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National Education Policy 2020:
Highlights, Challenges and Innovations

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The Journal, an organ of the Indian Economic Association aims at promoting scientific studies in Economic Theory, Indian Economic Policies, Energy and Water Resources, Human Resource Development, Monetary Economics, International Trade and Finance, Industrial Economics, Poverty and Unemployment and related topics of current interest.

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Editor's Note

The Indian Economic Journal (IEJ) is the prestigious Journal of the Indian Economic Association (IEA), the premier national level academic body of teachers, researchers and policy makers in Economics. The Indian Economic Association has a vibrant and long-standing legacy of over a century in the professional circle and academic world. The significant and novel contributions of professionals, academicians and policy makers in Economics are published in The Indian Economic Journal, which has also recorded 66 years of its existence. The collective contributions of both IEJ and IEA have been accredited in India as well as in the global arena in fostering teaching and research of high standards. The contemporary and relevant issues of national importance are usually debated and discussed in IEA's Annual Conferences and national and regional level Seminars which have topical relevance not only in the field of economics but also in allied and interdisciplinary disciplines.

The Indian Economic Journal is now included in the "Abstracts Services" of the American Economic Association, through their "Journal of Economic Literature". This provides our authors, the opportunity of taking their contributions to much larger audience of the professional community all over the world. The IEJ is a fully referred journal covering various facts of economics, applied economics and Indian Economy and is published by the SAGE Publications, India.

For the larger interest of the members, the perpetual and sincere efforts of Dr. Anil Kumar Thakur, Former General Secretary & Treasurer of the IEA and the initiatives and the coordinated directions of Prof. Sukhadeo Thorat, Former President of IEA, along with sincere and serious debates in the EC and the GB, transformed the Conference Volume of IEA into special issues of the Indian Economic Journal. This is a significant achievement in the annals of the history of the Indian Economic Association by making the special issue of IEJ a leading research publication in the field of economics for the larger benefit of the members.

I would like to admit that in order to cater to the interest of a larger section of educationists and researchers of far-flung remote areas of the country and to encourage young scholars to learn the art of writing research papers, certain leverages have been made in the acceptance of papers.

I am thankful to the Associate Editor for their untiring efforts in improving and publishing papers in this issue. I am also thankful to the team of referees for their valuable decisions. I am thankful to the members who have shown overwhelming

response in submitting papers for the national seminar and participating in large numbers and undeniably, the quality of contributed papers has been improving further with every passing year. My thanks are due to Dr. S. Narayanan who has been tirelessly coordinating various stages of the publication of the special issues of IEJ.

I am also extremely grateful to Rahul Composers, New Delhi and printing to GS Offset, New Delhi, for typesetting and designing who have taken utmost care to print this special volume of Indian Economic Journal.

B.P. Chandramohan

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CONTENTS

Boosting Indian Economy through the Development of the Manufacturing Sector

Siddharth Bhardwaj*

The Indian economy has been growing consistently at an annual rate of over 6 per cent. This growth has come from the services and agriculture sector but the performance of the manufacturing sector has been lackluster. The manufacturing sector in India is the sunrise sector that has gained prominence over recent years. Availability of raw materials, changing lifestyle, appropriate fiscal policies, huge scientific and research talent pool, well-developed distribution network, rapid urbanization and increased literacy has given a considerable push to the industry's growth. This sector serves as a vital growth engine for the economy. Adequate focus on this sector could greatly alleviate our concerns for employment and inflation. India's development strategy placed a heavy impetus on the creation of a well-built industrial base to realise the dream of industry-led development. To maximise growth from limited resources, the importance of accelerating productivity, efficiency and competitiveness need no justification. It may not be out of place that though the concepts of productivity, efficiency and competitiveness are indicators of performance, these needn't necessarily move in tandem with one another. However, improving these indicators should be conceived merely as a way to an end (i.e., social welfare) and positively not as an end in itself. India has been undertaking significant liberalisation initiatives since 1991 to improve the efficiency of producing industries and achieving faster GDP growth.

The resources available to any nation are scarce. Hence it has to use economics in the use of the resources and allocate it to the most productive use as per national priorities for development. The scale of the economy which is the use of scarce resources is crucial for the development of any industry or output of goods and services from the available scarce input of resources. In modern terminology, this concept is called productivity. According to the International Encyclopedia of Social Sciences (1968) productivity refers to a class of empirical output-input ratio that is widely used in economic history, economic analysis and economic policy. Productivity is a key factor behind the success of any socio-economic

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system because it is directly connected to economic growth. The concept has come into greater prominence during recent years and has assumed great importance and significance within the context of commercial development. The trend of productivity growth guides the planners to formulate a rational policy of resource allocation at both national and regional levels. The information about the growth of productivity guides the policymakers to make an informed decision about the allocation of national resources to productive areas. The productivity growth influences the decisions of policy-makers regarding the policy of balanced regional development, location policy of industries and the level of diversification of industries in a particular region. The faster rate of the economic process is often ensured through accelerated production and better productivity in, all branches of economic activity. Human resources being a crucial input, their productivity plays a big role in determining the general economic process of a nation. It reflects technical progress and changes in technical efficiency. As regards the 2 concepts of productivity, viz., labour/capital productivity and total factor productivity (TFP), these are pertinent for policymakers, since the previous features a direct link to the standard of living and therefore the latter indicates the economic use of resources within the process of production. It is documented that the economic process, as a way to enhancing the welfare of individuals, depends both on the utilization of things of production like capital and labour and the efficiency in resource use, often mentioned as productivity. Recent developments indicate the growing importance of productivity, particularly for our economy at its present stage of development. The new policies have liberalized many government controls on production capacity, imported capital goods, intermediate inputs and technology. Foreign investment has also been liberalized. These reforms have made imported inputs cheaper and more accessible for companies and have exposed businesses to both domestic and international competition. These reforms have altered the economic environment during which the businesses operate. In the changing economic environment, it is expected that the behavior and performance of Indian industrial firms will have changed substantially. Indeed, the prime aim of the economic reforms has been to raise industrial efficiency, foster growth and promote an international orientation in the industrial firmsAs employment growth declined drastically in the 1990s, it would be of interest to ascertain whether the wage rate had caused the fall in employment, as argued by the neo-classical, or there was no association between them. Employment and wages performance of the Indian economy in the high]growth post]reform period has been a subject of intense debate and controversy. Employment and wages have emerged as a major issue in public policy discussions in recent years, particularly after a rather disappointing experience of economic growth of the 1990s in terms of generation of productive jobs in adequate numbers and of reasonable quality. As a perfect composition, the factor composition of production leads to productivity, which further leads to the wage rate. There is a circle of production& productivity of labour/capital which is directly related to productivity & efficiency of labour/capital. High wage rate increases effective demand of goods and services, which further leads the demand for labour to increase production to fetch increasing demand and its further increase the efficiency of labour

(factor of production i.e. labour and capital). For example, Composition of factors of production Productivity (↑) ⇒Wages (↑) ⇒Effective demand for good & service (↑) ⇒Production (↑) ⇒Demand for Labour (↑) ⇒Efficiency of labour (↑) relative factor cost of labour and capital.

REVIEW OF LITERATURE

Among the post-1980 studies, the study of Ahluwalia (1991) is taken into account as a big one. the most objective of the study was to calculate the expansion rate of TFP in Indian manufacturing industries covering a period from 1964-65 to 1985-86. The study supported the Annual Survey of Industry (ASI) data, found a marked increase within the rate of growth of TFP at 3.4 per cent once a year of Indian manufacturing. The estimates of translog production function using pooled cross-section and statistic data also showed a marked improvement within the speed of TFP growth. She attributed this observed "turnaround" in productivity growth in Indian manufacturing within the 1980s to the liberalization of economic policies. Ray (1997) used a non-parametric method of DEA to measure a Malmquist productivity index for the manufacturing sector within the various states in India for the quantity 1969- 84. The measured Malmquist productivity index is decomposed to separate the contribution of technical change, change in technical efficiency and alter in scale efficiency. The analysis depicted that in most of the states productivity decline is because of technical regress. The regression results further suggest that it's the greater urbanization and better capital-labor ratio which will promote productivity in India. As against this higher incidence of economic disputes and preponderance of non-production, workers can hinder productivity growth. Another study by Ray (2003) measured technical efficiency by using the DEA approach and productivity by using Tornquist and Malmquist index for a couple of of of the Indian states. The estimated results show that the annual rate of productivity growth by both the methods has been higher within the post reforms period than within the pre reforms period. However, some states like Assam, Himachal Pradesh and Orissa have witnessed productivity regress during post reforms period. Decomposition of Malmquist productivity index illustrated that improvement in technical efficiency also as faster rates of technical progress contributed to the observed acceleration within the speed of growth. Subsequent regression results confirmed that there is a bent towards convergence in productivity growth rates across states. Kumar (2004) measured total factor productivity growth for the industrial manufacturing sector of 15 major states of India for the quantity 1982-83 to 2000-01 using a nonparametric applied math approach. The analysis has also been done to live the sources of TFPG and the level of biases in technical change. Findings of the study signified improvement in TFP. The study acknowledged that regional differences in TFP continue in India, although the magnitude of variation has declined within the post reforms period. Moreover, it's also found that there's a bent of convergence in terms of TFP rate of growth among Indian states during the post reforms period and only the states that were technically efficient at the start of the reforms remain innovative. Seth and Goldar (1989) have studied trends in industrial output in 12 states of India during the number

1960-61 to 1985-86. Confined to the organized manufacturing sector, the expansion rates in industrial output are estimated for 3 sub-periods using the kinked exponential model. consistent with the study, after the 1960s, all states experienced a decline within the rates of economic growth measured in terms of net value added per capita in organized manufacturing (at 1970-71 prices) though the extent of deceleration varied from state to state. Another attempt is made by Trivedi (2004) to interpret inter-state differences in productivity movements in the organized manufacturing sector, during a bigger perspective of employment and output trends. With the period of 1980-81 to 2000-01 just in case of 10 major states of India, the study empirically confirmed the existence of inter-state differences in productivity levels and growth rates. It points out that states, such as Bihar and West Bengal are diverging away instead of converging to the expansion rates of the output of the organized manufacturing sector at the national level.

DATA AND METHODOLOGY

The study was mainly focused on the organized manufacturing sector of India. The objectives of the study were mainly concentrated around estimating and analyzing the performance of the firms like Productivity Profitability and its various components i,e. Concentration ratio, technical change, technical efficiency of the sector along with the other determinants like capital formation, employment and output elasticity, etc. Hence the study was based on empirical analysis of the secondary source of data regarding various variables of determinants of the performance of the industry since the year 2000-01 depending upon the data availability in the public domain. The study drew data from two different sources, i.e., The Annual Survey of industries (ASI), which is published by the Central Statistical Organization, Government of India and Prowess, Centre for Monitoring Indian Economy Pvt. Ltd (CMIE) contains a database of over eleven thousand registered manufacturing companies. Annual survey of Industries consists of data related to various economic variables like the number of factories, fixed capital, the total number of workers, net value-added, gross value added, total emolument and total output regarding the registered or organized manufacturing units of India as a whole and different states both at aggregate and disaggregate sub-sector level. The study made use of secondary data from the various government publications such as Central Statistical Organization (CSO), Government of India, and Economic Survey, Hand Book of Statistics on Indian Economy, RBI and National Account Statistics. The data source of Economic and Political Weekly Research Foundation (EPWRF) and Indiastat.com was also used. The other required was obtained from Statistical Abstract, Bihar and Monthly Bulletin of Index Number of Wholesale Prices in India. To analyze the structural ratio, profitability ratio and concentration ratio at the state level, the same variables mentioned above were also used.

The Data Envelopment Analysis (DEA) based Malmquist Productivity Index approach is intended to be used based upon the availability of suitable data type to measure total factor productivity. The trends of productivity and its components, namely technical efficiency and technical change, will be analyzed. The Data Envelopment Analysis (DEA)

Approach is used for measuring productivity change and efficiency in the Bihar industrial sector. Data Envelopment Analysis (DEA) is the most commonly used non-parametric method across the world for estimating the relative efficiency concerning the best practice frontier. The advantage of using the DEA-based Malmquist index is that the estimation of the production frontier requires fewer observations and assumptions as compared to parametric methods such as stochastic frontier estimation. For assessment of the trends in growth compound annual growth rate(CAGR) method was used and for assessing instability coefficient in variation (CV) method was used

FINDINGS AND CONCLUSIONS

The detailed analysis of the labour, capital and multifactor productivity revealed that labour productivity was continuously increasing but the reverse was observed in capital productivity. For the whole period slumping capital productivity and an upsurge in labour productivity discerned a gloomy employment generation scenario because capital is replacing labour in the manufacturing sector. Due to the Solow swan growth process, the gap between the actual productivity level and the frontier had narrowed down in some of the sectors. Material productivity decreased due to lack of infrastructure resulting in wastage of agricultural produce and supply chain inefficiency. The combination of labour, material and capital productivity led to a decrease in total factor productivity which could become stable only in the last decade. The stability in the total factor productivity was due to the revitalization of the sector due to the renewed government efforts and greater participation of the private players due to the creation of market-driven efficiencies. The trends were more or less the same for the individual industries also but more adverse for the high-value commodities industries due to lagging growth in scale of operation and share in total investment. Besides this, the perishable nature of the product also plays the spoilsport for the sector leading to more inefficiency in the system. Hence increase in the production frontier of the manufacturing industries could be possible only by the way of an increase in the productivity level and to increase production capacity. To support employment quality investment is needed in new technologies and supporting infrastructure and overhead capital. This approach will make the pattern of productivity stable, lead to greater economies of scale and will create skilled employment on a sustainable basis. To do this government has to focus on research and development in the manufacturing sector. A consortium approach to research and development in public-private partnership mode is needed. Moreover, additional investment is needed in new technologies and other supporting infrastructure.

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ARTICLE / 02

New Education Policy 2020 and Women's Education in Rural Bihar

Anup Kumar* and Dharmnath Uraon**

Education has always been a foundation for economic and social development and it will be essential for the knowledge economies of the 21st century. Education manifests itself in many ways like cognitive thinking, affirmative thought system, etc. It brings well-being to society.

Education of women is vital, not only on grounds of social justice but also because it accelerates social transformation. Level of literacy and educational attainment are important indicators of the development of any given society and we cannot exclude rural women in the development of any society as they equally contribute to the progress of the society and largely to the economy.

The last decade in Bihar has seen exceptional development in education. Efforts by the Government of Bihar to increase accessibility to educational facilities in the state are showing signs of positive change. The improvement of the Female Literacy Rate in Bihar during 2001-11 (20 percentage points) was the highest, achieved by any state in India during that period.

Although the growing literacy rates are showing some positive results, still literacy cannot be considered as the only sign of an educated society. On the other hand education rate in Bihar is characterized by wide gaps between the urban and rural women (Urban female literacy is 72.6 per cent & Rural female literacy is 49.6 per cent) as well as in between the male and female population.

The purpose of this paper is to focus on the current status of the women's education level of rural Bihar and benefits from the (NEP) New Education Policy, this paper will also highlight the various issues and challenges associated with it. The ultimate purpose of this paper is to demonstrate some measures to deal with all these barriers.

***Keywords** : Women Education, Female Literacy, Social Development, NEP.*

"If you educate a man you educate an individual, but if you educate a woman you educate a family (nation)."

—Dr. James Emmanuel Kwegyir-Aggrey (1875-1927, Ghana)

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Education has always been a foundation for economic and social development and it will be essential for the knowledge economies of the 21st century. Every issue that our society faces is like a link of a chain. Each issue is connected to another either directly or indirectly. Lack of education and Illiteracy is the mother of all issues as it gives birth, to many other issues like poverty, unemployment, child labor, population burst and many more. Education in India is a key for social and economic progress. Education of girls is vital not only on grounds of social justice but also because it accelerates social transformation. Level of literacy and educational attainment are important indicators of the development of any given society and we cannot exclude women in the development of any society as they contribute about half of the human race.

Literacy and proper Education are game-changer in the effort to advance women's standing in the third world. In Women and Literacy, *Marcela Ballara (1992)* defines literacy as "the apprenticeship for the knowledge needed to cope with everyday needs, including the individual's relationship with the surrounding world". In essence, literacy is a tool for lifelong learning. Gaining literacy expands a woman's opportunities to communicate feelings and needs. According to *Ballara*, not only does literacy help silent women express needs, interests and concerns, but "literacy activities for and with women motivate the organization of women's groups to support collective demands and to seek active participation in development and a better position in society".

Pandit Jawahar Lal Nehru said, *"When women move forward the family moves, the village moves and the nation moves"*. It is essential as their thought and their value systems lead the development of a good family, good society and ultimately a good nation. As Swami Vivekananda said, *"It is impossible to think about the welfare of the world unless the condition of women is improved. a bird can't fly on only one wing"*. The best way of empowering women is perhaps through empowering women with knowledge, skills and abilities. Education is the only way for the actual empowerment of women in the 21st century.

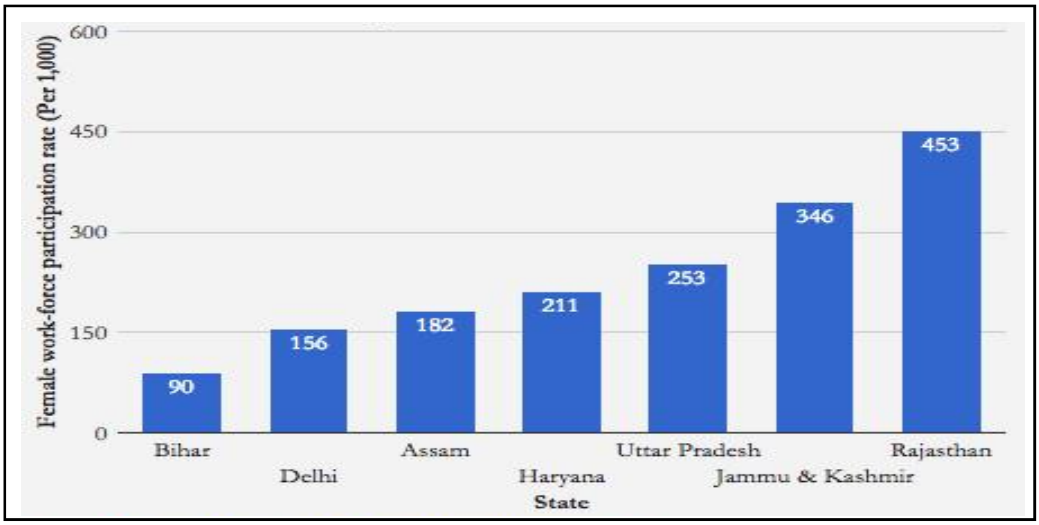
In the light of the present scenario, the purpose of this study is to highlight the current status of women's education in Bihar, causes and the possible remedies of such problems with the strategy of NEP-2020. This study is exploratory and for this purpose, an in-depth analysis has been conducted by referring to the available secondary sources.

1. CONTRIBUTION OF RURAL WOMEN TO SOCIETY

Rural women and girls make up a quarter of the global population. They play a critical role in the economies of both developed and developing countries. In most parts of the developing world, they participate in crop production and livestock care, provide food, water and fuel for their families, and engage in off-farm activities to diversify their families' livelihoods.

Women in India make the major workforce in the agricultural sector. In India, more than 71 per cent of women work as agricultural laborers which become more than 82 per cent when it is confined to rural India only. That means women are doing most of the works that include sowing, weeding, harvesting, carrying, etc. They the state Bihar has the lowest female work are key agents for achieving the transformational economic,

Bihar has India's Lowest Female Work-force Participation Rate

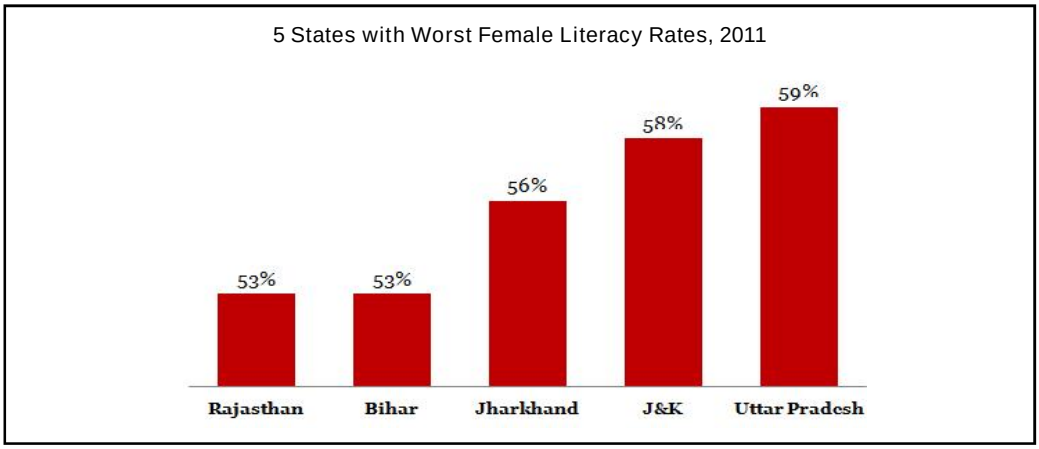


Source : Ministry of Statistics and Programme Implementation.

Figure 1 : Female Work-force Participation in India

environmental and social changes required for sustainable development in our society. Participation of women in economic activities in India has shown tremendous growth over the last few decades.

But, female workforce force participation in Bihar is very low in comparison to other states.



Source : Census, 2011.

Figure 2 : Low Female Literacy Rate States, Census, 2011

2. WOMEN LITERACY IN BIHAR

H. Subrahmanyam (2011) compares women's education in India at present and Past. Author highlighted that there has good progress in the overall enrolment of girl students in schools.

The number of rural girls attending schools is rising, still; illiteracy and access to quality education is the major concern in rural Bihar. A recent study has revealed that the population of Bihar has gone up by 25 per cent in the past decade. This is an alarming rate. All development work and GDP growth rate will come to naught if it has not been controlled. Education at this point plays a vital role in helping stabilise the population as well.

Table 1
Status of Female Literacy All India *vs*. Bihar, Census, 2011

STATUS OF WOMEN: ALL-INDIA VS BIHAR (%)

	MALE		FEMALE	
	ALL-INDIA	BIHAR	ALL-INDIA	BIHAR
Labour force participation rate*	82.7	78.5	33.1	9.0
Worker population ratio*	80.9	76.1	32.3	8.4
Casual labour-employment ratio	29.4	40.9	31.2	49.1
Agriculture worker ratio	43.6	61.4	62.8	72.5
Literacy rate-2011	82.14	73.39	65.46	53.33
Literacy rate-2001	75.26	59.68	53.67	33.12

** 15-59 years age-group according to 'usual' status of principal and subsidiary economic activity.*

Bihar witnessed a growth of 16.3 percentage points in literacy levels from 2001-2011 (Census, India). The last decade in Bihar (2004-14) has seen unprecedented development in education. Efforts by the Government of Bihar to increase accessibility to educational facilities in the state are showing signs of positive change. The literacy rate in Bihar has improved from 47.0 per cent in 2001 to 61.8 per cent in 2011 to 63.82 per cent in 2015. Bihar's improvement in Female Literacy Rate during 2001-11 (20 percentage points) was the highest ever achieved by any state in India during that period. The overall dropout rate and the number of out-of-school children have also declined. The number of higher education institutions increased during the period 2001-15.

Although the growing literacy rates are showing some positive results, still literacy cannot be considered as the only sign of an educated society. On the other hand education rate in Bihar is characterized by wide gaps between the urban and rural women as well as in between the male and female population. These can be illustrated with the following facts—

Table 2
Total Literacy in Bihar

Total number of literates in Bihar	5,96,75,607
• Total number of Male Literates	3,99,78,955
• Total number of Female Literates	1,96,96,652

Source : Census 2011 Report.

Table 3
Literacy Rates in Bihar

Bihar has a total literacy rate	63.82%
• The overall Males literacy rate is	73.39%
• Overall Females literacy rate is	53.53%
• Total Rural literacy rate in Bihar	53.9%
• Male Literacy Rate In Rural Bihar	67.1%
• Female Literacy rate in Rural Bihar	49.6
• Total Urban literacy rate in Bihar	81.9
• Male Literacy Rate in Urban Bihar	89.9
• Female Literacy Rate in Urban Bihar	72.6

Source : Census 2011 Report.

The above facts and figures clearly show that there exists a huge gap while comparing male literacy and female literacy and at the same time the literacy rate of rural areas and urban areas of Bihar. It is also showing that the labor force participation and worker population of Bihar are also comparatively low with the other parts of India. Although Bihar is showing some positive signs in terms of overall literacy rate in the last ten years, still; it is at the bottom of the list. The Female literacy rate of rural Bihar is the lowest in comparison to the other states of India.

3. ISSUES AND CHALLENGES WITH FEMALE LITERACY OF RURAL BIHAR

Although rural women are playing a crucial role in the advancement of agriculture and the economy and largely to the society, several challenges are being faced by the rural women of our society due to various reasons like- gender discrimination, inadequate access to health care, etc. They are also having light access to medical services, less income, limited inheritance and land rights. The females of rural areas are deprived of job security. Injustice, violence and insecurity are the major issues that persist in rural society. The ultimate reason behind all these issues is the lack of having quality education for the women of rural Bihar. There are other burning social issues such as child marriage and gender inequality which are reasons for several social problems. These too can be tackled through girls' education.

The Bihar Government has expressed a strong commitment towards education for all; however, the state still has one of the lowest rural female literacy rates in Asia. This low level of literacy not only hurts rural women's lives but also on their families' lives and their country's economic development.

The following are some of the important factors which could affect the low literacy rate of women of rural Bihar—

Poor School Environment for Girls

In general, the school environment for girls in rural Bihar is not really interesting and encouraging. There are still many schools with poor basic amenities such as drinking water, and toilet facilities, improper building and an inadequate number of teachers especially female teachers preferable for any parents for the safety of their girl children from different types of exploitation and abuse.

The Lower Enrolment Due to Family Responsibilities

The major educational problem faced by girls, especially girls from rural areas, is that although they may be enrolled at the beginning of the year, they do not always remain in school. Girls are often taken out of school to share family responsibilities. Children belonging to low caste families are forced to learn skills and work and not encouraged to go to school due to various factors in the sphere of strict instruction from high caste communities for their selfish motives of keeping them as domestic servants.

The data on school attendance collected by the World Bank shows the proportion of girls attending school decreases with age while for boys it remains stable.

Dowry System

In rural Bihar, dowry refers to the durable goods, cash and real or movable property that the bride's family gives to the bridegroom, his parents or his relatives as a condition of the marriage. The dowry system is thought to put a great financial burden on the bride's family. Dowry system and other social acts as main causes of the neglect of the girl child and discrimination against girl child including the deprivation of the right to education. In some cases, the dowry system leads to the crime against women ranging from emotional abuse, injury to even deaths.

Early Marriage

Early or child marriage in India, according to Indian law, is a marriage where either the woman is below age 18 or the man is below age 21. Most child marriage involves underage women, many of whom are in poor socio-economic conditions. Bihar is the state amongst the highest child marriage rates in India. Rural rates of early marriages were three times higher than urban India rates in 2009 and still, it is on the higher side. There is a high association of female literacy with female age at marriage. By and large the female age at marriage of 18 as prescribed by various legislations not at all followed in India. It is very much ignored and neglected by the families of parents with low literacy.

Priority to Son's Education Compared to Daughter's Education

Many parents view educating sons as an investment because the sons will be responsible for caring for aging parents. On the other hand, parents may see the education of their

daughter as a waste of money as the daughter will eventually live with their husband's families and the parents will not benefit directly from their education.

Poverty

Poverty happens to be the single biggest cause of illiteracy in rural Bihar and a precursor to all other effects. Rural women are found to be economically very poor all over the state. A few women are engaged in services and other activities. So, they need economic power to stand on their legs on per with men. Poverty is considered the greatest threat to peace in the world. Sex slaves are a direct outcome of poverty. In a poor family, girls are the main victims; they are malnourished and are denied the opportunity of better education and another facility. If poverty were not a concern, then the girl child will be able to follow her dreams without concerns of sexual exploitation, domestic abuse and any education or work. Numerous studies show that illiterate women have high levels of fertility, poor nutritional status, low earning potential and little autonomy within the household.

Lack of Adequate Number of Female Teachers

Another barrier to female education is the lack of female teachers. As India is a gender-segregated society, it is a very important factor in the low female literacy rate. It is one of the barriers to girls' education. Girls are more likely to attend school and have higher academic achievement if they have female teachers. This is particularly true in highly gender-segregated societies such as India (Bellew and King, 1993; King, 1990).

Caste Disparities

Severe caste disparities also exist. Specifically, it is on the higher side in the rural part of Bihar. Discrimination of lower castes has resulted in high dropout rates and low enrollment rates.

But despite all reasons, women must understand and realize that education can end the vivacious cycle of poverty, their misfortune so that they can live a life with pride. In case of any misfortune in life, it is education that would help her, not anything else. The the government should work towards the number, distance and quality of schools in rural as well as urban India. We should encourage the girl child is getting an education to create a balanced and educated society.

4. COLLABORATIVE EFFORTS AND INCENTIVES FOR THE BETTERMENT OF RURAL WOMEN'S EDUCATION

The cause for female education has attracted the efforts of many organizations and governments, and different initiatives have proven the importance of financial incentives, non-formal training, the hiring of women in the education sector, and community engagement. Financial incentives have been used both to encourage educators to enter the field of girls' education and especially enabling the rural girls to come into the main flow of development. Following are some of the major initiatives taken by the Government from time to time for the betterment of women education in rural Bihar—

Educational Schemes by Government of Bihar

- Fund Released under Maulana Azad National Fellowship for Students Belonging to Minority Communities in Bihar (2011-2012 to 2014-2015-up to 24.02.2015).
- Kasturba Gandhi Balika Vidyalayas (KGBVs) Operational and Girls Enrollment in Bihar (2011-2012 to 2014-2015)

Sarva Shiksha Abhiyaan (SSA) (1987-2016)

It is an Indian programmed aimed at the universalisation of elementary education "in a time-bound manner", as mandated by the 86th Amendment to the Constitution of India making free and compulsory education to children between the ages of 6 to 14 a fundamental right. The program was pioneered by former Indian Prime Minister Atal Bihari Vajpayee.

Balika Poshak Yojana

A scheme to provide school uniforms to girls in middle school gives girl students from Class VI to VIII Rs. 700 every year for purchasing two pairs of uniforms under the Balika Poshak Yojana.

Mukhyamantri Balika Cycle Yojana

According to the Mukhyamantri Balika Cycle Yojana, all girls are to be given bicycles free of cost by the State Government after getting admission to Class IX. The scheme mandates a cash transfer of Rs. 2,000 per girl child to purchase a bicycle within a stipulated time.

Mukhya Mantri Akshar Anchal Yojana

This adult literacy programme was launched by the government of Bihar in September 2009 to address high levels of illiteracy among women. With an allocation of Rs 52.6 crores, it aimed to make 40 lakh illiterate women in the age group of 15-35 years literate within 6 months.

It was found that many women in the survey villages participated in this adult literacy programme. The Akshar Aanchal Yojana was popular with illiterate women in poor communities. The classes were usually held at the local school after school hours.

Mahila Akshar Anchal Yojana

It has shown very good results and of the 40 lakh women covered under the scheme, more than 35 lakh have already been made literate. This helped increase the decadal literacy growth in the state more than any other state.

Source : Extracted from- http://www.biharstat.com/education.

5. MAJOR STRATEGY FOR WOMEN EDUCATION UNDER NEW EDUCATION POLICY 2020

The potential of education to empower often goes unrecognized. It is a tool capable of empowering women to overcome societal barriers, thereby making women's lives safer and more secure. When fully capitalized through effective institutions and sufficient funding, education can stem existing gender inequalities in India. It can mitigate the harm caused by poverty and eradicate child labour, early marriage and violence.

While India's education system is plagued by some gender-neutral issues like inadequate infrastructure, the widening gender gap within education is not a niche issue. When an education system is incapable of catering equally to the needs of its boys and girls, holistic national human development is compromised. Economic development is also hindered—India loses up to 0.30 per cent (equivalent to USD 6.79 billion) every year on account of the 56 million children dropping out of school.

The need for a girl-child-specific policy to redress growing gender imbalances in access to education was first recognized in the National Policy on Education in 1986. Since then, there have been several centre and state-run programs that have aimed to provide separate schools for girls, free learning resources, transport facilities, etc. Despite these efforts, equity is far from being realized. The 2011 Census recorded India's female literacy rate at 65.46 per cent, a figure significantly lower than the male literacy rate (82.14%) *and* the world average (79.7%). There are outliers, with female literacy rates in Kerala (92.07%) and Bihar (51.5%) as prime examples. Contrary to the common perception of it being a largely rural problem, studies show that only 14 in 100 girls reach Class XII in urban cities.

> "The fastest way to change the world is to mobilize the women of the world."
>
> —Charles Malikleo

The RTE Act has been successful in stabilizing girls' access to primary education, with a gender gap of just 1 per cent between enrollment rates at the primary school level. All of this changes after the age of 14, when education is no longer a state-sponsored guarantee. Enrollment gaps steadily grow thereafter, reaching 4.3 per cent for 18 year-olds as of 2017. The NCPCR report states that 40 per cent of adolescent girls in the 15-18 age bracket do not attend any educational institution whatsoever. Further, almost 65 per cent of them are "either engaged in household activities, are dependents, or, are engaged in begging, etc." This makes it clear that the right of adolescent girls to education is being indirectly annulled because of a system that does not accommodate their restrained societal positions.

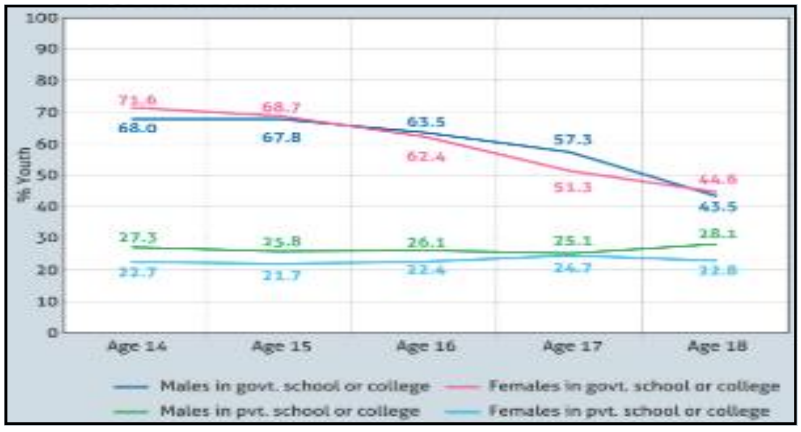
The 2017 National Colloquium Report of the National Commission for Protection of Child Rights prescribed a range of immediate policy interventions for re-engaging adolescent girls who have dropped out of the education system in the vocational sphere. It recommends redefining the entry-level age of 18 years for certain vocational training programs, thereby providing opportunities for girls as young as 14 years.

The CLPR Act 2016 prohibits the employment of children within the age group of 14-18 years in hazardous occupations. Still, the working-age of children in non-hazardous industries must also be clarified and standardized. The NCPCR also recommended extending the RGSEAG to cover 15 to 18-year-old girls, instead of covering only the 11-14 age bracket. In terms of long-term policy interventions, separate schemes for vocational training (which integrate life skills into the syllabus) should be introduced earlier to upper-primary school students.

While these are efforts to productively redirect the engagement of school dropouts, the primary focus should be on ensuring improved accessibility and quality of education imparted to ensure that no girl is compelled to drop out in the first place.

Accessibility includes accounting for the affordability of quality public education necessary for girls' enrollment in schools. Although the number of private schools which provide quality education, infrastructure and support to girls is on the rise, affordability is a significant barrier for poor families. Widening the ambit of the RTE Act to include secondary education would ensure the girls have access to free education even beyond the 8th standard. Unfortunately, this may not be feasible under the current 3.48 per cent of the budget allocated to education. Public-Private-Partnerships in education presents a more viable alternative by combining the facilities and infrastructure of private education with government subsidization for those from economically weaker sections of society.

The ASER report suggests that the predominant reason for girls dropping out is family constraints (32.5% of girls at the secondary level), but this can be changed through awareness programs to convince families and girls themselves that education has direct socio-economic benefits. All this will go to waste if girls are dropping out on account of the poor education offered in itself. Fundamentally, public schools need to be more sensitive to the needs of girls. For instance, a study by Dasra in 2016 revealed that 23 per cent of girls dropped out due to the lack of toilets in schools.



Source : ASER, 2017.

Figure 3 : Percentage Youth Currently Enrolled in School or College, by Age Type of Institution and Gender

Long-term policy intervention can improve access, ensure school completion, and improve the impact that learning can have on girls. Replacing the existing National Education Policy (NEP) which was last revised in 1992; the new National Education Policy 2020 has been slated to focus on girl's education in terms of improving accessibility and quality. If it can change the systemic indifference to the needs of Indian girls, it will prove beneficial not just for women in India, but Indian society on the whole.

Despite some progressive provisions in the policy, which promises an overhaul of the education system—the first such move in 34 years—such as a Gender Inclusion Fund toward equitable education for girls as well as transgender students and a substantial increase in public investment to bring education spending to 6 per cent of gross domestic product, there are growing concerns about its implications on girls' education.

"I fear it will be harder to convince families to send their children to school because schools will become unaffordable and girls will start dropping out. Child marriage and child labor will increase," said Rehman, who works at Navbharat Samaj Kalyan Samity, an organization that works on community development in 500 villages of western Uttar Pradesh.

She is referring to a provision in the new policy that boosts public-private partnership in education—with this, there are concerns that many schools will become privatized and will no longer be free and accessible to all. Low-income families will not be able to afford school fees, which may impact girls more.

A report by the National Commission for Protection of Child Rights indicates that 40 per cent of girls in the 15-18 age brackets are out of school. Accessibility, affordability, and patriarchal social structures are the most significant barriers.

"A whole generation is at the risk of being wiped out because the policy is based on exclusion", said Madhu Prasad, spokesperson at the All India Forum for Right to Education.

Exclusion happens on many levels. For example, the policy doesn't address the issue of gender, said Jyotsna Jha, director at the Centre for Budget and Policy Studies.

"It says the Gender Inclusion Fund will be available to states based on priorities decided by the center. What does that mean? It doesn't talk about girls' education, only gender identity and sensitivity, respect for women, the idea of sacrifice but it undermines the whole issue of gender discrimination and reforms for equity in education."

A major worry for experts is the threat to neighborhood schools, so far a boon for girls who cannot travel far from home to study and one of the reasons for the rise in school enrolments in the last few years.

The policy talks about the consolidation of school complexes, so schools with too few students will be shut down. "How will the state and union government determine rationalization without compromising on accessibility?" asked Anubhuti Patra, the India representative at the Malala Fund.

Past trends show that this approach of consolidation has led to school closures in several states. "Increased distances to schools have often been the reason behind girls dropping out of school or not enrolling altogether," she added.

Significantly, rationalizing distances to school to 5-10 km, as the policy does, is a dilution of Right To Education norms. According to the RTE forum, 1,47,494 schools had been closed by 2017 in 13 states. Ambarish Rai, the convener at the RTE Forum, estimated about 25 per cent of the existing schools in India will be shut down when the policy's consolidation provision is implemented.

The closure of primary schools and the establishment of school complexes—a cluster of around 30 public schools from foundational to secondary stage within a limited area—will endanger access. It may lead to excessive dependence on measures like Open School, the national distance learning program.

"One of the major challenges would be towards the transition of girls from primary to secondary. The policy doesn't talk about the extension of the RTE Act to cover 15-18-year-olds, where the poorest rates of transition take place as their low accessibility to schools leads to a high cost of transportation. The number of secondary schools is already low and girls have to pay a fee to study there—an investment that parents are in many cases [s] unable to make," Malala Fund's Patra said.

The National Education Policy (NEP) 2020, from a birds-eye view, looks promising: The schooling years are divided into several sections with programme outcomes specified for each level. It talks about the focus on discovery, preparation, abstract thinking and multidisciplinary learning and that with technology redefining probably everything around us, the concept of education must also be revamped to meet the needs of the learners today.

However, before one jumps to applauding the NEP, one requires a deep dive into the current challenges that India's education system faces at the grassroots level—the issue of bringing kids to school, retaining students (especially girls) in school, enabling teachers to deliver the NEP-imagined curriculums, creating and enabling sufficient technological infrastructure, delivering the committed education budgets and ensuring that every educated Indian is employable.

What we need to further question is if this NEP ensures that it will not exacerbate the current educational divide between the marginalized and the privileged, and the rural and the urban children. Moreover, there is a severe dearth of trained personnel in the country. Not to forget the unfortunate situation that the teachers of today are also the products of the current education system—and hence we need a system that equips knowledge facilitators to understand the nuances of this novel ecosystem. Interestingly, the NEP relies upon Anganwadi workers, already overburdened with numerous public health and nutrition duties, for delivering quality "Early Childhood Care and Education" (ECCE).

To train them to meet ECCE standards through six-month diploma courses would itself be a Herculean task. Over 10 lakh vacancies are still open at the school level; leave alone the matter of several insufficiently skilled PGTs and TGTs. Moreover, conditions in Aganwadi centers remain abysmally poor. Figures from December 2019 show that over 3 lakh Aganwadi centres don't have proper toilets and over 1.5 lakh lack potable drinking water. Can they be expected to meet and deliver the ambitious ECCE quality

targets set by the NEP? The provision to provide multidisciplinary study options cannot be implemented in rural schools where the student-teacher ratio is too high.

This has to be facilitated with heavy funds and infrastructure coupled with a large teaching faculty. The 'good to have' modern pedagogies, values, skills, and learning methods were already present in the National Curriculum Framework of 2005. The policy also covers alternate curriculum subjects like yoga, Indian philosophy and Adivasi/ indigenous ways of learning in the syllabus. But upskilling teachers, who presently struggle even to teach the basic syllabus at the primary level, is not easy.

The NEP also lays focus on digital and distance learning to increase the gross enrolment ratio from 26 per cent to over 50 per cent. However, the primary reasons for dropping out of schools such as child marriage and child labour remain unaddressed in the policy. It also lacks clarity about the employability value of the open learning courses. The absence of digital infrastructure will lead to the further segregation of the poor and disadvantaged, creating a "digital divide" that will grow even stronger due to the absence of or limited internet connectivity/access to technology in rural areas.

As per UDISE+ (Unified District Information on School Education, Department of School Education, Government of India), only 9.85 per cent of government schools have a functional computer and 4.09 per cent have an internet connection. This itself puts into question the overwhelming reliance on online education in NEP 2020. The NEP recommends spending 6 per cent of GDP on education. However, spending on education has fallen from 4.14 per cent in 2014-15 to 3.2 per cent in 2020-21. Even this amount may get cut down by 40 per cent owing to the coronavirus pandemic in the current year, bringing the education spending to just 2 per cent of the total budget. There is hence no clarity on whether the NEP proposes financing of 6 per cent of GDP to come from public funds or private investments.

The fear is that such unstructured commitments may further privatize, commercialize and overly centralize education, thus taking away the autonomy from well-functioning institutes, and also lead to sudden fee hikes and reduction in employment security of the academic staff. As a nation aiming for a humongous $5 trillion economy, the NEP has to set the course right in attaining the educational goals. We need to rebuild our universities rather than inviting universities from other countries, improve our research infrastructure, and create a strong ecosystem of learning, unlearning and relearning—coupled with inculcating a culture of critical thinking, innovation and research.

This should be so systematically executed that it ensures India reclaims its rightful place in the mantle of world education. We should also not miss out on real issues like poor infrastructure, poor research facilities, and shortage of teachers, unhealthy government schools and the high number of student dropouts.

7. CONCLUSION

Not only the government but every literate citizen should contribute to battling the evil spirit of illiteracy. Our motto should be "each one teaches one" If we are to become a

developed state. It's now the turn of the youth to step up and take the responsibility on their shoulders to take the rural women of this state towards the light of literacy.

President of United States, Barak Obama said, *"Change will not come if we wait for some other person or some other time. We are the ones we have been waiting for. We are the change that we seek"*. The time for the change is now. There is a need to redefine the status and role of rural women. There is a need to formulate reducing feminized poverty, promoting education of women, and prevention and eliminating of violence against women, specifically the rural part of our society.

The government as well as NGOs have been working on solving this problem of how we can eradicate illiteracy in rural Bihar for both children and females. In a way to achieve the ultimate goal of quality education and reach of education, the following measures can be helpful :

1. Creating better schooling programs.
2. Creating better health care more accessible in the rural part of the state.
3. The son preference that has resulted in sex imbalances and excess mortality among girls needs to be addressed.
4. Achieve appropriate student-teacher ratio with quality of teaching.
5. Bring back the dropout children.
6. Proper monitoring to discover corruption in welfare schemes implemented by the Government from time to time.
7. Providing a sufficient number of schools and educational facilities so that girls don't have to travel a long distance.
8. Emphasize vocational education in the rural part of the state as well.
9. Promoting career-oriented approach in education.
10. Motivate the girls to opt for the field of their choice.
11. To remove the present imbalances, extend access by supporting existing institutions, establishing new institutions, supporting government and non-government organizations, civil society to supplement public efforts.
12. Promote the quality of higher education by investing in infrastructure and faculty, promoting academic reforms, improving governance and institutional restructuring towards the inclusion of the yet deprived communities.

Other than the above-mentioned methods, the method of communication and media can facilitate development by encouraging dialogue and debate. Furthermore, they can give a voice to rural women, thus enabling them to articulate their development agendas. Similarly, by fostering the exchange of knowledge and information, communication can stimulate women's awareness and motivation, allowing them to make informed decisions on the crucial issues affecting their lives and education is one of such important decisions.

In a way, educated women can uplift her life as well as the quality of their life and their entire family.

As Mahatma Gandhi said, *"Educate one man, you educate one person, but educate a woman, you educate a whole civilization."*

Gandhi believed women could do much to transform India on all levels. Today let us pledge to create an atmosphere of equality for the girl child. Let's work together to remove this hazard from society. We have a long way to go, but we will get there someday.

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ARTICLE / 03

Sustainable Development Goal and New Education Policy, 2020 : New Opportunity and Direction for Nation

Dalip Kumar*

The need for major reforms in Education Policy 1986 was felt to produce quality Human Resources in India. With the turn of the century, the old traditional policy could not cater to the needs of the highly globalizing world and India's ongoing development process. The New Education Policy was long-awaited. The government of India has replaced the 34-year-old National Policy on Education, which was framed in 1986, with the New Education Policy (NEP) of 2020. First National Education Policy came in 1968 and second in 1986, under Indira Gandhi and Rajiv Gandhi respectively. The NEP of 1986 was revised in 1992 when P.V. Narasimha Rao was the Prime Minister. The third is the NEP 2020 released under the leadership of Narendra Modi. The New Education Policy (NEP) 2020 envisages a broad-based multidisciplinary holistic approach. It aims at improving Under Graduate education by introducing a flexible curriculum, creative combination of subjects, integration of vocational education and multiple exits and entry points with appropriate certification.

Traditional education could not cope up with the new challenges of development in the rapidly transforming world after globalization as well as the information and knowledge revolution. It is being replaced by NEP 2020 to build character and to create holistic as well as all-rounded individuals. It will be able to prepare human resources equipped with specific skills.

It will help the process of integration and incorporation at each stage of learning right from pre-schooling to higher education. In the new system curriculum content in each subject will be reduced to core essentials. It will be designed to create a conducive environment for critical thinking and more holistic education. It will promote inquiry-

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based, discovery-based, discussion-based and analysis-based learning. The whole idea of the policy is to impart education more interactively. It will help in skill up-gradation, reduce stress and prepare the young workforce for future job requirements.

