



CHALLENGES AND OPPORTUNITIES IN NEW EDUCATION POLICY 2020

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ABSTRACT

In this study, both the promise and the issues that the new Education Policy 2020 provides for India's teacher education system are studied. The potential comes from the fact that the new Education Policy 2020 was recently implemented. In addition to focusing on a variety of aspects of education, the plan will make an effort to bridge the gap that now exists between educational practices and the progression of technological innovation. The goals of both of these initiatives are to monitor the achievement of learning outcomes and direct boards of education in the direction of making education more relevant to modern times and better suited to the needs of the future. This can be accomplished by establishing a National Assessment Centre and developing a system such as Performance Assessment Review and Analysis of Knowledge for Holistic Development. The current structure of colleges that are affiliated with universities is going to be done away with as part of the program's ultimate long-term objective. In addition, as part of this proposal, a significant number of smaller schools that are both pedagogically impractical and financially costly would be amalgamated with larger higher education institutions. The National Education Policy 2020 (NEP 2020) is an initiative that was developed with the goal of using to bridge some of the educational gaps that currently exist in India.

Keywords: Education Policy, Challenges, Opportunities, Teacher Education

INTRODUCTION

Major changes have been made to India's centuries-old, colonial-era educational system as a result of the implementation of a new strategy known as the National Education strategy – 2020. The agency of Human Resource Development (MHRD), which is an Indian government agency responsible for human resource development, is the organization that made the presentation. Colonialism has left its mark on India's educational system, which is a direct result of the legacy it left behind. Because of its primary emphasis on memorization, it has contributed to a decline in the quality of education's most essential aspects by diminishing students' capacities for critical thinking and creative problem solving. As a direct consequence of this, the nation is only capable of generating loyal followers and not leaders. In the education system of the 21st century, learning information by rote is no longer essential. This is due to the fact that individuals today need to be able to consistently adapt to the rapidly shifting environment. The demand for continuous skill improvement is vital if we are going to be able to keep up with the current pace of globalization and keep our advantage over other countries. If the National Education Policy – 2020 is correctly implemented and carried out in the spirit in which it was intended, the educational system in India has the potential to undergo a remarkable transformation. This

transformation might be a dramatic improvement. The fundamental goal of the National Education Policy – 2020 is to fill the hole created by the existing education system, which is entirely automated and strengthens the students' capacity for cramming knowledge into their minds at the expense of their ability to think for themselves on an individual level. Filling this void is the primary purpose of the National Education Policy – 2020. Additionally, it inhibits the children's ability to think freely and autonomously. Changing the focus of education from memorization to one that is centered on projects, activities, or personal experiences, such as experiential learning, would improve the overall learning experience of the students by providing them with chances for practical training. This would be accomplished through the implementation of the experiential learning strategy. As a direct consequence of this, the scientific temperament of the younger pupils will be stimulated and fostered.

The National Policy of Education, which was approved in 1986 and is now 34 years old, is going to be replaced by the New Education Policy 2020, which was recently given by the Ministry of Education in India in an effort to promote the growth of the educational system in that nation. The National Policy of Education was accepted in 1986 and is now 34 years old. The new education policy for the year 2020, as described by Prime Minister Narendra Modi, focuses a larger emphasis on learning rather than studying, and it extends beyond the curriculum to place an emphasis on critical thinking. The goal is to ensure that all students graduate with the ability to think critically. The program known as New Educational Paradigm 2020 has been responsible for bringing about changes not only in the educational framework, but also in the areas of vocational training and higher education. It lays a greater focus on originality and comprehension than it does on rote memory, and its major concern is with the quality of the product rather than its quantity. In other words, it emphasizes creativity and comprehension more than it emphasizes memorizing by rote. Because the national education plan for 2020 covers such a wide variety of subject areas, it will be a big undertaking to put the policy into operation in its entirety all at once. This is because there will be a lot of moving parts involved.

