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National education policy 2020, issues and challenges

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Abstract

The Government of India announced a new national education policy in 2020, after 34 years of the 1986 education policy. A wide range of revisions and redemptions related to regulation and governance, suitable to aspirations of the 21st century, has been included in this policy compared to earlier policies. This education policy is based on the larger aspiration and suggestions from more than two lacs of people throughout the country. Various challenges related to the implementation of the policy have been discussed in this article especially related to pre-primary education, teachers' training, medium of instruction, issues relates to skill development, vocational education, and higher education.

Keywords: New education policy, multidisciplinary, vocational education, medium of instruction, regulation, early childhood care, and education

Introduction

The Government of India announced a new national education policy in 2020, after 34 years of the 1986 education policy. This is the third education policy, after 1968 and 1986. This education policy is different in various ways from the earlier education policies. A wide range of revisions and redemptions related to regulation and governance, suitable to aspirations of the 21st century, has been included in this policy compared to earlier policies. This education policy is based on the larger aspiration and suggestions from more than two lacs of people throughout the country.

Earlier education system of 10 + 2 has been replaced by 5 + 3 + 3 + 4 (P 6). In the earlier system of schooling, students get 12 years and in the new system, students will get the chance to learn for 15 years (from age 3 to 18 years). The pre-primary education system has been universalized in the new education policy (P 8). Pre-primary education is considered essential for child education (P 7). This is termed Early Childhood Care and Education (ECCE) and will be available for all children including the children belonging to socially backward and economically deprived families. Currently, some of these students are registered in Anganwadis, but these Anganwadis are not providing education to these children. Now, in New Education Policy, pre-primary education will bring uniformity and equality to the education system (P 8). Various provisions related to educational pedagogy, making a centre of care, learning, and wellbeing of children, teacher training, and syllabi for Early Childhood Care and Education have been incorporated in the New Education Policy. Teachers who will teach in Anganwadis, at the pre-school level, need to do one-year Early Childhood Care and Education training, after class 12th (P 9). Teachers will be trained through activities, experiments, and innovative learning. There will be an innovative syllabus for learning at the pre-primary level. Pre-primary education is given a great emphasis in this education policy as this level is very crucial for the fundamental learning of the children (P 9).

The new emerging areas of knowledge such as genomics, cyber security, and nanotechnology will be introduced through experimental learning and interactive classroom to students (P 51). Skill-based learning will be introduced in this policy. It is said that in the new education policy the comprehensive and continuous evaluation (CCE) and no detention Policy was not found very effective due to the lack of training, sufficient teachers, and resource. Teacher training is identified as a crucial factor for the quality of student learning. The B.Ed. the teacher training programme will be four years for the availability of quality teachers (P 20). New ICT technology and innovative pedagogy will be introduced in all teaching, learning, and evaluation (P 20).

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The education system will be open-ended rather than close-ended to give more flexibility to the students. Each and every college will be autonomous and no college needs an affiliation with the university (P 34). The status of the deemed university will be abolished. Each and every higher education institution will be multidisciplinary till 2030 (P 35). It is stated in the New Education Policy that the highest fees limit on private colleges would be imposed (P 49). There would be no restriction on the students about the selection of subjects. In the new education policy, students can choose the subject whatever they want; they are free to choose subjects like Literature and music with Physics and Engineering. The broad classification of streams in Arts, Commerce, and Science will be abolished. Students can change the institutions and can also do various courses as a part of one degree from different institutions, to facilitate it academic credit transfer facilities across the institutions will be available to all students. Students will be awarded a certificate, diploma, or degree according to the completion of the level of study (P 37). If a student is not in the condition to complete the course s/he will be given an academic certificate, diploma, or degree according to the level of completion of the course i.e. on the completion of one year certificate, after a two-year diploma, after a three-year degree, and after four years, degree with research. In this New Education Policy, the public expenditure target on education is set at 6 percent of GDP which is currently at 4.43 percent. Both, Central as well as State Governments will contribute concurrently to meet this target of expenditure (P 60). The gross enrolment rate in higher education is targeted at 50 percent by 2035 (P 35). It is stated that online courses with virtual labs will be encouraged (P 59). This facility will be available in eight regional languages besides Hindi and English. A Research Foundation at the national level will be established to encourage research in higher education (P 34). School Board examinations will be easier but analytical and they will be at two levels basic and standard. A system for equivalence of standards of different School Boards will be made (P 18). Transparency in online education is supposed to increase. In the process of evaluation of students' curricular, extra-curricular, and non-curricular activities will be given equal importance, and recorded in the report cards for students (P 13). Vocational education will be an integral part of academic education. More emphasis will be given to learning rather than rote learning, and analytical ability rather than mere cramming (P 12).