The NEP 2020 is also in line with Goal 4 of the United Nations Sustainable Development Goals (SDG 2030), which believes equal access to education is the base of sustainable development. For changing socio-economic conditions of the country demands the overall transformation of the education system to achieve the goals fixed by the United Nations (UN) from the Millennium Development Goals (MDGs) to SDGs. The MDG, the Right to Free and Compulsory Education Act, 2009, and Education for All's (EFA) focus on the improvement of primary and secondary school enrollment and quality of education. These goals also focus on the gender gap between male and female participation at all levels. Sustainable Development is framed by 5 key objectives: (1) People—to end poverty and hunger; (2) Planet—to protect the planet from degradation (3) Prosperity—to ensure that all human beings can enjoy prosperous and fulfilling lives (4) Peace—to foster peaceful, just and inclusive societies and (5) Partnership—to mobilize the means required to implement this Agenda through a revitalized global partnership for sustainable development.

SDG-4, and its corresponding targets and means of implementation, aim to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." NEP 2020 will strengthen all the citizens of the country by enhancing their skills and knowledge. This NEP complete changes of the Indian educational system from pre-primary to higher education along with curricular reform to institutional reform in a phased manner, which will help India to achieve SDG objectives. SDG 4 has a target of elimination of gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. The main objective of NEP 2020 is to establish India as "a global knowledge superpower" by providing quality education, encouraging innovation and by cultivating sound research culture. Another major focus of NEP 2020 to achieve the targets of UNSDG on education is increasing technological advancement at all the level of education so that the classroom experience and process could be improved. Technological advancement will lead to professional developments among teachers.

Education is a fundamental human right and duty of the government to ensure universal access to inclusive and equitable quality education. Education shall aim at the full development of the human personality and promote mutual understanding among the family, friends and society. To maintain quality education civil society, teachers and educators, the private sector, communities, families, youth and children all have important roles to play. Quality education can ensure that girls and boys, women and men not only gain access to and complete education cycles but are empowered equally. All girls and boys, women and men, should have equal opportunity to enjoy education of high quality, achieve at equal levels and enjoy equal benefits from education. NEP 2020 is based on

the 5+3+3+4 years system instead of the 10+2 system. At the foundational level, the focus of the policy is to encourage play and activity-based learning among children.

The purpose of education is to enable individuals to live in a society in a manner that will holistically ensure their development. High drop-out rates and low attendance continue to be a challenge at primary and secondary levels. Students will also be given multiple exit options within this period. Colleges will have to grant a certificate to a student if they would like to leave after completing 1 year. There are so many barriers in access to education across regions, economic categories, social groups and gender which cannot be simplified into public versus private. Several factors constitute barriers to the achievement and accessing of the 'Right to Education' to all in India. These factors are rising cost of education, uneven availability of educational facilities, lack of proper implementation of policies, lesser priority to implement government agenda, socio-cultural beliefs and practices, poor quality of teachers, corruption, a low commitment of the state to provide quality public education, etc.

NEP 2020 focus on vocational studies. Every child to learn at least one vocation such as carpentry, electric work, metalwork, gardening, pottery making, etc. Vocational education to be introduced in schools from Class 6 and will include internships as well. NEP2020 targeted by the end of 2025, at least 50 per cent of learners through the school and higher education system shall have exposure to vocational education.

NEP AND LANGUAGES INDIGENOUS

The New Education Policy (NEP) proposes the setting up of an Indian Institute of Translation and Interpretation (IITI) while also laying significant emphasis on Sanskrit and other Indian languages. Sanskrit and all Indian language institutes and departments across the country will be significantly strengthened. Classical language institutes will aim to be merged with universities, while maintaining their autonomy, so that faculty may work, and students. The current discourse on the three-language formula mandated in the National Education Policy 2020 has invited the same kind of opposition since it opens up avenues to negate the value and the identity of the multitude of languages and cultures that shape the nation-state. As per the Census of India, there are 1635 rationalised mother tongues, 234 identifiable mother tongues and 22 major languages. In 1941, for example, Swami Sahajanand Saraswati, a veteran leader of farmers and the indigenous communities of India highlighted pertinent issues related to education to the original indigenous tribes of Jharkhand. It is important here to explain that in 1941 Jharkhand was a combination of hilly and forest areas of some tribal part of Bihar, Chhattisgarh and Orissa. Swamiji exposed the ongoing discriminatory policies and practices in the field of education and tribal languages to the peasants of Jharkhand. Some Important tribal languages are Santali, Ho, Soura, Munda and Kui. Tribal languages are a treasure of knowledge about a region's flora, fauna and medicinal plants. This policy helps bridge the gap between home and school languages and validates the child's home culture and traditional knowledge, thus enabling better learning. But there was a considerably adequate

number of schools and colleges in rural Bihar and Jharkhand but all were centralized on the District and Block level. UNESCO has put Asur, Birhor and Korwa in its list of the world's endangered languages with Birhor being categorised as 'Critically Endangered, with just 2,000 speakers left.

Swami Sahajanand Observes

"Though missionaries were active in the region mission schools were meant for upper strata and outsiders dwelling in markets or towns. For the last twenty years or more, the education Secretary of Bihar has been an Indian. What has been done to educate the voiceless peasants of Jharkhand during this time? What serious attempt has been made in this direction? What was the amount this department recommended that government should spend on education?" (Translated by Hauser, 1994).

These were not intended for poor advice that lived in remote backward villages. It reflected the neglecting attitude towards the spread of education among poor advice peasants. (Houser,1994). Swamiji lamented the cruel fact that not a single school was there to impart education in Santhali, Oraon, Ho, or other tribal languages. He was of the firm opinion that primary education should be imparted through the mother tongue. All the schools adopted the medium of Hindi and Bengali and not in their languages. He said "On the one hand the Adivasis are already deprived and backward. As a result, their children are little able to take advantage of any opportunities which might be available. Secondly, what a great injustice it is to teach them through a language with which they have had no contact from birth! Such education is like prescribing poison for them in the process their minds are dulled rather than improved." (Hauser,1994).

In this regard, Swami Jee cited the pragmatic policy of the Soviet Union. There are tribes (Jatiyan) like the Tajik and other familiar names. 'Tajik' race people in the USSR did not have any script or written book of their language, but it is to the credit of the Soviet Government that it had evolved new alphabets for them and new books have been written in their local languages. Nothing like this was done in Jharkhand. Even if there were a few schools, those were only Bengali or Hindi medium schools that could not bring light to the lives of poor ignorant Adivasi peasants. The continuing illiteracy and ignorance helped perpetuate the discrimination, exploitation and atrocities on poor tribal.

This policy has directed focus on students' mother tongue as the medium of instruction even as it sticks to the 'three language formula' but also mandates that no language would be imposed on anyone. NEP 2020 allows schools to teach in the mother tongue. Students will have the liberty to choose subjects they would like to study across streams. The NEP states: "Wherever possible, students till Class 5 in schools should be taught in mother tongue/regional language/local language." The idea behind mother-tongue teaching is not to stop, hamper English-medium teaching. There is a line in the policy document that says teachers can be bi-lingual with their medium of instruction. This policy reduced drop out of school students and able to come back to educational institutes. If stop drops out of school students automatically increase the Gross Enrolment Ratio (GER) in higher education including vocational education.

STATUS OF GROSS ENROLMENT RATIO AND TEACHERS POSITION

Gross enrollment ratio is the ratio of total enrollment, regardless of age, to the population of the age group that officially corresponds to the level of education shown. Tertiary education, whether or not to an advanced research qualification, normally requires, as a minimum condition of admission, the successful completion of education at the secondary level. This policy has targeted to increase GER in higher education from 26.3 per cent in 2018 to 50 per cent by 2035 and aims to add 3.5 crore new seats to higher education institutions. It proposed equal educational opportunities especially for Scheduled Tribes (ST), Scheduled Caste (SC) and women, and to ensure social integration and boost GER. (Mony,2020). Gross Enrolment Ratio (GER) in Higher education in India is 26.3 per cent, which is calculated for the 18-23 years of age group. For Scheduled Castes, it is 23 per cent and for Scheduled Tribes, it is 17.2 per cent. (AISHE 2019). GER for the male population at all Indian level is 26.3 per cent whereas for SC Males it is 22.7 per cent and 17.9 per cent for ST males. Similarly, GER for the female population at all Indian level is 26.4 per cent whereas for SC female it is 23.3 per cent and for ST female, it is 16.5 per cent. Sikkim is the highest GER in 2018-19. Among the large states, Tamil Nadu ranks first with a GER of 49 per cent followed by Delhi (46.3%), Himachal Pradesh (39.6%), Uttarakhand (39.1%), Kerala (37%) and Telangana (36.2%). Even states like Maharashtra and Gujarat have recorded GER of 32 per cent and 20.4 per cent, respectively (Jaiswal,2019).

The average GER in higher education for 2019 based on 47 countries was 35.91 per cent. The highest value was in Macao: 100 per cent, China 54 per cent India 28.5 per cent Bangladesh 24 per cent , Sri Lanka 21 per cent, Nepal 13 per cent and the lowest value was in Tanzania: 3.09 per cent. (UNESCO-2019). In higher education sector - central, state and private universities - is facing a shortfall of over 5 lakh teachers. “India is short of professors, with 6,600 posts vacant in central universities, a shortfall of 33 per cent. In IITs and state universities, 35 per cent and 38 per cent of vacancies need to be filled respectively. A big shortfall of teachers in higher education. Available data shows that this shortfall in faculty is being bridged by using large numbers of ad hoc or part-time faculty. However, institutions with a high number of ad hoc or part-time faculty perform poorly in terms of teaching quality. As per data of All India Survey on Higher Education statistics, while the student enrolment in higher education institutes has increased from 32.3 million in 2013-14 to 36.6 million in 2017-18, the total number of teachers has declined from 13,67,535 to 12,84,755 during the same period. Among the eight countries compared, India’s student-teacher ratio in higher education has turned out to be the lowest—against Sweden’s 12:1, Britain’s 16:1, Russia’s 10:1 and Canada’s 9:1, Brazil’s and China’s both 19:1 while India’s 24:1. (Singh,2019).

Out of total no. of 14,16,299 teachers in Higher education for 2018-19 about 57.85 per cent are male teachers and 42.15 per cent are female teachers. The lowest gender proportion is recorded in Bihar where the female to male teachers’ ratio is 1:4 which in percentage terms is 78.97 per cent for males and only 21.03 per cent for female teachers. Jharkhand comes close second with 69.8 per cent male teachers and 30.2 per cent female

teachers. At the All-India level, teachers belonging to the General category are more than half, i.e. 56.7 per cent of the total number of teachers in India; OBC follows with 32.1 per cent; while SC and ST with 8.8 per cent and 2.36 per cent respectively. Details can be seen in Figure 1. About 5.4 per cent of teachers come from the Muslim minority group, and 9.2 per cent are 20 from other minority groups.

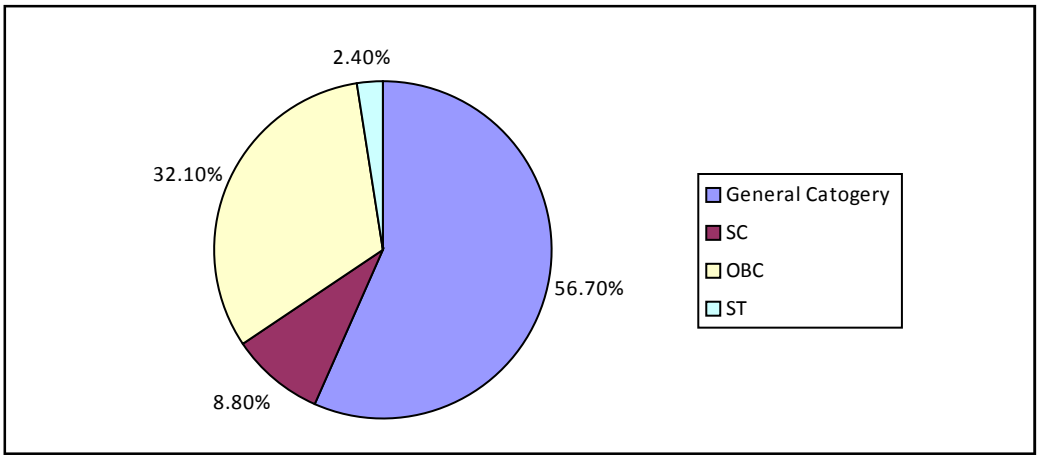

Figure 1 : Distribution of Teaching Staffs by Social Categories 2019

There is a need for the hours to promote tribal indigenous languages as a medium of communication and education in tribal-dominated districts. It can significantly reduce the communication gap and school dropout rate. However, the NEP 2020 is supposed to bring out a drastic change in the existing education system both in terms of quantity expansion and quality improvement but some experienced educationists and policymakers have doubts about the success of the system. They take it as "old wine in new bottle '. Based on experience, they think that the new policy will meet its fate as many other good policies due to incompetence and corruption. The policy implementation will take the path of power decentralization which has more chances of corruption. The new system will achieve the long-awaited universalization of primary education.

Barriers of NEP

NEP2020 addresses the current challenges such as poor literacy level, high dropouts and a lack of a multidisciplinary approach. But, it does not clearly define the milestones or proposes financial commitments to execute the plan. Barriers to education occur on both supply and demand sides. The supply side includes institutional, infrastructural, and school-related factors. Institutional factors include policies and decision-making at the governmental level and low public funding. Infrastructural factors include the physical school structure such as basic sanitation/toilet facilities, drinking water, playground, transportation facilities, educational aids, etc. School-related factors include barriers such

as gender-based violence, gender discrimination, sexual harassment, biased course materials, and lack of relevance of the curriculum which does not help the child in earning endeavor in the later phase of life. The demand side of education is faced with barriers which socio-cultural and socio-economic factors. Socio-cultural issues refer to the roles and responsibilities such as a traditional view of a women's role in society, pregnancy and early marriage, and a negative perception of girls' education. Socio-economic factors refer to the direct or indirect cost of schooling including school fees, poverty, early workforce entry, and a mismatch between education and labour market demands. Generally, the quality of education has been poor in government schools. So parents have lost their confidence in government schools.

Major barriers and blocks to access to education may be summarized as:

1. A lack of funding for education
2. Having no teacher, or having an untrained teacher
3. No proper classroom
4. A lack of learning materials
5. The exclusion of children with disabilities
6. Being the gender issue
7. Distance from home to school
8. Poverty, Hunger and poor nutrition
9. Job Linkage

There are many barriers to school transformation through meaningful student involvement, student voice and student engagement. Barriers to education exist both for schools and families. Some barriers are created due to limited resources, while others originate from the beliefs, perceptions, and attitudes of families and school staff. Children having an educated percentage get the upper hand in terms of grading and marks scoring. Completion of homework, better attendance, and more positive attitudes and behaviors also contribute to restricted growth in education. The number of single-parent families, and families living in poverty, is growing. Stresses with jobs, financial constraints, and the demands on their time may be reasons that families are not actively involved in schools. Some families may feel intimidated by teachers, principals, and other school personnel. They may not feel that they have anything valuable to contribute to at the school. They may have had negative school experiences and negative feelings towards schools and teachers. Some families may not understand, speak, or read English well and may not understand newsletters, flyers, notes home, or speakers. Due to pervasive, systemic barriers in education rooted in racial and gender bias and stereotypes, girls are faring worse than boys at the national level.

National Education Policy 2020, is an attempt to address most of the barrios of the education system, which have been pending since long back. Our educational policies and practices must open the doors of opportunity for all – regardless of race or gender. Make phone calls, home visits, or provision for video messaging to families with low literacy levels. Work with local libraries to form literacy groups and adult literacy

programs. The new education policy would help bring about many positive changes in the education system in the country and would equally benefit both students and their parents some important initiatives being taken in this new education policy. This will help the students and parents access education. Under the e-pathshala programme, books will be made available online free of cost. Under other parents would be directly involved in the educational activities of their children and could get in touch with teachers directly through mobile phone.

No doubt the system is slated to make India a knowledge treasure of the whole world but its success depends on the people at the helm of the education department. If they are not well educated and enlightened, if they are narrow-minded and inefficient, the new policy may collapse just as the Bihar government's Prohibition policy is collapsing. Let's hope that the right persons will be engaged everywhere in the implementation of NEP. If it is done with honesty and sincerity, India's rise as a world power will become easier and India will very soon regain the lost glory of *Vishwa Guru*. For the proper implementation of NEP, there is an urgent need of revamping the types of machinery and strict monitoring. The policy is in line with the sustained development goal. It is well-tuned with P.M Modi's clarion call of 'Atma Nirbhar Bharat. Only corruption-free and efficient working at all levels from top to bottom can ensure the desired goal of NEP. If that is done with utmost sincerity and honesty, India can do a miracle, India can move faster to achieve the world power status in the world. India can become a knowledge- treasure and regain the glory of 'Jagad Guru'.

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ARTICLE / 04

Transformation of Future Generations in Indian through National Education Policy, 2020 : A Study of Specific Objectives and Challenges

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All developmental activities need to be backed up with a dynamic system of education. The progresses in science and technology have resulted in transformation of applications by leaps and bounds in the last 50 years. Usage of future is difficult to predict even today due to the fast pace of advancements. The challenges posed calls for an educational structure that is up to date with all the major advances in Science and technology. On the global map India represents 1/6th of the total human force. India's contribution to the global development should be in accordance with the representation of human force on earth. Upgradation in the education policy in India had been slow lately with this update coming after a gap of 34 years. A revamped comprehensive framework of education system in India is given by the New Education Policy 2020. Cabinet approves new education policy 2020 in India on 29 July 2020. Now education up to class five will be done in mother tongue. In this policy, 6% of GDP will be spent on education. The first education policy in the country was started by Indira Gandhi in 1968.The policy extends its horizons to include education from primary to higher level, focusing on internet-based e- learning, vocational as well as technical education. The policy is drafted in harmony with the principles of United Nations (UN) 2030 agenda of sustainable development. Affordability, Access, Quality, Accountability and Equity are the five founding pillars of this policy to build the new education system of India. A massive structural overhaul is required in the Indian education system for implementing this policy successfully. This paper aims to provide some understanding of the various facets of the New Education Policy 2020 and its alignment with the 2030 targets of Sustainable Development Goals of the United Nations. It also makes an attempt to look at the steps required to be taken by India to achieve the objectives with caution. The paper gives an insight on how quality education for all along with global value objective can be achieved despite some challenges in execution and major loopholes.

The foundation of building an equitable society and human capital is education. Economic growth, Equity, Social justice and Innovations in any country are determined to a large

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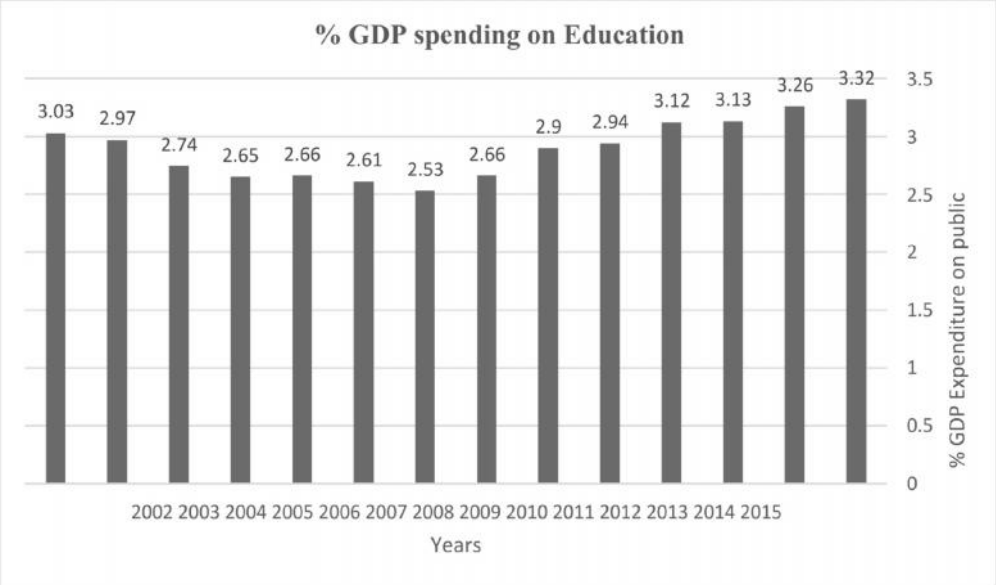
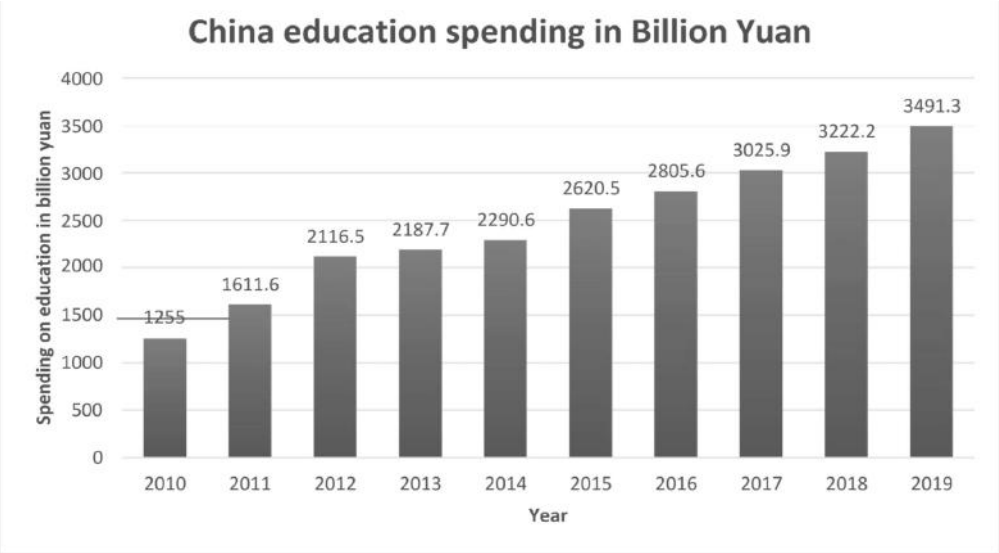
extent by the quality of education in the country (Mundy, Green, Lingard & Verger, 2016; Ball, 2016). For the protection and strengthening of the fundamental freedom of people Article 26 was adopted from the United Nations declaration on human rights (1948) which emphasized on free and compulsory education at elementary stage at least (Claude, 2005). In India children aged between 6-14 years were provided with free access to primary education with the enactment of Right to Education Act 2009. 25% reservations are also in force for the marginal section of society in the Indian Education system (Chhokar, 2010). India spent an amount of 305.28 billion USD on education in year 2018-2019 which amounts to 3% of the country's total GDP and ranked 62nd in terms of total public expenditure on education. The chart below gives a glimpse of percentage of GDP spent on Public Education in India over the years. While, India has the highest population of youth in the world and is a major fast-growing economy. India also has a high rate of unemployment i.e., around 11% in 2019 with a major part (30%) of this unemployed population being holders of graduate and post graduate degrees (KPMG, 2019). Quality of education of a country is resultant of the quality of life and development in the country.



Source : Ministry of Human Resource Development in India.

To revamp the ecosystem of education in India the government of India launched the National Education Policy (NEP) 2020. The policy was the need of the hour as this was only the third policy of education in India since the country got independence in 1947 and the first policy of the 21st century. Prior to this policy the other two policies were launched in the years 1968 & 1986. The main focus of the last policy revision in 1986 was "Operation Blackboard" which dealt with the system of primary education in the



Source : China National Human Development Report.

country (Pandey, 2019; Colclough & De, 2010). However, the challenges of the modern-day economy, society and country at large posed by technology have to be addressed by education with the view point of massive strides of technology. The new education policy is crucial for the future generation of India due to its focus on the skill-oriented, multidisciplinary and holistic education system. To make India a world class center of knowledge, NEP 2020 is a big step in the direction. Equity, Accessibility and quality in Education system in India can be revamped with the help of the comprehensive framework provide by the NEP 2020. In this policy an attempt has also been made to align the global sustainable development goals 4 of 2030 United nations agenda with the system of education in India. The public expenditure on education is also supposed to be increased to up to 6% of GDP as committed by the government of India. This paper attempts to highlight that lie in the way of implementation of NEP 2020. Also, it attempts to answer questions like how NEP 2020 can transform the system of education in the country and how the goals of UN SDG 2030 are being aligned with the NEP 2020.

1. ALIGNMENT OF THE QUALITY EDUCATION GOAL (SDG 4) OF UN AGENDA OF SUSTAINABLE DEVELOPMENT WITH THE EDUCATION SYSTEM OF INDIA

India is tied with 17 SDGs with the United Nations 2030 agenda for sustainable development. Imparting of lifelong learning opportunities and inclusive high-quality education for all by the year 2030 is the aim of fourth goal of SDGs, “Quality Education”. A linear approach is no longer a solution for quality education system development in a diverse and large country like India. Using innovation and technology to implement

sustainable solutions to develop quality system of education is the need of the hour for the greater good of the society (Pandey, 2019).

An overarching framework has been provided to contextualize the sustainable development goals in Indian context by the NEP 2020. The five founding pillars of the policy are access, quality, accountability, equity and affordability which are based on the principles of SDGs 2030 as given by the UN. The arrangement has been planned to rejig the whole education environment in India to accomplish basic focuses under SDG 4 through primary changes for comprehensive and quality learning. This incorporates socially durable climate at schools, education in local language, unique concentration to socially and monetarily impeded districts and groups, for example, financially backward networks, transgender children, tribal children etc. Dominant part of the policy focuses on SDG 4 to accentuate on top notch learning. To accomplish quality instruction SDG, the approach likewise engenders the execution of new instructive methods to upgrade student commitment and educating learning adequacy. The issue of Gender Inclusion Fund (GIF) has been provisioned to accomplish the objective of admittance to quality preprimary instruction which is in a state of harmony with SDG 4.2. Essentially, National Education Technology Forum (NETF) has been proposed to confer professional and specialized abilities to little youngsters as right on time as 6th standard. It will help toaccomplish SDG 4.3 objective about the advancement of technical and vocational training. The objective of improved pertinent abilities in individuals for monetary achievement is tended to in SDG 4.4. Significant push has been given to expand the ratio of student enrollment in advanced education to accomplish this objective. Also, internationalization of advanced education and the idea of the scholastic bank of credit has been acquainted with guaranteed consistent quality education across the globe. To accomplish nondiscrimination in system of education which is lined up with SDG 4.5, the new schooling worldview of web-based e-learning has been presentedthrough catalyst on digital infrastructure andcapacity building. National Foundation of Literacy and Numeracy (NFLN) has been supported to guarantee literacy and numeracy abilities by 3rd grade to line up with the SDG 4.6 for universal numeracy and literacy.

The NEP 2020 accentuates on key criterions ofeducation quality for example,teaching-learningoutcome, better enrolment in higher education and providing youth with skill-oriented education. It gives an extensive system to gauge the effect of progress in teaching learning result. It incorporates significant mediations to improve India's presentation across key pointers of SDG 4 like gender parity index in elementary, secondary & higher education, adult literacy rate, rate of unemployment and gross enrolment ratio (GER) in higher education in India (MyGov, 2020). It intends to accomplish 100% gross enrolment ratio in primary and secondary school education in India by 2030. The complete redo of schooling framework in India through NEP 2020 will assist India with accomplishing focuses of SDGs.

2. MAJOR DEVELOPMENTS

NEP 2020 as its significant new feature allows the world's top varsities to open campuses

in India. The Ministry of Education, earlier MHRD, now focuses on education rather than it being the next step in human resource development. SEZ and GIF will be providing quality education to marginalized communities and areas. UGC and AICTE are combined as a single monitoring body for quality check of higher education institutions and accreditation. 5+3+4+4 structure has replaced the previous 10+2 school structure according to 3-8 years of age for foundational and 8-11 for preparation, 11-14 for middle and lastly 14-18 for secondary stage age groups respectively. A hand on learning is ensured by this way from the 9th year of children's education itself (MHRD, 2020). India and its children's development have suffered due to rigid and misinterpreted child labor laws. Child labor(Prohibition & Regulation) Act 1986, prohibits children below the age of 14 years to work. The need for a good education was felt for the developing of critical thinking and ability to create and express oneself and not just for being literate. Formative years play crucial role in development of thinking. The misinterpretation between child labor and skill learning led to loss of many skilled jobs. After the legal age of 14 years, it was becoming difficult for them to acquire new skills of crafts.Handicraft and textile industries suffered similarly like family business of tailors as parents can't teach their own occupation to their own kids. Now children can become apprentices after 8 years of education along with their scholastic stream as per the new policy of education and learn skills. Similar is the case with children having an inclination towards learning coding, they can now do so from Class 6 onwards and not wait till the completion of their graduation.

NTA (National Testing Agency) has now taken up the task of conducting tests for all central universities. Academic bank of credits, vocational education, 360 holistic performance cards are some of the new features for educational advancement introduced with the aim of progression rather than competition, skill development from early years and improve the teaching learning outcome quality respectively. NRF will be promoting R&D with education and MERUs (Multidisciplinary Education and Research University) will be created along the lines of national importance institutes like IITs & IIMs. Bachelor education will have multiple entry and exit system with optimally designed flexibility offering 4 years of multidisciplinary programs. First year is certification, second year is diploma, third being bachelor degree and fourth for research only resulting in 1 year master's degree now. This will help students accommodate to various environment scenarios and will empower them to learn and create as they deem fit. Students can join the industry or education back as required and desired. A significant 6% portion of GDP will be utilized for expenditure on education to make all this work and achieve 100% GER in secondary and 50% in higher education by 2035 in India.

3. CHALLENGES

India stands 62nd in the world in terms of per student expenditure from public wealth even with numerous below standards institutions of education. Nations like China and USA remain in front of India however even smaller nations like Bhutan, Kenya and Korea likewise stand up as better ranked than India. In India the report of Kothari

Commission, 1964 had suggested assignment of 6% of Gross domestic product to education at that time. India could appoint this objective in 2020 under the new policy of education. This enormous hole has made India inadequate in terms of system change in education prompting global holes in technological advancements and allocation of jobs. A most intriguing case is that of China which was a nation viewed as capable with Mandarin and was inflexible in receiving English languagearound 30 years back. At that point, it was viewed as a country with trouble in adjusting to the most recent advancements arising across the world. Indian employees were in significant numbers in US and other developed nations then. The scenario has changed today with enormous numbers of Chinese serving in these nations. China could undoubtedly distinguish that it isn't just the allotment of high extent of Gross domestic product toward schooling yet in addition tuning its own framework toward global developments. China worked at two levels, one including and taking on of the English language and second keeping its own nation advance in Mandarin and practice it simultaneously. This offered boost to a strong production framework unparalleled to other countries and the world admires China for meeting their present necessities.

If there should be an occurrence of India the yearning for accomplishing the objective of half enrolment in advanced education by 2035, it is long time thinking about progressions in computerized reasoning and other applications of computer. We may observe that the construction of education becomes obsolete and advanced education doesn't show up as a portion of education. In place of that, the new education system will be conveyed on specialization premise and education will be derived by applications. This perception shows up following the quick changing business applications across the value chain. The labor force for industrial development might be needed significantly earlier than the education completion. Technical education could be added as a part of education on the go. Accentuation on this has not been shown yet but it may advance from the interest of educational foundations. The new norm is the education for applications. Education for applications infers bestowing training for explicit positions and purposes with the goal that individual is prepared for a particular occupation instead of making him an expert of the stream.

India is resembled a market by different nations though the thought inside India is that it serves the world with experts for different undertakings. Probably the greatest test would pull out subject matter experts who may have to counter the might of artificial intelligence and other innovative technologies. India most likely experiences a lack of capital for arrangement of education. Another test that India will confront is the test of rebuilding the current arrangement of education. India has government establishments and private organizations imparting education. The government establishments also fall under two classifications of central government-financed and state government-supported foundations. The enormous hole between the financing of the two arrangements is uproarious and is reasonably displayed in their accomplishments. The central government foundations show a more elevated level of accomplishment and are exceptionally perceived by the Indian populace as focal point of greatness rather than the state government

foundations on the loose. From that point India has a level of private foundations which in the greater part of the cases seem, by all accounts, to be nonperformers.

This could be ascribed to bad administration. The private educational arrangements have mushroomed and the vast majority of the promoters of such establishments are those agencies who have the fundamental intent of financeratherthan the mission of constructing aninformed globe. To them education looks like an industry where establishments will contend with others.This section is more interested in the operation of the educational institution as a business entity. The rising Indian middle socio-economic class has beenhungry for education and desires certificate over anything leadingto enough admissions to form such establishments prosper. Moreimportantly, what's needed for the education policy is fine-tune governancerather than simply focus on dynamic changes in the structure of theeducation system. The rocket of education can be fueled in the right direction at a good speed with better governance.

The system of education in India will have to face the challengeof doing admissions through the national testing agency that is a structure providing admissions to students of all streams. This seems to be a better unifiedstructure however all streams have its own specialties that caused the creation of multiple admission agencies. The executivegovernance may be cared for with thisstructure however educational excellence could get to face a distinction.

A teaching system of 5 + 3 + 3 + 4 is followed by the new education policy that augurs well with regular interchanging subjects. This system of multiple entry and exit choices will provide students with an understandingof allied interests and streams. In streams like drugs, engineeringand allied areas wherever a long time is taken by education in forming specialists,the policy of education can getto take into account a way to evolve such specialists.It is good to think of to form policy of education with medium of instructions within themother tongue of the students becausethe learning of the students is enhanced inthe same language and they will perceive the nuances of the topicmuch simply. The overall criticism is however the students can face difficulties in learning at a later stage because the education system is adapted to English as a medium of learning and most of the study material on the market is in English.

In recent times, that's the COVID-19 crisis period has seena shift from schoolroom teaching, to teaching through digital modes of communication, while staying within the premises of home.

In comparison to regional languages, most of the international content out there is in English. Even though Hindi is the most generally used language in majority of the states in India and is also one of the official languages, to search out content in Hindi for specialized subjects of education is troublesome. The common understanding is that numerous on line applications will easily convert majority of the contents from one language to a different language but there is tendency that in translation at many times the intent ofthe reason within the original type is lost while translation.

The teachers are recruited these days is for a tenure up to the retirementage of sixty years. Upgradation of setup of education to the amount of innovation for

necessitiesaccording to the newest desires is a challenge of education today. The need is in ingestion coachingto teachers for multimodal teaching and multitasking with a quickchange between streams. Education policy thus needs adeep-rooted policy at the present personnel to form the essence ofthe new education policy to practice from theory. The private institutionalsetup gives rise to a challenge wherever teachers are thought-aboutmore as class delivery mechanisms instead of innovators. Thepayment paid to teachers is sort of meager and they got to survive in a multi-performing setting with more administration work and less academic work. The non-public establishments have admission as driver's of their existence and this is often mirrored in the working of their teachers. Thisworkforce has conjointly to be upgraded to the new policy of education. The entry of foreign establishments leads to another challenge. The NEP is attracting establishments of eminence to enrich education but that's conjointly a challenge for the present setup of the country. In fact, several of the establishments can disappear because of new establishments from the different countries of the globe. A world establishment with a delivery of multiple courses and high of theroad attractiveness getting in India can produce a preference in Indians to go to these establishments. The challenge in such cases of unstructured course of study are submitting oneself to the styles of foreign establishments resulting in coaching of scholars for their wants and needs whether within or outside India.The policy aimed at 6% of total gross domestic product as public expenditure on education together by the central and state governments.However, for mobilization of sources of revenues and other directives of policy the stategovernment is entirely hooked into the central government.

The burden should bear by the central government to extend the general public expenditure on education in India.

4. CONCLUSIONS

To lead India into the leap for tomorrow, the NEP 2020 is the right step. The education system of India needs to be changed from the current stream-based setup to a multi modal setup for becoming a global value adder as required by the new policy. The challenges of achieving a system finally preparing students in a competing environment still persist even as the policy prepares the system to adopt the multimodal system. The policy is in harmony with other mega programs of the GOI like Skill India, Atma-Nirbhar Bharat, Start-up India and Make in India for providing dynamic solutions to India's problems. Facets of the countrywide significance touching society and way of life have been taken intoconsideration in drafting the policy like local adaptation and ensuring availability of higher educationfor half of the population delicately constructing it to conform as people who can stand up the competition at the worldwide level.Overall, this new NEP 2020 make correct at the longstanding reforms withinside the Indiansystem of education. The structural institutional adjustments required in line with the SDGs targets and mega nation building programs are being provided by the new structure of education. But the holistic training for the nation's future stakeholders will rely upon how both central and state authorities will cope with huge implementation challenges.

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Challenges of Higher Education in the Wake of NEP, 2020 : With Special Reference to Education of Assam

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To translate this particular vision of NEP-2020, under the 'Atmanirbhar Bharat' programme, a National Initiative for Proficiency (NIP) in reading with Understanding and Numeracy (NIPUN—Bharat) will be soon launched. This mission will fulfill the learning needs of nearly five crore children in the age group of 3 to 11 years. The mission will also take a holistic approach and involve all stakeholders actively for achieving the goals. Education is the most efficient instrument which can enrich the people with the knowledge, skill, capacity and confidence for building a dynamic, vibrant nation that takes care of its entire people. Higher education occupies a place of special importance because it can provide ideas and personnel to give shape to the future. This is an honest attempt to highlight the issues and challenges of education in general and higher education in particular in the present wake of New Education Policy.

"Education is simply the soul of a society as it passes from one generation to another"
—G.K. Chesterton

Education as a system has been going through lots of changes and challenges. The Union cabinet in July 2020 approved the New Education Policy (NEP), which aims at universalization of education from pre-school to secondary level. NEP-2020, which will replace the National Policy on Education-1986, is an inclusive framework focusing on the elementary-level of education to higher education in the country. As the objective of any education system is to benefit children so that no child loses any opportunity to learn and excel because of circumstances of birth or background, NEP-2020 has a target of 100% Gross Enrolment Ratio (GER), in school education by 2030. It is also clear that the Policy reaffirms that bridging social gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector

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development programmes. Union minister of education Ramesh Pokhriyal cleared that the fundamental principles of NEP is to accord highest priority to achieving foundational literacy and numeracy by all students by Grade III, which the government is committed to achieving by 2025. To translate this particular vision of NEP-2020, under the 'Atmanirbhar Bharat' programme, a National Initiative for Proficiency (NIP) in reading with Understanding and Numeracy (NIPUN—Bharat) will be soon launched. This mission will fulfill the learning needs of nearly five crore children in the age group of 3 to 11 years. The mission will also take a holistic approach and involve all stakeholders actively for achieving the goals.

CONSTITUTIONAL PROVISIONS OF EDUCATION IN INDIA

i. Part IV of Indian Constitution, Article 45 and Article 39 (f) of Directive Principles of State Policy (DPSP), has a provision for state-funded as well as equitable and accessible education.
ii. The 42nd Amendment to the Constitution in 1976 moved education from the state to the concurrent list.
iii. The education policies by the Central government provide a broad direction and state governments are expected to follow it. But it is not mandatory, for instance Tamil Nadu does not follow the three-language formula prescribed by the first education policy in 1968.
iv. The 86th Amendment in 2002 made education an enforceable right under Article 21-A.

Some Laws relating to Education

Right to Education Act, 2009 aims to provide primary education to all children aged 6 to 14 years and enforces education as a Fundamental Right.

It also mandates 25% reservation for disadvantaged sections of the society where disadvantaged groups.

Some Government initiatives: SSA, MDMS, NVS, KVs and use of IT in education are as a result of the NEP of 1986.

Ways need to Forward

It was an ardent need New Education Policy aims to facilitate an inclusive, participatory and holistic approach, which takes into consideration field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices.

The NEP 2020 aims at making "India a global knowledge superpower". The Cabinet has also approved the renaming of the Ministry of Human Resource Development to the Ministry of Education. The NEP cleared by the Cabinet is only the third major revamp of the framework of education in India since independence. The two earlier education policies were brought in 1968 and 1986.

It is a progressive shift towards a more scientific approach to education. The prescribed structure will help to cater the ability of the child – stages of cognitive

development as well as social and physical awareness. If implemented in its true vision, the new structure can bring India at par with the leading countries of the world. The Union Cabinet has approved the new National Education Policy (NEP), 2020 with an aim to introduce several changes in the Indian education system - from the school to college level.

Some Provisions of School Education

Universalization of education from preschool to secondary level with 100% Gross Enrolment Ratio (GER) in school education by 2030 is set as goal.

To bring 2 crore out of school children back into the mainstream through an open schooling system.

The current 10+2 system to be replaced by a new 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively.

It will bring the uncovered age group of 3-6 years under school curriculum, which has been recognized globally as the crucial stage for development of mental faculties of a child.

It will also have 12 years of schooling with three years of Anganwadi/pre-schooling.

Class 10 and 12 board examinations to be made easier, to test core competencies rather than memorized facts, with all students allowed to take the exam twice.

School governance is set to change, with a new accreditation framework and an independent authority to regulate both public and private schools.

Emphasis on Foundational Literacy and Numeracy, no rigid separation between academic streams, extracurricular, vocational streams in schools are given as thrust area.

Vocational Education has to be started from Class 6 with Internships.

It is aimed that teaching up to at least Grade 5 to be in mother tongue/regional language. No language will be imposed on any student.

Assessment reforms with 360 degree Holistic Progress Card, tracking Student Progress for achieving Learning Outcomes.

A new and comprehensive National Curriculum Framework for Teacher Education (NCFTE) 2021, will be formulated by the National Council for Teacher Education (NCTE) in consultation with National Council of Educational Research and Training (NCERT).

By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.

Higher Education: Gross Enrolment Ratio in higher education to be raised to 50% by 2035, 3.5crore seats to be in higher education.

The current Gross Enrolment Ratio (GER) in higher education is 26.3%.

Holistic Undergraduate education with a flexible curriculum can be of 3 or 4 years with multiple exit options and appropriate certification within this period.

M.Phil courses will be discontinued and all the courses at undergraduate, postgraduate and PhD level will now be interdisciplinary.

Academic Bank of Credits to be established to facilitate Transfer of Credits.

Multidisciplinary Education and Research Universities (MERUs), at par with IITs,

IIMs, to be set up as models of best multidisciplinary education of global standards in the country.

The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.

Higher Education Commission of India (HECI) will be set up as a single umbrella body for the entire higher education, excluding medical and legal education. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards. Also, HECI will be having four independent verticals:

- National Higher Education Regulatory Council (NHERC) for regulation,
- General Education Council (GEC) for standard setting,
- Higher Education Grants Council (HEGC) for funding,
- National Accreditation Council (NAC) for accreditation.

Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism to be established for granting graded autonomy to colleges.

Over a period of time, every college is expected to develop into either an autonomous degree-granting College, or a constituent college of a university.

Other Changes

An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.

National Assessment Centre—'PARAKH' has been created to assess the students.

It also paves the way for foreign universities to set up campuses in India.

It emphasizes setting up of Gender Inclusion Fund, Special Education Zones for disadvantaged regions and groups.

National Institute for Pali, Persian and Prakrit, Indian Institute of Translation and Interpretation to be set up.

It also aims to increase the public investment in the Education sector to reach 6% of GDP at the earliest.

Currently, India spends around 4.6% of its total GDP on education.

PROBLEMS FACED BY EDUCATION IN ASSAM

It is important that Assam is neither a developed state nor educationally sound. Till date, state has been suffering lots of problems in the fields of education structurally as well as intellectually. Assam is not recognized as a destination of education in general and higher education in particular for the academic aspirants. At present the state has comparatively lower rate of GER. India is aiming to attain GER of 30% by 2020, as compared to China or USA WITH GER 39.85 AND 85.95%. The proportion of students pursuing higher education in India hasn't increased dramatically from 2015-16 to 2016-17. It was in range of 23% to 25% since 2013-14.

Six states have registered GER higher than national average (25.2%), with their share of students entering higher education is growing twice as fast as overall rate. These states are Tamil Nadu (46.9%), Himachal Pradesh (36.7%), Kerala (34.2%), Andhra Pradesh (32.4%), Haryana (29%), and, Punjab, (28.6%). However, eight states UP (24.9%), Madhya Pradesh (20%), Odisha (21%), Bihar (14.4%), Gujarat (20.2%), Rajasthan (20.5%), Mizoram (24.5%) and West Bengal (18.5%) had GER ratio far less than the national average. Bihar has lowest GER with just 14.4% of its eligible population (in age group of 18 to 23 years) pursuing higher education. States in south India have higher college density. It is defined as number of colleges per lakh eligible population. The college density in top three states/UTs is Puducherry (49), Telangana (59) and Karnataka (53). Bihar (7 colleges/1lakh population), Jharkhand (8) and West Bengal (11) on the other hand, are at the bottom interms college density. There hasn't been much improvement in the internationalisation of education in the country. There is marginal improvement in number of foreign students—47,575 in 2016-17 from 45,424 in 2015-16—with 31,779 men and 15,796 women. The highest share comes from the neighbouring countries of Nepal (23.6%), Afghanistan (9.3%) and Bhutan (4.8%).

Main Problems

There is a distinct gap between Demand and supply in Education.

There is Mushrooming in low quality institutions.

There is no project based learning.

There is lack of strategy based education.

There is excessive emphasis on service industry.

Apart from these,

Lack of seat capacity is stand as a new issue in present higher education system.

Overcrowded of classroom is another big issue.

Caste based reservation is also a challenge of higher education.

Open and distance education is also a new challenge.

Value crisis among students is also stand as a issue.

Privatization of higher education is also a major challenge of higher education.

Use of poor technonology in rural higher education institution is also a vital challenge. Outmoded teaching method is stand as a bar regarding effective teaching learning process.

Lack of skill based education become students more passive.

Lack of proper planning in education system creates educated unemployment at large scale.

Lack of carrier oriented courses in the state all around.

Suggestive Measures

Increasing number of institutions to be set up to increase seat capacity so that all students who are suit to getting higher education, can get admitted. Innovative method of teaching should be introduced in every higher education institution. Modern technology should be introduced elaborately. Curriculum should be relevance to the practical life. Reservation

should be merit basis for irrespective of caste, color sex etc. To create a healthy environment in colleges the infrastructure of the college should be developed. In distance and open learning administration of the college should develop. Most emphasized upon value based education. Skill based courses should be preferred by the students .

India needs to **spend** 6% of its **gross domestic product** (**GDP**) on **education**, every national **education** policy (NEP) since 1968 has said. In 2019-20, 52 years since that recommendation, **India spent** only 3.1% of its **GDP** on **education**, the 2019-20 Economic Survey showed. Higher education system connotes academic institutional bodies that include university, colleges and vocational schools. These bodies prepare professionals for all sectors of the economy. In a vibrant system, institutions of higher learnings are enablers of research, innovation, and entrepreneurship, addressing problems facing society, nations, and preparing individuals for lives and careers. Thus they play a very important role in shaping our future.

Though higher education in India has come a long way since independence, it is on a difficult stride and indeed in crisis. Arguably, the greatest challenges facing higher education in India is the chronic shortage of faculty. Facts corroborate that an estimation of thirty to forty percent of faculty positions are unfilled. Most faculty lacks quality in teaching, research and training. Other issues which compound the problems include: Outdated, rigid curricula and the absence of employer engagement in the course content and skills development. Very few opportunities for interdisciplinary learning are found at recent time.

- Pedagogy and assessment are focused on input and rote learning; students have little opportunities to develop a wider range of transversal skills, including critical thinking, analytical reasoning, problem-solving and collaborative working.
- High student-teacher ratio, due to the lack of teaching staff and pressure to enroll more students.
- Divide between research and teaching; lack of early-stage research experience.
- An ineffective quality assurance system and a complete lack of accountability by institutions to the state and central government, students and other stakeholders.
- Our narrowly specialised institution of excellence such as IITs IIMs and AIIMs, and IISc serve less than 0.5 percent of the total students enrolled in colleges and universities -out of 35 candidates appearing for CAT, only close to one candidate is admitted in IIMs. Out of 65 candidates, one is selected for IIT course.
- None of the universities and institutions from India are in the list of top hundred universities in the world. This resulted in graduates with low employability, a common feature of higher education in India.
- Growth disparity and access to opportunity: socially, India remains highly divided access to higher education is uneven with multidimensional inequalities in enrolment across population groups- geographies.
- Lack of research capacity and innovation: Indian universities lack when it comes to high-quality research and innovation outputs. India will be the world's third largest economy with a corresponding rapid growth in the size of its middle

classes. Currently, over 50 percent of the Indian population is under 25 years old; by 2020 India will outnumber China as the country with the largest tertiary age population.

