CHALLENGES ON IMPLEMENTING NEP 2020 ON SECONDARY SCHOOLS
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Abstract— In the midst of all the negativity surrounding the world owing to the issues brought by the Covid-19 pandemic, the announcement of the New Education Policy (NEP 2020) by the Government of India was a welcome shift and fresh news. For many, the announcement of NEP 2020 came as a complete surprise. Several education experts were surprised by the recommendations made by NEP 2020. This article primarily focuses on NEP 2020 and its effects on secondary school education, even if the education policy has had an equal impact on college and school education. The key components of NEP are also described in this paper, along with an analysis of how they impact the current educational framework. The planned NEP's pedagogical framework is built around the ideas of "active learning," "learner-centricity," and "learning by doing." Students will actively participate in their education and be encouraged to think critically and work through issues on their own within this framework. In their role as facilitators, teachers will lead students through the learning process. This organizational framework aligns with the latest findings regarding optimal learning styles. Additionally, it aligns with the government's objective of making India a "Knowledge Powerhouse."

Keywords—*National Education Policy, Higher Education, Benefits, Challenges.*

I.   INTRODUCTION

Prime Minister Narendra Modi instructed the Ministry of Human Resource Development (MHRD) to release the National New Education Policy. On July 29, 2020, the National Education Policy 2020 was made public following Union Cabinet approval. The National Policy on Education, 1986, has been replaced by the current policy. It is a policy that the Indian government developed to encourage education among Indians. The strategy provides a thorough framework for vocational training and ed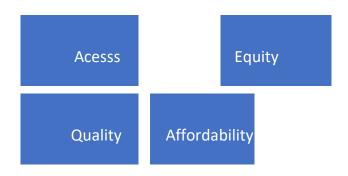ucation from primary school to higher education in both rural and urban areas of India. By 2021, the initiative hopes to change India's educational system.

The National Education Policy 2020 aims to create an education system that is centered on India and that, by offering top-notch education to all, directly helps to the sustainable transformation of our country into a just and dynamic knowledge society.

The **New Educational Policy 2022** focuses on 5 pillars: With a focus on underprivileged groups, the New Education Policy seeks to improve education for all people by making it more inclusive, egalitarian, and accessible. It

places a strong emphasis on developing 21st-century abilities including creativity, critical thinking, and problem-solving. It is up to the states, organizations, and schools to determine how to apply the language policy in NEP, which is intended to be a wide set of recommendations. India's education policy is changing significantly as a result of the NEP 2020. Its goal is to raise public spending on education as quickly as feasible, from about 4% to 6% of GDP.

Acesss	Equity
Quality	Affordability

Some of the key highlights of the policy are as follows:

- The strategy places a strong emphasis on offering all children in the 3–18 age range a high-quality, reasonably priced education.

- Early childhood education and care will be the main focus of strengthened educational systems like Anganwadis and Kindergartens.

- Rather than rote learning, it places an emphasis on holistic and trans disciplinary education. It highlights that the three-language formula will be followed in schools, with a concentration on the regional language, Hindi, and English. Students will no longer be judged on how well they recall knowledge from books, but rather on how effectively they can use what they know to solve issues in the real world.

- Instruction in the first five grades will be provided in regional languages rather than English to facilitate pupils' acquisition of local languages.

- The curriculum has been modified to include more core concepts and abilities.

- The primary focus of the policy is on leveraging technology to improve accessibility and utility in education.

- It envisions a system in which all children have access to high-quality education and there is no separation between rural and urban communities.

- The policy suggests a number of initiatives to raise the standard of instruction, including obligatory eligibility exams for teachers, professional development programs for educators, and primary, secondary, and university teacher education initiatives.

- To properly prepare pupils, the policy also emphasizes providing them with vocational and technical education.

- This strategy replaces the existing 10+2 system with a new 5+3+3+4 educational framework.

- By 2035, it seeks to raise the Gross Enrollment Ratio (GER) in postsecondary education to 50%.

POTENTIAL BENEFITS OF NEP 2020

Entry/exit

One of the biggest changes is the ability to leave college at different points in time. This will not only allow students to decide how much to study, but also allow them to decide when to study. For example, a student may need to start working after 4 semesters, but have the right and ability to go back at a later time to complete their education and graduate with a 4 year degree. This fits in well with continuous and adult learning where people learn throughout their life. This will also allow students to always be learning what is current and in demand in the market place.