Challenges

As we know India is a federal state, and education is on the concurrent list, where the central, as well as state governments, can make their policy. There are many challenges before the central government implements the New Education Policy in all the states equally.

“The three languages learned by children will be the choices of States, regions, and of course, the students themselves, so long as at least two of the three languages are native to India. In particular, students who wish to change one or more of the three languages they are studying may do so in Grade 6 or 7, as long as they are able to demonstrate basic proficiency in three languages (including one language of India in the literature level) by the end of secondary school”(P 14)

Many people speak English in India. Some estimates

express that in the near future the absolute number of English-speaking people will be the largest in India. A big class difference can be seen between English and Hindi-speaking people in India. The parents belong to a high-income group, and most of them send their wards to better English medium schools, but the parents belonging to the lower and lower-middle-income groups have to send their wards to low-quality English medium or vernacular schools. Therefore, only a good knowledge of English makes a class difference. English has become a language of the elite class. English has become a culture of a new era that differentiates the elite from common people. Regional language as a medium of education creates feelings of inferiority.

To keep away from this problem in India there is a need to start with the two languages' formula for the medium of instruction. In this arrangement, English must be used as a medium of instruction with the regional language concerned. The help of technology can make this task easy. Nowadays the salary of teachers is high so the better quality teachers who have knowledge of both languages can be hired.

There will be no restriction on English as a medium of instruction at the school level. In this regard, it has been provisioned that up to the primary level of education as far as possible and at the upper primary level on a priority basis would be given in mother tongue. The formula of tri-language has been given a space in the policy which is a big cause of dispute in many of the southern states in India.

There are two types of ideologies prevailing regarding the medium of instruction in education. First, is consistent with some educational and social scientists, and also with indigenous ideology. It says that at an early age, education must be given in the mother tongue. It helps in the better intellectual and cognitive development of the child. Second, emphasis on English as a medium of instruction and argues that it helps for better future career and employment of the child. Most parents prefer the second option. Although all parents want their wards to get an English medium education yet they (all parents) are not able to spend money on that. So the parents, who belong to the economically and socially backward category, have to send their wards to the schools, where the medium of instruction is vernacular. Only the rich can afford to send their wards to good quality English medium schools. The second ideology is considered a pragmatic approach.

The simple solution to this puzzle is given that the education up to primary schooling will be given in the mother tongue. Simultaneously, English should be taught as a compulsory subject from class one, continuously up to class ten, so the students can learn the English language to such a level that makes them well versed with the completion of this level. The main problem that lies here is that an average teacher is not able to teach not only English but any Indian language effectively, so the quality of teachers has to be improved. Our Prime Minister emphasised the importance of local languages as a medium of instruction. The local languages will enhance the confidence of the students from poor, rural, and tribal backgrounds and help to maintain parity. To facilitate it a tool will be developed to translate engineering course material into 11 languages. Fourteen engineering colleges in eight states are already starting to impart education in five Indian languages - Hindi, Tamil, Telugu, Marathi, and Bangla (Economic Times) ^[1].

A few states have already flagged their concerns. Tamil

Nadu opposed the three language formula. It said that the two languages formula is already working well in the state and it is successful (Navbharat Times 1) ^[4]. Tamil Nadu also opposed the national level entrance exam for graduate-level admission in central institutions by the National Testing Agency, it is argued that the entrance test would discourage the rural students and would be an extra burden on them. It said that the medium of instruction in higher education in regional languages was already running successfully, and it would continue. First of all, among all the states, Gujarat formed a 16-member committee to suggest the syllabus and courses according to the New Education Policy. Thereafter Uttar Pradesh also appointed a 16-member committee to suggest the changes in syllabus and courses according to New Education Policy (Navbharat Times 2) ^[5].

