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Issues and Challenges of NEP-2020

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ABSTRACT

New Education Policy (NEP) 2020 is a document that mainly focuses on improving the quality of the current education system of India and providing equal opportunities for education all. For this, many changes have been made in school education and higher education. In the new policy, the focus has been made on all those important topics which are important for the development of any nation and its citizens. But as simple as it is to implement any policy, it is equally difficult to implement it properly so that its vision can be fulfilled on time. In this research paper, we will know about all the issues and challenges in school education and higher education that hinder the implementation of NEP 2020.

Keywords: *Challenges, Higher education, Issues, NEP-2020, National education policy, Reference, School education*

Introduction

Education has great importance in the social, economic and political progress of any nation. Due to changes in the needs of the society with time, it is necessary that changes should be made in education also. An educational policy makes an important contribution to education. Since independence, there have been three educational policies in our country; The first in 1968 during the tenure of Prime Minister Indira Gandhi, the second in 1986 during the tenure of Prime Minister Rajiv Gandhi and the third during the tenure of Prime Minister Narendra Modi. Many important issues of education were raised in the educational policy made before NEP-2020, but still there are many issues which were very important and no attention was paid to them. Every serious issue has been highlighted in the new policy but now we face the challenge of implementing it. No educational policy can give its proper results unless it is implemented effectively. In NEP-2020, a target has been set to achieve 100% GER by 2030 at the school level. This time pre-primary education has also been included in the educational policy whereas in the earlier policy it was not given any place.

Vision of the Policy

1. To develop a deep sense of respect towards the fundamental duties and constitutional values among the students.
2. To instill a deep-rooted pride in being Indian not only in thought but also in spirit, intellect and deeds among the learners.
3. To develop knowledge, skills, values and dispositions that support responsible commitment to human rights.
4. To make India a global knowledge superpower.

Highlights of NEP-2020

School Education

1. **5+3+3+4 Structure** : In NEP 2020, the focus has also been on pre-primary education, thus now school education in India ranges from pre-primary classes to twelfth class which is divided on the basis of level as follows:

S. No.	Stage	Age	Classes
1.	Foundational Stage- 5 years	3 to 8 years	Pre-school, 1 and 2 classes
2.	Preparatory Stage- 3 years	8 to 11 years	3 to 5
3.	Middle Stage- 3 years	11 to 14 years	6 to 8
4.	Secondary Stage- 4 years	14 to 18 years	9 to 12

2. **No Rigid Separation of Streams:** New policy has introduced a multidisciplinary approach in education system. It will allow students to subjects from Arts, Commerce & Science streams based on their interest in school and higher education. It helps in breaking the traditional silos of knowledge and helps in all round development of students.
3. **Assessment Reforms:** NEP-2020 has proposed many significant reforms in assessment and evaluation system in the Indian education system such as formative assessment, competency-based assessment, holistic assessment, assessment methods, technology-based assessment, assessment literacy in teaching training etc. These reforms help to make fair, continuous and comprehensive assessment and system.
4. **Vocational Education:** With the aim of reducing unemployment & teaching students skills for survival, the policy has made provision for vocational education for school students from class 6 onwards which is a profitable move for all students. It is most beneficial for special children.
5. **Focus on Holistic Development:** The policy takes into account the holistic development of students that means social, emotional, physical, mental & intellectual growth. For this, the policy focuses on flexible curriculum which will facilitate the students to creatively combine different subjects. It will help in developing critical thinking, problem-solving ability, flexibility, analytical skills, adaptability etc in the students.

Higher Education

1. **4 Years UG Programme:** NEP-2020 introduced the 4 year UG Programme and the academic calendar being divided into two semester per year of 90 days each. Structure of UG Single Care Discipline Programme is as follows:

S. No.	Year/Semester	Academic Recognition
1.	1st year / 2nd semester	Certificate
2.	2nd year / 4th semester	Advance Diploma
3.	3rd year / 6th semester	Bachelor's Degree
4.	4th year / 8th semester	Four-Year Bachelor's (Honors)