The role of university in shaping the students' future depends on transparent, progressive and socially responsible educational (SRE) system. In order to achieve this, we need good governance in the higher education system which would encourage optimisation of resources and infrastructure. Initiatives also need to be taken to take care of the human sides of enterprise in terms of good salary, parity and other world-class benefits. Steps should be taken to have world-class multidisciplinary institutions of research. Like IIMs and AIIMS and many other narrowly specialised institutions in India, IITs are an ineffective model of today's and tomorrow's model in India. IITs focus only on science and engineering. And students are less than 0.25 percent of the total student enrolment. We need to stop establishing new IITs and transform the existing IITs to become world-class multidisciplinary research universities rather than narrowly specialised ones. To conclude, Education is the most efficient instrument which can enrich the people with the knowledge,skill, capacity and confidence for building a dynamic , vibrant nation that takes care of its entire people. Higher education occupies a place of special importance because it can provide ideas and personnel to give shape to the future.

(Open sources of Internet resources are used for justification of the subject.)

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The Impact of Structural Reforms on Economic Growth and Income Inequality in India post-1991

Deepti Taneja*

This paper analyses the impact of post 1991 structural changes in India on growth, sectoral transformation, income distribution and geography. These reforms sought to open up the Indian economy by seeking trade liberalisation, deregulation and FDI; revolutionising it from a highly protectionist form of economy. The subsequent experience of economic growth, especially in the services, has been phenomenal and pro-growth but not without significant harm. Technological advancement has, therefore, favoured the development of the urban and high-skilled sectors and sectors while worsening income disparities and regional imbalances to the detriment of the rural sector and agriculture. This research synthesizes a literature based approach utilizing studies from peer-reviewed academic journals, current policy reports, as well as studies published within the last five years to assess the effects of these reforms on income distribution, poverty, and structural-change. Also, the work examines the question of environmental consequences of the growth of industrial and service sectors that are the key drivers of the Indian economic shift. Among primary research observations, the following are highlighted: the requirement for a more balanced sectoral development, regional development to be harmonized, and environmental friendly development policies. Altogether, the author concludes that the liberalization of the Indian economy has furnished supplied growth; yet has also unfolded significant fields in which development is obscured from socio economic disparities and environmental expenses. The policy directions for the future are inclusive growth for the poor states, better infrastructure facilities to the backward states, sustainable development so that its economic growth is sustainable environmentally and economically.

Keywords: *Economic growth, Income, Inequality, Poverty, sectoral development.*

INTRODUCTION

Ever since India got its independence 1947, the country has undergone through changes or shifting its policies for growth of her economy with enduring goals of economic liberalization and poverty humiliation. Although liberalisation was mirrored by a number of operational measures, the structural changes of 1991 marked a shift to a new level of

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liberalisation of the markets comprising deregulation, trade liberalisation, privatisation and facilitation of the foreign direct investments. The policy reforms therefore focused on removing the structural barriers in India's economy and opening up of the economy to global competition with the desire to promote quick growth and development.After the liberalization, there is an increase in Indian Economy both in the growth rates, specifically in the IT and BPO industries. But this expansion has not been equal and has heightened in equal differently affecting income distribution and regional composition disparities as well as sectorial balance. Thus, while some regions and sectors have benefited from these reforms more than others, the performance of rural areas and the agricultural sector that represent about 40 percent of the country's GDP has remained sluggish, there is a need to contemplate on how and why reforms have affected different facets of economic life. This paper examines a range of impacts of these reforms on economic growth rates, income distribution, inter-region disparities and environmental degradation, which provide lessons in evaluating the prospects and pitfalls of India's economic liberalisation and growth process(Bhagwati & Panagariya, 2013; Ahluwalia, 2002).

The change in the economic policy in the recent past especially in the year 1991, thus was not only a strategic move for INDIA but redefines the Indian economic policies globally. These changes laid the foundation to the dynamic phase of globalization that opened Indian economy to international competition as well as investment and it encouraged a significant FDI inflow. This shift played a catalytic role in changing India to a prominent IT and service provider and contributed to the growth of urbanization and the middle class. However, liberalisation has not been fairly shared and as is the case today, there are huge parts of society, especially the farming community in rural areas that has been left out in the process. The pattern of growth has a way of encouraging income disparity as it provides considerable prospect of economic enhancement for urban and knowledge workers, though simultaneously limiting pay for rural workers and constraining infrastructure growth. Besides, with the fast-growing industries and the service sector has come alarm over environmental pollution, since policy focus is generally oriented towards economic development. In all, the post Liberalisation economic path of India is driven by both growth and needful social and environmental questions which require analytical and balanced policy interventions to pave way for inclusive and sustainable development.

OBJECTIVE

1. To explore how these reforms have influenced income distribution and poverty reduction efforts, identifying trends in inequality across different socio-economic groups and regions.
2. Explore the effectiveness of government policies in mitigating regional and socio-economic disparities that have arisen alongside rapid economic growth.
3. Analyse the environmental implications of India's growth model, with a focus on sustainability challenges linked to industrialization and urbanization.

LITERATURE REVIEW

Doré & Teixeira, (2023) examine the role of institutional quality and human capital to growth in emerging economies highlighting a structural perspective and its consequences. They base their findings on Brazil, however, those prove that there are necessary strong institutions and skilled labour to maintain such a greater amount of economic progress, like India where reform results in the reinforcement of development in selected fields but weak institutions and the lack of qualified employees in rural areas (Doré & Teixeira, 2021). It is common knowledge that India liberalised its Economy in order to spur high GDP growth rate. Both Jha and Jain in 2021 show that over period of liberalization and deregulation FDI got new doors opened for it majorly in service sector. It thereby worked out as a boost to productivity and employment in the urban sector, while, for the agrarian sector, it was a marginal positive. Other works of Ahluwalia (2002) also stress on the gradualism in policy reforms that have supported steadiness of economic liberalization in the country adding that the sectoral policies relating to the manufacturing and service sectors of the urban city played major roles on the growth of the economy. As mentioned by Bhagwati and Panagariya (2013) opening of the Indian economy led by liberalization of controls prompted a rapid economic transformation by abolishing the license permit quota raj and replacing it by a market economy. The macroeconomic policies pursued in India included the growth of the private sector and liberalisation of FDI especially for ITES- BPOs resulting in remarkable GDP growth rate (Ahluwalia, 2002). Building upon this, more recent work by Ghosh, Shah, and Apergis (2023) considers the importance of economic structure in driving income differences in cross section of developing countries and confirms the importance of sectoral changes on income distribution. They say that this transition in India to service led economy has left manufacturing and agricultural sectors behind hence causing income disparity. Such sectoral disparity illustrates the importance of implementing polices that seek to redress sectoral imbalances bearing in mind the rural-urban income divide (Ghosh *et al*., 2023). Economic reforms have led to different structural changes disaggregated by sectors; particularly, the services sector remained the main driver of growth in gross domestic product. The study by Narayan *et al*. (2022) suggests that although the services sector has expanded, there has been an erratic expansion of the manufacturing industry that has limited India's possibilities for general employment creation. Employment-intensive sectors such as agriculture have been slow in adopting the change compelling a dichotomy of income between the urban and rural regions. According to Ghosh (2010) the fact that the sectoral growth rates differ has tended to widen income disparities whereby urban areas are more economically developed than the rural areas. Ghosh (2010) also points out that whereas, services grew rapidly, the agriculture sector remained sluggish, largely contributing to the increasing divide between the income in the rural and urban sectors. This sectoral imbalance is undesirable since the majorities of the people in India continue to work in the agricultural sector thus hindering Inclusive growth(Srinivasan & Tendulkar, 2003). But the services sector especially the IT & BPO sectors have emerged as major sectors of the Indian economy though they do not create employment opportunities in a

huge way (Bosworth, *et al.*, 2007). Income inequality within the BRICS countries has been analysed by Acheampong, Adebayo, and Dzator (2023) non-parametrically. With regards to their findings, they find out that income inequality and economic growth are intertwined in ways that cannot be easily understood through the perspective that economic growth will lessen income inequality. This is similar to our observations of wealth disparities between urban and rural areas in India where the concentration of growth in high-skilled urban populations persists (Acheampong, *et al.*, 2023). Today, with enough economic liberalization we have observed poverty reduction however this has been offset by increased income inequality. Chancel and Piketty (2019) have established that the top 1% of Indians have benefited from the post liberalization growth from the income perspective. Sen and Drèze (2013) opine that poverty measures have improved but jobless recovery in manufacturing and agriculture sectors constrains the large sections of the nation's population. These findings confirm that better social protection and employment interventions in the neglected areas must be an essential part of government's policies and programs to reduce inequality. In respect to poverty and income distribution, research evidence points to a mixed bag.While poverty rates have decreased, income inequality has worsened, especially between urban and rural areas (Himanshu, 2010). Sen and Drèze (2013) have pointed out that while the overall poverty rates have fallen, most and many people have not been able to gain adequate wealth as social protection and employment generation in manufacturing industries have been inadequate. Huynh (2024) gives some information about the interaction between economic liberalization, economic growth, and income disparity in Asia. According to his research, authors have established that economic liberalisation promotes growth while social liberalism contributes to inequality but only if there are no regional development policies. The conclusions of this study are consistent with the Indian case where some states have got a lot of payoff from liberalization and other states, especially those with a relatively weaker infrastructural base, have found it difficult to mobilize investment (Huynh, 2024). Regional disparity has increased, whereas some states such as Maharashtra, and Gujarat are already transforming at a very fast rate as compared to other states like Bihar and Uttar Pradesh (Balakrishnan, 2010). Such regional disparities indicate the disparities in infrastructure that most regions lack, the policy support and investment that few regions receive, therefore calling for parity in federal policies. In their paper, Yuldashev, *et al.* (2023) focus more on the consequence of FDI and income on economic growth, and how different patterns of growth impact inequality across the Asian economies, the environmental cost of growth. Their research tells us about the many threats that industrial growth puts on the environment, which supports sustainability principles. Environmental problems have become aggravated in India which is indicative of the country when calling for economic policies which can foster growth whilst protecting the environment. This paper links structural reforms to regional disparity in the context of India what happened to India's economic growth. Singh & Bhandari (2021) say that countries that have better infrastructure like Maharashtra and Karnataka have had faster growth than states like Bihar and Uttar Pradesh that have poor investment and infrastructure conditions. This

kind of development widens social-economic inequalities and leads to rural-urban migration in the hunt-f community in the hunt for economic improvement. Growth that increased tremendously had its toll as the environment was receiving more and more pressure in as much as everyone strived to develop his or her project. Over the past few decades, India has achieved maximum economic growth rate and this development is pressurising the environment system of the country. Studies by Roy, *et al*. (2020) indicate that industrialization and urbanization driven by economic reforms have accelerated resource depletion and environmental degradation. Researchers argue for sustainable development strategies that prioritize environmental health, recognizing the urgent need to integrate ecological concerns into economic policy. Chakravarty and Dasgupta (2015) highlight that achieving sustainable growth requires aligning economic priorities with environmental preservation efforts, especially given the risks posed by climate change to India's agrarian economy."Chakravarty and Dasgupta (2015) caution that India's economic policies have often prioritized growth over sustainability, leading to severe environmental challenges. Achieving sustainable development has thus become essential for long-term growth, especially given the impact of climate change on India's agrarian economy (Narain, 2016).

The literature on India's economic development post-1991 is extensive, covering a variety of perspectives and domains.

This section synthesizes the existing research on core areas related to structural reforms.

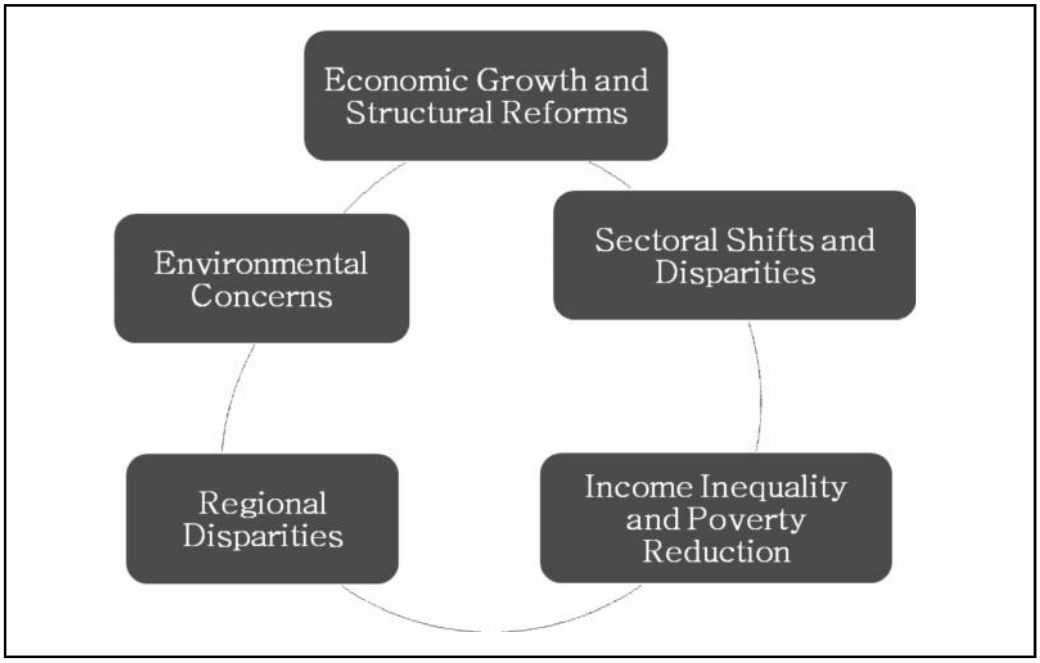


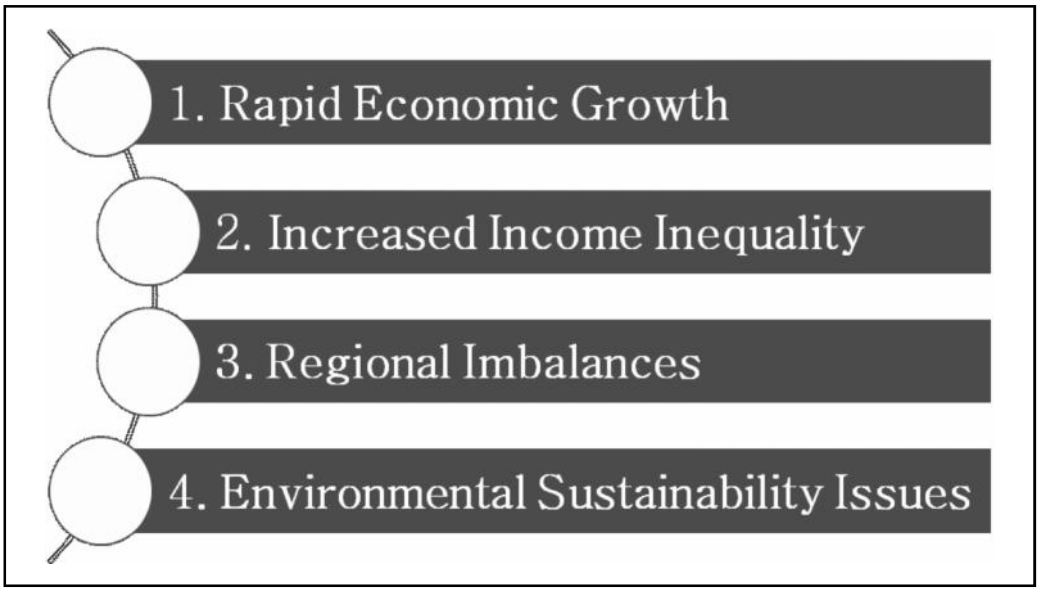
Figure 1 : Core Areas Related to Structural Reforms

METHODOLOGY

This study employs literature review as a research approach, integrating conclusions from academic journals, policy papers and empirical research to assess Indias post-1991 liberalisation; growth effects, income distribution and space. An iterative approach was employed to consider the relevant topics related to economic growth, including sectoral shifts, income distribution, regional disparities, and environment from peer-reviewed journal articles, government publications and reports of international organisations. Applying the thematic analysis, the literature was divided into separate areas again: growth effects, sector specific consequences, inequality, spatial development, and sustainability, to get the holistic characterization of the outcomes and issues connected to the structural change in India. This method enhances an integrative approach suggests patterns and shortcomings of prior research and creates the resolution for successive empirical investigations.

FINDINGS

The literature highlights several key findings regarding the impact of India's structural reforms on economic development:



1. The liberalisation policies led to a considerable improvement in the growth rate of India's GDP on the back of service sector performance; manufacturing growth and agricultural growth were not very impressive.
2. FY virtually enriched mainly sectors in the urban area and high skilled employment sectors, widened income gap between urban and rural areas and other related social vices.

3. The packages of economic reforms opened new polarization across states where the favourable base of infrastructures and investment climate led to wider disparities in returns.
4. Concerning the increased focus on the growth of the industrial and services sectors, the consequences experienced are environmental, implying that there is a call for both economic and environmental policies.

CONCLUSION

India has witnessed a new phase of economic transformation in the aftermath of 1991 structural changes which put the country in a new age of growth. But this growth has also brought in the socio-economic growth challenges such as rising income disparity, regional disparities and other vices affecting the environment. Despite the fact that policies of liberalization have been effective in increasing the speed of GDP growth and making India a contender for the leadership in world economy, they also demonstrated the negative sides of uncoordinated, fast growth. Income disparity continues to be a problem, with greater concentrations of income accruing to urban areas and high skill sectors to the detriment of other sectors such as the rural areas and lower paid employees. Furthermore, state-wise differentiation generates the need for appropriate infrastructure and investment policies for the development of all the states.

FUTURE RECOMMENDATIONS

1. **Inclusive Growth Policies**: Implement targeted programs that promote growth in lagging sectors, particularly agriculture, and provide job opportunities in manufacturing.
2. **Balanced Regional Development**: Strengthen infrastructure in underdeveloped states to reduce regional disparities and attract investment.
3. **Environmental Sustainability**: Integrate sustainable practices into economic policies, especially those affecting high-growth sectors like manufacturing and services.
4. **Enhanced Social Safety Nets**: Expand programs that reduce income inequality and provide social security for vulnerable populations

LIMITATIONS

This literature-based study synthesizes existing research but is limited by the availability of contemporary data post-2020, as well as the inherent constraints in capturing real-time economic shifts. Future empirical studies with updated datasets could offer more precise insights into the ongoing impacts of structural reforms on India's economy.

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ARTICLE / 07

National Education Policy, Higher Education and Major Challenges Ahead

Shakeel Ahmad Khan*

The guidelines and recommendations in NEP 2020 are laudable but are worth only when executed. The core issue is the proposal for a reform of the entire higher education system, which will take significant time and effort in addition to strong political will. With some positive aspect, the policy has several pitfalls which need to be examined from every angle of broad-based approach in the light of the long-lasting impact on every field of human development. The entry of foreign Universities will help the students experience the global quality of education in their very own country. Regarding educational employability and skill gap, the policymaker has identified and underlined this problem but all recommendations sound unworkable unless the functional plan is formulated with achievable and set deadlines. Moreover, it is doubted That potential may remain weak due to high cost, inadequate resource allocation and relevance of various courses they will offer.

Discontinuing M.Phil the system needs some better substitution as it is well accepted among both employers and students. Professional Education should not be limited to the course specialty. Discontinuing English as the main medium might make fluency in English based on whether you can afford private tutors, thus disadvantaging the lower caste population who see English as a way to escape caste hierarchy.

About granting full autonomy to the institution under a new policy it will lead to corporatism where higher studies become a privilege only for the privileged class of the society. One more negative point of NEP is centralised education system which will amount to a stepping stone to social exclusion and dilution of the right to education act. The proposal of setting up a single overreaching umbrella body for higher education will only promote the commoditization and centralization of education which may be perilous and very dangerous seeing the possibility of the ruling party pursuing its ideological and capital requirements. The Enrollment ratio is to be increased to 50 per cent in the next 50 years. The missing link here seems to be non-availability or shortage of basic infrastructure, trained faculty, research facility, the gap between demand and supply, etc. The government needs to ensure that current facilities should be strengthened with some added resources to deliver effective education. Our education system must be to equip it for all future challenges. The time when India trying to seek its places and status as a competitive leader in various dimensions of political, economic, industrial and social designs unless the policy focuses on India centric approach, the passion for local enterprises opportunities for exploring skills the efficiency for seeking global markets would slowly vanish. No

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doubt. The policy is a departure from the stereotyped system and while education policy continued to change dynamically, thus leaving standard with less leverage as compared to other counter-part globally. The main objective of this paper is to explore positive as well as negative aspects and highlights of NEP in a very fairly manner. At the same time to describe corrective measures, doubts and glitches also include the objective to make it more implementable and achievable.

Education is the most critical input and considered to be the next most important area of investment after health care. The guidelines in NEP 2020 are laudable but are worth only when executed. The core issue is the proposal for a reform of the entire higher education system, which will take significant time and effort in addition to strong political will. With some positive aspect, The policy has several pitfalls which need to be examined from every angle of broad-based approach in the light of the long-lasting impact on every field of human development.

EMPLOYABILITY AND SKILLS GAP

Today educational employability & skills gap is a huge concern in the country. The 2018 India skills report very clearly says that 50 per cent of the applications appearing for the interview do not fulfill the skill criteria. The policymaker has identified and underlined this problem but all recommendations sound unworkable unless the functional plan is formulated with achievable and set deadlines. Similarly, according to the India Skills Report 2019, the overall employability of Indian graduates stood at around 47 per cent. While engineering graduates. Had employability of 57 per cent, only and around 36 per cent of management graduates were found to be adequately employable. The successive surveys indicate that the employability of Indian freshers has been increasing over the years but much more needs to be done to bridge the gap. While a majority of Indian students have sound academic and theoretical knowledge. Impact The gap lies in their ability as fresh pass outs to implement that knowledge in practical terms. Not just practical technical skills, students are often also found lacking insufficient interpersonal, managerial and supervisory skills.

Indian higher educational institutions must work to develop coherent last-mile training programmers that provide students a close exposure to real work conditions and equip them with the ready knowledge and skills needed for a job. This can be done by organizing regular interaction programmers between industry experts and students, invest in nurturing elaborate alumni networks to return to their campuses and mentor the graduates.

THE ENTRY OF FOREIGN UNIVERSITIES

The Policy also allows universities to set offshore campuses as well as many foreign universities can now set up institutes in India. This move welcoming indeed. It will lead to competition, talent flow, and key practices from the outside to India, which will ultimately lead to a great deal of improvement in the country's education standards. It will also provide real exposure to children, and probably there would come a day where students can afford global education in India, instead of spending lakhs in another country. This will help the students experience the global quality of education in their very own

country. The policy of intruding multi-disciplinary institutes will lead to a renewed focus on every field such as arts, humanities and this form of education will help students to learn and grow holistically. This strategy helps in getting a better-valued degree at a much lesser price, but many remain skeptical about the quality of academia offered. Moreover, it is doubted That potential may remain weak due to high-cost education, resource allocation and relevance of various courses they will offer.

Discontinuing M.Phil.

Discontinuing M.Phil and focusing more on research can also reap larger long-term benefits if the system can manage the current status of research students when the country can produce only half the requirement i.e. 50,000. Many research seats. Institutions remain vacant, due to various internal and external issues. M.Phil is a well-accepted course among employers, before discontinuation, the system needs some better substitution well acceptable among both employers and students.

Stress on Professional Education

The NEP 2020 talks about professional education and the need to revive and develop Professional Courses in Agriculture, Law, Healthcare and the Technical field. The NEP says that the Professional Courses should involve education in the ethic and importance of public purpose, an education in the discipline, and an education for practice, It must also involve critical and interdisciplinary thinking, discussion, debate, research, and innovation. Professional Education should not be limited to the course specialty.

Discontinuing English

The English language is not only a paramount value for global outreach, but it is also essential in connecting and communicating with people from other states within India. Career building, outsourcing technical support and skills are dominated by western conglomerates where English has utmost importance. In the new scheme, English will only be offered from the secondary level. Children from families who cannot afford to polish their children's English competence will lose out on opportunities. Discontinuing English as the main medium might make fluency in English based on whether you can afford private tutors, thus disadvantaging the lower caste population who see English as a way to escape caste hierarchy. Children who are economically backward and belonging to lower caste struggle in English, coding, etc would end opting for these streams. Introducing this at such an early age will form a barrier for fine generation learners and those from disadvantaged backgrounds to access higher education. The English language is what has given India an edge over a majority of south-east Asia. Even in China where until recently only promoted the Chinese language as a medium is bringing reform and introducing the English language in their national educational system. About granting full autonomy to the institution under a new policy will lead to corporatism where higher studies become a privilege only for the privileged class of society one more negative

point of NEP is the centralism education system which will amount to a stepping stone to social exclusion and dilution of the right to education act.

As the most significant highlight of NEP 2020 is the proposal to set up the Higher Education Commission of India (HECI). Dismantling UGC a single overarching umbrella body for higher education, excluding medical and legal education. HECI has four independent verticals – National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard-setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. No doubt in a country, to have uniformity in education standards, a single umbrella body was always a requirement. If the proposed plan is implemented, uniformity and coordination for all institutions in this country will be much easier. This proposal presents a very rosy picture about higher education but it will only promote The commoditization and centralization of education which may be perilous and very dangerous seeing the possibility of the ruling party pursuing its ideological and capital requirements.

Multidisciplinary Colleges

The focus of having multi-disciplinary colleges in, every district by 2030 is a promising idea as well. It will renew the countries' focus on arts, humanities, and a multi-disciplinary form of education to ensure that our students are skilled well for the career ahead. Remote learning of concepts has kept our students very far behind in terms of skills so far. This can be a game-changer for making an overall education system more holistic and inclusive. This step in the long term requires trained multi-disciplinary faculties too, for which the NEP remained silent. The policy provides a broad framework and is not mandatory to be followed. Education being a contemporaneous subject gives flexibility to the state and center to suggest and make policies. The set target and outcomes are expected to be achieved by 2040, where clarity on fund arrangement and allocation is not talked about; making it risky for the future.

Single Common Entrance Test

The introduction of a single common entrance test will reduce the stress of multiple competitive exams and ease the pressure of preparing for so many of them. Establishing an Academic Bank of credit (ABC) is a robust idea to store the academic credits that students earn by taking courses from various recognized higher education institutions. A student can earn scores by completing a course and these will be credited to the ABC account. One can then transfer these credits if he/she decides to switch colleges. If a student ever drops out for some reason, these credits will remain intact which means he/she can come back years later and pick up from where the student had left.

A very important aspect of any educational system of any country of the world that NEP has focused on increasing the Gross Enrollment Ratio (GER) in higher education which is currently about 26 per cent. This is much lesser than other countries like China, Brazil and North American Nations.

FOCUS ON ENROLMENT INCREASED

The Enrollment ratio to be increased to 50 per cent in the next 50 years, which is almost double the current percentage. The missing link here seems to be non-availability or shortage of basic infrastructure, trained faculty, research facility, the gap between demand and supply, etc The government needs to ensure that current facilities should be strengthened with some added resources to deliver effective education.

MULTIPLE ENTRY AND EXIT OPTION

Another step of multiple entries and exit option in an undergraduate course with appropriate certification seems good initiative, but practically there are some operational glitches including acceptance of these partial certifications, degree or diploma in industry. Another detailed plan is required for those students who want to change subjects during their degree courses, larger questions finally relate to losing an academic year or dilution of degree value.

CONCLUSION AND SUGGESTIONS

The need for Financing of higher education for students, especially those coming from low-income households needs, especially attention. The state can encourage foreign universities to come to India to set up in collaboration with existing Indian Institutions, colleges to promote global research activities for sustainable development. The government should intervene and also play its balancing role lest the implications would be far-reaching. Specific reform measure in the change socio-economic settings in the country is suggested as market forces can sabotage the public sector and thereby establish their control in higher education. The vital interest of Indian students, and particularly those of the poor and marginalized communities.

Societies have undergone a substantial transformation; enormous technological, social and ecological changes have taken place. There are many sectored areas where the gap between HR need and supply is huge in India; for example, disaster and livelihoods development planning or land governance. In the context of work, education, health, sanitation, etc, requires a much broader lens than Civil and architectural engineering. Our education system must be to equip it for all future challenges. The time when India trying to seek its places and status as a competitive leader in various dimensions of political, economic, industrial and social designs unless the policy focuses on India centric approach, the passion for local enterprises opportunities for exploring skills the efficiency for seeking global markets would slowly vanish. No doubts the policy is a departure from the stereotyped system and while education policy continued to change dynamically, thus leaving standard with less leverage as compared to other counter-part globally.

Apart from increasing the spending on education of 6 per cent of GDP, the focus as to sift to how affective and productive is the way the current expenditure is being spent, statistics indicate that by and large-good quality education delivery is compromised. This increase should have been much earlier as per the Kothari commission report although

its proper implementation requires strong willpower of the government. Presently expenditure on higher education is very small compared to other developed countries. Our expenditure per student on higher education is also very small than other developed nations. The proposal of NEP depends on future regulations by both states and the center.

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ARTICLE / 08

New Education Policy 2020 : Deviations from the Present

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Equitable resource allocation becomes difficult in a country like India with its vast geographical area and huge diversity in its institutional structure. Consequently, disparities are found in most economic institutions, including education. Imbalances in educational infrastructure can be found across the states. Education infrastructure and its status being complex phenomena, it is not measurable by a single yardstick. The fundamental problems with the Indian education system are well-known. These include inadequate public funding, excessive reliance on high-cost exclusive private schooling that leads to segregation of students on socio-economic status, poor quality learning in schools and significant presence of teachers with no job and social security in schools and higher education institutions.

The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education. in this paper we try to analyses how the new National Education Policy of India 2020 (NEP 2020), unveiled on July 29, 2020, has deviated itself from the present scenario in education and also how it has addressed these problems? What is the roadmap which brings changes? No doubt, the NEP is ambitious and futuristic for a radical transformation of job seekers into job creators, but much of its success depends on its execution. The execution of NEP in true spirit will make the Indian youth accelerated and affianced for creating value to other people based on the knowledge acquired by them, and this will further fuel deep learning and illustrate the practical relevancy of the education.

1. THEORETICAL BACKGROUND

The importance of education was recognized long ago. Adam Smith recognised the importance of education in economic development; He included the acquired and useful abilities of all members of society in the definition of fixed capital. Further, he stated that this fixed capital generates employment and paves the way for progressive redistribution

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of income in favour of economically weaker sections of the society leading to economic growth. Education has also been identified as one of the key vehicles by which income inequality and unemployment are perpetuated in society. Through education, one can augment his or her income and such individuals collectively promote the growth and development of an economy (Stiglitz, 1973). Hence, individuals seek higher educational achievements to increase their chances of earning a higher income. However, on the aggregate level, such demand for education doesn't translate into all individuals grouped at the same, highest point of educational attainment. In India, under the head "social services" education was introduced in 1973-74 budgetary classification. The Education Commission (1964-66) headed by D.S. Kothari recognised education as an investment and its contribution to the development and recommended that 6 per cent of GDP be spent on education. So, the government of India started framing education policy. Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities—both the 'foundational capacities 'of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem-solving–but also social, ethical, and emotional capacities and dispositions.

The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education. However, since the turn of the decade of the 1990s, and with the emergence of economic liberalization and the country's progress towards being a free market economy, income growth has ensued, and shackles have broken in terms of educational participation as well, especially at secondary and tertiary levels. However, the uneven distributional effects of these high growth rates have stood out as a cause of concern.

In India, public expenditure plays an important role in the development process. India has a federal structure of government. Indian Constitution has divided the powers into three lists viz., (a) Central List (b) State List (c) Concurrent List. In social services, education, welfare and employment come under concurrent list; health and housing come under the State list; food security, broadcasting, information and publicity come under Central list; States play a significant role in many aspects of social development.

Since Independence, India has made considerable progress in social sector development. Centre and state governments have spent huge amounts of money on these services. In the present chapter, the pattern of public expenditure on social services has been analysed. There have been several studies, which looked at the level of social services expenditure and changes therein (See among others, Seema, 2006; Panchamuki, 2000; Prabhu and Chattarji, 1993; Sen, 1997; Guhan, 1995; Bhat, 2005; Trivedi, 2005; Shariff, 2002; Ghosh, 2001; Mondal, 2003; Sudhakar and Moss, 2005; Adi, 2004; Mahendra Dev and Mooij, 2002; Kaur and Misra, 2003; etc.).

Equitable resource allocation becomes difficult in a country like India with its vast geographical area and huge diversity in its institutional structure. Consequently, disparities are found in most economic institutions, including education. Imbalances in educational infrastructure can be found across the states. Education infrastructure and its status being complex phenomena, it is not measurable by a single yardstick. The fundamental problems with the Indian education system are well-known. These include inadequate public funding, excessive reliance on high-cost exclusive private schooling that leads to segregation of students on socio-economic status, poor quality learning in schools and significant presence of teachers with no job and social security in schools and higher education institutions.

On this background we in this paper try to analyses how the new National Education Policy of India 2020 (NEP 2020), unveiled on July 29, 2020, has deviated itself from the present scenario in education and also how it has addressed these problems and also to analyse What is the roadmap which brings changes?

2. PUBLIC EXPENDITURE ON EDUCATION AND NEP2020

The Education Commission (1964-66) headed by D. S. Kothari recognised education as an investment and its contribution to the development and recommended that 6 per cent of GDP be spent on education. The first National Policy on Education (NPE) of 1968 had made a promise: "The reconstruction of education on the lines indicated above will need additional outlay. The aim should be gradually to increase the investment in education so as to reach a level of expenditure of 6 per cent of the national income as early as possible."

The target of achieving 6 per cent of the GDP (national income) in education expenditure was then reiterated and reaffirmed in the subsequent policy statement of 1986 and its amended version in 1992. Fifty-two years down the line, the NEP 2020 repeats it: "The Centre and states will work together to increase the public investment in the education sector to reach 6 per cent of GDP at the earliest."

Table 1
Public Investment in Education as a Percentage of GDP

Year	*Expenditure on Education as per cent of GDP*
1976-77	1.41
1986-87	144
1996-97	1.52
2006-07	1.83
2016-17	2.8
2019-20	3.1

Source : Computed from data available in Various Issues of Indian Public Finance Statistics.

As shown in the above table the task of assigning six per cent has not been achieved. Moreover, the ruling BJP's 2014 election manifesto had also promised the same: "Education: Public spending on education (to be) raised to 6 per cent of GDP." But in six years since then, the average public spending (centre plus states) is less than half (2.9%)

of it—substantially less than the peak of 4.28 per cent achieved in 1999-2000. The real reason for not spending more on education (and health) is the structural adjustment programme (SAP) that the International Monetary Fund (IMF) imposed on India for bailing it out of the forex crisis in the 1990s, which led to the 1991 liberalisation push. Public sector and fiscal spending on education were discouraged and the private sector became the vehicle of socio-economic progress.

3. NEP 2020 AND EDUCATION INFRASTRUCTURE INDICES

Poor public spending on education means government schools and colleges have the poor infrastructure (building, library, labs), large vacancies for teachers and a high presence of low-paid, non-regular ad hoc teachers with no job or social security. For better understanding let us construct education infrastructure indices and examine this on account of the new NEP.

Education Infrastructure Index

For constructing the composite education infrastructure index, the study has used the following procedure: For any given variable, the value of that variable for India is considered as 100 (base value). Further, the absolute values of different states for the corresponding variable are taken as a proportion of this base value. These figures are then summed and divided by the total number of variables to arrive at a composite value (index). These composite values are then given a ranking, starting from highest to the least.

For example, if the number of primary schools per lakh population for India as a whole is 70.87, it is considered as 100 (base value). And if the value of Karnataka is 62.04, the proportion of it to the base value will be 87.55. Then the values of each row are added and divided by the number of variables. This process is carried for all the variables and different states. The numbers so derived are ranked.

The formula of Infrastructure Index is,

$$\text{Education Infrastructure Index} = \frac{Xs}{Xn} \times 100$$

Where
's' is state
'n' is nation
'X' is variable

Education Status Index

The UNDP formula is used for the construction of the education status index.

$$\text{Status Index} = \frac{\text{Actual Value} - \text{Minimum Value}}{\text{Maximum Value} - \text{Minimum Value}}$$

Through this formula, values of each variable will be found. Then the values of each

row will be added and divided by the number of variables. The derived numbers will be considered for the ranking.

Maximum and minimum Values

The values (weights) given by UNDP in its HDI are used for education and health status as maximum and minimum values.

Table 2

Indicator	*Maximum value*	*Minimum Value*
Literacy Rate	100	0
Enrolment Ratio	100	0

Source : Calculated by Author.

Classification of States

On the basis of the values of each indicator and composite indices, the states are categorised into four groups i.e. Group I – Advanced, Group II – Semi-Advanced, Group III – Partially Advanced and Group IV – Under developed. For this purpose, all the states are first divided into two groups based on All India average values, one above the All India average and the other below the All India average. Then two more averages are worked out, one for the group of states whose values are above the all India average and another for the group of states whose values are below the all India average. The states whose values are above and below the former average are classified as Group I – Advanced and Group II – Semi advanced states, respectively. The states whose values are above and below the latter average are classified as Group III – Partially advanced and Group IV – Underdeveloped states, respectively. The method also helps to study the indicator-wise backwardness of the state. This exercise enables one to identify the constraints and taking remedial action for their removal.

Education Infrastructure Indices and their Ranks

Infrastructure development represents the fructification of capital expenditure over several years (Prabhu and Chatterjee, 1993). Using the formulae described earlier, an index of education infrastructure is constructed and presented in Table 3 The ranking of the states in education infrastructures differs for different periods. Assam and Orissa occupied the top 4 positions in all three periods. The last 4 ranks were obtained by Tamilnadu, Rajasthan, Haryana and Andhra Pradesh. From 1981 to 2020 Kerala and Punjab experienced a significant fall in their ranks whereas, Karnataka, Madhya Pradesh and Haryana saw considerable improvement in their ranks. There was a slight improvement in the ranking of Maharashtra, in the period under review.

Education Status Indices and their Ranks

The ranking of the states in education status also differs for different periods. Kerala,

Gujarat, Tamilnadu, and Maharashtra, occupied the top 4 positions in all three periods, with them Kerala and Maharashtra remaining at the top two positions in all periods. Bihar and Rajasthan occupied the last two ranks in the study period. Haryana saw a substantial fall in its rank from 8th in 1981 to 10th in 2020 Madhya Pradesh also improved its rank considerably. A mere ranking exercise may not be sufficient for evolving a programme for the development of education status and infrastructure in the backward regions. Perhaps, the most crucial aspect is to evolve an analytical framework by which one can lay down priorities for the development of education infrastructure in the backward states. Therefore, the study classified the states into four groups according to the levels of improvement obtained by them for each of the indicators in the year 2020.

On the basis of the values of composite indices of education status and infrastructure the states may be categorised into four groups viz., Group I – Advanced, Group II – Semi-Advanced, Group III – Partially Advanced and Group IV – Under developed. The methodology adopted for the exercise is explained in Chapter I. On the basis of 2020 indices, the states are classified as follows:

Table 3
Grouping of the States in terms of Education Status and Education Infrastructure Indices, 2001

Particulars	*Group I - Advanced*	*Group II - Semi-Advanced*	*Group III - Partially Advanced*	*Group IV - Under Developed*
Education Infrastructure Index	Assam Karnataka	Madhya Pradesh Orissa Uttar Pradesh Bihar	Gujarat West Bengal Maharashtra Punjab	Kerala Haryana Rajasthan Tamilnadu Andhra Pradesh
Education Status Index	Kerala Maharashtra Tamilnadu	Madhya Pradesh West Bengal Karnataka Assam Gujarat	Punjab Orissa Haryana Rajasthan	Uttar Pradesh Andhra Pradesh Bihar

Source: Field Survey.

Concerning EII, Rajasthan, Haryana, Andhra Pradesh, Tamilnadu and Kerala stand out as the most backward states. Assam and Karnataka are the two most advanced states in this respect. Similarly, in the case of ESI, Uttar Pradesh, Andhra Pradesh and Bihar stand out as the most backward states. Kerala, Maharashtra and Tamilnadu are the two most advanced states in this respect. It is interesting to note that while Bihar is in the under developed group in ESI, it is in the semi-advanced group in EII.

NEP 2020 : What about the Student-Teacher Ratio?

To improve the education level, an increase not only in the number of schools but also in the number of teachers is necessary. In 1976-77 the number of teacher per lakh students in primary, middle and higher secondary were 2808, 2740 and 10369 respectively. These

numbers decreased in subsequent years due to increase in enrolments and also reduction in the new appointment of teachers. In the 1990s teacher-pupil ratio increased marginally. During 2015-16 the number of teachers per lakh students in primary, middle and higher secondary were 2219, 3559 and 6526 respectively. Growth rates in teacher per lakh students of selected education institution have been given at the end of the table growth rate of the teacher is negative in middle and Hr. Secondary schools. The growth rate is positive but very low in primary schools.

The promise of higher public spending is as illusory as the promise of "providing regularly trained teachers at every stage" the NEP 2020 makes. The untrained, lowly paid ad hoc teachers spread all over India precisely because of the central government's programme Sarva Shiksha Abhiyan (SSA) during 2000-01. The NEP 2020 would end up worsening the quality of education and widen the gap between the socio-economic backward and forward people.

That is because it wants children up to Class III (from 3 to 8 years) to be taught at the Anganwadi centres (AWCs), with the promise of integrating them into regular schools on some future date. Now AWCs are pre-primary schools (up to age 5) and Anganwadi workers (AWWs) there teach mostly poor children and ensure they get cooked mid-day meals. They are officially called "honorary workers", and paid "honorarium" ranging from ₹ 3,000 to ₹ 4,500 per month at main centres and ₹ 2,250 to ₹ 3,500 at mini centres by the central government—after the last revision notified in November 2019.

The states/union territories add their bit to take their honorarium. Those which add ₹ 5,000 or more are: Haryana, Delhi, Goa, Karnataka, Madhya Pradesh, Tamil Nadu and Telangana. That takes the total to about ₹ 10,000 per month. Last counted, India had 14 lakh "sanctioned" AWCs by August 2018, with one ad hoc pre-school teacher each, taking the total number of these teachers to 14 lakh (ignoring vacancies). They are untrained and under-qualified too. Thus, until 14 lakh AWCs are integrated with regular schools, which may take several decades, the NEP 2020 will add to the number of untrained, low-paid ad hoc teachers in Indian schools. Officially, India already has (by 2018), 11.4 lakh such ad hoc low-paid school teachers (12.8% of total), according to the ministry of human resource development (MHRD) data. That number will now go up to 25.4 lakh (28.5%). There's no denying the fact that the Indian education system through one of the credible ones among developing nations, left a lot to be desired, especially on the entrepreneurial front. To keep pace and plug gaps, the Government of India has replaced the 34-years-old National Policy on Education, with the National Education Policy of 2020 (NEP). The NEP, as approved by the Union Cabinet, on one hand, promises to make sweeping reforms in education and research, whereas, on the other hand, it aims to create new possibilities for life-long learning, besides making it industry-oriented with emphasis on entrepreneurship.

What's New in this Policy?

The technical sectors like engineering, technology, management, architecture, town planning, pharmacy, hotel management and catering technology continue to demand well-

qualified individuals and hence closer collaboration between industry and institutions to drive innovation and research is actively encouraged in NEP.

Soliciting inputs from national and international entrepreneurs and practitioners; integrating vocational education programmes into mainstream education, complementing with a parallel voluntary and more business-focused approach; creating entrepreneurship oriented programmes with expanded high-quality opportunities that can make effective use of these qualifications would allow breakthroughs to be brought into NEP and/or implementation in an optimal fashion. Besides, as part of multi-disciplinary education, the focus will be on research & innovation by setting up start-up incubation centres, technology development centres, centres in frontier areas of research, greater industry-academic linkages. These initiatives will go a long way in preserving and promoting entrepreneurial acumen and will also vastly strengthening the existing entrepreneurial sector.

The policy raises the importance of mother tongue and regional languages; medium of instruction until class 5 and preferably beyond should be in these languages. Sanskrit and foreign languages will also be given emphasis. The policy also states that no language will be imposed on the students.

The "10 + 2" structure will be replaced with "5+3+3+4" model. This will be implemented as follows: Instead of exams being held every academic year, school students will only attend three exams, in classes 2, 5 and 8 Board exams will be continued to be held for classes 10 and 12 but will be re-designed. Standards for this will be established by an assessment body, PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development)

The Midday Meal Scheme will be extended to include breakfasts. More focus will be given to students' health, particularly mental health, through the deployment of counsellors and social workers. It proposes a 4-year multi-disciplinary bachelor's degree in an undergraduate programme with multiple exit options. These will include professional and vocational areas and will be implemented as follows:

CONCLUSION

No doubt, the NEP is ambitious and futuristic for a radical transformation of job seekers into job creators, but much of its success depends on its execution. The execution of NEP in true spirit will make the Indian youth accelerated and affianced for creating value to other people based on the knowledge acquired by them, and this will further fuel deep learning and illustrate the practical relevancy of the education.

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National Education Policy 2020 : A Step to Steer India Towards Self-Reliance

Puja Agarwal*

National Education Policy (NEP) 2020 is one of the major linchpins towards infusing inclusive technological use in education for building a 'self-reliant India' (Atmanirbhar Bharat). The grim environment created by the recent COVID-19 pandemic provided an opportunity to the policymakers towards realizing and unleashing the nation's innate potential and thereby calls for 'Atmanirbhar Bharat'. National Education Policy paves the roadmap about what education should be like over the next few decades by connecting students with their roots while being global citizens at the same time. The policy develops a framework to achieve sustainable development in the field of education by creating a harmonious learning environment, especially for the girls' child. PM Modi also highlighted the significance of education as an important component in creating "Atmanirbhar Bharat" (self-reliant India) towards making India the global leader in science and technology. It has been observed that every year thousands of youths in India migrate abroad for higher studies, research activities and so. In this regards, it is highly conducive for promoting diversified student exchange programmes along with the wide focus on new techniques, innovations and building up a strong research foundation so that Indian students also gets global exposure like the students of developed countries, thereby, catering to the needs of the twenty-first century. The National Education Policy also aims at bringing out unique capabilities of each student towards creating 'self-reliant India' through massive impetus on ICT in the form of e-learning. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more flexible and holistic. However, NEP seems to avoid answering the critical and perhaps most fundamental question about education in India, i.e., How do we fund it? In this background, the present paper highlights the vital elements of the policy and its implementation. It also identifies the expected implications and challenges to create a self-reliant India shortly.

Keywords: *National Education Policy (NEP), Inclusive, Self-Reliant India, COVID-19, e-learning, Sustainable Development Agenda for 2030*

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Education is one of the most fundamental components of human development that play a predominant role in achieving sustainable development for any nation, especially for a country like India which needs to bridge the gap between industry demand and supply by developing the policies like National Education Policy. Hence, it is highly imperative to set up a visionary education policy for making Modi's ambitious dream of creating 'Atmanirbhar Bharat' into reality. National Education Policy (NPE), 2020 came after replacing the thirty-four-year-old National Policy on Education (NPE), 1986. The primary goal of the NEP is to ensure that all Indians receive a quality education at an affordable price. The greatest success of NEP 2020 is that it recognises the need for fewer regulations, more autonomy, better teaching and learning methods, better teacher training and more meaningful exams. Essentially, it has given India a vision for the future. Over the years, our government has ignored the expenditure of 6 per cent of GDP to be spent on education, which was first proposed by the Kothari Commission in 1966. Decades down the lane, we are still struggling to attain it. NEP 2020 envisages increasing the public expenditure to reach 6 per cent of Gross Domestic Product (GDP) at the earliest. NEP 2020 not only emphasizes integrating vocational education with mainstream education but also provides skill training and wider learning opportunities to youths to transform the learning system of our nation.