The availability of trained teachers is a big challenge for the implementation of the New Education Policy, especially for Early Childhood Care Education. This part of education was introduced for the first time in the Indian education system. "Anganwadi Centres will be strengthened with high-quality infrastructure, play equipment, and well-trained Anganwadi workers/teachers. It is envisaged that prior to the age of 5 every child will move to a "Preparatory Class" or "Balavatika" (that is, before Class 1), which has an ECCE-qualified teacher". (P 7)

This requires a big teacher training system for the training of teachers to teach children aged 3 to 8 years. It requires a lot of effort and time to establish training institutes to train teachers and appoint them. Currently, pre-primary education is not compulsory for admission to class one in the schools. Though few children are enrolled in Anganwadis for pre-primary education and care, where trained teachers are not available, therefore, no educational learning activities are held at these centres and these places work as mere care centres for the children. To train all the working staff in Anganwadis is (such a big number a herculean task. It requires about a 25 percent increase in the strength of teachers in the school education system. In the existing system, the 10+2 system, which requires 12 years of school education and now, is proposed 5+3+3+4 system, which requires 15 years of school education. The new schooling system has required an increase of 25 percent of total school learning years. So about a 25 percent increase in teaching staff and supporting infrastructure are required. To train such a big number of teachers and to make availability of that infrastructure will be a big challenge.

Qualitative teacher training is a pre-condition for the change in the structure of board examinations. If we want to deliver some provisions of the New Education Policy to classrooms by 2022 we need to prepare a teacher training framework soon. It is required to work on the mindset and skill set of teachers to implement these. We need trained teachers for this. It will need to make a big change at the administrative level to prepare a curriculum of the same level for the whole nation. It is proposed in the new education policy to implement skill-based learning in the classroom till 2022. At present time most of the teachers in our country are semi-skilled or not skilled as required in New Education Policy. This necessitates arranging a massive level of teacher training programmes for existing in-service teachers in the country to change the mindset and skill sets of the teachers to match the requirement of the new education policy. The pattern of setting question papers and marking schemes will be changed and the way of evaluation will also be changed

in the New Education Policy. All teaching subjects will be available in the local language. Therefore, trained teachers are required to do all these changes.

In the New Education Policy primary level education has been given a great emphasis. A big emphasis has been given to the foundation of learning of the children during the age group 3 to 8 years. For the implementation of the New Education Policy, not only the pre-service teachers but the in-service teachers' training is also required, because 80 to 90 percent of the teachers that are currently working are not trained according to New Education Policy. To complete the task of teacher training according to New Education Policy provisions, first of all, there is a need to prepare the e-content in regional languages and to train the teachers for them. In the second stage, local language resource person will be required to explain these contents to the teachers. To make the reach of this teacher training program to all teachers there is a need of quality orientation, workshops, and training programs on a large scale.

"A pupil-teacher ratio (PTR) of under 30:1 will be ensured at the level of each school; areas having large numbers of socio-economically disadvantaged students will aim for a PTR of under 25:1. Teachers will be trained, encouraged, and supported - with continuous professional development - to impart foundational literacy and numeracy" (P 9)

At present 80 lakh teachers are teaching 30 crore students. According to the New Education Policy, the graduate teacher training program (B. Ed.) is proposed only for 4 years to train quality teachers. Currently running two years B. Ed. and four-year programme (B. A. with B. Ed. and B. Sc. with B.Ed.) programme will be discontinued. Due to a lack of trained teachers, the provisions of comprehensive and Continuous Evaluation (CCE), as well as the No Detention Policy (NDP) that were brought with progressive thinking in Right to Education (RTE), failed. The New Education Policy will guide for the next 20 years, and its impact will appear slowly but be long-lasting. It seems that we require at least 5 years changing the teachers' mindset according to this policy. Prior to this policy, the New Education Policy was declared in 1986/1992. After that, a lot of economic openness occurred in the country. Social structure has changed and people's participation in economic activities has increased. Due to the change in these circumstances, there is indeed a requirement for a New Education Policy for the country. Although we have established some world-class educational institutes, equality and equal access is still a big challenge to be achieved. New Education Policy 2020 is the right step to achieve the unfulfilled goals declared in the education policies of 1968, and 1986/1992 and to fulfil the educational aspirations of the citizens in the changed circumstances.

In this New Education Policy syllabus and pedagogy for school education have been designed according to the development stages of children (5+3+3+4) according to their age. The whole education system has been based on or designed as an integrative, broad-base, and holistic approach (P 36). Vocational education has been made an integral part of the whole education system. It has been designed to understand the concept rather than rote learning so as to develop critical thinking in students' minds. Education has been designed in such a manner as it could develop humane and constitutional values among the students and develop basic life skills such as tolerance, the ability to work together, and communication (P 28).

