CHALLENGES FOR IN SERVICE TEACHER AT SECONDARY LEVEL SPECIAL REFERNCE WITH NEP-2020

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Introduction:

The education system relies on the policies drafted by the govt. To strengthen the base of curricula and to develop a scientific temper, the Indian govt. has drafted policies from time to time. Before NEP 2020, the Indian govt. has drafted two national education policies. This is the third education policy that came after a long period. Early childhood education has been integrated into regular school for the first time under the new policy.

With increased use and deployment of current technologies, skill-based learning is being prioritized. From a global perspective, the NEP 2020 aims to bring much-needed revolutionary changes to the Indian education sector. The NEP, 2020 envisions the holistic development of the education system. Keywords: National Education Policy (NEP), Challenges and Opportunities.

A nation's inclusive growth depends upon the kind of education it is providing. Education is a kind of instrument that is used to develop the nation by developing its human resources. These resources utilize their potential to transform society and make society prosperous. Better education is dependent on the government's education policies, which are subject to change from time to time. Education reform is an important concern for governments internationally.

Education policies are under pressure to represent their outcomes in terms of global economic and social growth. The education system in India is the world's third-largest education system. Education has long been held in high regard in Indian society. Educational institutions have existed in India since the beginning of civilization (Keay, 1972). A government education policy is a set of guidelines and principles that govern the educational system through laws and regulations. Education policy is a broad framework that guides the growth of education and the educational system of a country.

Education policy addresses school size, class size, curriculum structure, student-teacher ratio, instructional methodologies, and higher education problems and obligations. Education policies are intended to assist the country in meeting its academic goals. Following independence, India has implemented three education policies. The first national education policy in India was implemented in 1968, the second was implemented in 1986 and it was further amended in the year 1992. The draft of the national education policy was released by Dr. K Kasturirangan Committee in March 2019.

With some amendments, the policy document was adopted by govt. on July 29, 2020. To foster transformation and holistic growth in education, the new education policy, 2020, superseded the thirty-four-year-old education policy (Thakur, P. & Kumar, R. 2020). The previous policies focused on equity and access to education. The Right of Children to Free and Compulsory Education Act 2009, which established legislative foundations for achieving universal basic education, was a significant improvement from the previous Policy of 1986/92.

OBJECTIVE OF NEP: 2020

The prime objective of NEP, 2020 is the promotion of "lifelong learning for all". This objective is in line with the United Nations Sustainable Development Goals 2030. This policy is aimed at filling the gap in the present education system which is mechanized and curbing cramming-based education and making it more creative. This policy calls for application-based learning.

The goal of education is to create good people who are capable of logical thought and action, who have compassion and empathy, courage and resilience, scientific temper and creative imagination, and who have strong ethical roots and values. It seeks to produce active, productive and contributing citizens to construct an egalitarian, comprehensive, and plural society as envisioned by our Constitution. In a good education system, a student feels welcomed and he learns a wide range of experiences through good physical infrastructure and appropriate resources that are conducive to learning. The major principles that will guide the education system as a whole and particular institution within the education system are as under:

- To recognize, identify, and develop pupils' unique strengths in academic and non-academic areas.
- To develop foundational literacy and numeracy among students by grade 3.
- To provide flexibility to learners to learn so by they have their career path according to their talents and interests.
- No rigid distinctions between the arts and sciences, curricular and extra-curricular activities, vocational and academic streams, and so on, to remove detrimental hierarchies and barriers between different fields of study.
- To provide multidisciplinary and holistic education by integrating the different fields of knowledge.
- To emphasize conceptual learning rather than creaming.
- To create ethical, human, and constitutional values among students.
- To foster multilingualism and language power in teaching and learning.
- Regular assessment of learning and making extensive use of technology.
  Respecting diversity and local context in curriculum and pedagogy.
- Full equity and inclusion of students and synergy in curriculum across all levels of education.
- Focusing on outstanding research and its continuous review

MAJOR HIGHLIGHTS OF NEP IN THE FORM OF OPPORTUNITIES

Beginning of Schooling from Age of 3 Years

As per NEP 2020, schooling will start from the age of 3 years. This new system of schooling will include 12 years of schooling with three years of pre-schooling. The new pedagogical and curricular structure is 5+3+3+4. A strong foundation of Early Childhood Care and Education (ECCE) from the age of three is also incorporated into the new framework, to foster improved overall learning, development, and well-being.

The Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs will collaborate on the development and implementation of early childhood care and education curriculum. A unique joint task force will be formed to ensure the seamless integration of early childhood care and education into school education.

As per the NEP statement, the Right to Education Act, of 2009 has been successful in achieving universal enrolment in elementary education but retaining them is a big challenge for 2019-20 the education system. As per the year, 2015-16 GER was 56.12 at the senior secondary level as compared to 99.21 percent at the primary level as shown in table 2. There is a gradual decrease in GER as we move from the primary level to the senior secondary level. Comparing both tables, we find that there is a decrease in GER at all levels and in different sections.

