingrained, and the new policy calls for reforming it. Implementing an interdisciplinary higher education paradigm requires the teaching faculty to have expertise in other fields in addition to their own, which is a difficult endeavor. Over the course of the next ten or so years, a disruptive cultural transformation is required for the system to succeed.

Learning or certificate/degree

A concern remains over the worth of these certifications and degrees, even though flexibility in the higher education model through the concept of alternative exits is a significant step for reducing the number of dropouts. The acquisition of degrees has a strong association with jobs in the Indian mindset. Therefore, in order to put the new system into place, we must first destroy the outdated notion that getting a degree is a need for landing a job. This is a risky worldview that discredits and dissuades a person's other natural abilities.

Digital connectivity

We need internet access in rural places because, as the pandemic showed, e-learning is the future. Digital classrooms, expertise-driven online teaching models, AR/VR technologies to fill in gaps in physical teaching and lab infrastructure, uniform assessment schemes across schools, career counselling sessions, and teacher training to master cutting-edge technologies are all part of this project's digital infrastructure. In the following ten years, this will still be a significant challenge.

Re-thinking assessment

The boards that oversee school-leaving exams will need to reconsider the criteria for grading students and choose the right framework for measuring learning outcomes. Textbooks for schools will need to be adjusted correctly. Formative evaluation is essentially nonexistent. How can we modify it and apply it smoothly? Since the majority of K-12 students in India attend schools with yearly tuition

fees under Rs 12,000, the suggested adjustments will need to be smoothly cascaded throughout all school levels.

Curriculum and Content

Early childhood education will be integrated into formal education under the NEP's proposed change from the current 10+2 structure to one that is 5+3+3+4. Additionally, the NEP 2020 focuses on lowering the amount of curricular information to allow for critical thinking, which will help educate people with 21st-century abilities. To achieve these objectives, the curriculum and pedagogy must be completely reformed.

Successfully adapting the curriculum to the National Curriculum Framework is one of the difficulties in executing these changes. Additionally, teachers need to reconsider the textbook evaluation criteria and make the necessary changes.

Examination Structure

Instead of emphasising summative evaluation, the NEP emphasises formative evaluation for learning. The continual tracking of learning outcomes is the main driver behind modifying the evaluation method. However, ongoing assessment necessitates the employment of creative evaluation strategies and assignments by educators. These methods necessitate the use of technology and the participation of both teachers and students.

In India, there are 1.5 million schools, and 75% of them are run by the government, according to a survey. Nearly 80% of the 400,000 existing private schools are "budget private schools." Consequently, implementing a continuous assessment framework in these institutions is a difficult endeavor.

CONCLUSION:

The NEP2020 advanced framework will support scientific learning and value-based education. It will replace the outdated "curriculum" system, which is rigid and impossible to modify with the times because of the cumbersome bureaucratic process required to do so. The NEP 2020 emphasises the importance of making the educational system comprehensive, adaptable, and in line with the

demands of 21st-century learning. But in order to achieve all of these objectives, we must consistently and long-term overcome all execution hurdles. The NEP 2020 drafting committee has made a thorough effort to create a policy that takes into account many points of view, international best practices in education, practical experience, and stakeholder feedback. The implementation roadmap will determine whether or not the mission will be accomplished.

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