The regulation in the New Education Policy is supposed to be light but tight which will encourage financial honesty, transparency, disclosure, good governance, and public spirit in the education system (P 21).

Under the new education policy, the provisions have been made to establish various independent regulatory bodies for different types of tasks such as setting standards, funding, and accreditation in higher educational institutions (P 47). The establishment of different regulatory bodies for different purposes will ensure keep away the conflict of interests among them. The proposed regulatory system will treat at par to both the government and non-government institutions. Under the new education policy education service has been considered a public goods rather than a profit-making commercial activity.

The role of teachers has immense importance in the quality of the educational outcomes of the students in any education system. The quality of teachers is also important, but the quality of teacher training programme is very crucial. The quality of an average trained teacher is also very poor, the proof of this is that in the examination of the central teacher eligibility test (CTET) conducted by a central board of education (CBSE) in 2014 only 5.61 percent of candidates qualified out of more than lakh candidates (Times of India). It is sufficient to understand the abysmal condition of the standard of training programmes in the nation. In the new education policy, a concern has been expressed about the problem of quality, and many measures have been suggested to improve the quality of teacher training (Navbharat Times 3) ^[6]. We can hope in the future, according to the New Education Policy the newly proposed four-year dedicated graduate teacher training program (B. Ed.) will help to improve the quality of teacher training programme.

“It is effective governance and leadership that enables the creation of a culture of excellence and innovation in higher education institutions.” (P 49)

In India, the problem lies in governance. Due to corruption, unqualified teachers are being recruited. A former chief minister is in jail as he sold 3206 teachers' posts. In the public sector schools, the service conditions are in favour of teachers in such a way that once they are recruited they cannot be fired even if they do not teach sincerely. This problem of governance needs to be resolved first because without this it is not possible to reform the education system only on the basis of the best education policy. Without doing this in the future the potential of children cannot be realized in blossom.

The World Bank defines learning poverty as the child of ten years not being able to read simple sentences. If children of age ten years find difficulty in reading and understanding the written text, further education for these children remains a challenge thereafter. So without fundamental learning, it is not possible to impart better education to the children and these children remain underperformers in their education and career in the future. Poor learning is still a big challenge at the elementary level of education, so there is an urgent need is felt to emphasize fundamental learning at the elementary level, in the future educational policy.

It has been decided in the New Education Policy that by 2025 foundation literacy and numeracy skills be achieved with the highest priority among the students up to class three. For this, all vacancies of teachers must be fulfilled in the disadvantaged area (P 8).

The policy has several long term goals that are to be

achieved by 2025, but some goals can be achieved in the short term or in the period of five years such as changing the big colleges, where the number of students is more than three thousand into autonomous colleges, to provide an option for choosing the subject of any stream in a degree programme, to start four-year degree programme, to permit foreign universities in India, to start vocational education in all the streams of general education.

Central and State governments can establish higher education institutions by passing an act. UGC can recognize any higher education institute deemed to be a university. In the future as per the policy, all these powers will be with the proposed higher education commission. The provisions related to the regulation of foreign institutions will be with the proposed higher education commission.

“Selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India” (P 39).

According to the policy, only the top hundred foreign higher education institutions will be given permission to establish their campuses in India. This condition looks very stringent therefore, this provision should be liberalized so that other next foreign higher education institutions can establish their campuses in India with sufficient numbers. Ultimately, any reasonably good foreign institutions which help in making efforts to uplift the educational level in India must be welcome. In future planning, after the establishment of the higher education commission, it will start to give recognition to degree-providing colleges.

The principles of creativity, critical thinking, and multidisciplinary have been established in the New Education Policy. The policy says that fundamental values such as morality, respect for public property, scientific temper, freedom, responsibility, pluralism, equality, and justice are supposed to be encouraged (P 49).

Class one and two will be included in Early Childhood Care and Education before schooling. If these classes will be run in Anganwadis there will be a problem that these institutions are already lacking professionally trained teachers but the many non-government schools have professionally trained teachers at this level. To fulfil this requirement, policy provisions are made to take the help of volunteers and peers. Keeping the consideration of children's requirements there is a need to fulfil the professional input and training to these volunteers and peer tutors will be a big challenge (P 8).