The Comprehensive Framework for the National Education Policy for the Year 2020

The Government of India recently implemented a brand new education policy, which succeeded the National Policy of Education, which had been in effect since 1986. This brand-new regulation is the first one to be introduced in the previous 34 years. As part of the new policy that was introduced into the Indian education system, the Ministry of Human Resource and Development was rechristened as the Ministry of Education (KPMG, 2020). This change was made to reflect the new name of the ministry. This marked the beginning of a string of important shifts that would be brought about as a result of the new policy. The newly established Ministry of Education has been tasked with the responsibility of enhancing the standard of education offered across the nation. The educational system that is already in existence in the country is going to be given a new structure thanks to the plan that has been developed. The new education system encompasses all tiers of schooling, beginning with kindergarten and continuing on through tertiary institutions including colleges and universities. The National Education Policy (NEP) advises updating and revamping the present framework of education, including its regulation and governance, in order to establish a new system that is in line with the aspirational

purposes of education in the 21st century. This is in order to develop a new system that is in keeping with the aspirational aims of education in the 21st century. The existing framework of 10+2 will be redesigned as a 5+3+3+4 layout in the near future. This layout will correspond to age groups that range from 3 to 8 years old (foundational stage), 8 to 11 years old (preparatory stage), 11 to 14 years old (middle stage), and 14 to 18 years old (secondary stage). The administration of formal education will now be responsible for regulating pre-school education as a result of the implementation of this law. The objective of the plan is to achieve its target of a Gross Enrollment Ratio of one hundred percent by the year 2030. This will be accomplished by eliminating socioeconomic gaps in access to, participation in, and the results of education obtained at schools (Singh, 2020).

The Obstacles Facing Professional Education Within the Context of the New Education Policy 2020

In December of 2018, the Union Cabinet unanimously approved the New Education Policy (NEP), which will take effect in 2020. As a direct result of implementing this plan, India's educational system should become more accessible to individuals of all backgrounds, more transparent, and more accountable. It provides a focus on the child as the center of attention by putting an emphasis on the comprehensive development of students at all educational levels, from pre-primary to higher education. This sets an emphasis on the child as the center of attention. The Obstacles Facing Professional Education Within the Context of the New Education Policy 2020 Education is one of the most important areas that has to be focused in order to assist the country in achieving its goals and completing its aims. The policy was formulated with the intention of raising the overall quality of education and making certain that all teachers are given sufficient professional development opportunities. The government has made it very clear that they plan to reform the manner in which teachers are educated and trained, and they have done so in a number of different ways. They have also mentioned that they wish to accomplish this modification in time for the school adjustments that are slated to take place in the year 2020. This is quite an issue, especially when one considers the amount of labor that has already been invested in developing the conventional method of educator preparation.

The traditional way of educator preparation has already been in existence for a very long time. On the other hand, the government has made it quite clear that it plans to change the way that those who teach get their education and training. They have also mentioned that they wish to accomplish this modification in time for the school adjustments that are slated to take place in the year 2020. This is quite an issue, especially when one considers the amount of labor that has already been invested in developing the conventional method of educator preparation. The traditional way of educator preparation has already been in existence for a very long time. The administration has set for itself the aspirational goal of greatly raising the standard of education that is delivered to teachers. They want to make sure that all of the teachers have sufficient training and are well-versed in the topics that they are responsible for teaching, so they can do their jobs effectively. This implies that instructors need to have a complete knowledge of both

the subject matter that they teach and the most effective learning methodologies for their students in order to properly educate their students.



Fig-1 Challenges in inclusive education

The following is a list of some of the issues that the new education policy for 2020 poses for teacher education:

- The course outline should be revised and brought up to date as soon as possible. This is a procedure that might take a considerable amount of time, especially when one takes into consideration the fact that it has not been updated since the 1990s. -The subject matter that it is the instructors' responsibility to educate their pupils on must be fully comprehended by the students themselves.
- They need to be able to understand how students learn most successfully and what strategies may be used to ensure that learning takes place so that they can put those strategies into action.
- The administration has set for itself the aspirational goal of greatly raising the standard of education that is delivered to teachers. They want to make sure that all teachers have received adequate training and are knowledgeable in the subject areas that they are responsible for teaching, so that students may benefit from their classes. This implies that instructors need to have a complete knowledge of both the subject matter that they teach and the most effective learning methodologies for their students in order to properly educate their students.