HIGHLIGHTS OF THE NATIONAL EDUCATION POLICY 2020

The National Education Policy 2020 sought to contribute directly to transform India into an equitable, sustainable and vibrant knowledge society and thus asserting India as a global education destination. Major highlights are listed below:

I. Higher Education

1. HE Monitoring and controlling institutions like UGC, AICTE, DCI, etc. will be merged with the Higher Education Commission of India (HECI) as a single regulator for HEI.
2. The current Accreditation Institutions like NAAC and NAB will be replaced by a robust National Accreditation Council (NAC)
3. Establishment of a National Research Foundation (NRF) to fund research in universities and colleges.
4. There shall be two types of Multidisciplinary Universities - Research-intensive Universities and Teaching-intensive Universities.
5. Every existing College will develop into either degree granting autonomous College or migrated into a Constituent College of University and becomes fully a part of the University.
6. The Gross Enrolment Ratio in higher education including Vocational education will increase from the current 26.3 per cent (2018) to 50 per cent by 2035.
7. HEIs which deliver the highest quality will get more incentives from the Government.

8. All existing affiliated Colleges will eventually grow autonomous degree-granting colleges with the mentoring support of affiliated universities by improving and securing the prescribed accreditation level.
9. The various nomenclatures used currently such as deemed to be university, affiliating university, central university, affiliating technical university, unitary university, etc will be replaced by 'University' after fulfilling the required criteria as per norms.
10. The research will be included at UG, PG level and have a holistic and multidisciplinary education approach.
11. Pedagogy in HEIs will focus on communication, presentation, discussion, debate, research, analysis, and interdisciplinary thinking.
12. An Academic Bank of Credit (ABC) will be established which would digitally store the academic credits of all registered candidates earned from various recognized HEIs (SWAYAM & ODL mode) that can be taken into account while awarding degrees by the college or university.
13. Four years Bachelor degree with multiple exit options, one to two years Master's degree based on the number of years spent in Bachelor degree as four or three respectively, and option to do Ph.D. for four years Bachelor degree with research are possible.
14. All HEIs will focus on research and innovation by setting up (a) Start-up incubation centers, (b) Technology development centers, (c) Centres in frontier areas of research, (d) Centre for Industry academic linkage, and (e) Interdisciplinary Research Centres including humanities and social sciences research.
15. Student Centered teaching & learning process instead of Teacher centred teaching model.
16. Choice-Based Credit System is revised by an innovative and flexible Competency-Based Credit System.
17. The examination system will change from high-stakes examinations (Semester End system) towards a more continuous and comprehensive evaluation examination system.
18. All HEIs will develop, support, and fund for topic-centered clubs and activities organized by students with the help of faculty and other experts as needed, in the area of science, mathematics, poetry, language, literature, debate, music, sports, etc.
19. Encouragement for Online Distance Learning (ODL) courses as a part of degree programmes to include the credit system.
20. The Degree programmes may contain in-class teaching, Online teaching components, and ODL components with a 40:30:30 ratio model to achieve a global standard of quality.
21. HE quality will be improved to a global quality level to attract more international students and the credits acquired in foreign universities will be counted for the award of a degree.

22. National Scholarship Portal will be strengthened and expanded to help the financial needs of merit-based students. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

II. Teachers Education

23. All stand-alone Teachers Education Institutions should convert themselves as Multi-disciplinary HETs by 2030 to offer only four years of integrated B.Ed. programme.
24. All schools of foundation, preparatory, middle, and secondary level should appoint 4-years integrated B.Ed. degree holders as teachers with dual major specialization (Education & Subject).
25. Till 2030, there will be two years B.Ed. programme for 3 years UG and one-year B.Ed. for four years UG and those who have Master's degree in other subjects.
26. M.Ed. will be one year with a research focus. The faculty profile in Departments of Education will be diverse with Ph.D.'s in different areas.
27. All interested senior or retired faculty will be utilized short or long term for guiding, mentoring, or professional support for research/training/innovation. A separate National Mission for Mentoring will be established.

III. Professional Education

28. All stand-alone professional education institutions in any field shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education by 2030.
29. HEIs will be encouraged to prepare professionals in agriculture and veterinary sciences through programmes integrated with general education. Universities/ institutions offering law education must prefer to offer bilingual education for future lawyers and judges—in English and State language.
30. The Healthcare education system must be integrated in such a way that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa. Greater emphasis should be given in all forms of healthcare education to preventive healthcare and community medicine.
31. Technical education should be offered within multidisciplinary education institutions and should focus on opportunities to engage deeply with other disciplines.

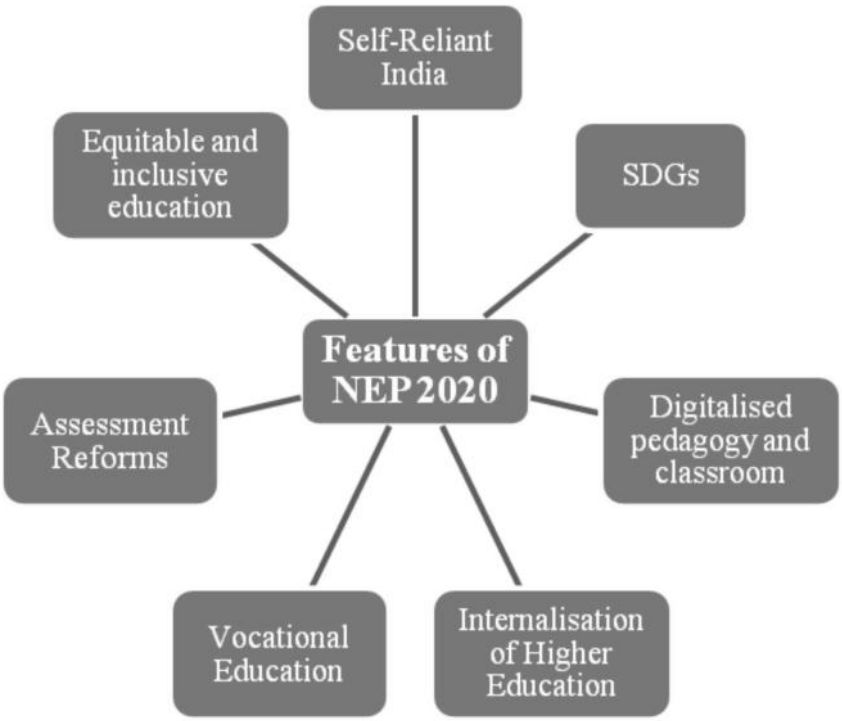
IV. Private Institutions

32. All private universities are eligible for graded autonomy based on their accreditation status.
33. All private universities / autonomous colleges have to maintain an openness in their financial dealings and the BoG is responsible for any irregularities in the

accounting system. BoG should contain eminent people well-reputed in their professional area to guide the speedy development of the HEIs.

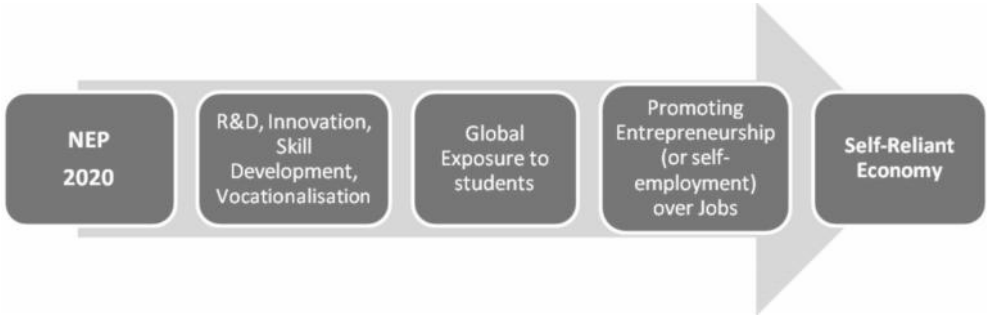
34. All HEIs have autonomy in deciding their fee structure and surplus if any should be reinvested in the expansion projects with a transparent accounting system.
35. All private HEIs should offer 20 per cent free-ship and 30 per cent scholarship in the course fee for meritorious students in every course which they offer during a given academic year and this should be checked and confirmed by the accreditation process.
36. National Research Foundation will treat all private HEIs on par with public HEIs for granting research finds which is only based on the merit of the proposals.

SALIENT FEATURES OF NEP 2020

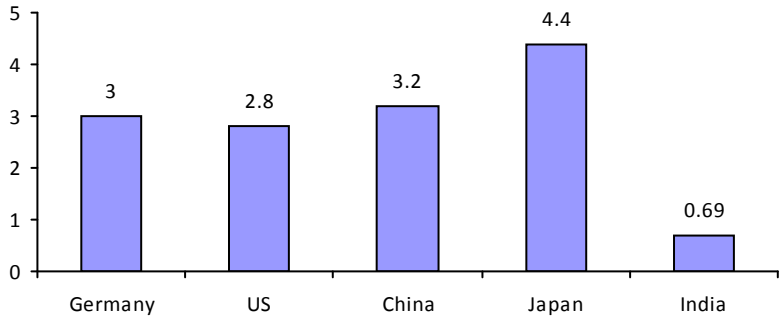


NEP 2020 AND SELF-RELIANT INDIA

The current Covid19 crisis has proved not only the validity and necessity of a self-reliant society but at the same time, it also aimed in redirecting unemployed youth to find employment through a self-sustained skill-based model. Unlike other initiatives of the Government of India, like, Skill India and Start-up India, Atmanirbhar India is also the latest on the list.



However, as per the latest World Development Indicators published by the World Bank, it has been observed that India spends barely 0.69 per cent of GDP on research and innovation against a global average of 3 per cent of GDP, whereas Germany, the US, China and Japan spend 3 per cent, 2.8 per cent, 2 per cent and 3.2 per cent respectively of their GDP on research. The current Public Expenditure on education in India has also been 4.4 per cent of GDP. This needs to be significantly increased to 6-7 per cent of GDP with a combined contribution of the Centre and State government. It's noteworthy that India is ranking 35th in global education rankings of 2020.



Source : World Development Indicators published by the World Bank.

The above chart highlights that while the rest of the countries are largely spending on research and innovation, India is far behind the global average (3 per cent). No doubt, the road towards 'Self-Reliant India' is critical but never impossible. Continuing to Higher Education, it aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3 per cent (2018) to 50 per cent by 2035. Indeed, this policy is in many ways radically different from all its predecessors, and it looks at our educational requirements in a new way.

IMPLICATIONS OF NEP 2020 ON INDIAN HIGHER EDUCATION SYSTEM

- Only qualified role-models have the opportunity to elevate to the top to a decision-making role

- Cleaning of Higher Education Bureaucratic system
- Transformation of Single discipline Colleges into a multi-disciplinary autonomous degree-awarding Colleges
- Focus on Research & Innovation at UG & PG levels
- Highly educated Board of Governors (BoG) to avoid misuse of power by Individuals
- The Responsibility of maintaining Quality lies with the Board of Governors
- Elimination of Commercialization of Education
- Responsibility of Private HEIs towards Educational Philanthropy
- Transformation of Public/Government/Private Colleges

Challenges and Opportunities

Recollecting Mahatma Gandhi's thought *"What cannot be sound in practice cannot be sound in theory"*. Therefore, with every new policy/programmes, lies another set of pros and cons and so do this NEP 2020. At present, the Indian education system is criticized by many due to many reasons such as its rote learning methods, outdated curriculum, etc.

- Conversion of affiliated colleges into Autonomous Colleges
- Competency-based Continuous Evaluation System
- Transforming Undergraduate and Postgraduate courses into Research-based Courses
- Maintaining quality & accountability in Public/Government Universities & Colleges
- Enhancing faculties' productivity based on Research Output
- Merit-based student admissions, Faculty Selection, Appointments and Promotion
- Integrated Controlling & Monitoring System
- Boost to Online training
- Boost of GER through Autonomy to Private Sector
- Improved STEAM model of HE Curriculum
- Biennial Accreditation Process

Further Recommendations for Improvements

- Both Ph.D. and NET should be the compulsory qualification and eligibility criteria for a permanent teaching position in colleges & universities
- Strengthening Digital infrastructure across all corners of the country
- Incentivize innovation, research and development to enhance teaching-learning outcome
- Research collaborations and student exchange programmes between Indian and foreign universities to be promoted
- Removal of Obsolesce and unnecessary lobbying in Higher Education should be restricted
- Faculty Accountability to Boost Performance: API based increments & Promotion

- Greater emphasis on the blended, online and experimental based learning
- Strengthening of Integrated National Digital Library (INDL)
- Vocational Training based Earn while Learn Encouragement
- Compulsory Faculty Annual Publication leading to IPR
- Promotion to Open Access Publications with retention of Copyright with authors
- Reservation-based selections and appointments should be scrapped. Only merit-based admissions/appointments should be prioritized
- Universities should systematically start their digital publication units to publish high-quality research and sharing with global indexing agencies
- More and more incubation centers and internship programmes need to be promoted for the larger benefits to the students. As such, entrepreneurship-related papers should also be incorporated in each semester to enhance students' employability and entrepreneur ability.

Conclusion

To conclude, the National Education Policy 2020 is one of the most visionary and comprehensive policy frameworks as it underlines multiple aspects for uplifting the education domain of the country. Most all the proposals that have been proposed in NEP 2020 are having great potential to give success to all the stakeholders in the future. However, its actual success lies in its effective implementation and execution at the ground level. Heavy investment in technology in government procedures, digital divide and bureaucracy is a long-overdue necessity that cannot be overlooked. Henceforth, the need of the hour is to take a major drift from a mere teacher-centric to student-centric, marks-centric to skills-centric, information-centric to knowledge-centric, learning-centric to research-centric, examination-centric to experimental-centric, and choice centric to competency centric approach.

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National Education Policy 2020 : A Transformative Road Map for Higher Education

Aparna Bhardwaj* and Kirti Dubey**

National Education Policy 2020 aims to address many of the growing developmental imperatives, proposes the revision and revamping of all aspects of the education structure through regulation and governance. The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. Ancient educational institutions India such as Takshashila, Nalanda,Vikramshila, Vallabhi, established the uppermost standards of multidisciplinary teaching and research and attracted students of many countries. The teacher is placed at the centre of the reforms in the education system. The vision of the Policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen (MHRD National Education Policy 2020). Indian higher education in the past has been characterized by too heavy-handed for decades; too much has been attempted to be regulated with too little effect. The disempowering nature of the regulatory system has problems of heavy concentrations of power within a few bodies, conflicts of interest resulting lack of accountability. The regulatory system requires a complete overhaul in order to re-energize the higher education sector and enable it to thrive. The proposed regulatory system of higher education will ensure that the distinct functions of regulation, accreditation, funding, and academic standard setting will be performed by distinct, independent, and empowered bodies. This is considered essential to create checks-and-balances in the system, minimize conflicts of interest, and eliminate concentrations of power.

Most of the Sciences Institutions, Universities and arts, commerce and science colleges have a strong teaching learning system with required pedagogical approach and are also equipped with potential leaders, faculty, students and infrastructure. Presence of or starting of innovative programmes by bridging the skill deficit, removing gender inequalities and promoting innovative ideas and methods are the innovations of NEP:2020. Unnecessary control and stress creating atmosphere will be removed by the new institutions to be created for the purpose. The institutions can work more on Interdisciplinary programs and intellectual Property Rights. The faculty can be trained by necessary Faculty Development Programs. As advised by the policy more online blended programs catering to the needs of different sectors could be started. More international collaborations could be sought and the activity of existing Memorandum of Understanding may be increased. The Universities can work on getting themselves

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approved and recognized in the abroad councils. in short the policy aims at revisiting the ancient successful methods of teaching and learning for making the nation a reservoir of knowledge population.

All governments give a major prominence on education policy of their country because the outcomes of educational policies have huge impact on their social and economic development. Ancient Indian thinkers viewed education as an tool which places an ignorant person on the path of an intellectual, progressive, moral and virtuous course of life. In the ancient period the major objective of education was religion. There were no significant efforts made to universalise education and include people from different groups. During the British India Macaulay's policy was of promoting knowledge of the sciences could only be accomplished by the adoption of English as the medium of instruction, brushed aside the claims of the mother-tongue not equipped. A new chapter in education policy began with India becoming independent. Education became the responsibility of both state and central governments according to the Constitution of India. The first Commission was the University Education Commission of 1948, under the chairmanship of Dr. S. Radhakrishnan, to suggest improvements and extensions that would be desirable to suit the present and future requirements of the country (Aggarwal 1993). The Secondary Education Commission was set up under the chairmanship of Dr. A. Lakshmanaswami Mudaliar in 1952 to view about the educational problems of Indians and proposed to increase efficiency of production. Kothari Commission was set up under D. S. Kothari in 1964 entrusted with the task of dealing with all aspects and sectors of education and to advise the Government on the evolution of a National System of Education. The Government of India initiated the National Policy on Education in 1986. Its major objective was to provide education to all sections of society, with a particular focus on scheduled castes, scheduled tribes, other backward classes and women, who were deprived of educational opportunities for centuries. The reports of the various commissions have an effect on education policy, but there have been gaps between recommendations and implementation due to social and political pressures, and also administrative lapses. The National Education Policy 2020 is the first education policy of the 21st century and aims to address many of developmental issues of education.

National Education Policy 2020 aims to address many of the growing developmental imperatives, proposes the revision and revamping of all aspects of the education structure through regulation and governance. The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. Ancient educational institutions India such as Takshashila, Nalanda,Vikramshila, Vallabhi, established the uppermost standards of multidisciplinary teaching and research and attracted students of many countries. The teacher is placed at the centre of the reforms in the education system. The vision of the Policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen (MHRD National Education Policy 2020).

Indian higher education in the past has been characterized by too heavy-handed for decades; too much has been attempted to be regulated with too little effect. The disempowering nature of the regulatory system has problems of heavy concentrations of power within a few bodies, conflicts of interest resulting lack of accountability. The regulatory system requires a complete overhaul in order to re-energize the higher education sector and enable it to thrive. The proposed regulatory system of higher education will ensure that the distinct functions of regulation, accreditation, funding, and academic standard setting will be performed by distinct, independent, and empowered bodies. This is considered essential to create checks-and-balances in the system, minimize conflicts of interest, and eliminate concentrations of power.

SALIENT FEATURES OF NEP 2020: HIGHER EDUCATION

1. NEP:2020 is aimed at recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.
2. The basic objective is to offer flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
3. There will be no hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning.
4. The focus will be on multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
5. The paradigm shift is emphasis on conceptual understanding rather than memorising for attending exams.
6. To encourage creativity and critical thinking, logical decision-making and innovation;
7. The outcome of higher education is to inculcate ethics and human and Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice.
8. NEP:2020 is to promote multilingualism and the power of language in teaching and learning;
9. NEP:2020 aims at developing life skills such as communication, cooperation, teamwork, and resilience;
10. The focus of reforms is on regular formative assessment for learning rather than the summative assessment supported by coaching centres.
11. Promote extensive use of technology in teaching and learning, removing language barriers.
12. Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;

13. Assure the adherence of full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
14. Develop synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;
15. Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;
16. A regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment.
17. To promote outstanding research as a corequisite for outstanding education and development.
18. There will be continuous review of progress based on sustained research and regular assessment by educational experts;
19. Education system has the root and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions.
20. Education is a public service; access to quality education must be considered a basic right of every child.
21. To make substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

REGULATORY SYSTEM AND REGULATORY BODIES

Regulatory system of higher education will ensure that the distinct functions of regulation, accreditation, funding, and academic standard setting will be performed by distinct, independent, and empowered bodies. These four structures will be set up as four independent verticals within one umbrella institution, the Higher Education Commission of India (HECI). The first vertical of HECI will be the National Higher Education Regulatory Council (NHERC). It will function as the common, single point regulator for the higher education sector including teacher education and excluding medical and legal education. The second vertical of HECI will, be a 'meta-accrediting body', called the National Accreditation Council (NAC). Accreditation of institutions will be based primarily on basic norms, public self-disclosure, good governance, and outcomes, and it will be carried out by an independent ecosystem of accrediting institutions supervised and overseen by NAC. The third vertical of HECI will be the Higher Education Grants Council (HEGC), which will carry out funding and financing of higher education based on transparent criteria.

The fourth vertical of HECI will be the General Education Council (GEC), which will frame expected learning outcomes for higher education programmes, also referred to as 'graduate attributes. A National Higher Education Qualification Framework

(NHEQF) will be formulated by the GEC. The functioning of all the independent verticals for Regulation (NHERC), Accreditation (NAC), Funding (HEGC), and Academic Standard Setting (GEC) and the overarching autonomous umbrella body (HECI) itself will be based on transparent public disclosure, and use technology extensively to reduce human interface to ensure efficiency and transparency in their work. The professional councils, such as the Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET) etc., will act as Professional Standard Setting Bodies (PSSBs). The separation of functions would mean that each vertical within HECI would take on a new, single role which is relevant, meaningful, and important in the new regulatory scheme. HECI

CURBING COMMERCIALIZATION OF EDUCATION

In India, there has been rapid expansion of private higher education institutions since the end of 1980s in the form of universities and affiliated colleges and deemed to be universities. The Government has consistently held the view that education in India is not regarded as a commercial activity and have to be set up in the "not for profit" mode. But in reality, Indian education rest on two compartments-one for the haves and the other for the have-nots. It has eroded the credibility of public-funded education system and the private institutions charge heavily and they function on the basis of asset creation and profit making. It is the responsibility of the government to ensure uniform education for all irrespective of the ability to pay.

All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity. Surpluses, if any, will be reinvested in the educational sector. There will be transparent public disclosure of all these financial matters with recourse to grievance-handling mechanisms to the general public. The accreditation system developed by NAC will provide a complementary check on this system, and NHERC will consider this as one of the key dimensions of its regulatory objective. All fees and charges set by private HEIs will be transparently and fully disclosed, and there shall be no arbitrary increases in these fees/charges during the period of enrolment of any student. This fee determining mechanism will ensure reasonable recovery of cost while ensuring that HEIs discharge their social obligations.

The entry into higher education would be through common aptitude test as well as subject specific test twice in a year conducted by National Testing Agency (NTA). The entrance exam for undergraduate, graduate and fellowship admissions would be conducted by NTA rather than individual universities. The Undergraduate degree will be for either three- or four-years duration with multiple exit options with certifications. On completion of one year, Diploma will be awarded, Advanced Diploma at the end of two years, Bachelor's degree at the end of three years and at the end of four-year program, the students will be awarded a Degree with research. The Masters programme will be for either one- or two-years duration. Students who had completed three-year undergraduate program would do two years of Masters and those who had completed four-year Bachelor

program would do one-year Master's program. The higher education institutions can offer five-year integrated Bachelor's/Master program. MPhil program is discontinued. The students with four-year Bachelor's degree with research/Masters' degree can directly apply for PhD. The Academic Bank of Credits (ABC) will digitally store credits earned by the students from recognized institutions. The Degree can be awarded taking into account the credits earned from other institutions. These changes are not mandated for Health professions education programs and Law.

TRANSFORMATIVE ROAD MAP FOR HIGHER EDUCATION

Under NEP: 2020, many existing small colleges that are pedagogically unviable and costly would be amalgamated with larger HEIs. Each HEI would come to have a minimum of 3,000 students. HEIs will have the freedom to choose the mix between research and teaching as per their strengths, highly research-intensive institutions and highly teaching intensive institutions come each on both ends. Full restructuring on these lines is prospective policy sets a deadline of 2035. But this consists of many short-term benefits which include conversion of leading colleges into board administered, autonomous, degree giving HEIs; freeing up undergraduate students to take courses across all disciplines; launch of a four-year bachelor's degree; opening India to foreign universities; incorporating vocational education in college curriculum; and creation of a National Research Foundation.

The starting point for bringing about these changes is the Higher Education Commission of India (HECI) Act. The policy provides the broad contours of this act. The human resource and development (HRD) ministry have consulted extensively while drafting the act. An important key to bringing about the changes that NEP 2020 proposes will be to empower HECI to confer degree-giving power on HEIs. Currently, this power is vested with central and state governments and the University Grants Commission. Central and state governments create degree giving institutions through legislations. The UGC has the power to convert any existing research or teaching HEI into a deemed-to-be university. These powers would need to be transferred to and concentrated in HECI. Only then will the commission be able to create board administered degree giving autonomous colleges in the short run and a higher education system consisting of large HEIs with no affiliated colleges in the long run

The HECI Act will also need to accommodate foreign institutions in a flexible manner. At present, the policy envisages allowing only top 100 institutions globally to open campuses in India. There is no guarantee that these institutions would rush to establish campuses in India. Chances are that with no prior experience to serve as a guide to administrative and bureaucratic hurdles in India, they will be hesitant. Therefore, depending on the response of these top 100 institutions, HECI will need enough flexibility to open the door wider to other, lower-ranked foreign institutions. Eventually, any foreign institution that helps raise the average level of education should be welcome.

Changes such as permitting undergraduate students to take courses across all disciplines, launch of a four-year undergraduate degree, and autonomy to leading colleges

can be implemented even within the current legal structure in higher education. The process of granting autonomy to colleges had been initiated in February 2018 on the recommendation of a Niti Aayog. This has had a salutary effect on the performance of approximately 60 leading colleges that were granted autonomy. Now that NEP 2020 has put its stamp on creating autonomous colleges on a large scale, this process may be accelerated. Degree giving powers to these colleges may follow once HECI is in place.

MULTIDISCIPLINARY EDUCATION

A holistic and multidisciplinary education helps to develop intellectual, aesthetic, social, physical, emotional, and moral capacities of human beings in an integrated manner. Such a holistic objective of education in the long term will improve the quality of education through the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines. Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills. Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points. Departments in Languages, literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, etc. will be established and strengthened at all HEIs. Curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.

The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option. An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI. Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up and will aim to attain the highest global standards in quality education. HEIs will focus on research and innovation by setting up start-up incubation centres, technology development centres, centres in frontier areas of research, greater industry academic linkages, and interdisciplinary research including humanities and social sciences research.

CONCLUSION

Most of the Sciences Institutions, Universities and arts, commerce and science colleges

have a strong teaching learning system with required pedagogical approach and are also equipped with potential leaders, faculty, students and infrastructure. Presence of or starting of innovative programmes by bridging the skill deficit, removing gender inequalities and promoting innovative ideas and methods are the innovations of NEP:2020. Unnecessary control and stress creating atmosphere will be removed by the new institutions to be created for the purpose. The institutions can work more on Interdisciplinary programs and intellectual Property Rights. The faculty can be trained by necessary Faculty Development Programs. As advised by the policy more online blended programs catering to the needs of different sectors could be started. More international collaborations could be sought and the activity of existing Memorandum of Understanding may be increased. The Universities can work on getting themselves approved and recognized in the abroad councils. in short the policy aims at revisiting the ancient successful methods of teaching and learning for making the nation a reservoir of knowledge population.

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New Education Policy and Online Education

Vijay Kumar Gupta*

The Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. While education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bi-directional. The recent rise in epidemics and pandemics necessitates. An alternative model is required for quality education whenever and wherever traditional and in-person modes of education are not possible. With the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, this New Education Policy 2020 recommends many initiatives.

The objective of this paper is to study the challenges and prospects of online and technology education and give suggestions also and the methodology of the study is based on secondary sources and conceptual discussion on highlighting the gist of the national educational policy framework, especially part III, Chapter 23 & 24 under part III of New Education Policy 2020.

Digital Learning has become very popular with time and has many advantages. Digital Learning has no particular or specialised area and time restrictions. There is no physical restriction and the learner can attend the sessions anytime, anywhere according to his/her comfort. Digital learning has more participation as compared to traditional learning. Digital learning is a cost-effective way of education as compared to traditional learning. This is directed towards both learners and teachers. The Most benefit of online education is an optional or suitable time to learning. In a digital learning platform, an optional time can be set for study as suits.

The broadband connection is not satisfactory and as well as data plans are costlier also and not affordable for all students. There are several homes, where there are only one smartphone and no computers or laptops for the students to attend online classes. This is one big problem. Most parents have a negative opinion about a phone that if they hand over their smartphones to the kids, they will misuse the smartphone for other purposes and not for studying. The excessive use of smartphones or computers affects bad health. There are several homes, where the students do not have enough space to study comfortably. This is mainly because of the poverty situation in India.

To implement NEP 2020 successfully regarding online education there is a need for the integration of technology in education with a component of digital literacy, scientific temper and computational thinking for a holistic learning experience of the students. At all levels, the government will need to create stakeholder incentives so that the implementation is smooth and uniform. The teachers can give

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tough assignments to the students so that they do not get enough time to be distracted. The parents can download the parental control application. The problem is not that serious in the case of virtual classes as the teacher can track the attendance of the students and then, the student will have no option but to attend the online classes. Emphasize practical and experiential learning which will lead to instilling the 21st-century skills of creativity and critical thinking in the children.

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn but more importantly learn how to learn. To fulfill the global education development agenda reflected in Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. The Union Cabinet approved the National Education Policy 2020 on 29th July 2020, making way for large-scale, transformational reforms in both school and higher education sectors. This is the first education policy of the 21st century and replaces the 34 years old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student.

I. OBJECTIVE

The objective of this paper is to study the challenges and prospects of online and technology education and give suggestions also.

II. METHODOLOGY

The methodology of the study is based on secondary sources and conceptual discussion

on highlighting the gist of the national educational policy framework, especially part III, Chapter 23 & 24 under part III of New Education Policy 2020.

III. HIGHLIGHTS OF INDIAN NATIONAL EDUCATION POLICY 2020 REGARDING ONLINE AND DIGITAL EDUCATION

India is a global leader in information and communication technology and other cutting-edge domains, such as space. The Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. While education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bi-directional.

New circumstances and realities require new initiatives. The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. In this regard, the National Education Policy 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. It calls for carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides. In the meantime, the existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all.

With the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, this New Education Policy 2020 recommends the following key initiatives:

Pilot Studies for Digital/Online Education

Some of the educational institutions and universities such as NIOS, NITs, IGNOU, CIET and NETF will be asked to conduct some research for maximizing the benefits of digital learning in India. The research and pilot studies will include finding the most preferred format of E-content and decreasing the risk of student device addiction.

Online Teaching Tools and Methods

The existing e-learning platforms such as DIKSHA and SWAYAM will be extended to provide teachers with a user-friendly and well-structured environment. These platforms will be updated with some set of tools such as a two-way audio interface and two-way video that can help the teachers to conduct online classing and monitor the progress of students.

Digital Infrastructure

The new education policy will include some investment in the creation of public digital and interoperable infrastructure that can be utilised by multiple platforms. This new

digital infrastructure will be created by keeping in mind that the technology-based solutions provided through it do not become outdated with time.

Training for Teachers

Teachers will be trained to use online learning tools and platforms. Besides this, they will also be trained with additional skills so that they can manage the online platform themselves. The training will emphasis on improving teacher-student engagement through online content and resources.

Virtual Labs

Some digital platforms such as SWAYAM, SWAYAMPRABHA and DIKSHA will be asked to create some virtual labs where students can practice their theoretical knowledge. These labs will be equipped with all tools for improving the hands-on experiment-based learning experiences. Besides this, access will be provided to the SEDG students and teachers so that they can learn through the tablet or any other electronic gadget.

Availability of Courses in Different languages

Televisions, community radio and radio will be utilised for telecast and broadcasting purposes so that the students who can't access the digital media. Students will be able to access the study material in their regional language whenever they want. Besides this, the online content will be made available to the students as well as teachers in their medium of instruction.

Online Assessments and Examination

Some government bodies such as School Boards, NTA, proposed National Assessment Centre or PARAKH will work on designing a new assessment framework. The new framework will be designed to examine the performance of the students as per the updated standards of online education. Besides this, the framework will be based on 21st-century technology.

Digital Repository, Content Creation and Dissemination

A digital repository will be created which will include Learning Games & Simulations, Virtual Reality and Augmented Reality. The system will be provided with a public system for rating by the user to analyse the quality and effectiveness. Besides this, some fun-based learning tools like gamification of Indian art and culture will be created with operating instructions. These instructions will be available in different languages so that everyone can understand them easily. A secure backup system will also be provided for the dissemination of e-content to students.

Standards of Online Learning

The standard of the content, pedagogy and technology for digital education will be set by

the NETF and other appropriate bodies. These standards will enable the government to set guidelines for classrooms. E-learning and methods for digital learning in India.

Blended Models of Learning

The importance of face-to-face learning will not be compromised while promoting digital learning and education. Different modes of blended learning will be analysed and only the appropriate method will replace the traditional modes of learning.

Creating a Dedicated Unit for Digital Education

A dedicated unit to promote digital learning will be established in the MHRD. The unit will look after the online learning need of both the school as well as higher education. This center will comprise experts from the field of education, educational technology, administration, e-governance, digital pedagogy and IT. These experts will be working in delivering high-quality education to the students and resolving their queries.

IV. MERITS OF DIGITAL OR ONLINE LEARNING

Digital Learning has become very popular with time. The following are the advantages of Digital Learning:

No Area Boundary

Digital Learning has no particular or specialised area and time restrictions. In the case of face-to-face learning, the location limits the group of learners to those who can participate in the area. But this is not the case in digital learning. In digital learning, there is no physical restriction and the learner can attend the sessions anytime, anywhere according to his/her comfort.

No Participation Limit

Digital learning has more participation as compared to traditional learning. Through digital learning, a course can be designed in a way that makes it interactive graphics and fun through the use of multimedia.

Economically

Digital learning is a cost-effective way of education as compared to traditional learning. This is directed towards both learners and teachers. In digital learning, there is a good chance that you don't have to pay exorbitant amounts of money to acquire textbooks for school or college. As textbooks often become obsolete after a certain period, e-learning is a cost-effective way of learning because of the reduced cost.

Optional Time

The Most benefit of online education is an optional or suitable time to learning. In a digital learning platform, an optional time can be set for study as suits. In the case of

traditional learning where all the students have to present in the class when the teacher is teaching. The same is not the case which digital education. In digital education, the student can study at the time of his comfort day or night.

V. CHALLENGES

Lack of Strong Internet Connection

The number of villages with a broadband connection is also not satisfactory, however, in the last few years, the mobile network penetration has gained someplace, and the students might rely on cellular data for online education. If a school does all the necessary arrangements to host classes online using virtual classroom setups, and all the students within that school come from rural areas where the internet connection is not that good, the whole setup of digital education in that particular village will fail miserably. As well as data plans are costlier also and not effort able for all students

Lack of devices for digital education

In India, there are several homes, where there are only one smartphone and no computers or laptops for the students to attend online classes. In those situations, the smartphone is mostly used by the earning member of the family, and if that person goes out for work, there is no smart device for the student to access the internet and eventually to get access the digital education. This is one big problem. Additionally, if there is more than one child in a family and all of them want to access online classes or watch video lectures online, the family might not be able to afford a smartphone for every child. That's when the parents need to decide about, who will be using the smartphone at what point in time. When most families cannot afford a smartphone, it will be stupid to think they can afford a computer or laptop for the kids in the family to get access to digital education. When it comes to dealing with laptops and computers in rural areas, computer literacy is also not satisfactory. If the small kids want to have access to the internet for attending virtual classrooms, they will need their parent's help, and the same is also applicable for students of higher classes if they do not know how to operate a computer.

Negative opinion about Phone

Generally, most parents have a negative opinion about a phone that if they hand over their smartphones to the kids, they will use the smartphone for other purposes and not for studying. This is true to some extent, for students who are not serious but that doesn't mean there is no solution to this problem.

The distraction of students in online education

Most school students in India are not serious, and it is not their problem. Small kids will always tend to use those apps and games, which interests them and there is no doubt about the fact that studies do not interest most students. So, if the parents cannot look

after the kids, while they are studying online, the students may do something else on the smartphone or a computer. they will mostly play games, watch animated shows, and everything else at that time.

Additionally, the excessive use of smartphones or sitting in front of the computer can have a long-term drastic impact on the health of the students which is again something that needs to be addressed. Long-term exposure to computer and smartphone displays can impact the eyes and that is yet another big concern. The problem of distraction is not present in students, who are preparing for competitive exams, or those students who are serious, but school students do not belong to that class.

The unfriendly situation in homes

There are several students, who go to school only because the ambiance at home is not good enough for studying. In our country India, there are several homes, where the students do not have enough space to study comfortably. In that situation, a computer that in most cases requires a lot of space will not be available in a house, and digital education in those homes is next to impossible.

If the student cannot study comfortably and in a peaceful situation, studying at home with the help of online education is also not possible. This is a problem, which cannot be solved very easily and it has nothing to do with the penetration of the Internet in India. This is mainly because of the poverty situation in India, however, more people are coming out of the poverty level and that is a positive sign. Additionally, most students might have to support their family when they are at home, and if that goes on, they have very limited time in hand to pursue education, may it be the conventional form of education, or it is some form of digital education. A peaceful atmosphere is always the elementary thing for smooth studying and that is not present in many houses of India.

There is no doubt, there are several challenges to digital education in India. However, it is not that all the problems are beyond solution. Most problems can be solved, however, there are certain problems, which require a long-term approach so that we can achieve a solution. It might take a few more years before all the problems can be solved but we have to be optimistic. The COVID-19 situation has taught us the importance of digital education, and the government has also come forward to improve the existing infrastructure so that digital education can flourish in our country India. If digital education flourishes in our country, it is a huge market for educators. They can make a good profit after offering quality education to our country if the underlying infrastructure is improved.

Other Challenges

Certain types of subjects and courses such as science and performing arts cannot be taught in the digital education space. The online education system is more of a type of screen-based learning system which restricts the students to perform practical. Good concentration and self-motivation are required for online education. Students below the age of 17 years may lack these skills.

VI. SUGGESTIONS & CONCLUSION

The NEP, which is designed to ease the burden of classroom teaching and examination on students, will play an important role in creating the future of the country. Its success, however, lies in the uniform and transparent implementation at all levels, with an equitable distribution of resources. This huge task can be realized only when there is 100 per cent cooperation and collaboration between the Central, State Government and the Ministry of Education.

To implement NEP 2020 successfully regarding online education there is a need for the integration of technology in education with components of digital literacy, scientific temper and computational thinking for a holistic learning experience of the students. At all levels, the government will need to create stakeholder incentives so that the implementation is smooth and uniform. The teachers can give tough assignments to the students so that they do not get enough time to be distracted. The parents can lock down access to the Google Play Store and other apps where the student can download distractive content. Additionally, the problem is not that serious in the case of virtual classes as the teacher can track the attendance of the students and then, the student will have no option but to attend the online classes. Formulate instruments in the form of legal, policy, regulatory and institutional mechanisms. Emphasize practical and experiential learning which will lead to instilling the 21st-century skills of creativity and critical thinking in the children.

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Role of MOOC-SWAYAM as a Digital Education

Swargesh Kumar*

This study highlights the awareness of MOOC-SWAYAM among Library and Information Science Professionals. Library and Information Science professionals are using online resources to seek information for their various purpose and emerging trends and technologies are regularly adapting in libraries and library and information science education. Swayam platform provides a great opportunity for e-learning. It is not only LIS professionals but also to all professionals, students to learning new trends and technologies. The results show that most of the LIS professionals are interested in Swayam and most of them are enrolled for the LIS courses available in it and some of them completed the course and got the certificate it. Almost all the teaching processes in Swayam are most interesting. The fact that more respondents ranked 5th indicates that Swayam is more useful.
Keywords: *MOOCs, SWAYAM, E-Learning, LIS, LIS Professionals*

The advent of Information Communication Technology changed the nature of the educational system scenario. ICT plays an important role in making learning more effective, efficient and entertaining. The honorable Prime Minister has visualized the transformation through the Digital India project. Digital learning is learning through technology. It is beyond traditional classroom teaching. It gives the freedom to both the teachers and students to choose their place and time for their learning. In this age of digital learning, the Massive Open Online Course (MOOC) platform is rapidly gaining popularity in India.

MOOCs is an online education system whose main objective is to provide free education to as many citizens as possible. According to the traditional teaching method, study books, books are available but they are in digital form (Video Lectures, E-Books, etc.). MOOCs are a form of extra-curricular learning that has emerged from new research. MOOCs were introduced in 2006 but were widely used in education in 2012. Currently, some MOOCs offer open access, allowing students and teachers to manage information resources or knowledge sources according to their needs. So some MOOC education

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systems offer an alternative to the study sequence they create. MOOCs originated from the Open Education Resources (OER) movement. "Connectivism and Connective Knowledge (CCK08)" was launched in 2008 by Dave Cormier, University of Prince Edward.

Wikipedia defined the MOOC as a massive open online course is online course aimed at unrestricted participation and open access via the internet web. In addition to traditional course materials such as filmed lectures, readings and problem sets, many MOOCs provide interactive user forums to support community interaction between students, professors and teaching assistants (TAs).

SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) The Swayam initiative was set up by the Indian Ministry of Human Resources and Development. The three main objectives behind this were education for all, participation of all and high-quality education. The Swayam program offers a variety of activities ranging from schooling to 9th standard and postgraduate courses. Students and others participating in the Swayam activity can complete the course at any time, from anywhere, for free. The syllabus developed by Swayam has been developed by experts in related fields in India and includes more than 1000 experts. There are four main parts to this course: (1) video lecture, (2) specially prepared reading material that can be downloaded/printed, (3) self-assessment tests through tests and quizzes, and (4) an online discussion forum for clearing the doubts. Thus, MOOCs have been facilitated through Swayam. Swayam has been created to make high-quality education available by making good use of technology.

The nine National Coordinators have been appointed. They are AICTE (All India Council for Technical Education), CEC (Consortium for Educational Communication), IGNOU (Indira Gandhi National Open University), IIMB (Indian Institute of Management Bangalore), NCERT (National Council of Educational Research and Training), NIOS (National Institute of Open Schooling), NITTTR (National Institute of Technical Teachers Training and Research), NPTEL (National Programme on Technology Enhanced Learning), UGC (University Grants Commission).

1. THE OBJECTIVE OF THE STUDY

- To define the MOOC concept.
- To study the awareness of Swayam among LIS professionals.
- To know the popularity of Swayam.
- To study the enrolment status of LIS professionals in Swayam.
- To know the status of LIS professionals to complete the course.
- To know the most interesting teaching process of Swayam.
- To find out whether there is any significant difference between the mean scores of awareness of Swayam of rural and urban LIS professionals.
- To find out whether there is any significant difference between the mean scores of awareness of Swayam into different age groups.

2. METHODOLOGY

An online survey was conducted about awareness of Swayam among LIS professionals. A structured questionnaire was used in this survey. The questionnaire was created using Google Forms. The questionnaire link was distributed from social media platforms like WhatsApp. For this, social media platforms were chosen because LIS professionals are mostly connected on social media and get more responses in less time. The survey was conducted in January 2021 and A total of 74 LIS professionals responded.

3. LIMITATION OF THE STUDY

In this research, the online survey method has been used. A google form questionnaire link was distributed only on WhatsApp groups of LIS professionals in the areas of Mumbai, Konkan, Kolhapur, Pune and Nashik in Maharashtra state, but received very few responses.

4. RESULTS AND ANALYSIS

Awareness of MOOC-Swayam among LIS professionals. The study distributed online questionnaires to professionals related to the college library and LIS sector and received 74 responses for data analysis.

4.1 Gender-wise Analysis

Table 1
Gender-wise Distribution of Respondents

Gender	*No. of Respondents*	*Percentage*
Male	42	56.8
Female	32	43.2
Total	74	100

Source : Calculated by Author.

Analysis of the data in Table 1 shows that out of 74 respondents, the maximum number of respondents i.e. out of the total respondents 56.8% are males and 43.2% are females.

4.2 Designation-wise analysis of respondents

Table 2
Designation-wise Analysis of Respondents

Designation	*No of Respondents*	*Percentage*
Librarian/ College Librarian	72	97.2
Assistant Librarian	1	1.4
Technical Assistant	1	1.4
Total	74	100

Source : Calculated by Author.

Table 2 shows that out of a total of 74 respondents, 97.2% are librarian/college librarians, 1.4% are assistant libraries and 1.4% are technical assistants.

4.3 Area of Workplace

The question was asked to know which area your workplace belongs to. It was aimed to find out whether there is any significant difference between of awareness of Swayam of the rural and urban areas.

Table 3
Location of Workplace

Location	*Respondent*
Rural	39 (52.7%)
Urban	35 (47.3%)
Total	74 (100%)

Source : Calculated by Author.

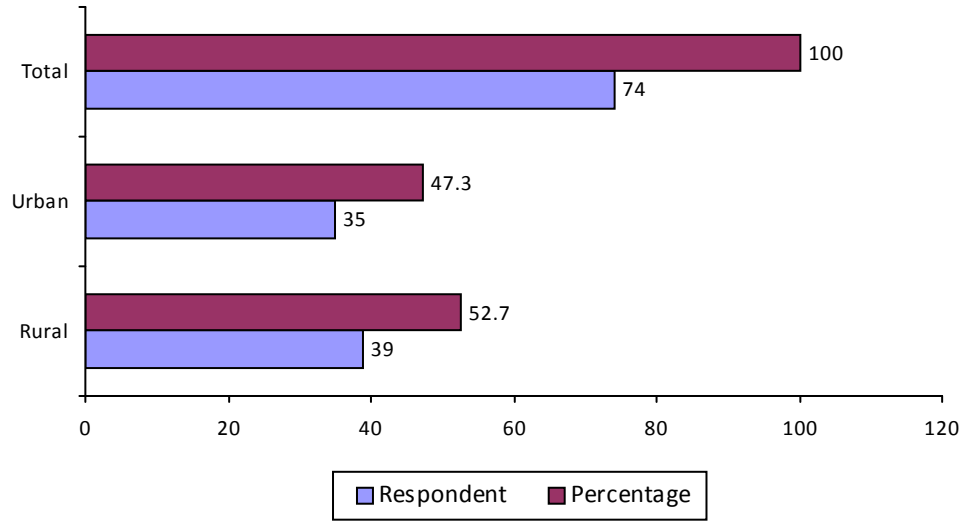

Figure 1 : Location of Workplace

Table 3 shows that out of a total of 74 respondents, 39 (52.7%) LIS professionals work in rural areas and 35 (47.3%) in urban areas.

4.4 Age-wise Distribution of Respondent

The question was asked to know which age group does you belong to. It was aimed to find out whether there is any significant difference between of awareness of Swayam among the different age groups.

Table 4 : Age-wise Distribution of Respondent

Age Group	*Respondents*
between 20-30 yrs.	5 (6.8%)
between 30-40 yrs.	27 (36.5%)
between 40-50 yrs.	32 (43.2%)
between 50-60 yrs.	10 (13.5%)
Total	74 (100%)

Source : Calculated by Author.

Table 4 shows that out of 74 respondents, the highest number of 32 (43.2%) professionals are in the age group of 40-50 years. Then 27 (36.5%) are in the age group of 30-40.

4.5. Do you know about MOOCs (Massive open online courses)?

Table 5
Awareness about MOOCs

Response	*No. of Respondents*
Yes	67 (90.5%)
No	7 (9.5)
Total	74 (100%)

Source : Calculated by Author.

Table 5 results show that out of 74 respondents 67 (90.5%) respondents are aware of MOOCs. Most of the respondents may have studied MOOCs in their course or some of them may have participated in MOOCs.

4.6 Have you heard about SWAYAM (Study Webs of Active-learning for Young Aspiring Minds)?

Table 6
Awareness about Swayam

Response	*No. of Respondents*
Yes	70 (94.6%)
No	4 (5.4%)
Total	74 (100%)

Source : Calculated by Author.

Table 6 shows that almost 70 (94.6%) LIS professionals have heard or known about Swayam. It seems that the e-learning project started by the Government of India through Swayam has become more popular.