Vocational Education

In the New Education Policy, the focus has been laid down on the necessity of vocational education and to adapt fast and large-scale efforts to increase vocational education in India. The Twelfth Five Year Plan document indicated that only below 5 percent population of age group 19 to 24 in the working group was found the formal vocational education. While in the same age group, 96 percent population in South Korea, 75 percent population in Germany, and 52 percent population in the USA were found vocationally trained (16.1, P 43). This indicator shows the poor level of vocational education in India in comparison to other developed nations.

“Vocational education is perceived to be inferior to mainstream education and meant largely for students who are unable to cope with the latter.”(P 44)

There are several structural and system-oriented problems that explain of the poor condition of vocational education in

India, due to these hurdles, vocational education is unpopular and brilliant students belonging to the higher class are not attracted to it. Initially, vocational education was started at the senior secondary level to reduce the dropout in schools but this effort was not successful. Currently, very few schools with mainstream general education are running vocational education courses in India at this level (P 44).

A big structural problem in vocational education is the lack of vertical mobility. Students who got the vocational education at the initial level found them not to be eligible to get admission in mainstream formal education as, after completion of ITI, opportunities for higher studies in the same trade remain closed for the students. For these students, the problem of equivalence remains unresolved. Therefore vocational education is considered inferior to others. It is a general perception that students who are not suitable for general education have to go into vocational education. That is why the prestige of vocational education remains at a low level in society. Therefore, brilliant students and even average students do not adopt this vocational education. The remaining students who got fail in general education or drop out students adopt vocational education. So the students who adopt vocational education do not join vocational education, not due to their choice, but because they are forced to do so. So they continue this vocational education without much interest and dedication. Ultimately, the quality of education becomes poor and as a result, the possibility of employment for these students also remains at a low level. And again this unemployment reduces the popularity and prestige of vocational education, and this vicious cycle goes on (P 44).

“The admission criteria for general higher education were also not designed to provide openings to students who had vocational education qualifications, leaving them at a disadvantage relative to their compatriots from ‘mainstream’ or ‘academic’ education.” (P 44)

To solve the problem of vertical mobility in vocational education in India provisions already existed in the national skill qualification framework 2013, so that the students who passed out in vocational education can get admission to mainstream academic education. Provisions had been made so that industrial training institute (ITI) passed students could take admission in diploma in polytechnic college, and diploma passed in the same stream could take admission in engineering graduate courses. This mobility is available only for engineering streams only, but not for the other streams of vocational courses of ITI and non-engineering diploma courses. Still, this existing facility of vertical mobility is limited and not very popular. In the NEP, it has been assured that the prestige and problem of vertical mobility in vocational education will be resolved. Vocational education will be included at all levels of academic education in a phased manner. It will be started initially at the middle and secondary level of education, and students will be exposed to vocational education at the stage of very initial age, so each and every student will be exposed to at least one skill with the conventional academic education. It will establish the prestige of labour in society. It is targeted in the policy that sixty percent of students will be exposed to vocational education at school and higher education by 2025. In the coming time, all schools will be linked with ITI, polytechnic colleges, and local industries. The linking with local industry is useful as students can get

apprentices with industry at the local level and also be able to acquire skills according to local industry. The shortage of skilled labour will be eliminated in the industry, and industries will be able to train workers according to their requirements. It will help to realize the potential of the demographic. It is also consistent with point 4.4 of Sustainable Development Goals (SDG) adopted as a part of the 2030 agenda by 192 United Nations in 2015. The existing degree of bachelor's in vocational education will continue. Vocational education will be at a four-year graduate programme in the NEP. Local vocational skills will be linked with vocational education in NEP. Vocational education will also be available through open and distance learning programmes. Higher education institutes will also run short-term certificate courses in soft skills with other programmes skills.

The Ministry of Education will establish a National Committee for Integration of Vocational Education (NCIVE), which will make the planning for skill development in India. It will work on the future requirements of types of skill and the way to increase its supply. It will facilitate the coordination between requirements and availability of skill development in India. For this, it will take the help of industries, experts in vocational education, and various related ministries.