BROAD BASED EDUCATION

The NEP offers students the ability to have a broad based education through multidisciplinary institutions. Why is this important? What we have seen so far is that students in India tend to focus on their subject matter at an early age, whether it is engineering or medicine or law.

They miss out on exposure to other aspects of life like humanities and music and arts. There is general consensus among educators that student learning with multidisciplinary learning leads to higher order thinking abilitiesand more in-depth learning.

LEARNING HOW TO LEARN

Students need to move away from learning by rote to learning how to learn. They should be able to understand the process of learning and how to integrate different viewpoints and to craft their responses depending on the changing environment and inputs. This requires students to develop their thinking process and to deal with uncertainty, which reflects the real world.

CHALLENGES FOR IMPLEMENTING NEP 2020:

1. Study Materials in Mother Language: It presents a challenge for academic institutions to introduce mother languages for every subject. Finding a qualified instructor can occasionally be difficult, and the NEP 2020's inclusion of study materials in mother tongues has added to the burden.

2. Four-year graduation degree: While a person can easily finish a diploma in two years, those who choose to complete their graduation must study for four years. This could incite the student to drop the course in the middle.

3. Academic Syllabus: Private school pupils will begin learning English considerably earlier than those in government schools. The academic curriculum will be taught to government school pupils in their native regional tongues. One of the main negative effects of the new education strategy is that more pupils will find it difficult to communicate in English, which will lead to a wider divide between social classes.

4. Lack of Infrastructure and Funding: The national education strategy 2020 is to position our nation as a top global education destination by providing all individuals living overseas with a dynamic, high-quality education center. The goal of the policy is to increase education spending to 6% of GDP as soon as possible. The education policy is a collection of many periods rather than a recently constructed strategy. It has undergone multiple restating, transformations, and recapitulations over time. We may see concrete examples of India's education spending from economic studies. As per the 2019-20 economic survey, India's allocation of 3.1% of its GDP to the education sector is still relatively low, even after 52 years of the recommendation. If we look closer, we will find that even while overall education spending has increased from 2.8% in 2014–15 to a pitiful 3.1% in 2019–20, it has remained constant at roughly 10.5 percent the total government budget.

5. Vocational Education & Skilling: Each child is taught regional crafts, carpentry, cooking, gardening and other trades, among others, in accordance with the National Education Policy 2020, which calls for vocational education from sixth grade onwards. Lack of sufficient resources is one of the main problems of vocational education. There are three key components to implementing VET courses in schools - infrastructure, facilities and trained staff - and the question of who pays for these additional costs is important because of the significant investment involved. One possibility could be for schools to collaborate with local craftsmen who have the necessary equipment and infrastructure. Although this approach is more cost-effective, it is not without its drawbacks.

6. Lack of Trained Teachers: Even if the National Curriculum for Teacher Education (NCFTE) is adopted by 2021, all the NEP2020 talk about teacher education will remain just a dream. The current situation shows that everyone has an uphill battle ahead of them. For this to work successfully, teachers must instill new skills from preschool through 12th grade and into higher education. However, training such a large number of teachers is labor intensive. Who will train these teachers is

the key question that arises here. Do we have enough qualified trainers to train so many teachers? If so, how competitive are they?

7. <u>**Digital Divide**</u>: The new policy emphasizes the use of technology, digital literacy and coding from a young age. Although there is a strong emphasis on the use of technology in all areas of education - teaching, learning and assessment; establishment of virtual laboratories; prepare for school; training; and starting conversations - the strategy ignores the digital divide between urban and rural areas, lack of developed infrastructure and access to devices/internet. All this can be seen through the eyes of COVID 2019, which explains why many students in remote areas could not participate in online classes because they did not have access to mobile devices and the Internet. Due to poor connectivity, several students had to travel long distances to attend classes.

CONCLUSION:

The New Education Policy 2020, which was put forth, last year, has not yet been put into action. The attempt to modernize and revitalize the Indian educational system is a bold one. No matter how appealing this may seem, the actual implementation of any policy is crucial. A policy can become a big success with effective execution, or it can become a huge disaster with poor implementation. The review report talks about the problems and difficulties in implementing NEP 2020. The most crucial three elements, infrastructure, money, and a well-thought-out plan strategy, are still lacking in practice. This review study has examined a number of additional aspects, all of which are valid in their own right.

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