OBJECTIVES OF THE STUDY

1. To explore the difficulties of adopting ICT in education.
2. To study on 2020 Educational Program allows for educator training and development

The 2020 Educational Program allows for educator training and development.

The New Education Policy 2020 (NEP 2020), which was given the go-ahead by the Union Cabinet in April of 2018, is an ambitious reform initiative that intends to provide the education system of the country a new direction and a fresh injection of energy. NEP 2020 was given the green light by the Union Cabinet. It aims to make it one that is more relevant, accessible, sustainable, and equitable for all of the many parties who are involved. The National Education Policy 2020 advises utilizing a comprehensive strategy that involves supply-side reforms such as enhancing the education of teachers as well as demand-side initiatives such as constructing high-quality educational institutions in order to attain these goals. One example of a demand-side effort is the establishment of high-quality educational institutions. The recently approved Education Policy 2020 provides an outstanding opportunity for the field of teacher education to reconsider its position within the greater ecosystem of education as a whole. Over the course of the recent past, India has been going through a period in which it has been witnessing a big transition in the way that its educational system is evolving in the direction that it is heading in. This is the result of a variety of factors, the most important of which are the increased accessibility of educational opportunities for all people, greater standards for teaching professionals, and increased academic achievement on the part of students. To this day, India's New Education Policy (NEP) 2020 represents the country's most comprehensive effort to reorganize its educational system in any way.

The objective of the project is to improve the nation's ability to compete on the international stage of the knowledge economy by increasing the standards of educational quality. The National schooling Program covers all stages of academic achievement, from early childhood schooling through graduate and post-graduate study. The recently introduced Education Policy 2020 is a positive step in the right direction, and it should be viewed as an opportunity for the professional growth of educators. The policy statement makes it clearly clear that there is an urgent need to enhance teacher education, and it also highlights the need to strengthen the research base in the area of teacher education. Both of these needs are brought to light in the statement.

Issues and Limitations of ICT in Education

Despite the fact that students have access to a plethora of benefits as a result of the use of ICT in the teaching-learning process, there are still some obstacles or limitations in the implementation of ICT standards and protocols in order to meet the goal of providing a sustainable education for all by the year 2030. This goal was set in order to meet the goal of providing a sustainable education for all by the year 2030. These include kids who have special needs, anxiety that is created by the use of technological devices, and the capacity of students to travel from one location to the next. Also included are children who are unable to go from one area to the next. Frederick et al. came up with the identification of these difficulties and restrictions. In order to accomplish this goal, national governments have been forced to place a higher priority on the development of educational curriculum, in addition to infrastructure, capacity building, policy requirements, and aid.

In spite of the fact that the National Education Policy 2020 has done an excellent job of integrating technology into the concept of "education," this creates a number of challenges that, in the context of India, need to be addressed in order to ensure that the NEP 2020 is carried out in an appropriate manner. According to a government study that was conducted from July 2017 to June 2018 and published in November 2019, only 4.4% of families in rural India own computers, in comparison to 23.4% of households in urban areas, and almost 14.9% of rural homes have internet capability, in comparison to 42.0% of households in urban areas. This information was gleaned from a study that was conducted in India. The same survey found that only 9.9% of adults aged 5 and older in rural areas were able to use a computer, compared to 32.4% in urban areas. In addition, only 13.0% of internet users in rural areas were able to access the internet, compared to 37.1% in urban areas.

According to the study that has been carried out, internet penetration is greater in urban areas than in rural ones; nevertheless, rural internet penetration is rising at a faster rate than urban internet penetration. Even back then, the most common method by which individuals in both urban and rural areas linked to the internet was through the use of their mobile phones. It is crucial in the context of education that every student, regardless of whether they reside in an urban or rural location, gets access to digital technology that is adapted particularly to their need. This access must be universal. This might take the shape of a smartphone, a laptop computer, or a tablet computer. As of right now, the overwhelming majority of students coming from economically challenged homes have restricted access at best, if any access at all, to exclusive digital devices, the internet, or even power, which is a barrier to the continuation of online education for these students.