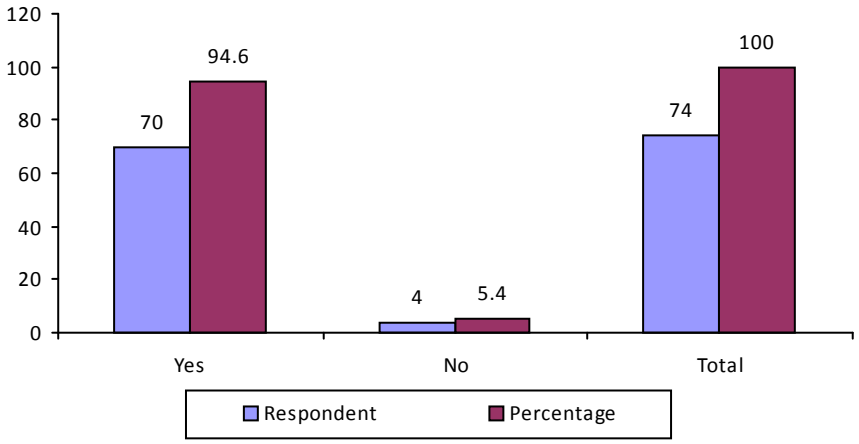

Figure 2 : Awareness about Swayam

4.7 Register in Swayam

The question was asked to know whether you are registered in Swayam.

Table 7
Register in Swayam

Response	*No. of Respondents*
Yes	57 (77%)
No	17 (23%)
Total	74 (100%)

Source : Calculated by Author.

Table 7 shows that out of 74 respondents, about 70 (94.6%) of the 74 delegates have heard about themselves. But only 57 (77%) LIS professionals are registered on the Swayam portal. Thus, only 57 (81.4%) LIS professionals registered on Swayam and 23 (18.6%) respondents knew about Swayam but did not register on it.

4.8 Course enrolled in Swayam

The question was asked whether you have enrolled in any course in Swayam?

Table 8
Course Enrolled in Swayam

Response	*No. of Respondents*
Yes	49 (66.2%)
No	25 (33.8%)
Total	74 (100%)

Source : Calculated by Author.

From Table 8 it appears that 25 (33.8%) respondents did not enroll in any course of

Swayam. 49 (66.2%) respondents reported the course from the Swayam platform. Therefore, enrolling in a course on the Swayam platform is the first step to completing the Swayam course.

4.9 Completing the Course from the Platform Swayam

Any have you completed the Swayam course? and has he been given a Swayam certificate? such a question was asked.

Table 9
Status of Course Completion

Response	*No. of Respondents*
Yes	29 (39.2%)
No	45 (60.8%)
Total	74 (100%)

Source : Calculated by Author.

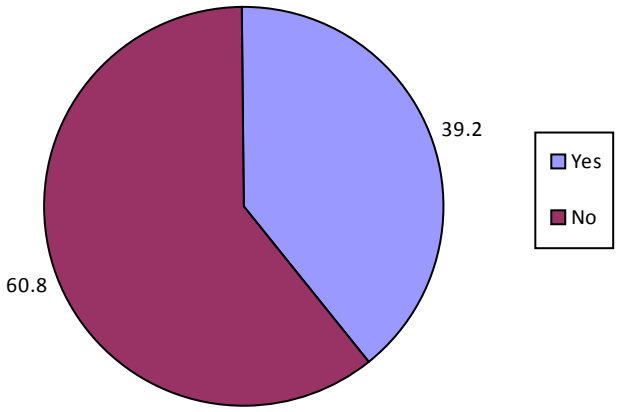

Figure 3 : Status of Course Completion

Table 9 show that only 29 (39.2%) LIS professionals completed a course of Swayam and got the certificate. 45 (60.8%) respondents did not complete the course.

4.10 Status of Age Group and Area-wise

Table 10 shows that out of 74 respondents, 29 (39.2%) completed the Swayam course and got the certificate. Of these, 17 (58.6%) were in rural areas and 12 (41.4%) were in urban areas. It appears that there is no difference in awareness of Swayam among LIS professionals in rural and urban areas and also no difference in awareness of Swayam among different age groups.

Table 10
Status of Age Group and Area-wise

Age Group	*Number of Respondents Completing the Course and Getting the Certificate*	*Area of Workplace*	
		Rural	*Urban*
between 20-30 yrs.	3	3	0
between 30-40 yrs.	8	8	0
between 40-50 yrs.	16	6	10
between 50-60 yrs.	2	0	2
Total	29	17	12
Percentage (%)	(39.2%)	(58.6%)	(41.4%)

Source : Calculated by Author.

4.11 Which teaching process is most interesting in Swayam?

There are four types of teaching methods used in Swayam. Of the 74 respondents, 57 (77%) preferred the video lecture teaching process. After that, 44 (59.5%) respondents liked the self-assessment process. About 27 (36.4%) respondents liked all of Swayam's teaching process.

Table 11
Most Interesting Teaching Process in Swayam

Teaching Process	*Number*	*Percentage (%)*
Video Lectures	57	77
Self-Assessments	44	59.5
Specially prepared reading material that can be downloaded or printed	52	70.3
An online discussion forum for clearing doubts	35	47.3

Source : Calculated by Author.

4.12 Ranking of Swayam:

The question was asked to know how much you rate Swayam? rate (5 to 1) usefulness of Swayam. More rank means more usefulness.

Table 12
Ranking of Swayam

Ranking	*No. of Respondents*
Rank 5	38 (51.4%)
Rank 4	25 (33.8%)
Rank 3	9 (12.2%)
Rank 2	1 (1.3%)
Rank 1	1 (1.3%)
Total	74 (100%)

Source : Calculated by Author.

As shown in the table above, 38 (51.4%) respondents ranked 5th which indicates that Swayam is more useful. This shows that the Swayam platform has become very popular for e-learning.

4.13 Whether you are suggesting the faculty members and students about the Swayam course?

Table 13 show that out of all respondents 66 (89.2%) LIS professionals are suggesting the Swayam courses to faculty members and students as a part of reference service.

Table 13
Suggest about Swayam Course

Response	*Number*	*Percentage*
Yes	66	89.2
No	8	10.8
Total	74	100

Source : Calculated by Author.

5. FINDING AND SUGGESTION

1. 90.5% of LIS professionals know about MOOCs as most of the respondents have studied MOOCs in their syllabus.
2. Almost 94.6% of LIS professionals have aware of Swayam.
3. The out of 74 respondents, 39 (52.7%) LIS professionals work in rural areas and 35 (47.3%) in urban areas. It appears that there is no difference in awareness of Swayam among LIS professionals in rural and urban areas.
4. The highest number of 32 (43.2%) professionals are in the age group of 40-50 years. Then 27 (36.5%) are in the age group of 30-40. It appears that there is no difference in awareness of Swayam among different age groups.
5. About 70 (94.6%) of the 74 delegates have heard about Swayam. But only 57 (77%) LIS professionals are registered on the Swayam portal. First of all, the LIS professional needs to register on the swayam portal.
6. Enrolling a course on the Swayam platform is the first step to completing the Swayam course. 25 (33.8%) respondents did not enroll in any course of Swayam. First of all, LIS professionals need to enroll in the course from the swayam portal.
7. Only 29 (39.2%) LIS professionals completed a course of Swayam and got the certificate. It is useful for educational purposes in the service.
8. Almost all the teaching processes in Swayam are most interesting.
9. 38 (51.4%) respondents ranked 5th which indicates that Swayam is more useful.
10. As a part of the reference service out of all respondents, 66 (89.2%) LIS professionals are suggesting the Swayam courses to faculty members and students.

6. CONCLUSIONS

The MOOC (Massive Open Online Course) education system is a boon to modern teaching methods. Through every element of society can make their life successful by getting this higher education. Swayam is an education system based on the MOOC system developed by the Indian Ministry of Human Resources and Development and is useful to all of us. As MOOC is an online education system, it is also saving a lot of government money on education. MOOC education system and activities like swayam created from it are very useful to take any country towards literacy.

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Scenario of Quality Education

Rakesh Kumar*

The Right to Education (RTE) Act 2009 has made a paradigm shift in public policy to ensure universal admission to public schools from the age of 6-14 as a matter of fundamental right. This has ensured university access, cutting across genders. However, the findings of Annual Status of Education Reports (ASER) consistently report a serious shortfall in learning outcomes. This is far cry from the experience of Organization for Economic Co-operation and Development (OECD) countries, where the Programme for International Student Assessment (PISA) scores show a more robust trend. This paper examines the contours of the ASER reports in terms of the exact shortfalls in reading and numeracy skills and makes a comparison with the PISA scores. It also makes a comparative assessment of the performance of private schools as compared to the public schools and brings out the correlation between allocation and Human Development Index (HDI) outcomes. The author strongly believes that apart from doubling allocation to education, greater attention needs to be paid for improving pedagogy improving teaching skills and fostering a greater partnership between the state and schools; so that this merit goods sector, becomes a safe way to reap demographic dividend and fruits of globalization.
***Keywords** : RTE Act, ASER, OECD, PISA, HDI.*

Quality education is a critical scaffolding to nation-building, for closing the chasm between the privileged few and underprivileged many. Post-independence, Indian ideology was more masqueraded with a socialistic outlook. The thrust was to make primary education from 6 to 14 accessible to all, to substantiate the deep-rooted denial the Indians had sustained. Post-independent India observed a remarkable impetus in scientific and technological education; but illiteracy remained very high, reflecting the scars of pre-independence education policy. Recognizing the fact that the educational requirement of independent India would be different, all the committees have emphasized technological education and outcome to be the determining factor. Free and compulsory education found expression as a fundamental right by RTE Act, 2009. Till then access to primary education was limited and constrained by income. Though access was addressed through

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Right to Education reaching 97%, the quality of elementary education shows a discernible shortfall. This has a cascading impact on secondary education and higher education. This paper examines the quality dimension concerning the ASER rendered by the Pratham organization since 2010 and compares them with a global assessment like PISA. It also takes note of the impact of educational allocation on HDI and makes a comparison of the performance of private schools with public schools in different schools and suggests a way forward.

1. ASER REPORTS

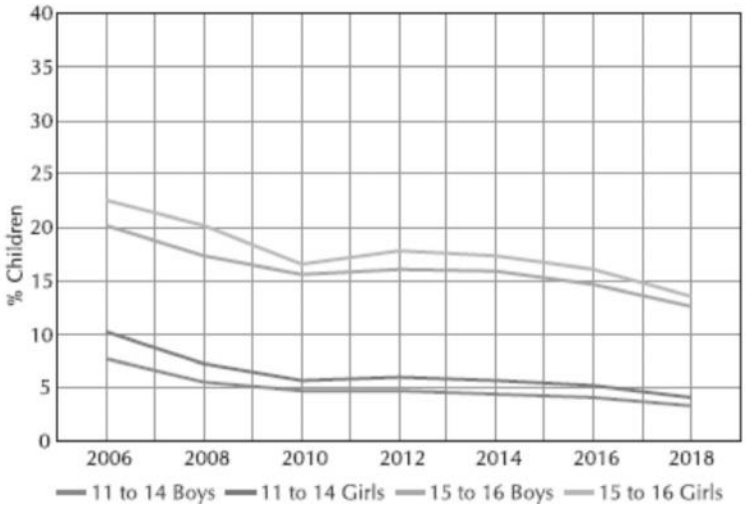
The ASER reports have been unceasingly updating us, year after year, on the quality dimension of Indian education concerning promised targets in the RTE Act. Although the report primarily reflects the reading and arithmetic challenge faced by primary education nevertheless, it does not come out with the reasons for such a lamentable plight nor does it analyze the causes for poor learning outcomes. In the ASER report, the evaluation process in reading is done in a very transparent manner by asking a child to read a grade 2 level text. In arithmetic, the process is to ask children in grade 3 to do a simple subtraction involving two digits numerical and in the division of three-digit numbers with one digit. A child entering grade 3 is expected to be reading a simple text fluently and solving arithmetic operations to be at grade level.

According to ASER All India report of 2018 children in grade 3 who can read grade 2 texts is 27.2% and the corresponding percentage of children who can do subtraction is 28.1%, three-digit divisions can be done by only 8.5% of children. The highlights are as under.

- There has been a drop of 9% in the ability to the reading of students in Std-V level (38.8%) to 28.1% now.
- Similar deterioration is also noticed in respect of student's ability to divide (3 digit/1 digit). It has dropped from 34% to 23%.
- The gender gap has shrunk from 7.2% in 2008 to 4.1%.
- The report does not dwell on learning ability in English, which was abysmally low (32%) for Std-III. The private schools fared much better.
- The percentage of children who are opting for private schools has remained stagnant at around 30% since 2014.
- The overall enrolment has around 96% (2012-18), ensuring universal education and complying with Millennium Development Goals (MDG) targets, there is a huge variation in attendance of the students in the school.
- The reduction of the percentage of girls opting out of schools after the age of 11 from 10.3% in 2008, has now come down to 4.1%. All India decrease has been from 22.6% to 13.5%.
- Improvement in the percentage of girl's toilets available, which are usable. It has gone up from 32.9% to 66.4% now.
- Computer availability, the all India improvement has been very slow; i.e. from 15.8% to only 21%.

2. TRENDS OF ASER 2018

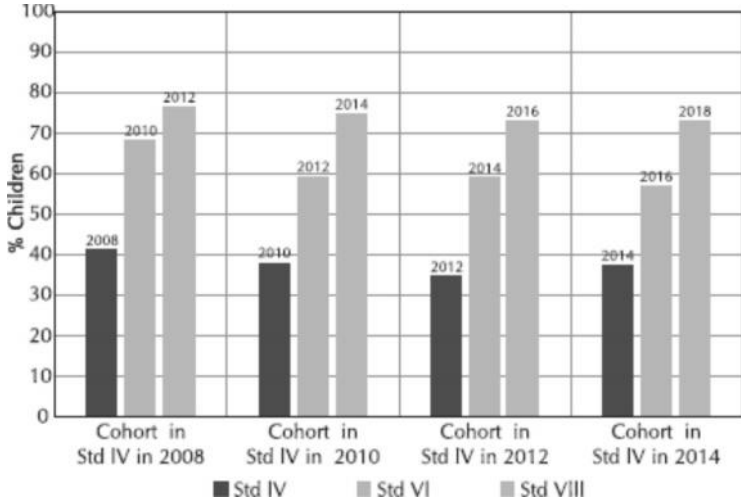
The following figure explain the trends over time of children enrolment, reading capability, as also their numeracy efficiency.



Source : ASER Report, 2018.

Figure 1 : Trend of Percentage of Children not Enrolled

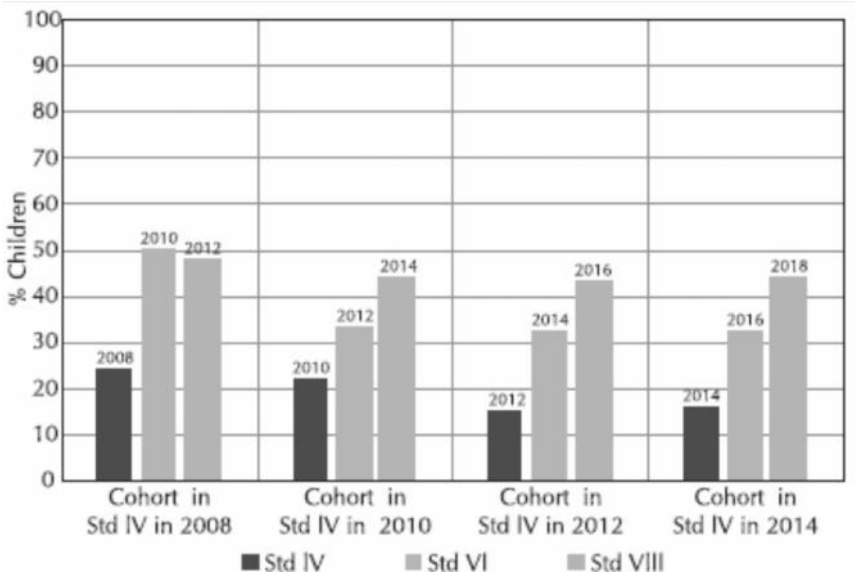
It would be seen from the above that the percentage of girls (15-16) not getting enrolled has come down from 22% in 2006 to around 13.5% during 2018.



Source : ASER Report, 2018.

Figure 2 : Trend of Percentage of Children Reading Std-II Text

It would be seen that percentage of children who could read Std-II text, studying in Std-IV, was 4% in 2008. This increases to 76.5% when they reached Std-VIII.



Source : ASER Report, 2018.

Figure 3 : Trend of Percentage of Children who can do Division of Std-IV

The percentage of children who could do division sums in Std-IV was 24.1% in 2008 and was 50.2% in Std-VI in 2010.

3. ASER COMPARED WITH PISA

PISA is taken by 15-year-old students worldwide. The policy orientation of PISA is to connect the learning outcome with student's backgrounds and attitudes towards learning. The OECD countries through PISA evaluation try to access a student's capacity to apply knowledge in key subjects and make an analysis of the reasoning. They can communicate effectively as they do not resort to rote memorization. ASER makes the grade-level assessment taken on the grade 2 curriculum. This reflects our bearings to be in an already compromised situation. To compete with other OECD nations we have to comprehend our variability in quality education. Only after understanding the disparity in quality education in comparison to OECD nations, we should be able to perceive the criticality the sector is in.

India does not feature in the average score of most of the developed countries of 500-550 out of 1000 of the PISA score. The OECD countries evaluate the performance of higher secondary students for three subjects, science, reading and mathematics. This assessment is done on random sampling from schools. It would be seen from the table that countries Germany, Japan, South Korea and Australia have done exceptionally well.

Table 1
Global Trends of PISA Scores

Country	*Science*	*Reading*	*Maths*
Australia	570	485	494
Brazil	401	407	377
France	495	499	498
Germany	509	509	506
Japan	538	516	532
South Korea	516	517	524
Russia	487	495	494
Sweden	493	500	494
USA	496	497	476

Source : OECD Report.

These countries have also become the global manufacturing hub since they have invested very handsomely in education. Policies support educational developments, monitoring learning outcomes with periodic interventions. These improvements have not taken place due to market forces but by high allocations and the put by the public bodies, to ensure quality outcomes.

4. COMPARISON BETWEEN PRIVATE AND PUBLIC SCHOOLS

As is well known, almost 30% of children go to a private school in India. The table below compares the performance of children in Private and Public School in different states in different aspects.

Table 2
Performance of Children in Public and Private School

State	*Private School*		*Government School*	
	Std V Reading who can Read Std II Text	*Std V Arithmetic who can do division*	*Std V Reading who can Read Std II Text*	*Std V Arithmetic who can do division*
All India	65.1	39.8	44.2	22.7
Kerala	77.2	43.7	73.1	33.5
Gujarat	53.7	20.1	52.0	18.4
Maharashtra	66.4	30.2	66.0	31.7
Tamil Nadu	40.7	25.4	46.3	27.1
West Bengal	50.7	29.7	50.5	29.2
Odisha	58.4	25.4	56.2	23.8

Source : ASER Report, 2018.

Though the table demonstrates that private schools stand on quality, a rung higher than the government schools but the overall condition is considerably disquieting. This reflects the short-sighted efforts on policy to ensure quality learning.

5. THE IMPACT OF HIGHER ALLOCATION ON HDI

The following table gives a global comparison of allocation to education and concomitant HDI of several countries.

Table 3
Picture of HDI, GII and Underlying Factors

Country	*HDI*	*Allocation to Education*
Norway	0.953	7.7
USA	0.924	5.0
Germany	0.936	4.9
South Korea	0.903	5.1
India	0.640	3.8

Source : Human Development Report, 2018.

Quite clearly the correlation between allocation to education and HDI is very positive. Prof. Lekha S. Chakraborty in her research paper has contended that spending on education has a stronger impact on HDI than growth in per capita income per se. Through pooled least square experiment she has proved that increase in public expenditure on human resource development by 1000 $ could increase the HDI by 0.5%.

6. ALLOCATION TO EDUCATION IN INDIA

The following table would show the allocation trend in recent years, in primary and higher education.

Table 4
Trends in Allocation to Education Sector

Allocation	*2017-2018*	*2018-2019 (RE)*	*2019-2020 (BE)*	*Percent Change over BE (18-19)*
Higher Education	33614.23	33512.11	37461.01	7.00
Primary Education	46600.44	50113.75	56386.63	12.78

Source : Budget 2019-20, Government of India.

The allocation to education remains fixated at around 3.9% as shown in the above table. This is far less than other countries and much less than the advocacy of the Kothari Commission (1966) and the Draft Education Policy (2016) to ramp it up to 6% of our GDP.

7. WAY FORWARD

Keeping in view the concerns of quality, it is important to take note of the pedagogy and other aspects of teaching in our primary schools. The usual teaching method followed in the classroom is to teach from grade-level textbooks to the top of the class, consisting of multiple levels of children in one space. The schools are constrained by scarcity of space, deficiency of teachers, ineffectual teaching-learning methodology, and overcrowded

classrooms, with learners from diverse learning acumen and income backgrounds. Children are left behind struggling with numbers and letters.

Any development programme delivers its strength from legislative policies. While India has a huge potential for reaping its demographic dividend because 60% of the population is the working-age (15-59), it is not possible to achieve it without quality education at the primary level. If higher and technical education needs improvement then the progression must come from the grassroots level. Therefore children must have access to quality education.

Privatization with proper accountability should be the way forward. Private schools should be provided with financial assistance with clear learning outcome expectations, failing which they will be suspended from further teamwork with the government. They can be evaluated from time to time, by assisting the teachers with training and children with scholarships. The gap between PISA and ASER must be narrowed so that we work on legitimate objectives. The focus must be driven towards conceptual clarity of mathematics and English, with a mentor-mentee support program for children, who are unable to climb up the ladder in a normal course.

Allocation to education should be increased substantially and the focus must shift to quality output and import learning to a diverse group of learners. The course of action should be directed to deliver a minimum level of basic skill to every child; simultaneously bringing those who are falling behind through the mentor-mentee system. A paradigm shift in educational outcomes will flow from greater attention to quality which will include higher allocation, better pedagogy, teachers' training and synergy between the government and public and private schools. The government must pay greater attention to handhold this merit goods sector, which will be the most effective gateway to reap the increasing opportunity that globalization offers them.

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Capitalising on Vocational and Entrepreneurship Education for Harnessing Youth Power

Neeraj Kumar* and Sanjay Kumar**

The most vibrant cluster of a country's population is youth and the right empowerment of them is the crux of the success story of any nation. To reap the fruit of demographic dividend and unleash the enormous power of youth, this has always been a deep pondering subject to identify and design prospects for aspiring youth in education, skill development, innovative acumen inculcation and overall confidence of self-reliance.

Vocational education has been widely recognized as a leading agent of economic development, entrepreneurship, innovation and job creation, driving the escalating propensity for the decision-makers and policy framers to evolve a gumptious ecosystem for the desirous socio-economic benefits. Development of managerial skill and entrepreneurial spirit among the populace of nations has been a straight way to harness the national resources in the right manner and to reap the fruit of socio-economic upliftment. To achieve these dual targets, vocational education embarked high at the policy formulation. India is no exception. Vocational and entrepreneurial education and training have been fascinating and India has not lagged. The last few decades have been the testimony of acquitting focus on vocational education and training programmes as a panacea for ever-rising socioeconomic problems like unemployment and poverty. In this perspective, the study undertook attempts to analytically evaluate the multiplier effect of vocational education and training and role (current and expected) of government and higher education institutions along with implied challenges and prospects.

***Keywords** : vocational education, occupation and employment, economic development, NEP, implementation.*

K.N. Raj, a 26-year-old economist from the London School of Economics was one of the instrumentals in putting forward of first five years plan in 1951. Education was one of the deep pondering sections in the plan as leaders of that time were with a strong conviction to ride the young country on the route of development. It is interesting to see but perhaps with no wonder that Dr. Raj later joined the academia and became the Vice-Chancellor of Delhi University and he was also king-pin in setting up the Delhi School of Economics.

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Since the independence, education drew the attention of all the policymakers and occupied a remarkable role in our country's development agenda. Like all other sectors in policy framing and execution, the education domain specifically the higher education community also engrossed with discussion on what works and what didn't in this sector. Visionaries and leaders in higher education did not refrain from going into the nitty-gritty to prepare the document in length, discussing thereafter various segments of the sector to prepare the roadmap for a given period. With a whopping 60 percent of its population in the working-age group of 15-59 years, India has tested the water of demographic dividend which is approximated to continue for the next four decades. An insightful meaning of demographic dividend has been forwarded by the United Nations population fund as the 'economic growth potential that is the outcome of shifts in a population's age structure, mainly where the share of the working-age population is larger than the non-working age or dependent population'. Undoubtedly, Indian's strength lies in its youth population and therefore they must be equipped with employable skills and abilities to quench the thirst of ever-growing demands of the labour market and to harness the economic potential of the country.

Estimation indicates that India's productive or working-age population will be growing by around 9.7 million per year during the next decade and 4.2 million each year during the subsequent decade covering 2031-41 and therefore in the crisp of the knowledge economy and experiential learning vocational and skill education is important. It is worth mentioning that estimates show that a hefty proportion of the total workforce i.e. around 93 percent are engaged in informal sectors of the economy and in that around 62 percent of workers are employed in the agriculture sector and approx 6 percent in the nonagricultural sector. This huge unorganized sector is highly inadequate supported by any structural system of acquiring or upgrading skills. Besides, only 5 percent of the total industrial workforce is skilled as compared to the staggering 85 percent of Southeast Asian nations. Statistics also indicate that a very insignificant mass of young persons in India Joined the world of work with any Kind of formal vocational training. This proportion of skilled youth is one of the lowest in the world. This picture indeed dampens India's conviction to become a competitive industrialized economy with a GDP of 5 trillion dollars.

Here this is contextual to conceptualize vocational education and training. Vocational education and training refer to education and training programmes that are designed to impart proficiency in individuals for specific occupations. It imparts segmented target skills along with dealing abilities with a mix of knowledge, attitude and practical exposure. This appreciated human capital combined with other needed resources endows competence and advantage at both micro and macro levels of the economy. These all benefits might be equated as:

1. General awareness × Specific skill = Ability imparted through Vocational Education and Training

2. Attitude × situational variables = Motivation
3. Ability × motivation = Workforce Performance
4. Workforce performance × other resources = Micro and Macro Performance

Acknowledging the huge potential of education further specified as vocational education and training towards energizing India's socio-economic sphere, the Indian government is keen to infuse novelty in learning methods and the way education is defined. Transforming the conventional 'chalk and talk' model of learning to more practice-oriented learning and from largely passive and monotony learning to act and hands-on experience are all about the desired perspective. Government and academia both are conceptualizing and implementing hard innovative ideas to meet the current need for professional and vocational education. Innovation is the hallmark of quality realization in training and development which demands the backing of relevant technology. The real ignition of innovation sparklies in its simplicity, applicability and affordability. Vocational education models, whatever may be, must be sustainable, scalable & measurable, and target-driven. Ultimately the whole system must be conductive enough to encourage lateral thinking, creative cognition and most importantly to ensure 3 Es i.e. Equity, Expansion and Excellence. These are exactly backdropped notions behind crafting and drafting of National Education Policy 2020 (NEP 2020). This can bring a paradigm shift in the way and approach of our learning system—from detached looking to attached seeking, form cramming to grasping, from copy- cut- paste to imagination and invention, from imposed learning to participative, experiencing and inventing, from imposed learning to participative, experiencing and agile learning. An overwhelming potential of untapped vocational education can be realized, for sure. If we take education in its holistic concept, then we find that it has always been one of the top priority areas in formulating policies and devising schemes. This can be traced along the Journey of 'Right to education to 'Samagra Shiksha' (Holistic education). The Committee for Draft National Education Policy chaired by Dr. K. Kasturirangan has skillfully drafted ad submitted its report proposing a new education policy, which tries at its best level to neutralize the challenges and constraints of access, equity, quality, affordability, accountability and sustainability, a few significant challenges in the current education system. The draft policy descript insightfully for reforms at all possible strata of education from school to higher education. It seeks an elaborate focus on early childhood care, viable reformation in the ongoing exam system, strengthen teacher training and consolidate the education regulatory framework. It recommends setting up a national education commission, to strengthen the PPP model (Public-Private Partnership Model), entrust the technology-enabled system, to selectively figure out an in-depth focus on vocational and adult education, among others.

LITERATURE REVIEW

Vocational training and entrepreneurship development have been the focal point of many nations across the globe (Hannon, 2006; and Minniti and Levesque, 2008). Vocational education and training have been indispensable to develop the entrepreneurial ecosystem

in a nation and thus this is an integral input in policy formulation (Martinez et al.,2010). Casson (2000) believes that every population unit in an economy has the potential to become an entrepreneur while Gibb (2002) opines that vocational and entrepreneurship education and training are the growth engine of an economy and thus should be imparted to every possible individual.

Researchers, however, found it difficult to corroborate the benefaction of vocational education in the empirical Knowledge and attitudinal approach of the individual. Matlay (2008) intensively investigated vocational education on entrepreneurial and employment effectiveness. He picked a corps of 64 graduate entrepreneurs from 8 higher education institutions in the United Kingdom who had gone through vocational education courses. The researcher designed and administered semi-structured interviews to evaluate the advancement of these students from their graduation to enter an enterprising expedition. Research results showed a huge discrepancy between requirements of vocational and entrepreneurship education and actual results in terms of skill, knowledge and attitudes. But it was also revealed that such education could ensure the satisfaction of these incumbents with the result.

Various studies focus on the significant difference between vocational and general education on the ground of vocational education linkage with and entrust on fostering business skill and managerial acumen (Verheul *et al.*, 2001). On the other hand, Dickson *et al.* (2008) enquired about the impact of general education, specialized vocational education and entrepreneurial activities. The study revealed a strong correlation between general education and enterprising success variables. Thus, the overall result is a little bit hazy to reach a concrete outcome regarding correlation; however, there is a strong linkage found between higher education in general and entrepreneurial accomplishment or managerial efficiency than that of specifically targeted education (Bennett and Dann, 2000). A significant number of studies proclaim that business success and entrepreneurship, in general, achieved greater success only when incumbents have had higher education (Lee, 1997; Leffler and Svedberg, 2005)

RESEARCH GAP

There is obscure agreement on the significant role of vocational education and professional success. Thus, there is the pressing requirement of researching on vocational and entrepreneurship education system in India in a holistic manner. Apart, many studies relating subject have been conducted in the developed countries which indicates that such an educational ecosystem should be investigated in developing countries like India and its viable linkage with regulatory bodies and policy framework. This article, therefore, strives for prospects; challenges and regulatory intervention in higher education with special reference to vocational and entrepreneurial courses.

OBJECTIVE

(i) To map the vocational education in various clusters of education ecosystems in India.

(ii) To have an understanding of prospects and challenges in vocational education in specific and overall education in general.
(iii) To understand and propose effective regulatory interventions to improve the quality and relevance of the education system in India.

DATE AND METHODOLOGY

To meet the defined objectives, the proceeding framework for the present study is largely exploratory. Relevant information is sourced from journals, published articles and documents and websites on the concerned topic

Challenges and action plan to address them efficiently in vocational education:

Challenges

This is a rather surprising fact about vocational education in India that despite ever realized benefits of such education and the paramount importance it received across various policy and plan documents, it's spreading in India has been very limited. This is contextual to provided data over this to assess the grim condition. XIIth Five-year plan estimated that less than 5 percent of India workforce aged 19-24 received formal vocational education in comparison to 52 percent in the U.S.A., 70 percent in Britain, 75 percent in German, 80 percent in Japan, and whooping 96 percent in South Korea.

Key gaps in the vocational education system in India

The enormous youth power of India requires being exposed to vocational and entrepreneurial education and training. There has been perceptive vocational education isolation in India unlike what has been going on in the skill-rich countries like Germany, Netherland, Australia, Finland and more recently China.

Some important key gaps can be traced as vocational teachers and techniques, curriculum, equipment, consumables, motivation and understanding of 'Hands-on training in skill development. Industrial training institutes are not very up to date and these are away from the many emerging services. General education is not very practice-driven and is still confined in a rigid framework. Technology application for skill inculcation and up-gradation is the key factor that is still lagging behind the requirement and it needs to harden at its culmination. Undoubtedly technology has wide-spanned applications in India, especially with many upcoming educational and vocational projects. A required Indian work inclusive of quality is of high priority to put the nation on the international skill map. Apart from cutting-edge technology, globalization is getting ride of the world as one village, hence acquiring the world skill is the pressing need of the hour. We are virtually nowhere in the world skill capability and competency. This clamors for stringent training and revision of our talent resource pool.

The studies show that almost 80% of the new entrants to the workforce have feeble access to skill training and the overall training capacity is also well below international figures in terms of million per annum new entrants to the workforce. Employment

generation must be aligned to well design plan and for this purpose, India needs to move from more literacy to technical literacy and should get exposed to the latest technology. One of the challenges is that a pretty large number of school dropouts are still deprived to have access to skill development for improving their employability. The educational entry requisitions and stretched duration of courses of the formal training and education system are some of the significant obstacles for a person to acquire skills and vocational training. Apart from this, the trend indicates that the hefty chunk of new jobs in India is likely to come from the unorganized sector but it is a fact that most of the training programmes are designed to satisfy the needs of the organized sector.

A few reasons for low performance may be objectively enunciated as:

- Goal displacement and priority shifting for vocation education.
- Insignificant linkage with industry
- Inadequate infrastructure
- A pressing requirement of trained teachers and mentors
- A less reach than required of National Competency Testing and Accreditation system.
- Lack of varied dimensional mobility i.e. horizontal and vertical mobility.
- Largely ignorance of service sector's requirements.
- Rigid curriculum.
- Lack of convergence & coalition among various governing bodies and agencies.
- Significant disparity between demand and supply of skills.
- Less attention on informal sector's requirements.
- Structural arthritis for school dropout children.
- Low expansion and less viability of open and distance learning.
- Less designing and application of user-friendly technology.
- Still very little attention on proper and professional career guidance and counseling.
- Low involvement of industry and civil society.
- Less than required equity (for disadvantaged and disabled, girls, rural population), expansion and quality proposition.
- Largely undecided or ad hoc role of state Governments.
- Inadequate funding and financing.

Action Plan

Much needed reforms in the Indian education system with flexi-time and place, skill and entrepreneurship development through various central/state Government proposals and implementations will give access to education, skills development and employment to a larger mass of youth. Exposure and access to World Wide Web, media and required information in real-time make them empowered and self-reliant. The new move of transforming education with much entrust on more practical knowledge and entrepreneurship is the harbinger for meeting the hankering of the youth. If imbibe this

approach in the right way and at the right stage then no wordier that many job seekers may become job providers.

Digital India cannot be ignored in leveraging the demographic dividend and unleashing youth power for a knowledge-based economy. Digital inclusion is a fountainhead for socio-economic inclusion. Emerging technologies like artificial intelligence (AI), machine learning (ML), internet of things (IoT), 3D printing, digital automation, robotics, etc. are instrumental to a wide and viable skilling landscape. It provides in the right perspective with techno abetted, no doubt that Indian young guns can demonstrate out of box thinking leading to cutting edge innovation. Missions like skills India, Digital India and Startup India are making headway to become the new world order that is the fountainhead for a 5 trillion dollar Knowledge-based economy.

India is a sovereign socialist, secular, democratic republic. Liberty, equality and fraternity are the hallmarks of our democracy. Our fundamental right envisages cultural and educational rights. India is also a welfare state committed to the welfare and development of its people. Welfare and development are essentially the processes of the change initiated to improve the quality of life. The role of education in facilitating social and economic progress is a well-known fact today. We cannot think of economic development without human resource development and the human resource can only be developed by providing them accessibility to the applicability of education. Improvements in the functional and analytical abilities of children and youth through education open up new opportunities leading to social as well as national development. Access to education and improvement in education both not only enhance efficiency but also augment democratic participation and awareness about a better quality of life.

A put forwarded substructure for efficacious vocational education and training system in India

A myriad of policy and budgetary support blend with a complex of claimants have put forward their nations and supports to bolster a propitious educational environment in India.

In a deficient economy like India, the enrolment rate of progression after completing the elementary level of education is significantly slashed. This indicates a prerequisite of vocational and entrepreneurial education and training with a maxi-Flexi approach from an early possible stage. This behavioral intervention at the elementary level through the most appealing and localized approaches needs the hour.

Education and employment of a nation are very important to build a sustainable society. While education optimises the use of human resources for value increment in the wealth of the nation, employment generates necessary income for living with dignity and facilitates the meeting of family and social accountability. For the dual purpose, there is always a pressing need for structural reforms and a total revamp of the education ecosystem at all levels in India. There is also a required concern of looking for the next-gen leaders in the Indian educational world. There is a need for the ability to reconcile the academic contribution from faculty and resources with the enterprise management perspective. To run the institutions more effectively is a close challenge of resource management.

Resources are always very low and they are getting slimmer. This, undoubtedly, alarms for the leaders who can reconcile these two areas i.e. faculty and resources- somebody who understands good enterprise management. Effective leadership has to make sure the institution is running effectively as well it has a symbiotic relationship with all stakeholders in such a way that it can benefit research that is being pursued and the students and community being served. The strategy formulated at the micro (University) level and align this with the macro (governing policy) level to achieve well-defined objectives by combining structure, system, skill, institutional members, behavioral style, and shared value and culture then it will send a message to the entire university that its leader is interested not only in the institution and the future of the community but also in those who aspire to effectively lead the future leaders of academia.

Fortunately, the Indian education system has witnessed stricken changes in the recent past and the process is still going on. Now the focal point has been shifted from merely access to education towards the pursuit of excellence in education.

The proposed new education policy (NEP) has forwarded a much wider perspective for the education system to follow. On one side, there is an approach of consolidation National Education schemes while on the other side, there is a clear emphasis on strengthening and expanding the high quality and effective leaders driven institutions. If this is implemented effectively then realising the ambitious goal of achieving benchmark standards in education along a more practical pro job line would not be a distant dream. As Hon'ble President of India Shri Ram Nath Kovind said at the 15th FICCI Higher education summit, "The world of tomorrow will be driven by knowledge, machine intelligence and digital pathways. To prepare ourselves for this transformation and to leverage its limitless opportunities, we have to recast our higher education with new courses and deeper research- orientation. Ideation, innovation and incubation should be given primacy in our curriculum. India has the third-largest scientific human resource pool in the world. If we establish robust academia-industry linage, we have the potential to become the R&D capital of the World."

Developing an effective mechanism for delivering a robust education and sill development system based on the inspirational needs is core to achieving a higher growth trajectory propelling India towards the $ 5 trillion or even beyond economy goal quickly.

YOUTH POWER IS INSTRUMENTAL TO THE DEVELOPMENT

Any nation becomes vibrant owning to the young segment of the population. They are a key change agent and growth engine. Indian youth is the future of India and instrumental for socio-economic development and multifarious innovation. Their right empowerment and collective energy will propel our national growth. This is collaborative accountability of the public sector, private sector and civil society to design and provide legitimate opportunities and plan of action for all sections of the young brigade to empower them to access equity to education, skill development and entrepreneurial opportunities. For this purpose, attention should be given to the right kind of education with inherent flexibility to practice empirical applications and a rational switching from the bulk of 'chalk and

talk' to a more pragmatic and contemporary approach. From this point of view, Public-Private Partnership (PPP) model is important for systemizing the vocational training programmes being conducted across India. SMEs and corporate are good sources of resources with which viable associations can be planned and carried out. Civil society can hugely impart in scaling up the skill development. This is still a disguise fortune in India that needs to be more visible and leveraged.

NATIONAL SKILL DEVELOPMENT INITIATIVES

Vocational education and skill development initiatives are flipsides to each other. Governments at all levels and various other concerned agencies have a herculean task to give intended culmination to the present mass of skilled workers within a given time frame. This is contextual to mention here strategic intents of skill development programmes in brief.

Mission

National skill development programmes will strengthen all participants through enhanced skills, Knowledge, nationally and internationally acclaimed qualifications to gain access to fair employment and to bestow competitive advantage to India in the global job market.

Objectives

- To provide opportunities to acquire skills across every stage of the life cycle to Indian citizens. Youth, rural mass, women and disadvantaged groups would be given special attention.
- To nurture quality-stricken workforce and entrepreneurs required to emerging employment needs.
- To ensure commitment and coalition of all stakeholders to participate in skill development programmes holistically.
- To establish a flexible benefits delivery mechanism. This would be responsive and adaptive to the wide range of requirements of target segments.
- To ensure synchronization among different ministries, the government at different layers and public and private bodies.

Scope

Government is keen to skill development programme, having policy scope as follow:

- Institutional skill development programme encompassing ITIS/ ITCs/ Vocational institutions/ technical institutions/polytechnics/professional colleges etc.
- Specific sector-wise skill development programmes organized under different ministries.
- Apprenticeship, Internship, Vestibule and other types of training programmes.
- Training of enterprising nature.
- Lifelong learning, adult learning, retraining of retired or retiring employees, re-skilling and up-skilling.

- Informal or semi-formal training like training by civic society organizations.
- Distance learning, electronic learning and virtual learning.

PROPOSAL AND CONCLUSION

To improve vocational and entrepreneurial education and training, there is a pressing need for enhanced flexibility of such programmes within the mainstream education system. There is an urgent need for capacity expansion through innovative delivery models, involving reliable public-private partnerships. It must be conceptualized and implemented within a robust regulatory and accreditation framework along with proper degree and certification of vocational education and training. This will facilitate smoother mobility from the primary or secondary level of education to higher education streams and thus help to achieve the intended goals. To look at the importance of unorganized and informal sector in employment generation, enhancing training options available for this sector, apart from the organized sector, will be crucial for unleashing the youth power more productively.

Scope of skill development must be broad-based so that targets of equitable development, inclusive growth and a shared culture can be achieved. A purposeful reconciliation of dual themes of employment and skills under a unified policy is desirous. This may also require collaboration with foreign partners. There is an unavoidable need to track, compile and popularize the localized classic skills and to give due importance to sill diversity within our cultural context. This will lead to ideas re-engineered in a manner to develop systems of indigenous Knowledge and this will also pave the path of inclusive growth and empowerment.

Appropriate Strategies to be Adopted

Sizeable expansion of quality-driven technical & vocational education and training is required to meet the socioeconomic growth of India. The skills and competence imparted have to be aligned with:

(a) New business environmental development sand trends
(b) To apply and ensure total quality management (TQM) at all levels of training and education.
(c) To ensure inherent flexibility in the vocational education system.
(d) Rescaling and up-scaling vocational education and training as well higher and technical education.
(e) Research and development should be integral to the work culture of all kinds of educational institutions.
(f) Governing bodies should reenergize the system through the principle of 'reforming, performing and transforming' the vocational education and training.
(g) Vocational education and training must be quality-driven. Principles and practices of total quality management must be applied injudicious manner. Quality has become a strategic weapon in the global skill place. Before decision-makers can

revolutionize the educational process, they must first revolutionize the way they think about quality. Now the aim should be nothing short of excellence. To attain excellence, however, decision-makers must be willing to put the needs of target beneficiaries first. Social, economic, cultural and linguistic challenges of the incumbents must be resolved intelligently.

(h) The way to promote industry and academia interaction is crucial at all levels. This bridges the gap between requirements of skill and supply of skill.

LIMITATIONS AND SCOPE FOR FUTURE RESEARCH

Since the article is more conceptual, the limitation is that the researcher has not conducted any empirical analysis. It provides an insight into the challenges and prospects of education, specifically the vocational ecosystem in the country and thus offers the opportunity to researchers in this area to empirically evaluate the effectiveness of the education initiatives undertaken across different levels in future time.

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Yojana of various issues.

Important Digital Learning Platform in Current Scenario : Special Reference to Rural Indian Society

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Higher Education refers to the third stage of education which is mainly provided by college and university. In present times the process of higher education has added another dimension to it by using the medium of digital technology, which is helping to ensure access to higher education for all the people without the need of any physical framework beyond distance and time.

Contemporary society is a society of digital revolution; the entire world is going through a process of digitization. In this digital era, the usefulness of digital teaching becomes manifolds and increases the chance to enhance the educational quality. Even today the condition of education in rural India is in a critical stage and condition of higher education is even more critical. According to the census of 2011, literacy rate of India is 74.04 percent while the enrollment rate in higher education is merely 26.3 percent. Many challenges which rural India is facing with regards to access of higher education can be tackled through use of digital learning facilities. Use of digital platforms and tools can also help in ensuring and enhancing the quality of the educational content that is being provided. Use of digital technology can also be useful in addressing the educational challenges of rural areas like lack of infrastructure, problems of funding, social taboos and the lack of awareness, educational institutes are often situated so far from the villages that it becomes difficult specially for the female learners to gain benefits of higher learning. In perspective of digital learning marshal McLuhan's statement is notable, he says that "we shape our tools and afterwards tools shape us" digital learning can ensure universal access to learning opportunities and global access to education for all. This paper is based on secondary data and the main objective of this paper is to explore the need of digital technology in the field of education in rural areas, this paper will also attempt to analyze the status of higher education in perspective of digital learning.

***Keywords** : Digital learning, Rural Women, Quality Education, Digital Divide.*

About 66% of India's population lives in villages. India is considered a country of villages so whenever we talk about any change or development, its path would go through the village. The villages of India determine the future of India. Jawaharlal Nehru has stated the importance of rural education and also felt that education of rural women makes

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family planning and other rural development schemes successful. Gandhiji considered rural development as the real development of the nation. In the present scenario, there have been very positive changes in the rural sector, in which technology has a huge contribution. Whether it is about social change or political, economic, educational and cultural, technology has influenced all these areas. The government is ensuring the process of rural development through various scheme and policies .in this context, the digital initiative in the economic and educational sector can be seen clearly. Like various schemes launched in the education sector, Swayam, ePathShala, egyankosh, digital library, Swayamprabha etc. Through the educational platforms efforts have been made to improve rural education quality and enrollment rate. But the question is whether the rural education scenario can be improved only by building digital learning platform? No, it is not so. Until these educational platforms are brought to the last person of the country easily, affordably and within their reach, the situation will remain very challenging. There are several barriers and challenges in providing digital teaching to the rural population like lack of digital equipments such as mobile, computers, laptops etc. Another crucial challenge is the lack of awareness about using and operating the digital educational tools. There is a possibility of tackling the challenges of rural education through a variety of digital tools and platforms which in turn will also reduce structural challenges of the rural educational framework and the aspect of quality education can also improve to a great extent. Digital education can be helpful in overcoming some of the important hurdles that are commonly present in rural areas like time- space and shortage of teachers. Implementing digital education to rural India remains challenging among all these obstacles but there is no doubt that it is an excellent medium and idea through which it is possible to educate the whole of rural India at a very fast pace and their educational field will help ensure attendance and representation. Therefore, there is a great need to put more emphasis on digital learning in the rural education system. In this context, if we take the example of other countries like USA, the Massachusetts University provides the university courses online with the help of open courseware (OCW) and ensures its reach globally which also reaches to the common people.

The world is becoming digital and it is the need of time to redefine rural education through the era of information and communication technology. This digital definition of education will strengthen the rural education system. Appropriate use of technology can help reduce a lot of problems through digital education planning. With the help of public private partnership rural areas can have access to learning through various multimedia learning tools, video lectures with smart boards and flipped classroom, mobile learning service. Through interactive digital media tools school with one teacher can deliver remote lectures in many places. This will also help to overcome the shortage of teachers in these schools. The digital learning related processes are made available online through LMS (Leaning Management Tools). It is a software application that helps in presenting the teaching material in digital form. Here one thing is noteworthy that whenever digitalization is done in a society the digital divide also grows there. Equal distribution of digital tools and platforms is necessary to prevent this inequality.

During using technology, there may be initial challenges of connecting in rural areas with its use and exposing them to digital devices. Therefore, before implementation, proper care should be taken to train tutor. Interactive learning through digitization can make learning in classroom interesting, engaging and more friendly which in turn can reduce drop-out rates. The digital classroom can actually help in the upliftment of rural education in India by providing students access to resources and knowledge that would not have been possible otherwise. Access to education in rural areas is important to eradicate poverty in India and its important role in the development of the country's economy cannot be ignored.

OBJECTIVE

1. To find out need and importance of digital learning in rural areas.
2. To find out structural challenges and obstacle in the path of digital learning for rural people.
3. To determine the importance of higher education for rural people.