“This led to a complete lack of vertical mobility for students from the vocational education stream, an issue that has only been addressed recently through the announcement of the National Skills Qualifications Framework (NSQF) in 2013.”(P 44)

National Skill Qualification Framework (NSQF) will prepare a broad guideline for standardizing the qualifications of the various disciplines of skills in vocational education. Standardization of qualification will be in accordance with international standards, so the equivalency can be established with international standards. And the issue of international recognition will be established. All dropout students of formal academic education will be supposed to be linked with vocational education in the future. Smooth mobility between general and vocational education will be facilitated through credit transfer.

Over the last twenty years, a trend has been seen in the country about the establishment of new universities, several universities were established focused on a specific discipline such as law, technology, health science, Sanskrit, homeopathy, Ayurveda, agriculture, police study, judicial study, marine science, petroleum study, defence study, information technology, and journalism, etc. These types of new universities are coming up in all the Indian states. As these universities are very specific and do not cover the other disciplines and do not have a holistic approach to the creation of new knowledge, a multidisciplinary and holistic approach has been emphasized in the policy. The policy says that all these specialized institutes will be changed into multidisciplinary institutes by 2030 (P 3).

The share of agriculture universities out of a total number of universities in India is near about 9 percent, but the enrolment in agriculture in the total higher education is only 1 percent (20.3, P 50). All agriculture and veterinary universities will be unified and then will be linked with general education. Local and traditional knowledge practices related to agriculture will be associated with new emerging technologies, so that knowledge can be

exchanged, and as a result, local residents can get the benefit from this.

'How to think' has been emphasized rather than 'what to think in the new education policy. New thoughts and new energy will be encouraged in this education policy (P 3). For the development of critical and innovative ability among the students, it is required philosophy of education and purpose of education, so that national values and targets can be achieved, which will create a foundation for a new India.

Like any other policy of the government, the education policy is also an official deceleration of the government in field of education which shows government's future action plan in the field. Though any policy is not binding to the government to follow it, it creates a moral pressure on the government to follow. This new education policy contains all most all possible best things like earlier education policies. Earlier education policies were also good, but could not implemented in sincerely in toto. There may be some structural and technical challenges in implementation, but the intention of the policy is indisputable and sincere. Again, the doubt can be arising about the proper implementation of the new policy.

Then, what is the fundamental challenge for implementing the policy? Through past experiences, we know that the political will of the government is extremely crucial in the implementing any policy, particularly in the public financing for the education. It could never reach at the level of six per cent of the GDP as stated in the earlier policies. Similarly, many other promises which were made in the policies never realised. Now the Prime Minister expressed his assurance that the government will implement the policy effectively in the country (Indian Express, September, 2020). We should not create any doubt and hope that this time policy will be implemented fully and effectively. We can hope this time there will be no lack of political determination.

The Prime Minister has also indicated that the government is politically committed to the implementation of this new education policy, and it will be implemented in toto. He also assured the prestige of the teaching community has been specially taken care of in the policy, at the same time he also asked for the cooperation of the teaching community for better implementation of the policy.

This policy will bring creativity and flexibility to the education system to create a desire for learning among students. The new emerging branches of knowledge such as artificial intelligence, cyber security, nano-technology organic livings have been focused on this policy. The burden of books will be reduced and emphasis will be given on practical and interactive learning (P 3).

Conclusion

The New Education Policy 2020 addresses the issues and problems related to the education system in India which has been long-awaited, as well as required to address the aspirations of emerging India. India's education system has problems related to the finance of education, quality of education, regulation in education, and poor condition of vocational education. There are some challenges in the implementation of this education policy related to the above-mentioned aspects. These issues have been discussed here. Now, in New Education Policy, pre-primary education will bring uniformity and equality to the education system. Various provisions related to educational pedagogy, making

a centre of care, learning, and wellbeing of children, teacher training, and syllabi for Early Childhood Care and Education have been incorporated in the New Education Policy. As we know India is a federal state, and education is on the concurrent list, where the central, as well as state governments, can make their policy. There are many challenges before the central government implements the New Education Policy in all the states equally. In the New Education Policy primary level education has been given a great emphasis. A big emphasis has been given to the foundation of learning of the children during the age group 3 to 8 years. For the implementation of the New Education Policy, not only the pre-service teachers but the in-service teachers' training is also required, because 80 to 90 percent of the teachers that are currently working are not trained according to New Education Policy.

Note: 'P' indicates the page number of Government of India, MHRD, National Education Policy, 2020.

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