Even though the Policy acknowledges the existence of these limitations and the necessity of removing them through concerted efforts such as the Digital India campaign and the availability of affordable computing devices, it is imperative that workable solutions be discovered for these problems, and that efforts be supplemented with access to other amenities such as power supply, basic infrastructure, and general awareness on the significance and application of technology. It is difficult to overlook the 'human-element' of education, and technology can only be used as an auxiliary tool to enhance the entire learning experience. It is also vital to analyze the way technology is employed, processed, transferred, and stored. Appropriate protections should be incorporated into the technology in order to preserve the users' privacy and to avoid data thefts.

Information and communication technology's role in maintaining the educational system past 2030.

According to the National Education Policy 2020 (NEP 2020), an independent organization that will be known as the National Educational Technology Forum (NETF) will be established in order to provide a forum for the free exchange of ideas regarding the use of technology to improve learning, evaluation, planning, administration, and other topics that are related to education. This forum will be known as the National Educational Technology Forum (NETF). It is general known that the level of educational possibilities that are provided to the population of a nation is directly linked to the amount of economic growth that is experienced by that nation. The widespread use of information and communication technologies (ICTs) ushered in a period

of rapid social transformation that had far-reaching implications for many spheres of human existence, such as the modernization of ways of living, forms of entertainment and education, financial institutions, public and commercial sectors, and so on. These enhancements were implemented for the betterment of society, and they supported the growth and development of sustainable education, which would assist students in becoming more responsible and aware of the right ways to utilize information and communication technology (ICT).

Cantwell and Cantwell 2020 believe that sustainable education, when viewed through the lens of information and communication technology (ICT), provides a contribution to social change. This is because it gives students the potential to transform not just themselves but also the society in which they live.

The Implementation of Information and Communication Technologies in Higher Education:

An Important Step Towards an Online Instructional and Learning Process Education is a must, as stated by Chakraborty et al. (2018), in order to bring about a social, industrial, and technological revolution. In the process of preparing the society for the revolution, it also serves as a tool and an agent of change, which are both tasks it performs. Because of the altering educational standards that are being implemented on a global scale and the present practices of online teaching and e-learning, the use of information and communication technology (ICT) in education has become significant, or more properly crucial.

This is due to the fact that online teaching and e-learning have become commonplace. Only a few short years ago, information and communication technology (ICT) as well as online learning was considered to be an exclusive perk for educational institutions. But in the middle of the Covid-19 crisis, information and communications technology has emerged as the sole means by which educational institutions may continue to function. In the past, only a small number of educational institutions were implementing edTech solutions to improve the efficiency of day-to-day classroom and administrative duties on their respective campuses. On the other hand, the present situation has brought to everyone's notice how important it is to have classrooms that are driven by technology. The most significant benefit of integrating information and communications technology into educational environments is improved learning outcomes. This is something that may be performed with the help of virtual classrooms, e-learning, distant education, and several other approaches. It is vital to adopt new pedagogical techniques in order to fulfill the rising need for innovative ideas, creative specialists, and skilled employees.

This is because recent shifts in the worldwide market, as well as changes in the requirements and standards of many different industries, have made it necessary for these changes. In order to fulfill the criteria, it is important to make the appropriate resources, including tools and equipment connected to information technology, available. In response to the new rules for the modification of the curriculum that were presented by NEP 2020, the government has formed a number of separate groups to take on various responsibilities. These organizations have started the process of improving and getting the educational system ready to employ information and communications technology (ICT) for learning and teaching. To achieve this goal, an

educational system that is capable of incorporating information and communication technology into its curriculum is now being developed.

CONCLUSION

India has traditionally been a destination of choice for students seeking to enhance their education from all over the world. This nation has a long history of providing its residents with access to a wide variety of educational possibilities. These chances have been offered in subjects as varied as ancient sciences, arts, philosophy, and literature from ancient times. As a consequence of this, it is frequently referred to as the "land of learning." In addition to focusing on a variety of aspects of education, the plan will make an effort to bridge the gap that now exists between educational practices and the progression of technological innovation. The policy also places an emphasis on the necessity of formative assessments and encourages the use of a peer review system of assessment. One of the most important and noteworthy aspects of NEP 2020 is the option to use either the home tongue or a regional language as the medium of teaching.

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