2. **Academic Bank of Credit:** It gives the facility of academic mobility to students. With the help of a 'credit scheme' mechanism, policy gives them freedom to study across the higher educational institutions in India. It covers all courses which are being offered through any medium. (Regular, open/distance, online courses)
3. **Integrated Teacher Education Programme** - It offers four years degree programme for teacher education and a dual bachelor's degree like B.A. B.Ed., B.Sc. B.Ed. and B.Com. B.Ed. ITEP is beneficial for those students who choose teaching as profession after secondary stage.
Because in this course the current B.Ed. will be able to save one year by completing it in four years instead of the traditional five years required for the scheme.
4. **Use and Integration of Technology** - In the Policy, emphasis has been given on online, open and distance education along with it there has been talk of using educational technology in education. Emphasis is also being laid on making assessment based on technology so that the quality of education can be improved and increased and everyone can get equal opportunity of education. DIRSHA, SWAYAM etc. technology based education platforms will be better integrated across school and higher education.
5. **Single Regulatory Body:** It has been decided in the policy that a single regulatory body will be established which will replace UGC, AICTE etc and will oversee higher education in India. This single regulatory body will be known as higher education commission of India (HECI) and will cover four different functional areas, which will be as follows:

S. No.	HECI Verticals	Function
1.	(NHERC) National Higher Education Regulatory Council	Creating and implementing higher education regulation
2.	(GEC) General Education Council	Standard setting for academics
3.	(HEGC) Higher Education Grant Council	Funding
4.	(NAC) National Accreditation Council	Accreditation to educational institutions

Research and innovation: The policy also recommends the establishment of NRF (National Research Foundation) for funding and supporting research activities because policy aims to make India a global hub for research and innovation.

Issues and Challenges of NEP-2020

1. **Lack of Funding:** Many changes have been made in the policy from pre-primary education to higher education and the target has been set to achieve them within a stipulated time period. There is a need for investment and financial resources at a good level for school and college infrastructure, teachers training, educational technology, curriculum, assessment process etc. Only then is it possible to achieve the objectives and goals of the policy by 2030.
2. **Lack of Trained Teachers:** Teachers have an important role in fulfilling the provisions of the policy such as foundational mission for literacy and numeracy, assessment reforms, use of technology in teaching, learning and assessment etc. Even at present, in Indian schools, the same old teachers are appointed on various posts who are not qualified and trained as per the new educational curriculum because in today's time education is based on technology. These teachers are neither trained nor have high qualifications. Secondly, there is a shortage of teachers in schools. If they are not appointed in sufficient numbers on time, then it is difficult to achieve 100% non-gays in school education and 50% gays in higher education on time.
3. **Vocational Education:** NEP 2020 calls for starting vocational education from Class 6 under which by 2025, 50% of the students will be taught skills like cooking, gardening, crafts, entrepreneurial skills, traditional and local arts etc. through school and higher education. Again the lack of funds for resources, trained personnel, structure etc. comes to the fore and secondly, changing the low vision of parents and students towards vocational education is also a big challenge.
4. **Equity and Inclusivity:** The policy talks about equity and inclusivity for special and diverse students from pre-primary to higher education. Supply of qualified, experienced and trained teachers, structuring of educational institutions, providing necessary resources as well as provision of residential schools, rehabilitation centers, counseling centers etc. demand huge finances. Unless teachers, classmates, parents and society change their attitudes towards these students, achieving this goal is a challenging task.
5. **Lack of Schools and Universities:** We have shortage of schools and universities infrastructure. For the year 2020-21, there are over 15 lakh schools in India (UDISE Report) and out of them 10.2 lakh schools are run and managed by the central and state government. We need more new schools for achieving 100% GER in school education by 2030. There are about over 1000 universities in India and we have aim to achieve 50% GER in higher education by 2035. For achieving this aim, we will have to open 1 new university every week for the next 15 years.
6. **Duration of Teacher Education:** The policy talks about one year teacher education which will bring down the quality of teacher education because during this period students will have to learn theoretical and practical curriculum, there is also a provision for internship of few months for the pupil teachers in teacher education and the examination process also requires time. Therefore there is a need to increase the duration of this course.

Conclusion

The aim of this research paper is to highlight the issues and challenges of new education policy, 2020. In order to achieve the goals mentioned in the policy, work will first have to be done to reduce the issues and challenges highlighted above. To all stakeholders related to education will have to work together for proper implementation of the policy. Most of the problems can be solved by solving the financial problems, hence there is need to pay attention to it.

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