Table 1: Gross Enrolment Ratio (per cent)

Elementary Schools				Secondary Schools			Sr. Secondary			Higher Education		
All	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
India	97.0	98.7	97.8	78.0	77.8	77.9	50.5	52.4	51.4	26.9	27.3	27.1

Source: Unified District Information System for Education (UDISE) + 2019-20, Department of School Education & Literacy and All India Survey on Higher Education (AISHE) 2019-20

Table 2: Gross Enrolment Ratio (per cent) for Different Genders and Social Groups 2019-20

Gross Enrolment Ratio (per cent) for Different Genders and Social Groups 2019-20					
Level	Boys	Girls	SC	ST	All
Primary	97.87	106.69	110.9	106.74	99.21
Upper Primary	88.72	97.57	102.4	96.71	92.81
Secondary	79.16	80.97	85.32	74.53	80.01
Senior Secondary	55.95	56.41	56.84	43.12	56.16

Source: Education Statistics at a Glance, 2020 MHRD

Under NEP the GER has to be increased to 100% at all levels to ensure universal access to education for all. To increase the GER, NEP has envisioned that it will strengthen the education system by creating multiple pathways to facilitate learning. This will be facilitated by expanding the network of the National Institute of Open Schooling (NIOS) and State Open Schools at secondary and senior secondary education levels.

It has been aimed at increasing the GER to 50% at the higher education level by the year 2035. As of 2019-20, the GER at higher education levels is 27.1 percent. To increase the GER the capacity of higher education institutions will be improved by restructuring and expanding higher education institutions. In the NEP, it has been recommended that multidisciplinary education and research universities will be opened to increase the GER.

As per the NEP, the new pedagogical and curricular structure is 5+3+3+4. This policy aims to reduce the curriculum content so that students have more space to develop critical and analytical skills for their holistic development. Students have been given the flexibility to choose their subjects of study, particularly in secondary school including subjects like physical education, art and crafts, and vocational learning. There is no hard differentiation between different streams of education.

In the teaching-learning process, three language formula has been given in the NEP, 2020. Apart from Hindi and English, the student will learn in their native language. The states are free to choose their language and there is greater flexibility for the learner to learn any language. The mission "Ek Bharat Shrestha Bharat" would introduce students to the vibrancy of Indian languages. Sanskrit will be taught at all levels, including as a third language choice in the three-language system.

The students will also learn the classical language and enrich themselves with the cultural heritage and rich beauty of that language. Students have also given the choice to learn a foreign language at the secondary level. By learning a foreign language, they will enrich themselves with global knowledge. All languages will be taught through innovative and experiential methods. For pupils with hearing impairments, Indian Sign Language (ISL) will be standardized across the country, and National and State curricular materials will be prepared. Local sign languages shall be respected and taught where practical and appropriate.

LEARNING ASSESSMENT

As a standard-setting agency within the MHRD, a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), would examine students' learning and accomplishment through a national achievement survey (NAS) and state achievement survey (SAS). The NTA will be a top, expert, independent testing organization for undergraduate and graduate admissions and fellowships in higher education institutions.

Because of the high quality, range, and flexibility of the NTA testing services, most universities will be able to use these common entrance exams rather than hundreds of universities developing their entrance exams, reducing the burden on students, universities and colleges, and the entire education system. Individual universities and colleges will be free to employ NTA exams for admissions.

The bachelor's degree will be three or four years long, and universities will be given autonomy to offer graded degrees to students for the following 15 years. According to the new education policy, HEls can offer a variety of master's degree program designs. They may provide a two-year master's degree with a research component in the second year.

They may provide a one-year master's degree to students who have completed one year of research in their bachelor's degree program. In the NEP it has envisioned that by the end of 2040, higher education institutions will be multidisciplinary. To support and encourage high-quality interdisciplinary and cross-disciplinary teaching and research across areas, single-stream HEIS will be phased out over time, and all will transition to become lively multidisciplinary institutions or elements of bright multidisciplinary HEI clusters. MERUS (Multidisciplinary Education and Research Universities) will be established as model public universities for holistic and multidisciplinary education on par with IITs, IIMs, and others, to meet the highest worldwide standards in quality education. They will also contribute to the best levels of multidisciplinary education in India.

To promote research a national research foundation (NRF) will be established. It will work with other funding agencies such as the Department of Science and Technology (DST), the Department of Atomic Energy (DAE), the Department of Bio-Technology (DBT), the Indian Council of Agriculture Research (ICAR), the Indian Council of Medical Research (ICMR), the Indian Council of Historical Research (ICHR), and the University Grants Commission (UGC), as well as various private and philanthropic organizations, to continue to fund research independently.