PRESENT SCENARIO OF RURAL EDUCATION

The condition of rural schools and colleges in India is very pathetic as there is neither enough teacher nor infrastructure. There is a lack of access to quality education despite various educational schemes and policies. Although the enrollment rates are high in school and colleges, the rural students are scarce and the female rural students face double challenges. They are under pressure from economic, social and security perspective; with these constraints it becomes even more challenging to get education. According to survey of Statista the number of internet users in India was 483 million in 2018. And the latest report by the internet & mobile association of India (IAMAI) and Nielsen revealed that there were 227 million active internet users in rural areas, as of November 2019 compared with about 205 million in cities. According to 2017-18 national sample survey report on education, only 24% of Indian households have an internet facility and about 15% of rural households have access to internet service. For urban households, the proportion is 42%. It is clear from these surveys that the inclination of people of the country is moving rapidly towards internet and information and communication technology (ICT). The above data shows that the number of internet users in rural areas is increasingly large but still it has not been able to use them successfully in the field of education. Another important notable point here is the Gap in development and lack of support of basic infrastructure such as electricity, potable water, health and sanitation, security of girl's students etc which pose as major obstacle in improving the status of education in rural sector. The lack of internet connectivity prevents the educational environment from expanding in the rural area. Many of these areas are often troubled by natural, political, and social disturbances that make it even more difficult to establish a sustainable and equitable educational environment. Keeping such limitations in mind, it has become necessary to implement new digital education tools in rural India. Apart from the government, many organizations working in this direction are coming forward to find

many ways and means to raise the standards of education in the rural India. Rural India has a deep and intense desire and aspiration to succeed, but the only actual support which is needed is the effective implementation of programs and policy on the ground and a large-scale development framework to protect the right to education and deliver it till the last person of the country.

3. IMPORTANT DIGITAL LEARNING PLATFORM IN CURRENT SCENARIO

1. Study Webs of Active Learning for Young Aspiring Mind (SWAYAM) is an Indian massive open online course (MOOC) platform. This platform offers free access to everyone and hosts course from 9th standard till post-graduation. This platform is committed to providing quality education to the needy people from city to village. it is dividing into four parts which areE- tutorial, E-content, discussion forum and Assessment. Through the first phase e-tutorials the teacher prepares the educational material for the student through teaching videos, power point presentations, animation etc. and in the second phase various quality educational materials such as e-books, open sources content, reference link and further reading suggestion is included. The third stage is very interactive in which students can discuss and get advice from subject related experts and finally the fourth stage is the evaluation phase in which the students are evaluated through e quiz, MCQs, and frequently asked questions (FAQs).
2. *SWAYMPRABHA*—This platform facilitates 32 high quality channels through DTH (direct to home). Educational material is being provided through UGC, IGNOU, NCERT, IIT, CCNPTEL institute under Swayamprabha. This platform is particularly beneficial in providing access to quality education for people living in rural areas where the internet connectivity is poor. This platform encourages distance education.
3. *IGNOU*—Ignou is one of the best medium of learning which was created for distance learning purpose. Its teaching material has student oriented content and can be easily understood without the help of teacher. This platform has proved to be a boon for rural learning .It has helped in reducing the structural challenges of learning in rural areas.

NDL (National Digital Library)—It is a platform for providing digital learning content with about 1.70 crore books, thesis, journals etc. The students who live in remote areas are also able to get educational material through NDL as per their requirement. This platform can be accessed from anywhere anytime.

It is a very paradoxical situation that while on one hand we are moving towards digitization of education on the other hand the digital divide in rural areas is also increasing. This tradition of inequality and developmental divide can be seen in rural areas since a very long time. But the digital divide can be removed only by rural education and digitalization of the people. The digital divide can be eradicated by providing various technical facilities in this direction such as technical skills education and awareness for

rural people. And technical infrastructure initiatives such as providing mobile, laptop, computer, electricity and net facilities for rural poor people. The situation of electricity in the rural areas is still very pathetic. According to a survey of villages conducted by the ministry of rural development in 2017-18 under Antyodaya mission, showed that 16% of India's households received one to eight hours of electricity daily, 33% received nine to twelve hours and only 47% received more than twelve hours a day. These surveys reveal the real and key barriers of rural digital learning which is very critical. Therefore, along with digitization, strengthening of the basic infrastructure in rural areas is also needed to facilitate digital education.

4. DISCUSSION

Digital learning can revive the rural higher education system and provide quality higher education to the people at a lower cost. Digitization has become the need of the 21st century because not being digital means that the person is not using their full potential and is being deprived of opportunities. Digital education is also trying to bridge the gap between education and employment. As the number of internet users has increased in the villages today it can be said that the future of country will go through the digital revolution. The objective of digital learning can be met by removing rural structural barriers. And providing them quality, accessibility, and affordability of education and also ensuring electricity and net connectivity in rural areas. Through the collective efforts of the government and civil society these objectives can be achieved. The government of India has already taken steps in this direction through the digital initiative and is working towards the transformation of rural education.

5. CONCLUSION

Higher education has a huge impact on the country's economy. These two are interlinked to such an extent that higher education in developed countries contributes significantly to the GDP of those countries. Qualitative education leads to strengthening economy of the country. The condition of India's rural higher education system is far from satisfactory. The gross enrollment rate in higher education here is 26.3 %. which is much lower than America (85.8%) and China (48.1%) and the situation of higher education in rural area is even more critical which is proving to be a hindrance in the growth of economy and development of our country. Focusing on Rural India's education is important because when the condition of education of a large part (Rural India) of the country is critical its effect is also seen on the development of the country. Therefore, we must ensure the accessibility of all by making digital education a quality measure through digital facilities in the global era, and make the education system equitable. Based on the analysis of various data and facts the conclusion of this paper is that the rural education system needs to be strengthened and reformed both in the traditional and digital way. First of all, by removing rural structural challenges rural people will have to be drawn towards higher education system. For the rural population the emphasis should be on making higher education available in the local language and by making them aware of

the digital learning and teaching skills they can be made technique friendly which can make digital learning more accessible. In this digital era if we try to improve the rural education system without digital facilities then a large part of the country will be deprived of higher education and it will increase the gap in higher education, so digital learning is the need of time.

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New Education Policy 2020— About Prevention Programmes being Dropout

Laxmi Kumari*

National Education Policy 2020 was approved by the Union Cabinet of India. 29 July 2020. But lines the vision of India's new education system. The new policy replaces the previous national policy of education in 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. A new education policy aims to facilitate an inclusive participating and holistic approach, which takes into consideration field experiences empirical research stakeholder fee back as well as lessons learned from best practices. It is a progressive shift towards a move scientific approach to education. The prescribed structure will help to cater to the ability of the child. Stages of cognitive development as well as social and physical awareness. If implemented in its true vision. It also aims to Increase public Investment in the education sector to reach 6 per cent of GDP at the earliest currently India spends around 4.6 per cent of the total GDP on education.

One of the primary goals set in the recently approved National Education Policy- 2020 is to ensure, that children are attending school. The gross enrolment ratio in higher education to be raised to 50 per cent by 2035. Also, 3.5 crore seats to be added in higher education. The current Gross enrolment Ratio GER in higher Education is 26.3 per cent.

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OBJECTIVE

(1) To Analysis of NEP pre-school to secondary level with 100 per cent GER in school education by 2030.
(2) By study NEP the GER in higher education to be raised to 50 per cent by 2035.

METHODOLOGY

This paper is purely based on the secondary data collected from books, journals, Thesis and articles new links after the Implementation of the New education policy. A very important role in increasing the GER lived in India.

REVIEW OF LITERATURE

The National Education Policy (NEP) 2020 aims to increase the Gross Enrolment Ratio to 50 per cent by 2035, said prime minister Narendra Modi while interacting with the finalists of the smart India Hackathon 2020. It is very positive things that can change the job scenario in the countries in higher education play a key role in increasing human resources. In all developed countries, the gross enrolment ratio is Impressively high and contributes to the growth of the country. In India, there is every reason to aim for higher GER which is still below the level that could be compared to countries with a similar scale of economic development.

The NEP 2020 aims to make "India a global knowledge superpower".

New Education policy based on equality quality, accessibility says Ramesh Pokhriyal. Professor M.C. Govil said an estimated 50 per cent of 6th students who opt to dropout after school may be benefited from this policy. Professor Chandra Shaker said according to his perception there has to be a problem-solving approach in which the should be encouraged to solve the unsolved problem being faced by society & Industry. He also emphasized technological Innovation, which was going to be an effective mantra for the success of an organization. The NEP has taken a 360-degree view on the problem of dropouts in school by addressing issues of Infrastructure making sure of participation from students & ensuring the quality of delivery co.

(1) Primary Goals in NEP – 2020

One of the primary goals set in the recently approved national education policy 2020 to ensure that children are attending school. Despite different governments Including Sagara Shiksha Abhigah & the right to education Act that Increased the enrollment of a student

in elementary classes, India has such a significant increase in the dropout rate after Grade 5. The GER for Grades 6-8 90.9 per cent while for grades 9-10 & 11-12 was only 79.3 per cent & 56.5 per cent respectively said the NEP 2020 document. As per the 75th round household survey by NSSO in 2017-2018, the number of out-of-school children in the age group of 6 to 7 years is 3.22 crore. It will be a top priority to bring their children back into the education fold as early as possible and to prevent further. A student from dropping out, to achieve 100 per cent GER in preschool to secondary and by 2030 the document said.

2. Improving Infrastructure

The new education policy & that no student drops but of school the NEP 2020. Proposes to improve the infrastructure. So that each student pre-primary to class 12 receives.

"Safe & engaging school education"

The credibility of Government school shall be re-established & this will be attached by upgrading & enlarging the school that already exists, building an additional quality school in areas where they do no exist & providing safe & practical conveyances or hostels especially for the girl children an official statement said.

To bring back children migrant laborers & others who have dropped out of school for various reasons the NEP 2020 also proposes to set-up "alternative & Innovative education centers".

(3) Universal Participation in School

With the NEP 2020, the government aims to ensure that student are enrolled in and attending school, in order to achieve universal participation in school. This, according to NEP documents, will be carefully tracing students & their learning levels & ensuring that they get the opportunity to "Catch up & re-enter school". Apart from Infrastructure & participation, NEP 2020 also proposes to ensure quality education. So that girl students & others from socio-economically disadvantaged groups do not lose interest in attending school.

(4) 360^{o} Politics

The 360 is project-based progress & Inquiry-based learning, quizzes, role plays group work, Portfolios, etc, will be included in their report cards. By definition, the 360^{o} report is holistic & multidimensional. It is a system of collecting feedback on performance. National education policy 2020. "A student will be able to have a 360-degree holistic assessment with the help of this policy (NEP). He will able to do a self-assessment. His order guardian, teacher & Co-student will also be able to do the assessments as well.

Positive Impact

The biggest advantage of 360-degree report card is that reduces scope of prejudices at all level lucrative in nature & provides a comprehensive report. It automatically removers.

Blas since the system is based on the concept of continuous assessment. It will arrest in tracking the progress & provide timely feedback. Also, the 360-degree report creates a culture of self-assessment sander standing of one's a strength & area of improvement. This, to my mind, is a huge leap forward in promoting excellence. The report will serve to connect teachers with students & understand the underlying causes of the dropper rise in performance, which would help both the teacher & the taught to work together toward a common objective.

Negative Impact

Since the report is essentially an improvement seeking method. All positives of an Individual may not find a place in the report. These reports are often generic, therefore. May not be a source of encouragement to meritorious students who seek Inspiration from excelling as far as the application of the 360-degree report card is concerned, the required Infrastructure, IT/OT support & the mindset of the assessor who is used to marks & ranks will need to undergo a complete overhaul.

The Target of 50 per cent Enrolment in Higher Education in India

The new education policy was released on July 30.2020. It will receive the National education 1986 key recommendations of the NEP Include (1) school curricula ion to incorporate early childhood care & education, curtailing dropouts for ensuring universal access to education improving Research in Higher education Institutes by setting up a research foundation.

Restructuring of Higher Education Institutes

The NEP notes that the higher education ecosystem in the country is severely fragmented. The present complex nomenclature of Higher Education Institutes (HEIS) in the country such as deemed to be university affiliating university, affiliating technical university unitary university shall be replaced simply by the university.

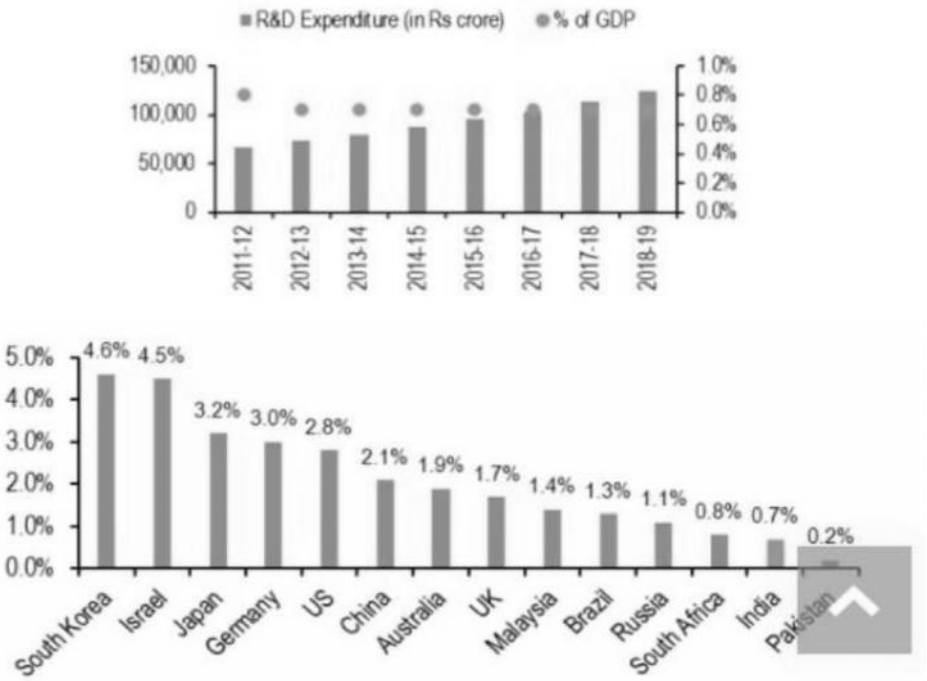
According to the All India Survey on Higher Education 2018-2019, India has 993 universities, 39931 colleges & 10725 stand-alone Institutions such as polytechnics or teacher training institutes. The NEP Recommends that HEIS should be restructured into three categories (i) research universities focusing equality on research & teaching (ii) teachings universities focusing preliminary on teaching (iii) degree-granting colleges primarily focused on undergraduate teaching all such Institutions will gradually move toward full autonomy academic administrative & financial.

National Research Foundation to Boost Research

The NEP states that Investment in research & Innovation in India, at only 0.69 per cent of GDP, lags behind several other legs behind several other countries. India's expenditure on research & development in the last few years can be seen in the figure below. Not that the total Investment on R/D in India as a Proportion of GDP has been stagnant at around

0.7 per cent of GDP in 2018-19 the total expenditure on R&D in India was 123848 crore of this ₹ 72732 crore (58%) of expenditure was by government & the remaining (42%) was by private Industry.

(2011-12 to 2018-19)



Source : S&T Indicators Table 2019-20, Ministry of Science and Technology, March 2020, PRS.

R & D Expenditure In India 2011-12 to 2018-19

To boost research the NEP recommends setting up an Independent National Research Foundation (NRF) for funding & facilitating quality Research in India. Specialized Institution of science & technology and the Indian Council of Medical Research, will continue to bund Independent project.

Digital & Education.

The NEP states that alternative modes of quality education should be developed when in-person education is not possible as observed during the pandemic several interventions must be taken to ensure Inclusive digital education such as (i) developing two-way audio & video Interfaces for holding online classes (ii) use of other channels television radio, mass media in multiple languages to ensure reach of digital content where digital Infrastructure is lacking.

Public Spending on Education to be Increase to 6 per cent of GDP

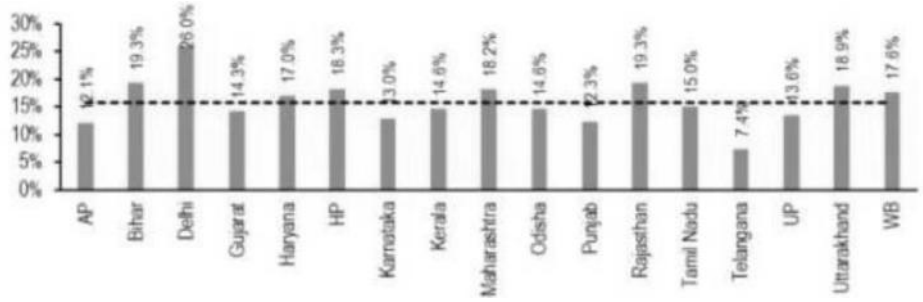
The recommendation of Increasing public spending on education by 6 per cent of GDP was by the national policy of education 1968 & related by the 1986 policy. NEP 2020 reaffirms the recommendation of Increasing public spending on education to 6 per cent of GDP in 2017-18 the public spending on education Includes spending by central & states was budget at 4.43 per cent of GDP

Public Spending on Education (2013-18)

Year	Public expenditure (Rs crore)	% of GDP
2013-14	4,30,879	3.84%
2014-15	5,06,849	4.07%
2015-16	5,77,793	4.20%
2016-17	6,64,265	4.32%
2017-18	7,56,945	4.43%

Source : 312th Report, Standing Committee on Human Resource Development, Marxh 2020; PRS.

In 2020-21 states in India have allocated 15.7 per cent of budgeted expenditure toward education. States such as Delhi, Rajasthan, Maharastra have allocated more than 18 per cent of their expenditure on Education for the year 2020-21



Source : Analysis of Various State Budget Documents, PRS.

Budgeting Allocation on Education (2020-21) by States in India

MULTIDISCIPLINARY EDUCATION

HEIS should be made multidisciplinary to Integrate humanities & arts with science technology. Engineering & Mathematics. The undergraduate degree will be made more

flexible with multiple exit options with appropriate certification fox example, diploma after two years, bachelor's degree after three years bachelor's with research degree after four years. Further, an academic bank of Credit will be established digitally. Store academic HEIS for awarding degrees earned from various HEIS for awarding degrees HEIS will have the flexibility to offer different designs of master programs M.Phil. programme will be discontinued.

New education policy devised by the Govt of India education will be made available to everyone in the country per school to the higher. NEP 2020 is beneficial as it will help about two more school students to come back to educational Institutions.

By 2030 India will have the largest number of young people in the globe a population size that will be a boon only if these young people are skilled enough to join the workforce. The recently launched SDG Index 2019-2020 by Niti Aayog assigned a composite score of 58 to India under the SGD on quality education, with only 12 states/UTS having a score of more than 64. The current government expenditure on education less than 4.6 per cent of the GDP & the pupil–teacher ratio for elementary school stands 24 per cent lower than comparable countries such as Brazil & China. Further with the rapidly Increasing population & dwindling resources, it would not be possible to match the demand for teachers.

Can be used to disseminate Information seamlessly in the regional language in the line with the draft NEP 2019. That has encouraged learning of mother languages. These translation systems can be Integrated with DISKHA, Digital Infrastructure for knowledge sharing the digital Infrastructure that has been set up by MHRD ore – PATHSALA (Initiative) under the Sarva Shiksha Abhiyan for example, if a textbook on E-PATHSHALA is available only in Hindi.

Biometric Authentification

Mundane & Support tasks of the teacher – attendance & other administrative tasks can be taken overly by A1 for example, biometric authentication for the student can be Introduce & Integrated with UDISE – an application that is one of the largest management information system on school education. The biometric attendance records could also be used as a proxy for the Inclusiveness of the education. In the district/state/block & can be easily tracked, helping. Monitor the national Indicators such as participation rate of youth & adults & proportion of male-female enrolled in higher education, technical & vocational education. This can help monitor the quality of education in the school.

Supervised Classification Models to reduce Drop-out Rates

When all system provided personalized feedback, we can curb all India drop out rates that stand at 4 per cent at the primary level but rise to 26 per cent in higher Education is there personalized tutors continue to collect data points at each juncture in the child education Journey. Classification ML Model could be used to predict the children at risk of dropping but & proper redressal mechanisms can be put in place. A culmination of

these activities would help a higher education enrolment ratio & make sure a substantial proportion of adults achieve literacy mandates in line with the target under this SGD.

The new education policy 2020 represents aspirations to become a knowledge powerhouse of the world Inculcating the best of the global educational experiments. The global education development agenda reflected in the Goal (SDG-4) of the 2030 Agenda for Sustainable Development adopted by India in 2015 – seeks to ensure Inclusive & equitable quality education & promote lifelong learning opportunity for all by 2030. The education policy is a step in the night direction given it is implemented throughout the long period it targets.

CONCLUSION & SUGGESTION

A low students teacher Ratio Indicate burden on a single teacher of teaching multiple students as well as lack of time that each student gets apart from this simplistic effect in an Institution of higher learning, a similar number of overburdened teaching a similar number of overburdened teachers are also unable to personal any research or encourage.

Their students to do so as per the ministry's all India survey on higher education statistics while the students' enrolment in higher education Institutes has increased from 32.3 million in 2013-14 to 36.6 million in 2017-1 total number of teacher declined from 13675.5 to 1284755.

(1) Over 85 per cent of a child's cumulative brain development occurs before the age of 6 Indicating the critical importance of appropriate care & stimulation of the brain in the early years to ensure healthy brain development & growth, presently quality ECCE is not available to crores of young children, particularly children from socio-economically disadvantages backgrounds, strong investment in ECCE has the potential to give all young children enabling them to participate & flourish in the educational system throughout their lives.

(2) Given the 21st-century requirement quality, higher education must aim to develop good, thoughtful, well-rounded & creative Individuals it must enable an Individual to study one or more specialized areas of Interest at a deep level. Some problems in higher education less emphasis on the developments of cognitive skills & learning outcome limited teacher-& Institutional autonomy.

(3) Financial assistance to the student shall be made available through various measures. Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC & Others.

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National Education Policy 2020 and It's Challenges

Rakesh Kumar Singh* and Triloki Nath Tiwary**

The first and second education policies were made in 1968 and 1986 respectively. Second education policy was revised in 1992. After 34 years the Modi government set up a committee under the chairmanship Dr K. Kasturirangan, who was head of the Indian Satellite Research Organization (ISRO), for reviving the earlier education policies. This committee submitted the report in May, 2019 before the government. On 29 July 2020, Minister of the Human Resource Development, Dr Ramesh Pokharial announced the New Education Policy 2020 which brings about several major reforms in education in India. Among the major reforms, the 10+2 structure in the schooling system has been replaced by a 5+3+3+4 structure. It will include 12 years of schooling and three years of Anganwadi and pre-schooling. Education is the best tool for achieving economic and social mobility, inclusion, and equality. New Education Policy 2020 focuses on education that it is fundamental for gaining full human potential, developing an equitable and just society, and promoting national development. Thus, it moves towards less content, and more learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. This policy makes education one side more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-cantered, discussion-based, flexible, and enjoyable of course and other side it is the first education policy of the 21st century which aims to address the many growing developmental imperatives of our country.

The Modi government has spent too much time in procedural process. They have collected the different views of scholars during 26th January to 31st October 2019. By 2030, hundred percent of Gross Enrollment ratios have to achieve. PARAKH is the main objective of this policy. It refers to performance, assessment, review, analysis and holistic development. Thispolicy has to face many challenges now, like Funding, New Educational Curriculum, Protectionof Language Diversity, etc.

Education is the best tool for achieving economic and social mobility, inclusion, and equality. New Education Policy 2020 focuses on education that it is fundamental for gaining full human potential, developing an equitable and just society, and promoting national development. Thus, it moves towards less content, and morelearning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. This policy

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Education Policy is based on the principle that education must develop not only cognitive capacities—both the 'foundational capacities 'of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving—but also social, ethical, and emotional capacities and dispositions.It has lit on the rich heritage of ancient and eternal Indian knowledge and thought.Jnan (knowledge), Pragya (wisdom) and Satya (truth) was always considered in Indian thought and philosophy as the highest human goal. Takshashila, Nalanda,Vikramshila, and Vallabhi wereWorld-class institutions of ancient India, set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries.The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, ChakrapaniDatta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a strong influence on the world.

Teachers are the fundamental reformers in the education system. The new education policy will help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens.It also provides a quality education system to all students with particular focus on historically marginalized, disadvantaged, and underrepresented groups.

PREVIOUS POLICIES OF NEW EDUCATION POLICY 2020

The first and second education policies were made in 1968 and 1986 respectively. Second education policy was revised in 1992. After 34 years the Modi government set up a committee under the chairmanship Dr. K. Kasturirangan, who was head of the Indian Satellite Research Organization (ISRO), for reviving the earlier education policies. This committee submitted the report in May, 2019 before the government. On 29 July 2020, Minister of the Human Resource Development, Dr Ramesh Pokharialannounced the New Education Policy 2020which brings about several major reforms in education in India. Among the major reforms, the 10+2 structure in the schooling system has been replaced by a 5+3+3+4 structure. It will include 12 years of schooling and three years of Anganwadi and pre-schooling.

The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and

Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education.

PRINCIPLES OF THIS POLICY

The main purpose of New Education Policy is to develop skilled human resources as well as productive and contributing citizens. The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

I. Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
II. According the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3;
III. Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
IV. No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;
V. Multidisciplinarity and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
VI. Emphasis on conceptual understanding rather than rote learning and learning-for-exams.

There are some others principles also which guide the education system, they are:

I. Creativity and critical thinking to encourage logical decision-making and innovation;
II. Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
III. Promoting multilingualism and the power of language in teaching and learning;
IV. Life skills such as communication, cooperation, teamwork, and resilience;
V. Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture ';
VI. Extensive use of technology in teaching and learning, removing language barriers, increasing access for *Divyang*students, and educational planning and management;
VII. Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
VIII. Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;

IX. Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;
X. Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;
XI. A 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
XII. Outstanding research as a corequisite for outstanding education and development;
XIII. Continuous review of progress based on sustained research and regular assessment by educational experts.
XIV. A rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions;
XV. Education is a public service; access to quality education must be considered a basic right of every child;
XVI. Substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

THE VISION OF THIS POLICY

The Policy visualizes that the curriculum and pedagogy of our institutions will develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.

The vision of this policy has been categorized in different segments, like School education, higher education, other key areas and making happens.

I. School Education

1. Early Childhood Care and Education: The Foundation of Learning
2. Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning
3. Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels
4. Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging
5. Teachers
6. Equitable and Inclusive Education: Learning for All
7. Efficient Resourcing and Effective Governance through School Complexes/ Clusters

II. Higher Education

1. Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System.
2. Institutional Restructuring and Consolidation.
3. Towards a More Holistic and Multidisciplinary Education.
4. Optimal Learning Environments and Support for Students
5. Motivated, Energized, and Capable Faculty
6. Equity and Inclusion in Higher Education
7. Teacher Education
8. Reimagining Vocational Education
9. Catalyzing Quality Academic Research in All Fields through a new National Research Foundation
10. Transforming the Regulatory System of Higher Education
11. Effective Governance and Leadership for Higher Education Institutions

III. Other Key Areas of Focus

1. Professional Education
2. Adult Education and Lifelong Learning
3. Promotion of Indian Languages, Arts, and Culture
4. Technology Use and Integration
5. Online and Digital Education: Ensuring Equitable Use of Technology

IV. Making it Happen

1. Strengthening the Central Advisory Board of Education
2. Financing: Affordable and Quality Education for All
3. Implementation

CHALLENGES HAS TO FACE NEW EDUCATION POLICY 2020

The Modi government has spent too much time in procedural process. They have collected the different views of scholars during 26th January to 31st October 2019. By 2030, hundred percent of Gross Enrollment ratios have to achieve. Even if, this policy has to face many challenges, like –

1. *Funding:* The government has decided to invest 6 percent of GDP every year. Earlier it was 1.7 percent only.
2. *New Educational Curriculum*: According to new educational policy, 5+3+3+4 structure has been developed. Anganwadi is the lowest area of child education where they have to spend their 3 years, like 3 to 6 years. During this period, they have to connect their forthcoming school environment. On practical ground, this is very hard task due to lethargy work culture.
3. Protection of Language Diversity: According to this policy, up to standard five (5), children have to teach in their regional or mother languages. After that no

compulsion of getting knowledge in own language. Problem is there where we are standing today.

4. *Difficult to achieve Gross Enrollment Ratio in Higher Education*: India today has around 1,000 universities across the country. Doubling the Gross Enrolment Ratio in higher education by 2035 which is one of the stated goals of the policy will mean that we must open one new university every week, for the next 15 years.
5. *Distribution of Certificate*: According to this policy, children will get different level of certificates at different level in one stream.

CONCLUSION

By and large, this policy will be beneficiary for the new generation. There is no compulsion to choose science, arts or commerce stream only. Children will take any subject according to their interests. PARAKH is very important. It will make dynamic not only to the teachers but also the children. Formation of Higher Education Council of India (HEIC) is good also step. Teachers are the fundamental reformers in the education system. The new education policy will help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It also provides a quality education system to all students with particular focus on historically marginalized, disadvantaged, and underrepresented groups.

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National Education Policy 2020 and Digital Education : Features and Challenges in the Modern Era

Shilpa Bharti* and Ritu Varma**

The government of India has come out with the New National Education Policy 2020 for the transformational reform in the Indian education system with a global perspective. To future expand the platform available for Digital education in India, recently the National Education Policy 2020 has placed a lot of emphasis on online and digital education. During COVID -19 pandemic, the pattern of education has changed overnight and shifted into remote learning and digital learning has emerged as a primary alternative. Over the last decade, there is a growing requirement to embrace the usage of technology in the field of education. The policy calls for investment in digital infrastructure, development of online teaching platforms and tools, creation of virtual lab, training teachers to, high-quality content creators, designing and implementing of online assessment, establishing standards for content, technology for online teaching. National education policy 2020 highlights several measures for promoting digital learning. There is a lot of focus on using technology in teaching, learning, assessment, management, administration, setting up virtual labs but policy neglects the lack of digital infrastructure and access to technological devices. The major step towards Atam Nirbhar Bharat can be by making universities and institutions self-dependent on technology. The NEP shows a huge prospective for the integration of technology in learning.

***Keywords** : National education policy 2020, digital education, technology, Higher education*

The covid-19 global epidemic has affected almost all areas of human life. This pandemic has affected all sectors like education, employment, industry, mining, health, etc. During the epidemic, the government has decided to keep all educational institutions closed for maintaining social and physical distance keeping in mind the future of students in such critical situations. In this crucial situation to secure the future of children and to maintain the quality of education, online education has started in all courses from school to college

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level. Not only educational institutions but also coaching institutes preparing for competitive exams like Civil Services, IIT, NEET, etc. have also joined online education. To future expand the platform available for Digital education in India recently the National Education Policy 2020 has placed a lot of emphasis on online and digital education. Over the last decade, there is a growing requirement to embrace the usage of technology in the field of education. The policy calls for investment in digital infrastructure, development of online teaching platforms and tools, creation of virtual lab, training teachers to, high-quality content creators, designing and implementing of online assessment, establishing standards for content, technology for online teaching.

The picture of education of any country tells what is the place of education in the priority of the government there and how much does it care about it. In recent years India was expected, to fall behind in the list of better quality universities around the world, that the government and the entire system will take concrete initiatives to improve the situation. In such a situation the approval of the National Education Policy 2020 by the Union Cabinet is being seen with hope.

India's first Education Policy came under Indira Gandhi's government in 1968. In 1986 India's second education policy came under Rajiv Gandhi's government which was modified by P.V. Narasimha Rao's government in 1992 and now after 34 years India's News Education Policy 2020 has come.

Which subject is important in India, it shows us the election manifesto of various political parties. Reservation, quota, FDI, defense are all talked about in the manifesto of political parties but not education because education is not such a heavy topic for vote bank politics in India but in 2014 BJP election manifesto had a national education policy. In 2015, when Smriti Irani became HRD Minister, a committee was formed. The chairman of this committee was Mr. T.S.R. Subramanian. This committee submitted its report on 7th May 2016. The main objectives of this committee were:

1. To improve the quality of education.
2. Credibility of education.
3. Address the gap in implementation.

In October 2016, the Ministry released this draft policy and asked for a suggestion on it, but nothing of this recommendation could be done. After this, another committee was formed under the leadership of former ISRO Chief Dr. K. Kasturirangan which had nine members. This committee drafted the NEP in 2019 which passed as NEP 2020. Three major changes were made in the NEP 2020 :

1. HRD ministry has been renamed as Ministry of Education.
2. The government has proposed that they will increase investment in education from 1.5 to 6 per cent of GDP.
3. The focus on Gross Enrollment Ratio has been stated and it is said that by 2030 it has been 100 per cent will increase.

This achievement is possible only when a dynamic change is made in the current system. This policy has been formulated with a Holistic approach in which the Academic, Vocational and Extracurricular activities are given equal importance. The entire focus has been on the fact that children can develop their skills in the area in which they have an interest and be ready for the real world when they leave school and college.

FEATURES

The new education policy seeks to reconnect education with Indian culture. Apart from the education system that made the clerks of Macaulay in India, we have again made such an education system that we can be proud of. Education has not only been linked to Asian traditions and beliefs in the new education policy. But it has also been made relevant by linking it to innovations in the modern context. All this is under the new education policy. Under this, the scope for education has been extended not only to reading and writing but also to entertainment, yoga, agriculture, vocational education.

The new education policy states that further expansion of existing digital platform and ICT-based aspects to provide quality education to all. Due to covid-19, all the schools and colleges of the country have been closed for the last several months. In this way, online education is becoming very popular all over the country. However many students still don't have access to digital mediums. Given this, the new education policy clearly states that it is not possible to get the benefit of online education without bridging the digital gap. In such a situation, the objectives of equality mustn't be ignored while using Technology for online and digital education. Education policy calls for inclusive use of technology i.e. to take everyone along so that no one is deprived of it.

It also talks about the training of teachers because it is not necessary that a teacher who is good in traditional classroom teaching, can be equally good in an online class. Given the importance of Technology for education at all levels from school to higher education, several recommendations have been made in the new education policy. E-learning platforms like Swayam, Diksha, etc. will be expanded so that teachers can monitor the progress of students with the help of various user-friendly tools. Currently, Covid-19 has made it clear that there is a dire need for an interface with two-way video and two-way audio for digital classes.

Digital repositories of materials such as coursework, learning games and virtual reality will be developed. Users will also be able to rate these based on the quality of these materials. Apps will be developed for the entertainment-based learning of students. There is still no digital access to a large section of the population. Thus, existing media such as television, radio, etc will be used extensively for the transmission of educational material. Such educational programs will be made available 24 hours in various languages.

Special attention will be paid to content in all Indian languages. Digital content will be made available to teachers and students in their language. E-learning platforms like Diksha, Swayam and Swayam Prabha will be used to create virtual labs so that all students get equal opportunities for equal behavioral and experimental-based learning.

In this new education policy, teachers will be trained in the student -centred teaching and they will also be told how to create online quality content themselves using various online platforms and tools. As researches on online and digital education are emerging. NETF and other bodies will set standards for content and technology for online learning. Based on these standards, various boards, schools and higher educational institutions have guidelines related to e-learning will draw.

Attention is being paid towards the inclusive use of education and technology through various schemes and initiatives in the country. To strengthen Innovation and digitalization in education, the Union Ministry of education is geared towards creating e-learning and up-to-date reading material for all so that students can get quality education from home.

CHALLENGES

During COVID-19 pandemic, the pattern of education has changed overnight and shifted into remote learning and digital learning has emerged as a primary alternative. After a long gap of 34 years, the Ministry of Education launched the New Education Policy on 29th July 2020. National education policy 2020 highlights several measures for promoting digital learning. There is a lot of focus on using technology in teaching, learning, assessment, management, administration, setting up virtual labs but policy neglects the lack of digital infrastructure and access to technological devices. Here are some challenges to implementation which can be foreseen for the NEP.

Equitable Access of Resource

Along with adequate penetration of internet and technology services, accessibility in this context also includes access to electronic devices such as computers and smartphones.

According to a survey conducted by the National Statistical office titled “Key indicators of household social consumption on education in India” only 4.4 per cent of rural households and 23.4 per cent of urban households own computers while 42 per cent of urban households have a computer with an internet connection, the same is available to only 14.9 per cent of rural households. Poor states like West Bengal, Bihar, Jharkhand and Odisha having the lowest internet penetration. 99 per cent of rural internet users access the internet on mobile phones. This effectively means that a majority of students in rural areas do not have the tools required to access online classes. Research has also shown that internet penetrations in urban areas are higher than in rural areas but rural penetration is growing at a faster rate.

Suitable Training of Teachers

However, to deliver the curriculum effectively, the concerned authorities need to train teachers and understand the pedagogical needs to make a smooth transition to the new education system. Furthermore, they need to shift the focus from teacher-centered learning to student-centered learning to foster collaborative skills, critical thinking, problem-solving and decision-making abilities in the youth.NEP has created an environment of widespread use of digital technologies and for adaptation, training of teachers is a must.

FUNDING

The National education policy 2020 focused on transforming the entire nation into a digitally empowered society and making the youth ready for the future. The cost associated with building digital infrastructure might not be affordable for all schools and colleges across the country. In rural areas of the country where Internet connectivity is nearly absent and developing digital infrastructures such as digital classrooms and digital learning tools is out of the question. Here, the government should work on improving the basic infrastructure that will support the digital infrastructure in all areas.

For the implementation of National Education Policy 2020 for higher education given the limited resources at hand but NEP fails to discuss how this can be achieved. This indicates a need for greater public funding in higher education, which in reality does not sit well within the current scenario...

Need to Provide Technology Grant

The major step toward Atam Nirbhar Bharat can be achieved by making universities and Institutions self-dependent in technology .there is a need to provide grants for updating IT system, Infrastructural capacities which can compete at the global level and inclusive for locals.

We require internet penetration in remote areas. Digital infrastructure for this purpose will include digital classrooms, expertise-driven online teaching models and teacher training to become adept at new-age technologies. This will continue to be a major challenge in the next decade.

CYBERBULLYING

During the current pandemic, a practical concern that has been highlighted recently is the Cyberbullying of teachers, especially of female teachers during online classes. These types of crime come in under-provision IT act and also included the provision of punishment for transmitting obscene and sexually explicit material. These types of concerns are also with online education. The government should make some legal provisions for cyberbullying also.

COLLABORATION BETWEEN PRIVATE AND PUBLIC SECTOR

Collaboration between the public and private sectors can be very helpful for the effective implementation of the online education program. The majority of students are come from underprivileged economic backgrounds and have limited access to digital devices and the internet. Here government can play an important role concerning the equitable distribution of resources and opportunities.

The private sector can provide good technology and requires private institutions to offer more scholarships to make admissions possible for students from low-income strata as well.

Thus, the NEP 2020 lays emphasis on making the education system holistic, flexible and aligned to the needs of 21st-century education. However, to accomplish all these goals, we must overcome all the execution challenges in a sustained manner for years to come. The increase in the education budget from 3 per cent to 6 per cent of GDP is simply not enough to meet the implementation needs.

CONCLUSION

Due to the socio-economic condition and regional diversity of India, there exit various roadblocks to accessibility and the ability of widespread adoption of digital learning. NEP makes mention of enhancing educational access through technology and attempts to address the digital divide, this dream can only realized through proper implementation of the policy. The current digital divide will prove to be the biggest hurdle that the country faces in terms of technology and education.

New education policy is a progressive document but it is essential to develop an effective plan for fostering technology proficiencies. The policy is a vision document that fails for the socially marginalized section of society..there is no comprehensive road map and strategy in place to execute this grand vision.

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COVID-19 : A Catalyst for Learning Innovations and Digitization

Preeti Sinha*

The impact of COVID-19 has demonstrated the importance of building resilience to face various threats, from pandemic disease to extremist violence to climate insecurity, and even, yes, rapid technological change. The pandemic is also an opportunity to remind ourselves of the skills students need in this unpredictable world such as informed decision making, creative problem solving, and perhaps above all, adaptability. To ensure those skills remain a priority for all students, resilience must be built into our educational systems as well.

Covid-19 Pandemic has given new solutions to education i.e. Digitalization of Education. In a matter of months, coronavirus (COVID-19) has given us a glimpse that how important digitalization of education is, in the period of Better –and the Worse.

With the spread of coronavirus, many countries have taken swift and decisive actions to mitigate the development of a full-blown pandemic. In the past few months, there have been multiple announcements suspending attendance at schools and universities.

These risk-control decisions have led millions of students into temporary 'home-schooling' situations. These changes have certainly caused a degree of inconvenience, but they have also prompted new examples of educational innovation. Although it is too early to judge how reactions to COVID-19 will affect education systems around the world, there are signs suggesting that it could have a lasting impact on the trajectory of learning innovation and digitization.

The slow pace of change in academic institutions globally is lamentable, with centuries-old, lecture-based approaches to teaching, entrenched institutional biases, and outmoded classrooms. However, COVID-19 has become a catalyst for educational institutions worldwide to search for innovative solutions in a relatively short period of time. Now, the question is ; what are these innovative solutions or what is Digital Education?

A/c to MHRD (Ministry of Human Resource and Development), government of India- Digital Education is a technique or method of learning which involves technology and digital devices. This is a new and broad technical sphere which shall help any student attain knowledge and gain information from any corner across the country. It is believed that Digital Education in India is the future of education and learning.

Various channels have been defined by the Government of India for a widespread of the sources and means to provide education to different corners of the country. Discussed further in this article are the channels and initiatives taken up by the Government for Digital Education in India.

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Key words: Digital divide, virtual classes, Learning consortium, information technology , Home-schooling.

"Technology will never replace great teachers,
But technology in the hands of great teachers is transformational."
—George Couros

In just the past few months, we have seen learning consortiums and coalitions taking shape, with diverse stakeholders - including governments, publishers, education professionals, technology providers, and telecom network operators - coming together to utilize digital platforms as a temporary solution to the crisis. In emerging countries like India where education has predominantly been provided by the government, this could become a prevalent and consequential trend to future education.

Highlighting the digital education roadmap adopted by the central and various state governments for imparting education in 2020, union minister for Human Resource Development (HRD) Ramesh Pokhriyal has virtually launched 'India report on Digital Education 2020'.

Ministry of Human Resources Development (MHRD)—Initiatives for Digital Education:

1. A comprehensive initiative called PM eVidya was announced on May 17, 2020, which aims to unify all efforts related to digital/online/on-air education to enable equitable multi-mode access to education.
2. It is envisaged that it will benefit nearly 25 crore school going children across the country.
3. One of the most important initiatives of MHRD is DIKSHA (Digital Infrastructure for Knowledge Sharing).

DIKSHA (DIGITAL INFRASTRUCTURE FOR KNOWLEDGE SHARING): E-LEARNING

1. As part of PM eVidya announced under the Atma Nirbhar Bharat programme, DIKSHA is the 'one nation; one digital platform' for school education in India.
2. It was launched in 2017.
3. It is a national platform available for schools in all states.
4. DIKSHA is available for grades from 1 to 12.
5. DIKSHA can be accessed through mobile application and web portal.

DIKSHA (DIGITAL INFRASTRUCTURE FOR KNOWLEDGE SHARING)– WHAT DOES IT CONTAIN?

1. Courses for Teachers, quizzes and others
2. Lots of e-content will be provided which are aligned with the curriculum. Large

number of case studies and solutions will be provided with the help of Energised Textbooks (ETB's) which are QR coded.
3. VidyaDaan was launched in April, 2020.
4. It is a content contribution program at national level, that makes use of the DIKSHA platform and tools, it allows donation or contribution of e-learning resources for school education by experts, private bodies, and educational bodies.

SWAYAM PRABHA—TV CHANNELS

1. This mode of education is for people who do not have access to education.
2. High quality educational programmes are telecasted.
3. There are a total of 32 channels to meet the requirements.
4. Different channels are used for higher education and school education.
5. The Department of School Education and Literacy also tied up with private DTH operators like Tata Sky & Airtel to air educational video content to enhance the reach of these channels.
6. Number of TV channels for school education will increase from 5 to 12 to transform into 'one class, one channel', that is, one channel each for all grades from 1 to 12 channels.
7. To ensure asynchronous usage at any time, anywhere, and by anyone, the same content will be organised by chapter & topics on DIKSHA.

E-TEXTBOOKS

1. e-Pathshala mobile app (Android, iOS, Windows), and web portal can be used to access e-textbooks.
2. It can be accessed by students, teachers and parents.
3. 3,500 pieces of audio and video content of NCERT are available.
4. It is available in different languages – English, Sanskrit, Urdu, Hindi.

For the differently-abled

1. For hearing impaired students, one DTH channel is available with sign languages.
2. Study material has been developed in Digitally Accessible Information System (DAISY), for hearing and visually impaired.

Radio Broadcasting

1. The radio broadcasts focus on activity-based-learning.
2. For broadcasting content related to National Institute of Open Learning – NIOS (grades 9 to 12), 289 community radio stations have been used.
3. This mode of education is particularly useful for students who are living in remote areas, particularly for grades 5 to 1.
4. Shiksha Vani is a Podcast of the Central Board for Secondary Education (CBSE)
5. Shiksha Vani is used by learners of grades 12 to 9.

6. There are more than 430 pieces of audio content for all subjects from grade 12 to 1, in Shiksha Vani.

State Initiatives

States and Union Territories have provided digital education at the doorstep of the students. Some of them are:

- Social Media Interface for Learning Engagement (SMILE) in Rajasthan.
- Project Home Classes in Jammu.
- Padhai Tunhar Duvaar (Education at your doorstep) in Chhattisgarh.
- Unnayan Initiatives in Bihar.
- Mission Buniyaad in NCT of Delhi.
- Kerala's own educational TV channel (KITE VICTERS).
- E-scholar portal as well as free online courses for teachers in Meghalaya.

Source : PIB, Govt. of India.

ADVANTAGES OF DIGITAL EDUCATION IN INDIA

During 2019-20 when India and the entire world were fighting the COVID-19 pandemic, Digital Education in India was the sole source of learning for the students in the country. Discussed below are a few other benefits of Digital Education in India:

- This initiative has made students not just gain bookish information but also gain practical and technical knowledge.
- No limitation as to the place of learning or studying. With digital learning, a student can engage in online classes or learning anywhere, at any time.
- With study material available online, students can take their time to understand any topic.
- Through the mode of digital education, learning can be made more engaging and interactive between the students and teachers.

It is also important that Digital Education acts as a supplement and does not completely overpower physical education.

CHALLENGES WITH DIGITAL EDUCATION IN INDIA

A lot of technology-based adaptations will have to be encountered by the Government to ensure that digital education can be reached out to students across the country. Given below are a few major challenges with Digital Education in India:

- Availability of internet connection to all is one of the biggest requirements for digital education. This will have to be achieved by the Government for easy access to information.
- Providing the devices and technology to the people belonging from socio-economically weak sections so that they are not deprived of education.

- Training teachers is another challenge. Only when the teachers are technically sound, they can conduct the digital classes.
- Making digital cost-effective should be a key motive of the Government.
- To ensure that Government schools and colleges are provided with proper facilities for digital classrooms.

With multiple initiatives taken up in the year 2020 for the improvisation and accessibility of Digital Education in India, the Government aims to acknowledge online or e-learning for students broadly.

RESEARCH REPORT OF DIGITAL EDUCATION IN PATNA DISTRICT

Welcome to my latest research report, where I was exploring the challenges, opportunities and priorities in educational establishments around the district of Patna. I spoke to over 190 peoples (including students & teachers via telephone, whatsaap, e-mail and personal visit.) in a mix of schools, colleges and universities from seven different places of Patna district (places includes : Exhibition road, Ashiana nagar, kankarbagh, Patna city, Anishabad, Boring road, &Bailey road). They revealed where their digital ambitions lie, and how far away their dreams are from their reality. In this report, I'm going to take a closer look at what's happening in the Patna district. After discussing with many students ,I found that Digital learning and fully embracing innovative technology is much sought after by all in education, but for many, this is an aspiration—not a reality.

Digital literacy is quite low among teachers of Patna district, and educational establishments face challenges with supporting teachers. Poor connectivity and unsuitable and flimsy devices challenge IT departments, as does trying to find the right mix of devices, infrastructure and apps. The main priorities for schools, colleges and universities around the district are balancing levels of access and security, and improving staff digital skills and the reliability of devices. Getting ready for a digital future Digital is infiltrating everything. From country to country, no part of society is left untouched. And education is no different. Digital learning paints a picture of personalised learning and tech-filled classrooms. But how close are we to this? Well, in the developing state like Bihar, we're seeing huge amounts of change happening all across the sector. From changing infrastructure to a growing number of devices being used in classrooms, the effect of digital is increasing. Bihar's curriculum is focusing more and more on ICT, moving it away from a lesson in itself, and towards using technology to explore different subjects.

During severe covid-19 pandemic attack in past few months, we have seen that how our state government have done a commendable job by launching 'Unnayan Bihar' programme to provide home schooling via television and mobile application . under the unnayan project, students of government-run schools are taught through online and offline methods with the help of television set. The project was launched in 5,596 secondary schools (IX and X) on september 5 (Teacher's Day) by C.M. Nitish Kumar.

The unnayan initiatives has been launched to improve quality of education through integration of technology with a focus on ensuring continuous monitoring and

accountability in the system. Under this initiatives , mobile technology and ICT is applied to create an education ecosystem which enables teachers to be effective.

Now in school, teachers are making technology more than a fun side-note. And as more and more children enter the education system already able to use technology, schools are preparing themselves to build on these native skills, and prepare students for a future where digital reigns. As this new requirement lands in schools, colleges and universities, the pressure builds up. For example, higher and further education establishments may feel they need to provide distance learning-based on the popularity of the online courses, and similar. Plus, with students exploring and investigating their subjects in such minute detail, teachers and lecturers can use and are using-technology to give a better experience. From accessing online, virtual textbooks, to watching recorded lectures as revision, every aspect of education can be supported by IT. I wanted to discover what the real state of digital education is. We all know that personalised learning and digital classrooms are the dream—but how close is our reality? What do IT leaders in education think? Where are they spending money, and what are they prioritising? So, i compiled this research to answer these questions.

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Major Changes and Challenges of National Education Policy 2020

Poonam Kumari*

National Educational Policy- 2020 is the futuristic education policy based on the fact that education is the prime instrument determining economic and social progress. It gives due recognition to the rich traditions of Indian culture and the advanced education systems of the western world. The National Education Policy 2020 (NEP 2020) is the first in the new millennium and the major revision after nearly three decades. The success of the new education policy depends on its implementation by governments at the centre and states overtaking various practical challenges confronting it. The present paper discusses the major changes and challenges of NEP 2020 besides giving some criticisms.

The drafting committee of NEP 2020 has made a comprehensive attempt to design a policy that considers diverse viewpoints, global best practices in education, field experiences and stakeholders' feedback. The mission is aspirational but the implementation roadmap will decide if this will truly foster an all-inclusive education that makes learners industry and future-ready. NEP 2020 aims to enable an inclusive, participatory and holistic approach, which takes into consideration field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices. It is a progressive shift towards a more scientific approach to education. The change in education policy will help to cater the ability of the child – stages of cognitive development as well as social and physical awareness. If implemented in its true vision, the new structure can bring India to par with the leading countries of the world. Policies are good on paper but their efficacy depends upon successful implementation.

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The NEP 2020 is aimed at addressing the crippling challenges that have affected the Indian Education System for over three decades. Its focus areas are on School Education and Higher education. In Primary Education, poor literacy and numeracy outcomes: Several reports show that 50 per cent of children in 5th standard lack basic numeracy and literacy. The NEP 2020 looks at this 'Foundational Learning' as a core focus area. There prevails, high dropout levels in Middle and Secondary Education. Dropout rates at the secondary level in many states have increased. Dropout reasons are from multiple such as poverty, poor health, distance from school. Large variations in dropout rates exist across states, gender, ethnicity and class. This indicates that a significant proportion of enrolled students drop out after Classes 5 and 8.

In Higher Education, a lack of multidisciplinary approach and flexibility with regards to subject choice, assessment as well as a skill-gap. While the dropout rate has declined for higher education, Gross Enrolment Ratio is just about 26.3 per cent compared to 58.2 per cent in Senior Secondary and 79 per cent in Secondary, meaning most students don't even enroll in Higher education. Other overall focus areas for NEP 2020 include childhood care, curriculum design, language, medium of instruction, teacher training, assessment, evaluation and exam format and teacher appraisal.

MAJOR TENETS OF NEP:2020

The new education policy is an optimistic approach towards new India having very inspiring and significant proposals. It foresees a model of integrated holistic learning. Scientific temper and evidence-based thinking is its fulcrum alongside aesthetics and art.

1. Flexibility is the main feature facilitating learners to choose their learning trajectories.
2. Promotion of arts, sciences, physical education and other extra-curricular activities so that learners can choose the option of their interests.
3. The multi-disciplinary approach across the sciences, social sciences, arts, humanities and sports emphasising conceptual learning rather than memorising. The focus is on creativity and critical thinking.
4. Taming life skills like cooperation, teamwork, empathy, resilience to make learners more productive in all circumstances.
5. Regular decisive assessment for learning rather than summative assessment.
6. NEP 2020 encourages peer-tutoring as a voluntary activity for fellow students under-trained teachers. It facilitates multiple pathways to learning both formal and non-formal education modes. The new policy purposes to take learning outside the four walls of the classroom and inspire students to absorb lessons from the real-world. Abandoning the approach making bookworms redundant in bookish learning. The new policy will be a move to real, holistic learning that equips individuals with new skills.
7. From the initial stages, students will be exposed to multilingualism, which has cognitive benefits in the early years tend to pick up languages very quickly.

Keeping in view the importance of rich, classical languages will be offered at all levels of school and higher education as an option.

8. The policy seeks to introduce revolutionary structural reforms at the higher educational level. It promotes a flexible three- or four-year degree programme structure at the undergraduate level, allowing multiple exit points for the learners.
9. There will also be efforts to promote current subjects such as Artificial Intelligence, Design Thinking, Data Analytics, Machine Learning, and Holistic Health. The University Grants Commission is to be replaced by the Higher Education Commission of India as the regulatory body for higher education.
10. Instead of the current teacher-centric model, a student-centric model will be developed that will give students the right to decide the subjects and lessons they want to study. To make higher education more progressive, it encourages students' creativity in problem-solving along with science, engineering and mathematics. The new model under NEP, called STEAM, will be an upgrade over the current STEM model in higher education at a bachelor's degree level, as it is focused on experiential, application-based learning and research-based internship. Students will be given internship opportunities with local industry, businesses and local communities as well as research internships to improve their employability.
11. A new assessment centre, PARAKH (Performance, Assessment, Review, and Analysis of Knowledge of Holistic Development) will be set up to set the standards for education. Issues with regulation, recruitment of teachers, and the absence of common standards and norms for universities, are additional focus areas in this new policy.

TARGETS AND DEADLINE

NEP: 2020 key targets, as well as the deadlines, are:

- The entire policy will be implemented by 2040.
- 100 per cent Gross Enrolment Ratio from Pre-School to Secondary level by 2030.
- Teachers to be prepared for assessment reforms by 2030.
- Common standards of learning in public and private schools.
- Mission to focus on foundational numeracy and literacy of all students by Grade 3.
- Universalising early childhood care and education by 2030.
- Vocational training for at least 50 per cent of learners by 2025.

Major Changes in NEP:2020

Some of the overall changes are:

1. Renaming the ministry the Ministry of Human Resource and Development will be called the Ministry of Education to bring the focus back to education.
2. Public Investment in Education 6 per cent of GDP the Centre and states will work together to increase public investment in education to 6 per cent of GDP. At present the expenditure stands at 3 per cent of GDP in 2018-19.

3. An extension of the RTE to cover a larger age group the policy proposes to increase the domain of the RTE to include children from the ages 3 to 18. Currently, it covers children between 6 to 14 years. However, Stakeholders like private institutes and activists are divided over the cost of implementation of this grand vision.
4. The three-language formula.
   Three language formula has brought in the NEP 2020, which has invited much debate.
5. Breakfast is to be added to the mid-day meal program.

NEW INSTITUTIONS, BOARDS, ZONES, FUNDS, FRAMEWORKS TO BE SET UP

1. Higher Education Commission of India (HECI): NEP 2020 proposes to set up a super-regulator to address the current issue of multiple regulators to deal with accreditation, funding, standard-setting. HECI will function as the single overarching body for all higher education, excluding medical and legal studies. It replaces all other regulatory bodies like the University Grants Commission (UGC) or the All-India Council for Technical Education (AICTE). Its four independent verticals will also be responsible for all grants, funding, standards and accreditation, making it one of the most centralised regulatory institutions.
2. National Professional Standards for Teachers (NPST): The NPST aims to make the recruitment of teachers more transparent. It will be developed by the National Council of Teacher Education (NCTE) by 2022.
3. A School Quality Assessment and Accreditation Framework (SQAAF) will also be developed.
4. Multidisciplinary Education and Research Universities (MERU) and a National Research Foundation (NRF).
5. A National Educational Technology Forum (NETF) will be created to encourage the use of technology in college education. The NEP 2020 stresses that educationists will be appointed on the Board of Governance of institutions, to depoliticise them.
6. There will be a Gender Inclusion Fund and Special Education Zones for socially and economically disadvantaged groups.

MAJOR CHANGES IN SCHOOL EDUCATION

1. Adoption of 5+3+3+4 Structure: The policy recommends a move away from the previous 10+2 structure There will now be 5 years of foundational education, 3 years of preparatory, 3 years of middle and 4 years of secondary schooling. Pre-school education will gain focus in the initial 5 years of learning.
2. Flexibility to choose subjects across streams: All subjects will be offered at two levels of proficiency and will be treated equally. Science will not be pitted against

social sciences and also not be assigned as per the percentage scored in the previous grade.

3. Board exams: Board exams will test core competencies, could become modular (eg. for grades 3, 5, 8, 10, 12), and will be offered twice a year. The second attempt will provide an opportunity to improve scores.
4. Bag-less days: 10 days in a year will be dedicated to vocational courses of choice (informal internships) from Grade 6th onwards. This is to include vocational training in the curriculum, making it more practical.
5. Medium of Instruction in Mother's tongue: Medium of Instruction in Mother's tongue will be till 5th grade. The policy doesn't keep children of migrant labourers and people in transferrable jobs at the centre of this decision.

MAJOR CHANGES IN HIGHER EDUCATION

1. A National Testing Agency to conduct a common entrance exam for colleges twice a year. This is to follow a Scholastic Aptitude Test (SAT, used for college admissions in the United States) like structure for admissions in graduate programs.
2. Mid-term dropouts from college will be given credits and an option to complete their degree after a break (a limited period). Credit transfers and academic banks of credits are to be introduced. Dropouts can use the credits for transferring from one university to another.
3. Affiliations with universities are to end and over the next 15 years, colleges will be given the autonomy to provide degrees. The deemed university status is to end as well.
4. Fee cap for private institutions for higher education is an awaited move, but it will need private institutes to apply for a loan at HECI and claim funding from the government to run effectively. As per speculation, a large chunk of budgetary allocation will be channeled to private universities via the loan route.
5. Graduate programs for 4 years, PG (Postgraduate) programs for 1 or 2 years and M.Phil programs to be discontinued.
6. Research and Teaching intensive universities and autonomous degree-granting colleges will be set up to advance India's research endeavours.

CHALLENGES OF NEP: 2020

A. School Education

Though NEP 2020 has many novel features, it has many challenges when it is to be implemented. Some of the basic challenges of the NEP 2020 are:

1. Attitudinal Change

The present education system is a leftover of the British colonisation during the industrial

age. The change in mindset will take time of course at least by two or more generations. The employers will need to bring into line with this change in their recruitment and employment policies. There will be many challenges in changing this mindset of people towards the new policy, provided it can be done with a lot of careful and mild interventions by the government.

2. Reimagining and Adopting Pedagogical Changes

Instead of developing only the skills in learners, it must be accompanied by both 'foundational skills' of literacy and numeracy and the 'high-order cognitive skills like critical thinking along with 'social and emotional skills' known as the soft skills like empathy, grit, perseverance, leadership and teamwork. The NEP initiates such value-based learning along with important curriculum and pedagogical changes. These pedagogical changes are hard and need to be planned for successful implementation.

3. Re-thinking Valuation

The boards and institutions will have to re-think their assessment tools of examination for students and also identify the appropriate learning content head. School textbooks will have to be accordingly realigned. Formative assessment is virtually absent.

4. Teachers' Training

It will require training teachers, educators and official staff suitably with motivating guides. Learning has to be an enjoyable and engaging task rather than an arduous exercise that ultimately churns out unemployable youth. The policy will have to design a learning ecosystem that takes into account the geographical and cultural diversity of our country as well as the varied learning pace of each student.

5. Bottom-up Approach

The social and educational transformation is only possible with a bottom-up grass-root level intervention. An important action would be to repair and revamp the system through a bottom-up approach and bring a clear-cut change in the mindset of the stakeholders. A transformation is needed from 'what to think' to 'how to think'.

6. Raising the Bar for Teachers

Efforts must be taken to recruit the best and brightest to the teaching profession at all levels. Also, teachers need to be reinstated as the most respected and essential members of our society. Work also needs to be done in removing personal and professional barriers of working in remote, inaccessible locations which is crucial for preparing this workforce and also for making the NEP successful.

7. Funding and Scaling the New Model

It is estimated that over 250 million students are expected to enroll in schools in India by

2030. With a teacher-student ratio of 1:35, India needs an estimated 7 million teachers to teach the students. Those teachers need to have graduated in an esteemed B.Ed. programme for a 12th pass, graduates and post-graduates for one, two and four-year respectively. Teaching also happens to be one of the lowest-paid professions in India with an average teacher earning around Rs. 200,000 per year. Due to these constraints, conceptual and experiential teaching will be tough as compared to the prevailing printed content-oriented teaching. More fund allocation is required from the government's end to overcome this major shortcoming.

8. Funding of Category Prescribed by RTE

Private institutes have remained exclusionary and disable access to education for those who come under the reserved 25 per cent category prescribed by RTE by levying non-educational fees. Also, they complain that the government usually does not pay them in time.

B. HIGHER EDUCATION

1. Flexibility in Education

Though flexibility in the higher education model through the concept of multiple exits is an important step for reducing the number of dropouts, a question still arises on the value of such certifications and diplomas. The Indian psyche closely associates jobs with the degrees acquired. Hence, to implement the new system, we first have to dismantle the archaic thinking that only with a degree can one successfully secure a job. This is a dangerous paradigm that undermines and discourages other innate talents of an individual.

2. Multi-Disciplinary Education

The present system of education excludes formal training and orientation for college and university educators. This new policy calls for an overhaul of the curriculum design to make it flexible for enabling foundational and higher-order thinking and skill inculcation at different levels of education. The policy seeks to establish multi-disciplinary institutions for higher education replacing single-disciplinary ones.

3. Funding

The proposals of NEP 2020 for higher education are given the limited resources at hand. It necessitates private institutions to offer more scholarships to make admissions possible for students from low-income strata. But NEP is not discussing anything about resource mobilisation for this purpose. This indicates a need for greater public funding in higher education. The increase in the education budget to 6 per cent of GDP is not sufficient to meet the execution needs.

4. Digital Connectivity

It is essential to ensure internet penetration in remote areas because e-learning is one of the modes. Digital infrastructure for this purpose will include digital classrooms, expertise-driven online teaching models, technologies to overcome gaps in physical teaching and lab infrastructure, uniform assessment schemes across schools, career counseling sessions and teacher training to become adept at new-age technologies. This will continue to be a major challenge in the next decade.

The NEP 2020 is not free from criticisms. The major criticisms are:

1. The policy is a vision document that fails to be inclusive of the bottom-most strata of society and provides little to no relief to the poor, women and caste and religious minorities.
2. Many milestones and a commitment to finances necessary to execute this plan aren't clearly defined.
3. The three-language formula does not compel this provision, it is crafted in a manner that leaves little choice and flexibility with the students, teachers and schools.
4. The NEP 2020 is silent on the RTE Act and universalisation of education will not be achieved without legal backing.
5. There is no commitment towards affirmative action for the socially and economically disadvantaged.
6. The NEP overall tilts towards centralisation, possibly because the policy is not a derivative of consultation with states.
7. NEP 2020 is seen as a move towards increased privatisation.
8. An over-reliance on technology and online programs to achieve set targets is impractical.
9. It would be better to set up inter-university centres within Indian universities where students can undertake lessons as well as joint research programs with international and Indian scholars. This is also more accessible for students who might not be able to afford private foreign universities otherwise.
10. Vocational training from 6th Grade onwards will also meddle with the more holistic and rounded learning of a child and may push them into the labour market.
11. The policy document does not address the future of children trained in multi-disciplinary fields.
12. The four-year graduate program failed as an experiment.

CONCLUSION

The drafting committee of NEP 2020 has made a comprehensive attempt to design a policy that considers diverse viewpoints, global best practices in education, field experiences and stakeholders' feedback. The mission is aspirational but the implementation roadmap will decide if this will truly foster an all-inclusive education that makes learners industry and future-ready. NEP 2020 aims to enable an inclusive, participatory and holistic

approach, which takes into consideration field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices. It is a progressive shift towards a more scientific approach to education. The change in education policy will help to cater the ability of the child – stages of cognitive development as well as social and physical awareness. If implemented in its true vision, the new structure can bring India to par with the leading countries of the world. Policies are good on paper but their efficacy depends upon successful implementation.

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We Need a Three Tier Regulatory Authority for the Whole Education Sector

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Education is one of the major ways to make our society, a crucial catalyst for the nurturing of our economy, a main pillar of our human development and one of the topmost priority for any sort of government and above all the prime agenda of governance.

Now-a-days we are talking immensely about the 'New Education Policy' which has come on the anvil. Several aspects of this NEP, which have already come into the public domain, invited many brain storming debates amongst educationists and public policy makers. The first aspect of NEP is related to the medium of education and a broad language guideline policy for the country. As a whole. The second aspect is regarding the proposed restructuring of the ladder of education what we have had as of now. Under this new proposal, the primary, secondary and higher secondary all these parts have been clubbed in a new form.

The third aspect of NEP is related with the proposed modification in the curriculum of all three science, commerce, humanities and extracurricular activities.

The fourth aspect is the restructuring of the administration and redefining the autonomy of the higher educational institutions. I think first three aspects of the ensuing New Education policy may have some debatable aspects, but overall these all definitely requiring some new changes and NEP in a way has tried to explored a very valid and long awaited points, which were in fact urgently needed to create a broad national ethos in the country. The second aspect which is related to the timeline of educational stages, that may be also termed as a new experiment which were actually proving themselves nuisance for many years. The third aspects of autonomy and administration is very key to the whole education sector.

But, for us economists, apart from many reasons, education is a far more important sector in an additional manner. It is because of its potentiality of linkage in regards to the

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well being of the economy; in terms of its backward linkages and forward linkages effects both. So ,when we foresee education as one of the major pillars of our economy, then we have to go into the details of the whole education sector, which actually starts firstly from the status of the education sector in the country.

It is to be noted here, the public administration of education is visible on the level of all three tiers of democratic governance. It is to be also necessary to mention that education is being operated under the ambit of not only the public and private sector but also under the voluntary or non government sector. In order to this we also need to observe the prevalence of corruption in education in terms of above mentioned three layers (centre, state, local bodies) and under three forms (Government, Private and NGOs).

Education is a vast area, varying from the elementary education, secondary education, higher education, technical education, professional education to religious education, etc. and it has a variety of institutions like missionary institutions, training institutions, vocational institutions etc.

However, among all the three tiers of democratic federal governance, education predominantly comes under the jurisdiction of the state government. Centre just works as a parallel facilitator to the states in terms of drafting educational syllabus, confiscation of courses and setting examination patterns.

As we see the running of several educational institutions which go around parallel with the educational systems, set-up by the state governments.

The third tier of democracy, the local self-government is now being considered an important responsibility bearer of primary education in the country. Moreover, the first tier Central Government has the role of policy-framing, guideline-making, funds-allocation, administering the central educational institutions, syllabus and curriculum making and working as a model examination board operator and so the central govt. has come ahead with the NEP, which in all is the third education policy put forward by the govt. of India in post independence period.

In a current functional scenario, the central government has its own set of educational institutions like '*Central Schools*', '*Central Universities*', Central Technical Institutions like IITs, IIMs, AIIMs, NIITs and also many educational research and training institutes of the national importance. Almost all Ministries/depts. have at least one institution/ training institute, which works in favor of their own requirements. For the endorsement of course books/study material, there is an institution named National Council for Educational Research and Training (NCERT). For drafting the syllabus and controlling the examination, there is the Central Board of Secondary Education (CBSE). For helping the universities in financial, academic and affiliation terms, there is one controlling institution named University Grant Commission (UGC). For controlling the syllabus, courses and degrees for all kinds of technical education, there is an organization called All India Council of Technical Education (AICTE).

All the state governments of India have a vast network of educational institutions which start from primary school and followed by pre-secondary, secondary, senior secondary, college and universities and various technical institutions too. Apart from the

government sponsored educational institutions, there is a vast spread of educational institutions under the private sector also. As per the recent figures regarding the status of primary education in the country, private schools have been very much operational in the villages also. It is estimated that private players are running around 47 percent of primary schools of the country now. We have around 10 lakh primary schools (both govt. and private) in the country which have the enrolment of around 15 crore children.

But, the most pathetic point is the dropout ratio of the school-going children, which is still around 25 percent, despite the many efforts of providing free uniforms, food, and books to them. It means that the economic background of the parents forces them to be indulged in child labour activities rather than attending the schools. In the same way, we have around 4 lakh middle schools in the country which has enrolled around 60 lakh students with them. Further, we have around two lakh SSC/HSC schools in the country, which have an enrolment of around 50 lakh students.

Coming to the higher studies, we have around 30,000 colleges in the country which are providing education to almost 25 lakh students.

Talking about the faculty, we have around 30 lakh teachers for the primary schools, 20 lakh for the middle schools and around 24 lakh teachers for higher secondary schools. In secondary education, 'public school' run by private players has a more presence in the urban metropolis, state capitals and to some extent in district headquarters also.

As we know, education has become one of our important fundamental rights, so the central government allocates a huge amount of funds towards elementary education program like 'Sarva Shiksha Abhiyan' (SSA). This abhiyan has two components; first is school and its building complex, second is the appointment of teachers along with the provision of midday meal scheme for the school children. However, the mid-day meal scheme is being looked after by the Central Child and Women Development Ministry. The appointment of teachers is primarily held at the state level, which always has possibilities of corruption and irregularities.

As we know, in the government sector, the appointment policy has been subject to many difficulties. The permanent job doers never have productivity centric performances, so is the case with permanent appointed teachers. They are not found to be very sincere in doing their teaching work. It has been seen the teachers employed in private schools with less salary perform better than the teachers employed in government schools. This is the reason even the villagers now prefer to send their children to private schools.

Education sector is laden with innumerable forms of both overt and covert corruption. The corruption part in the government sector is visible not only in terms of negligence in teaching but also in the resource centers. Corruption is found to be visible in the mid-day meal scheme. Whenever any fund is released for special purposes like construction or purchase, that is found to be riddled with corruption. On the contrary, in private schools, the wayward fixation of tuition fee, higher admission fee and charges in the name of development (at the primary/secondary level) and very high amount of capitation charges at the professional courses level can be termed as corruption prevailing under private education system. Admission is the most problematic and corruption-prone area in private

education setup. In top private schools, admission charges range between rupees 1 to 5 lakh; in medical colleges it ranges from 25 lakh to 100 lakh, in engineering colleges, it ranges between 10 to 25 lakhs. Admission rackets are generally being quoted while talking about these sorts of corruption.

In our sort of education system, there is neither uniformity in examination boards nor in the syllabus, which is mainly responsible for the existence of our present form of a non- egalitarian structure of society, which has, in fact, turned education as a business. Schools have become like brands and accordingly, their admission fee, tuition fee, development fee are being charged. Affiliation has become a big business, which brings violations in various fields of educational administration. Private schools seek permission from CBSE, professional colleges seek affiliation from universities, (UGC) and if institutes are technical ones, then they seek affiliation from AICTE. These sorts of things have been always riddled with corruption.

We have a bounty of professional institutions coming in the education market, they all are in a queue for getting affiliation from the recognized universities, and for that bundles of currency are being offered, which they collect ultimately from the admission seekers. It forms the chain of education business in the country.

We have around 1000 courses being evolved and students are seeking them in order to make their career and get employment opportunities. In accordance with that, many professional institutions have come in the operation who view it as their great business opportunity. So the persons, who are interested in the business of education, try to take affiliation from the recognized university/boards after paying them a bribe and after that, they come up with various institutes in the area of 'Management', 'Medical', 'Engineering', 'Poly techniques' etc. We already have many scandals that have erupted in which it was found that one university gave affiliation to hundreds of institutes, which was, later on, turned back as the non-recognized one.

Another aspect of educational corruption is the mushrooming growth of coaching centers, which is happening all over the country. Most of the above five lakh populated cities in the country are now flooded with a variety of coaching centers. Most of the faculties working in various govt. and non-govt. institutions do join these coaching centres to earn an extra amount of money. These coaching centers charge huge amounts of fee from the students. There is no proper regulation over this. There are many mafias and corrupts who are running educational institutions and from time to time, they are being caught during Income tax and other raids.

Another aspect of corruption prevalent in our education system is that of paper leak outs and selling of question papers from time to time. We have enormous scandals taking place in this sector. Many times, it leads to the cancellation of several examinations. In all, our education sector requires a huge and comprehensive reform keeping in mind the various facets of this gigantic sector otherwise, under the present hotchpotch and unregulated setup, corruption will keep continuing in this sector.

In order to streamline the whole education sector, we need a TRAI like regulatory authority in education too, which can provide an equal level playing field for both public

and private players working in the education sector which may avail relief to all education seekers. As we know fair competition as well the as time-to-time proper regulation always keep the prices at the appropriate level, in the same way, if we promote competitions in the education sector, it will benefit all its stakeholders

TEACHER

Teaching has always been a profession of prestige, glory and dedication; but unfortunately, the downfall of morality in every walk of life has also taken this sector of the profession under its grip. It has altogether brought a deep deterioration in the standards of the teaching profession. We have many sorts of teachers, varying from primary, secondary, higher studies, technical to the professional course teachers. All these faculties have different characters and mindset while committing any wrong practice. Like 'health', 'education' is also an area which comes under all three tiers of democratic governance and it also exists under both public and private sector. Teachers working under government schools have different job conditions than that of private ones, so their deliverance of duty also differs from the private sector. In government schools it is found that some teachers are non-qualified ones and some remain absent from the schools, if they are found present, they lack alertness while their teaching duty. However, it is an administrative and management oriented problem, which most of the government schools suffer from.

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NEP 2020 : An Analysis of the Education Policies Implemented by Government Post-Independence

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Education is essential for realizing the full potential of mankind, developing a fair and just society, and promoting national development. Ensuring universal access to quality education is the key to India's continued growth and global leadership in economic growth, social justice, and equality. Scientific progress, national integration, and cultural protection. High-quality universal education is the best way to develop and maximize our country's abundant talents and resources, and benefit individuals, society, the country, and the world. The youth of the world in the next ten years, and our ability to provide them with high-quality educational opportunities, will shape the future of our nation. To be clear, the future education policy is crucial for the country in schools and universities, because education can promote economic and social development. Different countries adopt different education systems according to tradition and culture and adopt different life cycle stages at school and university levels to function. The Indian government recently adopted a new education policy based on the recommendations of an expert committee led by Dr. Kasturirangan, the former chairman of the Indian Space Research Organization (ISRO) announced. This article focuses on the various policies announced in the higher education system and compares them with the current system. In the Indian higher education system, various innovations and expected results of NEP 2020 and their advantages were discussed. This paper also presents a critical analysis of the new education policy. Finally, few suggestions are proposed for the improvement of the educational structure of the country and betterment of the future generation.

***Keywords** : National education policy 2020, NEP 2020, women empowerment, SC, ST, Children, Teachers, Educators, Instructors, Growth, Sustainable Development, Evolution, Higher Education, Implications, Strategies and emphasis.*

Education is the way toward encouraging learning, or the procurement of information, abilities, values, ethics, convictions, and propensities. Instructive strategies incorporate educating, preparing, narrating, conversation and coordinated exploration. Education frames an unmistakable line of detachment among man and different animals, making

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man the most intelligent creature on Earth. It enables and prepares us to confront the difficulties of life all the more productively. Also, Education improves one's abilities, capacities, information, mentality, and character. Moreover, Education benefits individuals differently. It helps an individual to settle on better choices utilizing information and seeing, in this way, expanding that individual's prosperity rate. Therefore, Education additionally assumes the part of duty in furnishing an individual with an improved way of life. It places assorted vocation openings that increment an individual's personal satisfaction. Subsequently, through Education, an individual becomes proficient, however not all educated individuals are taught. It helps in the advancement and improvement of innovation, and the more extensive spread of Education raises the spread of innovation. Training has assumed a crucial part in case of PCs, medication, and war gear. Consequently, Education can be expressed as an entryway to progress. It constructs a superior life for individuals and opens various achievement entryways. An informed individual opens the quality of numerous chances on the opposite side of the entryway. The current paper analyses NEP 2020 in comparison with the education policies implemented by government post-independence.

OBJECTIVES OF THE STUDY

The 2020 National Education Policy includes many initiatives aimed at improving the quality and integrity of the Indian education system. The goals of the national education policy research in 2020 are:

1. Highlight and analyze the policies of the higher education system recently adopted.
2. compares the 2020 National Education Policy with every education policy implemented after independence.
3. Determines the innovations in the new "National Higher Education Policy 2020"
4. Forecasts the impact of "NEP 2020" on Indian higher education.
5. Discuss the advantages of NEP 2020 policy in higher education.
6. Suggest further improvements to effectively implement NEP 2020 to achieve its goals.

METHODOLOGY

The methodology includes a conceptual discussion of the nature of the national education policy framework, focusing on several parts of the NEP 2020 policy, comparing it with different national education policies after independence, and identifying innovations introduced using the focus group discussion method. Use predictive analysis to analyze policy implications, and many recommendations are based on focus group analysis. The sampling method used to collect answers and insights was Purposive Convenience Sampling. The sample were selected from young adults between the age group of 18 – 55 who were from major and were either students, professors or professionals. The

methodology used to collect data is Telephonic and in persona interview. The questions asked were open ended questions and are structured as personal information.

EDUCATION POLICY AFTER INDEPENDENCE

After independence in 1947, governments have attempted to address the constraints of the Indian training framework in the system of its Constitution, and have presented different strategies and projects for enlarging the admittance to instruction, upgrading the general nature of schooling, and advancing education all through the country. Gopal Krishna Gokhale was the first person in modern India who advocated the idea of universal education for at least the primary level throughout the country. His vision was to introduce primary education for all people, irrespective of their caste and religion. The education will not only strengthen the country but also boost the confidence. Farmers can take calculative steps and resist crooked money lenders. It will promote sanitation and inspire them to live a better life. Although the Indian education system has improved a lot, it has still a long way to go.

KOTHARI COMMISSION AND NATIONAL POLICY ON EDUCATION, 1968

The union government formed the Kothari Commission (1964-1966) to formulate proposals to strengthen and modernize the education system. The Nehru government supported the improvement of top-notch logical instruction foundations like the Indian Organizations of Innovation. In 1961, the central government shaped the Public Committee of National Council of Educational Research and Training (NCERT) as an independent association that would exhort both the Association and state governments on detailing and carrying out training arrangements. The Kothari Commission Report (1964-66) otherwise called the National policy on education 1968. showed the rules for the plan of a Public Strategy on education, after that July 1968, the leader of India proclaimed it as the first national policy on education. The Kothari commission's main objective is to increase productivity, developing social and national unity, consolidating democracy, modernizing the country, developing social, moral, and spiritual values, providing equal educational opportunities, developing languages, and promoting science and technology-based education and research. The commission emphasized the need to eradicate illiteracy and provide vocational adult education. To achieve this, the Indian education policy called for fulfilling free and compulsory education for all 6 to 14 years of children. The commission strongly recommended the expenditure on scholarship for the underprivileged or the student belonging to the backward class. The commission also advised the government to focus on building a residential school in every block of the country and initiate a Mid-Day-Meal at the primary stage. The commission had embraced higher student-instructor proportions in assessing the asset prerequisites, it wanted that to guarantee sensibly great nature of training, the student educator proportion is essential instruction be 30 and 35 in higher grade schools. The strategy required attention on the learning of local dialects, laying out the "three-language formula" to be executed in secondary education - the guidance of the English language, the authority language of

the state where the school was based. The approach likewise supported the educating of the old Sanskrit language, which was viewed as a fundamental piece of India's way of life and legacy. The NPE of 1968 called for a total of 6 per cent spending on the education of the total national income. The 1968 approach or NEP-I was not extremely fruitful. There were a few reasons behind this. First, a legitimate program of activity was not brought out. Also, there was a deficiency of assets. Thirdly, education was on the state list, so the job of focus was minimal on how the states would execute this plan.

NATIONAL EDUCATION POLICY OF 1986

The government piloted by Rajiv Gandhi had introduced a new policy on education in 1986. The new strategy called for "unique accentuation on the expulsion of variations and to adjust instructive freedom," particularly for Indian women, scheduled tribe (ST), and the scheduled caste (SC) people group. To accomplish a particularly friendly combination, the arrangement called for growing grants, grown-up training, enlisting more educators from the SCs, motivating forces for helpless families to send their kids to class routinely, improvement of new organizations, and giving lodging and administrations. The concept of a National System of Education suggested that, up to a given level, all students, regardless of standing, belief, area, or sex, approach training of practically identical quality. The National Policy on Education 1986 interestingly gave brilliant emphasis on women's education, scheduled caste, and scheduled tribe. The approach lays additional highlight on women's education and underlines the job of instruction, as a problem solver in the situation with women. It likewise discussed the strengthening of women in this regard. The education for SC and ST were viewed as fundamental in this arrangement. The public authority has stepped up in reverse families to send their kids to class. The prior conspire was a pre-matric grant, Guaranteeing the enlistment, maintenance, and effective fruition of SC/ST students and Enrollment of SC/ST educators to the tribal zone. Arrangements for opening new grade schools in tribal zones on a need premise, with the thought of social issues and concerns, opening private schools, and different plans for their upliftment demonstrates that NPE 1986 was very sensitive about human rights point of view.

The Kothari Commission of 1964 and, consequently, the National Education Policy, 1986 supported the idea of universalization of elementary education. Many need to remain outside the instructive framework, because of some essential issues. Throughout the long 40 years, to cure this have not met with any huge achievement. Under the NPE, 1992 the Program of Action has distinguished numerous imperfections, like the imbalance between schools, as certain schools are furnished with acceptable teachers, amazing equipment, while others have inaccessibility of essential facilities like drinking water, chalkboard, seating space, the enormous number of elementary schools run by single teachers, and many other problems was noticed. The Program of Action or the National Education System (1992) will play a positive, interventionist role in the strengthening of women. It will cultivate the advancement of new qualities through well-constructed educational programs, course books, the preparation and direction of instructors, leaders, and overseers,

and the dynamic contribution of instructive foundations. The education policies are quiet on those schools which are run on commercial lines by specific people or bodies. The different education strategies represent admission to college classes based on capacity. The Open University can never be a decent substitute for customary college classes. The schooling strategy of 1986 has suggested the foundation of capitation expenses for conceding students in specialized organizations. Based on capitation expenses students of regrettable capacity are being conceded in many skill-based schools or colleges. Engineering or diploma students who have acquired their specialized training based on capitation charges make certain to be poor and problematic laborers. The education policy that had been presented in 1986 and its revised version in 1992, performed way better than the NPE of 1968. The vast majority of our exemplary government plans, for example, Sarva Shiksha Abhiyan, Mid-Day Meal Scheme, Navodaya Vidyalayas (NVS schools), Kendriya Vidyalayas (KV schools), and utilization of IT in training were begun under the NEP of 1986.

NEP-2020: AN ANALYSIS

The National Education Policy 2020 imagines an India-focused education framework by thinking about its practice, culture, qualities, and ethos to contribute straightforwardly to change the country into an evenhanded, economical, and energetic enlightened society. By drawing contributions from its immense and long recorded legacy and considering the commitments from numerous researchers to the world in assorted fields like math, cosmology, metallurgy, clinical science and medical procedure, structural designing and engineering, shipbuilding and route, yoga, expressive arts, chess, and so on, the whole Indian training framework is established and constructed. The target of the presently declared NEP 2020 is to give a multidisciplinary and interdisciplinary liberal education to each applicant to raise the current gross enrolment proportion (GER) to half by 2035. As we advance and continue to an ever-increasing extent, toward, the information and communication innovation (ICT) arranged and artificial-intelligence reliant society, the unskilled and semi-skilled level positions will be taken over by machines, and PC/science and specialized based positions will be more popular. With developing difficulties due to contamination, climatic changes, emergencies in fundamental necessities, and in particular , the steady approaching danger of pandemics, there'll be expanded prerequisites of occupations in physics, chemistry, biology, social sciences and infectious diseases control in a coordinated way. The entirety of this highlights a need for multidisciplinary educating/ learning measures. There will be various educational stages that will be implemented after the implementation of NEP 2020 in schools and universities across the country. For the simplification, this has been classified into school education and higher education.

SCHOOL EDUCATION

The 10+2 structure model is being replaced by the 5+3+3+4 model.

Foundation stage: Five years Foundation Stage gives fundamental schooling which is adaptable, staggered, play-based, movement-based and disclosure-based learning.

Utilizing dependable Indian customs and societies, this stage is ceaselessly improved by exploration and development for the intellectual and enthusiastic incitement of youngsters. It is further divided into two parts:

I. 3 years of preschool/anganwadi, which will cover the age from 3-6 years.
II. 2 years of learning in class 1 and 2, it will cover the age from 6-8 years.

Preparatory Stage: Three years Preparatory stage comprises expanding on the play, exploration, and action-based learning. Notwithstanding it, this stage slowly presents formal study hall learning with course readings. The main objective is to open various subjects to the students and set them up to dive further into experiences. This stage will consist of classes from 3 to 5, which will cover the age between 8 to 11. The students will get the basic knowledge about the various languages, art, science, speaking, writing, and physical education.

Middle Stage: Three years of Middle school training concentrated around more theoretical ideas in each subject like sciences, math, expressions, sociologies, and humanities. Experiential learning is the strategy to be embraced in particular subjects with subject educators. Students are presented to the semester framework and yearly two class level assessments will be directed. This stage will cover the class from 6 to 8 and the children will be evolved from 11 to 14 years.

*Secondary Stage***:** Four years of secondary school education is intended to give multidisciplinary subjects including Liberal Arts education. This stage will be based on the matter arranged academic and curricular style with more noteworthy profundity, more prominent adaptability, more noteworthy basic reasoning, and thoughtfulness regarding life yearnings, Students are presented to the semester framework and will consider 5 to 6 subjects in every semester. There will be Board tests after the completion of the tenth and twelfth standards. This stage is divided into two-stage. the first stage will be the schooling in class 9th and 10th and the second stage will be learning in 11th and 12th. It will cover the age from age 14 to 19.

To achieve universal access to all levels of schooling from Anganwadi or pre-primary to grade 12, the ultimate aim of the government should be to achieve a 100 per cent gross enrolment ratio (GER). Each school should keep a hawkeyed participation of every student. NCERT has to work on a constructive curriculum and pedagogical structure for early childhood care and education for children up to the age of 8 years. This can only be achieved by a proper collaboration between the ministries of HRD, women and child development, health and family welfare, and tribal affairs. There should be a deep focus to ensure a quality education among children between the age of 3 and 6 years by 2025. The prime goal of the new curricular and pedagogical structure should be focusing on "experiential learning". The curriculum should be less "content" oriented and more towards developing the critical thinking of the students. The syllabus should have wider flexibility and choices of the subject so that students cannot be forced to learn without the interest. They have to choose their area of interest and the responsibility of the teacher is to nurture their interest. There shall not be a rigid boundary or separation between arts

and science, curricular and extracurricular activities, vocational and academic streams. A nationwide mission on central education and numeracy will be set up to focus on early language and numerical abilities from Grades 1–3 by 2025. "Sanskrit" will be offered as an alternative, at all the degrees of school/advanced education under three language recipes. Indian Sign Language will be standardized, for the offering. The standards for college placement tests will be comparable. The National Testing Agency (NTA) will attempt to offer a great regular fitness test, just as specific normal subject assessments in technical studies, humanities, dialects, expressions, and professional subjects, in any event, double each year. Special attention will be given to the kid's inabilities, both physical and learning. Extraordinary "Bal Bhavans" and "Samajik Chetna Kendras" will be set up to help the understudies. Backing for skilled students with unique gifts, and inborn abilities in each student, which should be found, sustained, encouraged, and created. Subject-focused and task-based clubs and circles will be energized and upheld at the degrees of schools, school edifices, regions, and past. Models incorporate science circles, math circles, music and dance execution circles, chess circles, verse circles, language circles, show circles, banter circles, sports circles, eco clubs, wellbeing and prosperity clubs/yoga clubs, etc. Olympiads and rivalries in different subjects will be led the nation over. The focus of at any rate half of students being presented to vocational education, both at school and the advanced education level, has been intended to be accomplished by 2015. They will learn in any event one livelihood, with direction to many. Ten days of temporary job somewhere in the range of 6 and 8 evaluations with neighborhood specialists like craftsmen, potters, and landscapers, the same program being followed each year during get-away in class 6–12. A State School Standards Authority is going to be found out. SCERTs will create school quality appraisal and accreditation structure. There will be the same appraisal and accreditation standards, benchmarks, and cycles for both public and tuition-based schools.

HIGHER EDUCATION

The higher education under the new education policy proposes a 4-year multi-disciplinary bachelor's degree in an undergraduate program. This will be implemented for all the professional and vocational courses.

- A certificate after the completion of one year at the college.
- A diploma after completing 2 years of study.
- A bachelor's degree after finishing the third year of programme.
- A 4-year multidisciplinary bachelor's degree.

The higher education segment can also be classified in various stages.

Postgraduate Education Stage: The Master's degree – a one-year for four years bachelor degree students, a two-year degree for three years bachelor degree students, and an integrated five-year degree with a focus on high quality research in the final year. The Masters' certificate will comprise a solid exploration segment to fortify ability in the expert region and to get ready understudies for an examination degree.

Research Stage: Research stage consists of pursuing top quality research leading to a Ph.D. in any subject for a minimum period of three to four years for full-time and part-time study respectively. During Ph.D. they should undergo 8-credit coursework in teaching/education/pedagogy associated with their chosen Ph.D. subject. The MPhil programme is discontinued.

Lifelong Learning: The NEP 2020 proposes deep-rooted learning and exploration to maintain a strategic distance from people getting outdated in the public arena regarding information, abilities, and experience to have an agreeable existence. It is accepted that instruction and examination at any phase of life will give further development for fulfillment throughout everyday life.

The intention of the government to structure the education system where students can learn and procure knowledge while having the necessary skill. In order to bring industrial revolution, the government has structured the policy by giving more emphasis on practical knowledge. The main motive of the government regarding the higher education for the current and the future generation are summarized below:

1. Foundation of New Quality Colleges and Universities

- The principal point is to make acceptable, insightful, balanced, and inventive people.
- To make more colleges and universities (HEIs)
- To build up a National Research Foundation
- Institutional and workforce autonomy
- Expanded admittance by redoing the educational program.

2. Institutional Restructuring and integration

- All HEIs to be multidisciplinary by 2040.
- By 2030 at any rate one huge multidisciplinary HEI, in or each locale.
- GER to be expanded from 26.3% (2018) to half (2035).
- Public just as private HEIs, however accentuation on PUBLIC
- The college will get reclassified as those which spot equivalent significance on instructing and exploration as Research-Intensive Universities (RIU) or as Teaching-Intensive Universities (TIU).
- Enormous multidisciplinary foundations, will be named as Autonomous Degree-Granting College (AC). “associated schools” will be slowly eliminated by 2035.
- These and HEIs will go through a continuous, stage insightful appraisal system before conceding reviewed self-sufficiency.
- There will be no unbending classification between these three organizations, to be specific, these three unique establishments, RIUs, TIUs, and AC, will be in the continuum.
- There will be participation between HEIs, in their turn of events, local area commitment and administration, backing to class schooling in different fields, and workforce advancement.

- The HEIs have a choice to run open distance learning (ODL) projects.
- All the present-day befuddling and complex terminology relating to HEIs will be supplanted by essentially "College" after satisfying specified rules and standards.

3. Ideal Learning Climate and Backing for Students

- HEIs and their workforce will have self-rule to advance regarding the educational program, instructional method.
- CBCS will be rehashed and restored.
- Top-notch support focuses, proficient scholastic and vocation directing for all. Normalization, guidelines, and accreditation of ODL will be need.

4. Globalization of Education

- The foreign students will be encouraged to take confirmation in Indian Universities.
- At each HEI, a worldwide understudies office will be set up.
- Examination/showing coordinated efforts, staff/understudy trade, and contacts with unfamiliar colleges will be supported.
- The top unfamiliar colleges will be allowed to work in India.

5. Approach by HEIs

- Control the charges and other consumption to the students.
- Give grants, sponsorships, and other monetary help.
- Make confirmations, educational program, and openings more comprehensive.
- Make every one of the offices accessible for the distinctively abled and hindered.
- Non-segregation, non-badgering, and sex balance are the fundamental principles.
- Create Institutional Development Plan which contains extraordinary designs for SEDGs.

6. Change of Administrative Arrangement of HEIs

Under one umbrella of the Higher Education Commission of India (HECI), four autonomous verticals will be set up, to oversee the four significant angles.

a. The guideline will be named as National Higher Education Regulatory Council (NHERC).
b. Accreditation – National Accreditation Council (NAC), which will base its evaluation of the establishments based on the essential framework.
c. Subsidizing – Higher Education Grants Council (HEGC) will do subsidizing/ financing utilizing straightforward measures.
d. Instruction – General Education Council (GEC) will outline the learning results based on the uniquely formed National Higher Education Qualification Framework (NHEQF).

- Every one of the four bodies also the mother body will work based on straightforwardness, public self-divulgence, and the utilization of innovation.
- Existing proficient boards, like the Indian Council of Agricultural Research, Veterinary Council of India etc., will go about as Professional Standard-Setting Bodies.

7. Focusing on the Commercialization of Education

- All training organizations will be examined at comparative norm and exposure.
- NAC will give a correlative check and NHERC will take as one of the key guidelines.
- All HEIs including private will straightforwardly unveil all expenses and charges

8. Successful Administration and Authority for HEIs

- Over the next 15 years, every HEIs will intend to become, autonomous self-overseeing organizations seeking greatness and advancement under uniquely chose BOG.
- Swamp of an organization will be enabled to administer the establishment liberated from any outer obstruction.
- Marsh will be responsible to hold every one of the administrative rules of HECI however NHERC.

The Suggested Key Initiatives

- Pilot reads for online education including proper offices.
- Advanced framework – There is a need to put resources into making of open, interoperable, evolvable, public computerized foundation in the instruction area.
- Web-based showing stage and instruments – Existing e-learning stages, for example, SWAYAM and DIKSHA will be reached out to give instructors an organized, easy-to-use, rich arrangement of assistive apparatuses.
- Content creation, advanced storehouse, and dispersal – A computerized archive of substance will be created.
- Tending to the computerized partition –the current broad communications, like TV, radio, will be widely utilized for broadcast. Indian dialects will be accentuated.
- Virtual labs – Existing e-learning stages, for example, DIKSHA, SWAYAM, and SWAYAMPRABHA will be utilized as active trial-based learning encounters.
- Preparing and motivators for instructors – Teachers will go through thorough preparing in a student-driven instructional method utilizing internet showing stages and devices.
- Online appraisal and assessments the proposed National Assessment Center or PAREKH, School Boards, NTA, etc. will plan and carry out evaluation and evaluation investigation.
- Mixed models of learning not neglecting eye-to-eye face-to-face but successful

models of mixed learning will be distinguished for proper replication for various subjects.