CHALLENGES OF CONTEXT TO BE NEP: 2020

This policy envisions bringing changes in education and the education system. This policy has given opportunities to educators and learners. However, some challenges cannot be overlooked. These challenges have been explained as:

India has about 1000 universities, including 54 central universities, 416 state universities, 125 deemed universities, 361 private universities, and 159 Institutes of National Importance such as AIIMS, IIMS, HITS, IISERS, IITs, and NITs. This policy aims to double the gross enrolment ratio in higher education by 2035 and for that, we need to open a new university every week for the next 15 years. Opening a new university every week is not even a challenge but it is beyond reality.

Funding is a Challenge

Funding of educational institutions is the biggest challenge. India spends less than 6% of its GDP on education. It was recommended by Kothari Commission that India should spend at least 6% of its GDP on education. But unfortunately, it has been never spent.

Table 3: Total Expenditure on Education by State and Centre as % of GDP (2019-20)

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State As% of GDP	Centre As% of GDP	(State + Centre)

		As% of GDP
3.27	1.12	4.39

Source: Analysis of Budgeted Expenditure 2017-18 to 2019-20 Ministry of Education

As we see in Table 3 India spends only 4.39 % of its GDP on education. However, this is gradually increasing. Moreover, this policy came during Covid-19 when the economy was shattering.

MULTI-LANGUAGE SYSTEM AS A CHALLENGE

In India, three language formulas have been into the system. The students have given choice to learn in their native language also. There is no single native or mother tongue language that exists in India like in European counties. India is culturally diverse and it has many native languages and sub-languages. So maintaining uniformity in the teaching-learning processes is not an easy task. There are approximately 270 mother tongues as per the data from the Census of 2011. In a class, there may be a diversity of students and those who speak and understand local languages (Reddy, P.,2021). Having different languages can add complexity to the education system.

Autonomy and Ranking of Institutions

According to NEP 2020, higher education institutions (HEIs) will be classified into three levels based on NAAC rankings:

i.   A small number of research universities (also known as research-intensive universities, or RUs).
ii.   A little larger pool of professors to draw from (teaching-intensive universities, or TUs)
iii. A large number of skill-training and vocational institutes (independent degree-granting colleges, or ACs).

The first tier will be free to establish campuses, introduce new self-financed courses, and hire faculty from overseas universities as long as they generate their cash as government financing is gradually phased out. Furthermore, the majority of current public colleges with lower NAAC rankings will face funding cuts and, eventually, closure.

The description above makes it obvious that all 'autonomy' is conditional on 'financial autonomy,' commonly known as fast-tracked privatization. Since 2016, the MHRD has published annual NIRF rankings for public higher education institutions. However, the ranking characteristics have little to do with people's wants and goals and much to do with what is appealing for capital investment.

Gradually, the disparity between low- and high-ranked universities became more pronounced. Low-ranking institutions were the first to be defunded, penalizing students for the shortcomings of administrators.

CONCLUSION

The NEP came after a long period. The NEP, 2020 addresses the gap existing in the Indian education system. This policy aims at achieving SGDs by 2030 by providing equitable, inclusive, and quality education to all. The success of NEP depends on the collaborative efforts of the center and states. To achieve the overall objectives of NEP there is an immediate need to increase the funding so that the education system can be restructured and can be of global standards. This NEP has allowed making the required changes in the education system and has provided opportunities to transform the system. Certain challenges are there when it comes to changing the entire system. These challenges are needed to convert into opportunities.

This present research paper deals with a policy document, practices, research studies that are concerned with the continuous professional development of teachers in India. The present paper begins with a historical progression of teachers' professional development with reference to National Education policy 2020, significance, Challenges, and some suggestive measures to overcome these challenges. Although continuous professional development of teachers has become an essential part of their teaching career, it is a very challenging task especially in India which is full of socio- cultural, geographical, linguistic diversities.

The teachers have to deal with lots of diversity and issues (gender-biased group, marginalized community, child marriage, dropouts, etc) in the classroom therefore they need support or encouragement to meet the learning needs of this diverse group of learners. And here, CPD comes into its role where we help the teachers, both pre-service and in-service, to deal with these issues and inculcate the best belief, attitude, and motivation which in turn help them to put their best in classroom practices and ultimately enhance students' achievement as well. Although several initiatives are being taken by the Govt of India to promote the teachers professional development voluntarily, still the problem is to take sincere attention towards it.

"A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame." (Tagore, 1996) Teachers are the main component of any education system. For preparing the learner of the 21st century, we need well equipped teachers who are immersed with the latest advancement of knowledge, skills and technology.

An OECD (Organization for Economic Cooperation and Development) report emphasizes on maintaining quality of education to a great extent depends on teachers' professional competence and commitment as student learning is ultimately the result of the classroom practices (OECD, 2010). In India the notion of continuous professional development of teachers is limited to in-service training programmes (INSET) for teachers with limited scope.

Addressing the present notion of CPD (Continuous Professional Development) opportunities for school teachers in India, Bolitho and Padwad (2011, p.7) said that Professional preparation/ training comprises short pre-service teacher training courses along

with some field exposure and practical experiences. There is no provision for a structured system of orientation and induction programmes thus generally teachers have to handle all the accountability at their own ends from the very initial phase in the profession.

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