- Setting down principles – As examination on the web/computerized training arises, NETF and other suitable bodies will set up norms of substance, innovation, and instructional method for on the web/advanced educating learning for setting up rules.

SPECIAL EMPHASIS ON ONLINE AND DIGITAL EDUCATION

- New conditions and real factors require new activities.
- Need to do deliberately planned and fittingly scaled pilot studies to decide benefits/ hindrances.
- Meanwhile, the current computerized stages and progressing ICT-based educational activities should be improved and giving quality schooling to all.
- The utilization of innovation for on the web and computerized schooling.
- Teachers require reasonable preparation and improvement to be successful online teachers.
- Besides changes needed in teaching method, online appraisals additionally require an alternate methodology and force out interruptions and forestalling exploitative practices.
- Specific kinds of courses/subjects, similar to wellbeing sciences pragmatic have constraints in the on the web/advanced training space, which can be defeated to a fractional degree with imaginative measures.
- Further, except if online instruction is mixed with experiential and movement-based learning, it will in general turn into a screen-put together training.

CRITICISM REGARDING NEP 2020

A framework that advances meritocracy, equivalent freedom, and value is good, however, there lies difficulty between hypothesis and practice. Furthermore, the need for self-teaching and multi-language learning is until the fifth grade and no later than eighth grade. Regardless of the sweeping changes, a doubtful point will be the rising worries for the students during advanced education. It is especially risky considering the privilege of individuals to move to start with one state then onto the next since the between state development will bring about the difference in the neighborhood language and the method of education. The strategy has likewise been condemned because of the legal intricacies encompassing the validation of two employable policies. An expanded accentuation on the native language as a mechanism of guidance isn't without suggestions for the underestimated, particularly in a country where English is generally connected with employability and advantage. Although the significant justification upholding learning in the native language is for simplicity of learning, it could indeed obstruct the advancement of the minimized areas, as far as availability to work and instructive freedoms. The class-based imbalance will enlarge in India, as the individuals who can manage the cost of elegant English-medium training in the urban areas pull further in front of ability from

the remote areas. it's important to know here that the foreign universities which seek to expand to India will altogether probably be private, not public Ivy League universities that enjoy prestigious reputations across the world. Most of the highest schools abroad are public institutions that are run on citizen's taxes and won't have the mandate to expand. All things considered; private foreign universities could make a lopsided irregularity between Indian versus Foreign colleges regarding quality. it might be better to line up inter-university centers within Indian universities where students can undertake lessons also as joint research programs with international and Indian scholars. This is often also more accessible for college kids who won't be ready to afford private foreign universities otherwise. The government's focus shouldn't be limited to discouraging brain drain but also look to supply broad-based opportunities to Indian students.

Vocational training exudes class ideology and exacerbates class discrimination. The position of "the welder's son should be a welder" may be encouraged and spread, and the risk that people who have been oppressed will be marginalized rather than exposed to light. This will also hinder children from learning more comprehensively and comprehensively and may push them into the labor market. Besides, to obtain the desired professional learning results, it also requires the coordination of trade unions, skills development, and various ministries. The policy document does not provide a plan for such synchronization. In India, unlike in the West, students have very few opportunities to obtain a respectable and materially stable career in the above-mentioned regions. The future of interdisciplinary learning children. NEP 2020 does not have educational programs related to the logical areas of emerging technologies (such as artificial intelligence, ethical hacking, and cybersecurity). Only terms such as "programming, computer knowledge, and artificial intelligence" are covered. The 2019 NEP draft was criticized for several reasons: A social media campaign protested the addition of Hindi to schools in the southern states of India; the Indian Student Association stated that this threatened the educational structure, the federal nature of business education, and undermined independence. Research activities. Frontline's Madhu Prasad noted that the project's merit-based university admission criteria failed to take into account the reservations, caste discrimination, and repression faced by many people in the country.

CONCLUSION

Higher education is an important aspect that determines the economic, social status, technology adoption and people's healthy behavior of any country. It is the responsibility of the education department to see that all citizens of a country can receive higher education. India's 2020 National Education Policy is moving towards this goal by developing innovative strategies to improve quality, attractiveness, accessibility, and nursing standards by opening higher education to the private sector while strictly controlling higher education to maintain quality. All higher education institutions with valid names of affiliated universities are autonomous multi-disciplinary universities whose faculties grant degrees on behalf of them and expand or become constituent universities of affiliated universities. For innovative projects in the priority areas of basic, applied,

social and humanitarian science. The higher education system is student-centered, choosing basic and related disciplines within and between disciplines. Teachers are also given autonomy in choosing courses, methodology, pedagogy and evaluation models. As part of this policy, these changes will begin in the 2021-22 school year and will continue until 2030, when the first phase of the changes may become obvious. Therefore, the Indian higher education system is changing from a teacher-centered to a student-centered, information-centered, knowledge-centered, and ability-centered brand, and from an exam-centered brand to an experimental brand. Focus on learning, focus on research, and decide to focus on ability.

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Analysis of the Indian National Education Policy 2020

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Education must build character, enable learners to be ethical, rational, compassionate and caring, while at the same time prepare them for "gainful, fulfilling employment." The fundamental and paradigm shift between NEP2020 and previous policies is, "revision and revamping" of all the aspects of educational structure including its regulation and governance, to create a new system, that is aligned with the 21st century aspired educational goals while building on the India's traditional value system with more stress on developing the creative potential of each individual.

It was a long wait of 34 years for the country to see a New Education Policy 2020. The drafting committee gave its final draft to the union cabinet for its approval and it was accepted and approved on the 29th of July 2020. The new policy aims to pave the way for transformational reforms in school education and higher education systems in the country. This was one of the major steps taking to bring a much-needed reform in the education system of the country. The objective of this study is to investigate the areas where the policy has proposed action, but they look very shabby. It is not possible to have a policy where we need to build a complete infrastructure. A total reform and a drastic change are to be considered during the implementation of this policy. As it is well known that education is a concurrent subject and the implementation of the proposal under the New Education Policy 2020 depends on the future regulations by the centre and state.

India, being a growing liberal country for educational reforms, currently has about 845 universities and approximately 40,000 higher education institutions (HIEs), reflecting the overall high fragmentation and many small sized HEIs in the country which are affiliated to these universities. It is found that over 40% of these small sized institutions are running single programme against the expected reform to a multidisciplinary style of

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higher education which is an essential requirement for the educational reforms in the country for the 21st century. It is also noted that over 20% of the colleges have annual enrolment less than 100 students making them nonviable to improve the quality of education and only 4% of colleges enroll more than 3,000 students annually due to regional imbalance as well as the quality of education they offer.

Some of the reasons found for the fragmentation of the higher education (HE) system in India are:

- Early streaming of students into different disciplines.
- Lack of access to HE, especially in socio-economically disadvantaged areas which resulted in the current gross enrolment ratio (GER) of 25% only.
- Lack of teacher and institutional autonomy to make innovations in HE to attract many students.
- Insufficient mechanisms for career management and progression of faculty and institutional leaders.
- The lack of research and innovations at most of the universities and colleges.
- Suboptimal levels of governance and leadership at higher education institutions.
- A corrupted regulatory system allowing fake colleges to thrive while constraining excellent, innovative institutions.

It is predicted that India will be the third largest economy in the world by 2030-2032 with estimated GDP of ten trillion dollars. It is evident that the ten trillion economy will be driven by knowledge resources and not by the natural resources of the country. To boost the growth of the Indian education sector, the present government decided to revamp it by introducing a comprehensive National Education Policy 2020. This is in line with the Prime Minister's recent call on leveraging the Fourth Industrial Revolution to take India to new heights. The currently introduced National Education Policy 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.The first national education policy after independence was announced in the year 1968 and the second national education policy which was improved version of the first was announced in the year 1986. The vision of the Policy is to instill among the learners, a deep-rooted pride, in being Indian and love for the country, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

MERITS OF HIGHER EDUCATION POLICIES IN NEP-2020

(1) Student Centric Model

The current teacher centric model where the teachers decide the subjects, curriculum, evaluation, etc will be replaced by student centric model where student gats right to decide the subject he has to study from the institution, SWYAM MOOC, and from ODL

and he can appear for competency based evaluation in his own pace. Thus, the higher education section of NEP-2020 replaces teacher centric education system to student centric system.

(2) Competency based Continuous Evaluation System

As against choice-based credit system, competency-based credit system has advantages of evaluating skill sets of a student along with knowledge and experience. Competency leads to confidence and objective of higher education system irrespective of subjects and areas of study is building confidence to identify new challenges and converting them into opportunities to solve problems in the society.

(3) Research and Innovation Focused

The objective of higher education is to create new knowledge or a new interpretation of existing knowledge through systematic analysis. This will solve all problems of the society optimally. Involving research and innovations as a major component of higher education creates new intellectual property to throw light into new innovative solutions. The higher education policies of NEP-2020 transforms the HE system from information centric to new knowledge and innovation centric.

(4) Improved STEM model of HE Curriculum

To generalize higher education for all-round progress of students, it is scientifically proved that they should be exposed to art & design thinking to improve their creativity in solving problems along with science, technology, engineering, and mathematics. This new model called STEAM is considered as better than STEM model in higher education at a bachelor's degree level. STEAM with experimental learning and research based internship is the objective higher education section of NEP-2020.

(5) Faculty Productivity based on Research Output

Research is an integral part of the higher education system. The faculty members who are guiding quality research should have research motives and experience so that they can be role models for their students. The new education policy focus on merit-based promotions which depend on faculty members annual performance indicator score with major portion depends on their performance in research and publications or patent to contribute to the IPR of the organization and hence of the country. Thus, the accountability of every faculty member in higher education system depends on their research productivity for a given time period.

(6) Autonomy at all Levels

Higher education institutions which have the autonomy to do innovations in deciding the courses, curriculum, pedagogy, examination and evaluation could able to improve the quality of educations offered by them. In university affiliation system, affiliated institutions

do not have any autonomy in teaching-learning and evaluation systems thereby the quality and motivation of both students and faculty members get affected. Autonomy at education (teaching-learning processes), examination and evaluation, administration including financial decisions are essential for a progress oriented system.

(7) Merit based Student admissions, Faculty Selection and Promotion

NEP 2020 stresses on the importance of student admission based on merit by giving importance to social justice. It also comments that the quality of higher education and research can be improved only if all faculty selections and promotions are merit based. All kinds of reservations and lobbies should be curbed at individual institution level by means of appointing highly qualified and proven leaders as members of the Board of Governors. It also stresses that merit-based appointments are essential at all policy formulating and regulating levels of HE Councils.

(8) Education Leaders should be Role-Models

Self-contribution to research and innovation is important to education leaders. New researchers get inspiration by seeing the contribution of leaders to perform better. HEIs should cultivate role models in this sector who should be super performers to IPR of the organization so that the organization can prove that higher contribution is possible. Professors who hold administrative positions are also expected to research and publication field during their leisure period to be role models to young researchers. It has been observed that many professors when elevating to administrative positions forget their responsibility of research and publications and do only lobbies and influences to elevate further. Since NEP-2020 suggest merit-based appointments and promotions, only role-models get further growth opportunities.

(9) Integrated Controlling and Monitoring System

As per NEP-2020, the first 10 years from 2021 to 2030 is the implementation period and the next 10 years from 2030 to 2040 is the operational period. The implementation process is divided into seven stages:

(1) Implementation of spirit and intent of the policy
(2) Implementation of policy initiatives in a phased manner
(3) Prioritization and sequencing of policy points
(4) Comprehensive full-fledged implementation to achieve the desired objectives
(5) Collaborative planning, monitoring, and implementation by both Centre and States
(6) Timely supply of required resources by both Centre and States
(7) Careful analysis and review of multiple linkages to ensure effective dovetailing of all initiatives

Effective use of technology to monitor and control each stage is essential for the expected progress of implementation.

(10) Boost to Online Training

Use of Information Communication and Computation Technologies (ICCT) including Education technology, Internet technology, Artificial intelligence, Virtual reality, etc are very essential in effective implementation of education in the 21st century. The latest technologies help planning, design offering effective online education to realize the characteristics of the ideal education system and also to enhance GER. It is expected that during the 21st century, due to improved tech generations, technology driven education is going to replace classroom based education and the policies of NEP-2020 laying the foundation for it but also supports classroom based education system by adding more research components in it.

(11) Control of Quality through Biennial Accreditation Process

Currently, the National Assessment and Accreditation Council monitors the quality of education and awards the graded accreditations to HEIs. This accreditation timeframe is five years. As a result, HEIs are not continuously monitored for their accreditation status. Instead, to make accreditation status more serious and effective for continuous improvement, NEP-2020 has simplified it and made it mandatory as a biennial accreditation process. This model of accreditation holds tight control on higher educational institutions to actually work for quality and performance.

(12) Boost of GER through Autonomy to Private Sector

One of the major goals of the United Nations Sustainable Development Goals is quality education to everyone. This can be achieved at the higher education system also by the private sector in education as a parallel sector with public systems. Based on NEP-2020, the private sector should give 20% free seats, 30% half fee scholarships so that many poor but merit-based students get free or discounted fee study opportunities. Such free education at HE level will boost GER of higher education in the country.

CONCLUSION AND SUGGESTIONS

To conclude this big policy that has been proposed by Indian government to improve the Indian Education System is a big task. There was the need for a big change after 34 years of education system there was the gap that could be seen between Industry and academia and this gap result into the production of the skilled and educated students that won't find their place in Industry or corporate results into unemployment scenario or if employed they are under paid. In both the situation a person gets frustrated and leads towards depression and similar other things. New Education policy is still a proposal may be there could be some corrections needed that could be done either before implementing or after seeing the outcomes of the policy in practical. Mostly all the proposal that have been proposed in NEP 2020 are having great potential to give success to all the stakeholders in future.

Thus, it would seem to be prudent to make sure that the education must have less of "content" and more of thought process, critical analysis and problem solving approach. It should make, the learner, a more creative, innovative, adaptive and multidisciplinary thinker. The pedagogy should aim to make education more "experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible and, of course, enjoyable." The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful and fulfilling to the learner.

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Common Reasons of Stress Amid Students in Secondary School

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Stress will exist when working at a fast place, doing challenging problems, or paying attention to someone shout at you. It can be carried about through conflicts, decision making, or otherwise hurting abilities, or it can exist because of various social demands on time. We've noted that emotional states tend to not be long lasting, whether or not they are annoying emotions like fear, or pleasant ones, like joy. Within previous couple of decades, alarm has already been triggered by the proliferation of books, research reports, current articles and the increasing number of organized workshops, targeting to teach people how to deal with this phenomenon. The aim of the study is to search out the extent of academic stress among higher secondary students. The present study reveals that the higher secondary students are having reasonable level of academic stress.
Keywords: *conflicts, decisions making, proliferation of books, social demands and academic stress.*

Stress is observed as a negative emotional, reasoning, behavioral and physiological method that rises as an individual try to adapt to or cope with stressors (Bernstein, et al 2008). Stressors are defined as situations that interrupt, or threaten to interrupt, individuals? daily functioning and trigger persons to create adjustments (Auerbach & Grambling 1998). *Auerbach and Grambling (1998).* regard stress as an annoying state of emotional and physiological stimulation that people experience in circumstances that they accept as dangerous or threatening to their well-being.

Auerbach and Grambling (1998) argue that stress will give rise to serious matters if it is not attained effectively. Moreover, once an individual is exposed to chronic stress, she or he's likely to understand both physical illness (including heart disease), and mental illness (e.g., anxiety disorders). The area of Health Psychology focuses in part, on how stress distresses bodily working and on how people could use stress management techniques to prevent or reduce disease (Grambling and Auerbach 1998).

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Stress has become a crucial topic in learned loop. Wide-range of research conducted on stress and its results in the field of behavioral sciences and resolved that area of stress required more considerations (Agolla, J.E., 2009) Stress can yield positive and negative outcomes in academic institution if not properly managed (Stevenson, A., 2006). Academic body have special work conditions to judge beside nonacademic and so one would understand the dissimilarity in causes, indicators and consequences of stress (Chang & Lu., 2007). It is necessary for the society student should endeavor to learn and adopt the intact facts and skills that will in turn but shape them to put in positively for the development of economy of country. It is also difficult for the organisations to up hold stable academic climate encouraging for better learning. With the main interest on the student's people needs. Students have several values, goals and expectation that they wish to achieve, which is possible when student's goals, values and expectations are merged with institutions.

1. ACADEMIC STRESS

There have long been researched academic stress among students; indicators recognized by researchers embody too several assignments. Competition among students, poor relationship with peers or lecturers and failures (Fair B.K., 2003). Students report the best causes of educational stress ensuing from overloaded curriculum in a small period of time, grade competition, taking and learning for exams (Abouserie, R., 1994). once stress is unconcealed negatively or become excessive, students develop physical and psychological impairment.

Strategies to lessen stress by students embody social support, effective time management, useful appraisal, and commitment in leisure activities (Murphy., 1996). The just scientific analysis that especially assigns leisure satisfaction to academic stress was that of McKinney and Ragheb (1993). World Health Organization recognized a disheartened affiliation between academic stress and spare time satisfaction. Academic level indicators embody semester system, overloaded lecture halls and inefficient resources to carry out academic work (Awino., 2008). The demand to perform well within the test or examination and time allocation makes educational climate very stressful (Erkutlu, 2006) This is often to influence the public relations both inside and outside the organisations that eventually effects individual life in terms of assurance to achieving goals and objectives (Fair., 2003).

2. SOURCES OF STRESS

Bernstein et al. (2008) outline the origin of stress as each situation or event that pressurizes to disrupt people's daily functioning and causes them to form changes. These sources of stress are called "Stressors". Stressors are pressure created by the internal or external surroundings that disturb balance, so influencing physical and psychological well-being and compelling action to reestablish balance (Lazarus & Cohen, 1977). However, they disagree from the degree of severity and length of stress; what is stressful for one people may not be a stressor for another. For example, missing some lectures could be stressful

for the first year undergraduate students, however might not be stressful for another student depending on their degree of expectations. Taking his final test or sitting in rush hour traffic is not equivalent to being confronted by an angry Lion, where high stimulation could facilitate fighting or feeling. Ruinous events, major life changes, and daily hassles are considered as major categories of stressors that generate demands to which individual must adjust.

3. EFFECTS OF STRESS

It has been argued that people will have possibly uneasy thoughts, striving to focus or remember because of being stressed. Stress can indicate also to change in individual's behaviours, like nail biting, heavy respiration, teeth clenching and hand pressing. Once individual are stressed, they'll feel cold hands and feet, butterflies in stomach, and sometimes-increased pulse, that all are observed as common physiological outcomes of stress, which can be associated to emotion of anxiety (Auerbach & Gramling, 1998).

4. COPING WITH STRESS

Stress doesn't have an effect on all individual equally, however stress will cause health problem and negative experiences. Managing stress is thus an important factor, it affects whether or not the way individual seek for medical care and social support and the way they believe the recommendation of the professionals (Passer & Smith 2007). The transactional model of Stress and managing (Lazarus & Cohen, 1977), is an approach for assessing the coping procedures of stressful circumstances. Stressful conditions are observed as the transactions among an individual and the environment. However, the external stressors play an important role in these transactions. Two significant types of appraisal characterize these transactions: appraisal of the stressor by the individual, and appraisal of the stressor in relations of social and cultural resources recommended to the person. The first appraisal is known also as primary appraisal is ensuing from an individual investigating or appraising the potential threat when fronting a stressor. The primary appraisal is explained as an individual valuation of major consequences of an incident, as stressful, positive, controllable, and inspiring or irrelevant. The second appraisal is the evaluation of the possible resources and options possible to an individual in order to copy with the actual stressor. It is a suitable action taken by an individual to search a solution (Cohen, 1984).

5. LITERATURE REVIEW

5.1 Common Reasons of Stress Amid Students in Secondary Schools

Young people become stressed for varied reasons. Kenda (2003) conveys that students in secondary schools faces several stressful events that once they keep loading end up in unwanted and antisocial behavior. As defined by Pandy (2010), learners undergo continuous stress due to the following features.

5.2 Pressure of Expectations

According to Melinda (2011) high school learners live and survive several pressures on daily basis. This comes as a result of inevitable daily demands within the areas that embody educational, social expectations and individual demands. Also, Kenda (2003) contends that school students experience excessive amounts of stress which require to be focused in a more constructive manner. On the similar note, students in secondary schools are said to be in the middle of adolescents' state of misperception and emotional turmoil. This has been recognized as one of the common issues that influence the academic performance amid the students. They ride the academic stress roller coaster daily. Dondo (2004) is of opinion that academic pressure takes the lead on the causes of stress on students. Wosyanju (2009) states that one in all the largest contributors of students' stress is the need to perform.

Well in classroom so as to include higher grades in resulting exams and better final grade in Kenya Certificate of Secondary Education (KCSE). For high school students KCSE grades are the main element that have an effect on college placement, university admissions, scholarships and even rights at home and society. Worrying regarding academic performance as obviously by individual students, teachers, and parents and important others grows to considerable pressure on students causing to anxiety, sleeping disorder which will vent out in form of self-defensive behaviour. Both Collins (2007) and Castillo (2006) prompt them believe that students in high schools encounter some stressful pressure from their peers in expectations of behaving in a very specific manner for either bravery or in show of commonality throughout moments of crisis in schools.

6. OBJECTIVES OF THE STUDY

The investigator of the present study framed the following objectives:

1. To find out the level of academic stress amid higher secondary students in Bilaspur city.
2. To evaluate the impact of academic stress among higher secondary students in Bilaspur city.

7. HYPOTHESES OF THE STUDY

- There is significant mean difference between male and female students with respect to academic stress.
- There is significant mean difference between Government and private school students with respect to academic stress.

8. THE METHOD

In the present study, the researcher applied normative survey as a method. The normative survey techniques studies, describes and interprets what exists at the moment.

8.1 Sample

A sample may be a little proportion of a population selected for observation and analysis. By examining the characteristics of the sample, one will make certain inferences regarding the characteristics of the population from which it's drawn. This study consists of 250 students studying in higher secondary schools situated in Bhagalpur city. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population.

8.2 Tool Used

The researcher of this study selected and used the academic stress scale was constructed and standardized for data collection.

Description of Academic Stress Scale

One of the vital objectives of this investigation is to search out the level of academic stress among higher secondary school students for this purpose the investigator used the academic stress scale formed and standardized. This scale comprises of as several as 40 items and each item has five alternative responses i.e. "No Stress", "Slightly Stress", "Moderate Stress", "Highly Stress" and "Extremely High Stress".

So the scoring to the response given by the students should be like the following :

Response	*Weightage*
No Stress	0
Slightly Stress	1
Moderate Stress	2
Highly Stress	3
Extremely High Stress	4

High scores are an indication of high stress and low scores on the scale are an indication of low stress.

8.3 Statistical Techniques Used

For the analysis of the data, the following statistical techniques have been used.

a. Descriptive analysis (Mean & S.D) and
b. Differential analysis ("t" test)

9.4 Testing of Hypotheses

Table 1 showing the mean and standard deviation of academic stress scores of higher secondary school students

Variable	*Sample*	*N*	*Mean*	*S.D*	*t-value*	*Significant at 0.05 level*
Gender	Male	136	96.8	32.1	0.64	Not Significant
	Female	114	94.2	30.7		
Locality	Rural	108	96.1	33.4	0.58	Not Significant
	Urban	142	98.5	31.5		
Management	Government	160	91.1	32.5	0.71	Not Significant
	Private	90	94.2	31.7		
Parents Education	Literate	102	97.8	33.7	0.36	Not Significant
	Illiterate	148	96.2	31		

9. SUMMARY OF FINDINGS

The following are the main findings of the present investigation.

1. The higher secondary students are having moderate level of academic stress and irrespective of sub samples of the higher secondary students are having moderate level of academic stress.
2. Male and female students do not differ significantly in their academic stress scores.
3. Rural and urban area students do not differ significantly in their academic stress scores.
4. Government and private school students do not differ significantly in their academic stress scores.
5. The students whose parent's education as literate and illiterate level does not differ significantly in their academic stress scores.

10. CONCLUSION

The present study reveals that the higher secondary students are having moderate level of academic stress and irrespective of sub samples of the higher secondary students are having moderate level of academic stress. The male student's academic stress is higher than female student. The urban student's academic stress is higher than rural student. The Government school student's academic stress is less than private school student. The students whose parent's education as literate level academic stress is higher than their counter part.

11. EDUCATIONAL IMPLICATIONS

The result of the study shows that the level of higher secondary students about academic stress, being in touch with daily lessons is a good idea. Try to be regular in attending and concentrating in lectures. Last minute studying should be avoided and remember that a regular seven hours of sleep is mandatory for the body to function well. One should identify the best time and place for studying and this varies with each individual. The students are aware of the exact topics that are going to come for the exams and previous

year's question papers should give you an idea about the exam pattern. Taking regular short breaks while working helps one relax and concentrate for longer. One must always set 'realistic' goals in life and never allow negative thoughts come into one's mind. On the day of the exams one ought to remain calm and stop being nervous.

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National Education Policy 2020 : A Radical Change

Anil Kumar* and Akash Pushpam**

Education plays a powerful role in building nation, education decides the future of the nation, the destiny of its people. India was a well-known name in the world in reference to the education system form ancient time. The first education policy was formed in 1968 there later on in 1986 with small amendment in 1992 since then we are following the same education pattern for the last 34 years. There are many prominent changes that could bring some expected positive outcomes like the old 10 + 2 system will be replaced by 5 + 3 + 3 + 4 system and another important change is that the stream system [Arts, Science and Commerce] has been removed now students are free to choose the available combination of subjects. Education system of the country should prepare future ready and skilled students so that in their future they could achieve the success at personal level and community level to make a successful and developed nation in all aspects. It is expected that removing the boundaries of subject stream and giving liberty of choosing what a students want to learn and excel in that area. Indian education system consists of various players like the education provider institutes that includes both govt. and private, teachers/professor, students and parents.

NEP 2020

In 2019, the Ministry of Human Resource Development released a Draft New Education Policy 2019, which was followed by a number of public consultations. The Draft NEP discusses reducing curriculum content to enhance essential learning, critical thinking and more holistic experiential, discussion-based and analysis-based learning. It also talks about a revision of the curriculum and pedagogical structure from a 10+2 system to a 5+3+3+4 system design in an effort to optimize learning for students based on cognitive development of children. NEP 2020, is a National Education Policy proposed by the

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Indian Government in the year 2020. The year 2020 will remain in the memory of the people due to COVID-19 and its effects on the economy but also for the radical changes proposed in the Education Policy. The changes were going to affect all the stakeholders such as students, teachers, educational institutions and parents later on the society and the nation. As education system is the base for the success for any nation. Many of the western countries are successful due to the education system and brain drain from the various countries India is not untouched from this culture many of our intelligent brains are working in world renowned organizations. India is ranked one of the largest population in the world with different cultures Indian education system is one of the world's largest education platform is going to change and going to shape the Indian future.

The main features or the proposed changes mentioned in the National Education Policy 2020 are as follow:

NEP 2020, is divided into four major sections. As the proposal of New Education Policy focuses on all the major areas like School Education that includes Pre-school education too and Higher Education and other key areas of focus. It also talks about how it is going to implement and establishing of new bodies to regulate the structure. NEP 2020, address the following challenges facing the existing education system:

- Quality
- Affordability
- Equity
- Access
- Accountability

FEATURE OF NATIONAL EDUCATION POLICY

- The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. It will include 12 years of schooling and three years of Anganwadi and pre-schooling.
- NCERT will develop a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of eight.
- NEP 2020 calls for setting up of a National Mission on Foundational Literacy and Numeracy by the Education Ministry. States will prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025.
- A National Book Promotion Policy is to be formulated.
- All students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. Board exams for Grades 10 and 12 will be continued, but redesigned with holistic development as the aim.
- A new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a standard-setting body.

- NEP emphasizes on setting up of Gender Inclusion Fund and also Special Education Zones for disadvantaged regions and groups.
- Every state/district will be encouraged to establish ''BAL Bhavans'' as a special daytime boarding school, to participate in art-related, career-related, and play-related activities. Free school infrastructure can be used as Samajik Chetna Kendras.
- A common National Professional Standards for Teachers (NPST) will be developed by the National Council for Teacher Education by 2022, in consultation with NCERT, SCERTs, teachers and expert organizations from across levels and regions.
- States/UTs will set up independent State School Standards Authority (SSSA). The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through consultations with all stakeholders.
- NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3 per cent in 2018 to 50 per cent by 2035 and aims to add 3.5 crore new seats to higher education institutions.
- The policy envisages broad-based, multi- disciplinary, holistic Under Graduate education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification.
- An Academic Bank of Credit is to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned.
- Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.
- The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.
- Higher Education Commission of India (HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education.
- Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.
- Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges.
- A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT.
- By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.
- Stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs).

- A National Mission for Mentoring will be established, with a large pool of outstanding senior/retired faculty who would be willing to provide short and long-term mentoring/professional support to university/college teachers.
- The National Scholarship Portal will be expanded to track the progress of students receiving scholarships.
- Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.
- Measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc., will be taken to ensure distance learning is at par with the highest quality in-class programmes.
- A comprehensive set of recommendations for promoting online education consequent to the recent rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional modes of education are not possible, has been covered.
- A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the HRD ministry to look after the e-education needs of both school and higher education.
- An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.
- NEP recommends setting an Indian Institute of Translation and Interpretation (IITI), National Institute (or Institutes) for Pali, Persian and Prakrit, strengthening of Sanskrit and all language departments in HEIs, and use mother tongue/local language as a medium of instruction in more HEI programmes.
- Internationalization of education will be facilitated through both institutional collaborations, and student and faculty mobility and allowing entry of top world ranked universities to open campuses in India.
- Stand-alone technical universities, health science universities, legal and agricultural universities etc. will aim to become multi-disciplinary institutions.
- Policy aims to achieve 100% youth and adult literacy.
- The Centre and the States will work together to increase the public investment in Education sector to reach 6 per cent of GDP at the earliest.

CONCLUDING REMARKS

"*National Education Policy 2020 can completely change our education system for good because it crafted well according to the requirements of the 21st century*", this is what we can expect from the proposed policy; it is still to be implemented and tested on the real testing ground with some modification and correction as required by the time let's hope for the best outcomes. At present, the Indian education system is criticized by many due to many reasons such as its rote learning methods, outdated curriculum etc. India is ranking 35th in global education rankings of 2020.

For any new policy or system to be implemented has to face some challenges as it proposes some changes in the old system and people do not like to change the old system as per their comfort level. New system proposed because there is need of time, there is a need of up gradation, to make the young India able to compete with the time and world. New system gives some opportunity to cash, every system has some pros and cons some things will be clear by the time. No system is perfect it requires gradual changes and up gradation time to time.

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A Glimpse of New Education Policy

Tabrez Ahmad* and Rajesh Kumar**

Ministry of Human Resource Development of Government of India has projected an elaborate and all-encompassing National Education Policy 2020 (NEP2020). Before independence, the education in India was under the complete control of the "Masters, the British Empire." The education policies, like the one drawn by Macaulay, as would be obvious, were not for providing any quality education to the Indians, but to churn out the "Babus;" clerks and bureaucrats, to serve the masters, pure and simple. After independence, the society went through series of changes, policies were charted and certain reforms were brought in, but the impact was still not achieved. In 2015, the GOI adapted, "2030 Agenda for Sustainable Development (SD)" and since then the impetus has been initiated. The final culmination of a long drawn and all-inclusive process is NEP2020. NEP2020 has been a very elaborate planning document.

Historically, India had a rich and well-established tradition of spreading knowledge and imparting education for centuries gone. On record, there were at least 15 universities or centers of higher learning in existence in ancient India such as, Takshashila, Nalanda and Mithila to mention a few. Under the constant incursions of barbaric invaders and attackers, they fell apart and were completely destroyed. However, the rich ethos of teachings and traditions persisted under "Gurukul" system.

Under the British Empire, the new era of establishment of universities with English dominance came into existence. Especially under the skewed policies of Macaulay and his vested strategies of creating the generations of bureaucrats and clerical workforce, who would unhesitatingly and loyally serve their masters, of the British Raj! A system of mediocrity and servitude was created and perpetuated. The values such as scholarship, innovative thinking and critical analytical attitude were shunned and brutally suppressed.

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Successive administrators furthered this mentality/plan and artificially transplanted this system, sidelining and replacing the traditional, cultural and indigenously valid ideology.

After the independence, in 1948, a commission headed by the second president of Independent India and one of the greatest teachers (in fact, the Teacher's day is celebrated on the occasion of his birth anniversary); Dr. S. Radhakrishnan commission, tried to revamp the old policies and tried to align them for the present and future. After a long gap of nearly 18 years, Kothari commission in 1966, National Education Policy 1968 and then in 1986, which was modified in 1992 (1986/92), Yashpal Committee of 1993, National Knowledge Commission of 2006, Tandon Committee of 2009 and 3rd NEP of 2019, were the major milestones in the evolution of educational reforms in India to shape the policies in correlation with the evolving challenges.

HIGHER EDUCATION : NEP-2020

The Indian higher education system is moving from teacher centric to student centric, information centric to knowledge centric, marks centric to skills centric, examination centric to experimental centric, learning centric to research centric, and choice centric to competency centric. The main features of higher education in the National Education Policy 2020 are as follows :-

1. ESTABLISHMENT OF NEW QUALITY UNIVERSITIES AND COLLEGES

(i) Aim: The main aim is to create good, thoughtful, well rounded and creative individuals. Such individuals may be allowed to study one or more specialized area in depth so that values such as intellectual curiosity, creativity, ethics & morality, scientific temperament and social commitment are allowed to develop, without the rigid barriers of streams, specializations

(ii) To create more universities and colleges (HEIs) which offer multidisciplinary undergraduate as well as graduate programs/education with medium of instruction in local/Indian and other languages

(iii) To establish a National Research Foundation

(iv) Institutional and faculty autonomy

(v) Increased access, equity, inclusion by revamping of curriculum, pedagogy and assessment.

2. INSTITUTIONAL RESTRUCTURING AND CONSOLIDATION

i. All HEIs to be multidisciplinary by 2040. Single stream HEIs shall either be phased out or will have to move to be multidisciplinary or as a part of multidisciplinary HEI clusters

ii. By 2030 at least one large multidisciplinary HEI, in or every district

iii. GER to be increased from 26.3% (2018) to 50% (2035)

iv. Public as well as private HEIs, but emphasis on PUBLIC

v. University will get redefined as: Those which place equal importance on teaching

and research as Research-Intensive Universities (RIU) or those which place greater emphasis on teaching but still conduct significant research as Teaching-Intensive Universities (TIU)

vi. Large multidisciplinary institutions, which have main focus on undergraduate teaching and grant mainly the undergraduate degrees, will be labeled as Autonomous Degree Granting College (AC). Concept of "affiliated colleges" shall be gradually phased out in next 15 years (by 2035)

vii. These and HEIs, shall undergo a gradual, stage wise assessment mechanism before granting graded autonomy. HEIs can have autonomy to gradually move from one category to other

viii. There shall be essentially no rigid categorization between these three institutions, namely, these three different institutions, RIUs, TIUs and AC, shall be in continuum. These shall impart both professional and vocational education in an integrated manner

ix. There shall be cooperation between HEIs, in their development, community engagement and service, support to school education in various fields and faculty development

x. The HEIs have an option to run open distance learning (ODL) and online programs, after getting due accreditation

xi. All the present-day confusing and complex nomenclature pertaining to HEIs such as, "Deemed to be University," "Affiliating University," "Affiliating Technical University," and "Unitary University" shall be replaced by simply "University" after fulfilling stipulated criteria and norms.

3. TOWARD A MORE HOLISTIC AND MULTIDISCIPLINARY EDUCATION

i. All undergraduate (UG) programs, be it professional, technical and vocational streams, shall be more holistic. For example, even a purely technical profession such as engineering shall offer humanities, arts, vocational and soft skills and vice versa

ii. The UG degree programs will be of 3 or 4 years duration with multiple exit options in built and with appropriate certification in any discipline/field inclusive of professional/vocational/technical streams. For example;
   a. A certificate after completion of 1 year
   b. A diploma after completion of 2 years
   c. A bachelor's degree after completion of 3 years
   d. Preference shall be for multidisciplinary degree after 4 years.

iii. A 4-year program may also culminate in to a "Degree with Research," if rigorous research project in the major area/s of study as specified by HEI, has been carried out

iv. An Academic Bank of Credit, for digital storing of academic credits earned from various HEIs, so that degree from a HEI can be awarded

v. Departments such as art, dance, economics, education, indology, language, literature, mathematics, music, philosophy, pure and applied science, sociology, sports, statistics, translation and interpretation shall be established and strengthened in all the HEIs.
vi. Credit-based courses in community service, environmental education and value based education will be integral part of HEI
vii. Multidisciplinary Educational and Research Universities (MERUs) – Model public universities for holistic and holistic education at par with IITs, IIMs shall be established.

4. OPTIMAL LEARNING ENVIRONMENT AND SUPPORT FOR STUDENTS

i. HEIs and their faculty will have autonomy to innovate in terms of curriculum, pedagogy and assessment within a broad framework
ii. CBCS shall be reinvented and revived. Assessment, including final, shall be decided by HEI with a criterion based grading system. The emphasis will be on the continuous and comprehensive evaluation
iii. High-quality support centers, professional academic and career counseling for all
iv. Standardization, regulation and accreditation of ODL will take priority.

5. INTERNATIONALIZATION

i. The international students shall be facilitated to take admission in Indian Universities and whatever it takes to achieve this and project India as the global study destination for premium education at affordable costs
ii. At each HEI, an international students office will be established for facilitation of foreign students
iii. Research/teaching collaborations, faculty/student exchange and liaisons with foreign universities on one hand and opening of offshore campuses of high profile Indian universities in foreign countries on the other, will be encouraged
iv. The top foreign universities will be permitted to operate in India, by executing special legislative frameworks.

6. STUDENT ACTIVITY

i. There will be provision of all the facilities required to provide, comfortable, safe and quality education such as, adequate hostels, medical facilities, counseling center, various clubs like, sports, art, culture, eco, activity community service so on and so forth will be established
ii. Financial support, especially, the students belonging to SC, ST, OBC and other SEDGs, will be supported with scholarships, sponsorships.

7. FACULTY MOTIVATED, ENERGIZED AND CAPABLE

i. Faculty shall have autonomy to design their own curriculum and pedagogical modalities within approved framework
ii. Faculty recruitment and promotions as per clear, well-defined and transparent process.

8. EQUITY AND INCLUSION OF HIGHER EDUCATION – GOVERNMENT AND HEIS EQUAL PARTNERS

i. Approach by the government
   a. Assistance to SEDGs, financial and other, irrespective whether public or private HEI
   b. Assistance to fairer gender
   c. Earmark HEIs in promising districts/create special education zones
   d. Improve technologies.
ii. Approach by HEIs
   a. Regulate the fees and other expenditure to the students
   b. Provide scholarships, sponsorships and other financial assistance
   c. Make admissions, curriculum and opportunities more inclusive
   d. Make all the facilities available for the differently abled and disadvantaged
   e. Non-discrimination, non-harassment and gender equality are the basic tenets
   f. Develop Institutional Development Plan which contains special plans for SEDGs

9. IMPETUS ON VOCATIONAL EDUCATION

i. Vocational education to be integrated in to school, higher education and other professional institutions in phase wise manner
ii. B.Voc degree program (2013) to continue but vocational courses to be included in all the bachelor's degree programs (3 or 4 years)
iii. By 2025, 50% of learners shall have exposure to vocational education
iv. HEIs to provide vocational education individually or in collaboration with industry/NGOs
v. "Lok Vidya;" the traditional Indian vocational knowledge will be integrated
vi. Vocational education through ODL mode will be explored
vii. National Committee for Integration of Vocational Education under Ministry of Human Resources and Development (MHRD) will be established
viii. Indian Standards (ISI) to be aligned with International Standard Classification of Occupations
ix. With the help of credit-based framework, cross mobility between the "general" and vocational education to be facilitated.

10. RESEARCH: CATALYZING QUALITY ACADEMIC RESEARCH IN ALL THE FIELDS THROUGH A NEW NATIONAL RESEARCH FOUNDATION (NRF)

i. Establishment of a new, NRF
ii. Goal; to establish and permeate the "Research Culture" throughout our HEIs/ universities
iii. A rotating board of governors (BOG), consisting of eminent researchers and innovators will govern this
iv. Sphere of activities includes.
    a. Find peer-reviewed, competitive grant proposals from all types and all streams/disciplines
    b. Initiate, facilitate and promote research at HEIs
    c. Act as a Liaison between researchers and government branches.

11. TRANSFORMATION OF REGULATORY SYSTEM OF HEIS

i. Under one umbrella of Higher Education Commission of India (HECI), four independent verticals will be set up, to govern the four major aspects, namely,
    a. Regulation will be named as National Higher Education Regulatory Council (NHERC). It will function as a "single" point regulator for all the education, including teacher education, except medical and legal
    b. Accreditation – National Accreditation Council (NAC), which will base its assessment of the institutions on the basis of basic infrastructure, public self-disclosure, good governance and outcomes
    c. Funding – Higher Education Grants Council (HEGC) will do funding/ financing using transparent criteria
    d. Education – General Education Council (GEC) will frame the learning outcomes on the basis of specially formulated National Higher Education Qualification Framework (NHEQF)
ii. All the four bodies as well the mother body shall function on the basis of transparency, public self-disclosure and the use of technology to avoid the human bias
iii. Existing professional councils such as Indian Council of Agricultural Research, Veterinary Council of India, NCTE, Council of Architecture and National Council for Vocational Education and Training will act as Professional Standard Setting Bodies.

12. CURBING COMMERCIALIZATION OF EDUCATION

i. All education institutes will be audited at similar standard and disclosure as "not for profit" entity
ii. NAC shall provide complementary check and NHERC will take this in to consideration as one of the key regulations

iii. All HEIs including private shall transparently disclose all fees and charges and there shall not be any arbitrary increase of fees/charges during enrolment.

13. EFFECTIVE GOVERNANCE AND LEADERSHIP FOR HEIS

i. Over next 15 years, with graded accreditation and associated graded autonomy, all the HEIs in India, will aim to become, independent self-governing institutions pursuing excellence and innovation under specially selected BOG
ii. BOG of an institution will be empowered to govern the institution free of any external interference
iii. BOG will be accountable to hold all the regulatory guidelines of HECI though NHERC.

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The Indian Education System : A Macro Perspective During COVID-19

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Rapid digitalization in the modern world has been transforming almost every aspect of human life. It has also entered the education system worldwide. The countries predominantly populated one and their education institutions needed to manage this emerging challenge rationally. In the case of India, the benefits of digitalization in higher education about affordability, high quality, employability, and inclusiveness exist but, whether higher education would enormously be benefited from the extensive use of digitalization or not is a question. The answer to this question should not be evaluated only within the territory of the education system but also on the front of the aggregate economy. The challenges, such as inaccessibility of the internet, digital illiteracy, and language barriers, would hamper the process of the digitalizing education system. In addition to that, the rapid digitalization process, on the front of the macro-economy would create unemployment, inequality of income and poverty in highly populated countries. This study specifically focused on the digitalization of Indian higher education and its impact on the system and the aggregate economy.
***Keywords** : Education, economic growth, development and digitalization.*

1. BACKDROP

The development of education has positive externalities not only at the micro-level but also at the macro level. The broad spectrum of education is an investment in human capital since it augments individual earnings, productivity, consumption, savings, and investment and contributes to national income through direct and indirect channels. Besides, it significantly contributes to the front of expanding social capital and environmental awareness of the community. There exist significant reverberations of education on the productivity of an individual. Several socio-economic researchers and thinkers have identified the significance of education. Higher education is considered explicitly as one of the significant factors for a robust and efficient economic scenario in the medium and long-run. Education, specifically higher education, is aligned to discovery, application of knowledge, and appropriate dissemination of knowledge. The positive

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outcomes of the invention and research and development have been harnessed by most developed economies worldwide through the higher education system. Economies with better-educated citizenry are more equipped to deal with new technological and other challenges. It has also been observed that an educated person tends to exhibit awareness of his/her health, higher civic involvement, and less involvement in crimes, contributing to higher development and less cost for the economy.

In the recent era, economies across the globe have been facing numerous challenges in front of the education system. The challenges are not only observed in the context within the education system but also at the macro level. The Indian education system has been facing challenges such as lack of public expenditure, backward infrastructure, low accessibility, and poor management and governance.

The red-hot challenge that has been emerging is the digitalization of the education system. The recent era of industrialization 4.0 and digitalization has considerable cost and benefits at the individual level and macro-level. Digitalization in education has many benefits, such as affordability, quality, employability, and inclusiveness. On the other side, it has new emerging challenges also. To reap appropriate benefits from digitalization, the economy should be well-equipped in terms of infrastructure (power and telecommunication), internet accessibility, digital literacy, and solving the problems of language barriers.

The presented study has been categorized into five parts: the subsequent section deals with the significance of education on economic growth and development. Section three discusses digitalization, higher education, and its challenges. Section four comprehends the macro externalities of higher education, and section five provides the policy and conclusion.

2. SIGNIFICANCE OF EDUCATION ON ECONOMIC GROWTH AND DEVELOPMENT

The education system has been witnessed a sharp increase in terms of volume and quality. The rapid expansion of the system has been changing globally in the wake of new learning methods through digitalization. For the past twenty years, engagement in higher education has been expanding rapidly globally (Dohmen, 2018). Some recent studies focused on the significance of education and higher education, which suggest that it is both a result and a factor of income and can enhance income at the individual and aggregate levels. The positive externalities of education are numerous from the perspective of population control, economic benefits, and socio-environmental awareness. Higher education can be observed as a basis of research and development and their further consequences. The theory of human capital is based on human resource development through education. In the 1950s, some economists discovered that the investment of human capital was the primary element to raise individuals' wages compared to the quantitative input of other components such as land, financial capital, and labor force (Salamon, 1991). Several economists and educationists have already identified the benefits of higher education on economic growth and development. The study by Pancavel (1991), Bassani & Scrapetta

(2001), Barro and Sala-i-Martin (1995), T.C Lin (2004), Wolf and Gittleman (1995), Nelson and Phelps (1965), Theodore Schultz (1960, 1963), Jacob Mincer (1958, 1974), Becker (1975), have identified the role of education or human capital in economic growth and development. It implies that investment in human capital is more productive in terms of increasing the income of individuals as compared to investment in other inputs like land and financial resources.

3. DIGITAL TRANSFORMATION

In a recent trend, industry 4.0, artificial intelligence, and big data analysis are now a new linchpin in the global growth and development process. The digitalization of the economy is assumed to fetch high efficiency, growth, competitiveness, and profitability in the economy. It has entered almost all sectors and systems of the economy, and the education system is not left behind. With the significance of digitalization of the education system, most reputed institutions of developed and developing economies have been reaping the benefits from the digitalization process. It is now a persuasive instrument concerning the modernization of the global education atmosphere. Digitalization implies the transformation of information types into digital language. Various analysts and experts have noted the phenomenon of digitalization (mostly British, including Tim Berners-Lee, one of the inventors of the World Wide Web (Stuart, 2014)) regards the transition of education cognition into the digital stage as the turning point in the history of education.

3.1 Significance of Digitalization of Higher Education

The digitalization of education is assumed to fetch several benefits to the individual and the overall economy. In the case of India, where educational infrastructure is not so developed in most rural areas, the digitalized education through the internet would reach every people who demand and is interested in getting an education. The enhancement of high-quality education opportunities can also be disseminated through the internet or digital system. The significance of digital education is the following:

3.1.1. Affordable: Online education is assumed to be less costly as compared to other modes of teaching methodology with more outstanding quality and low infrastructural cost.

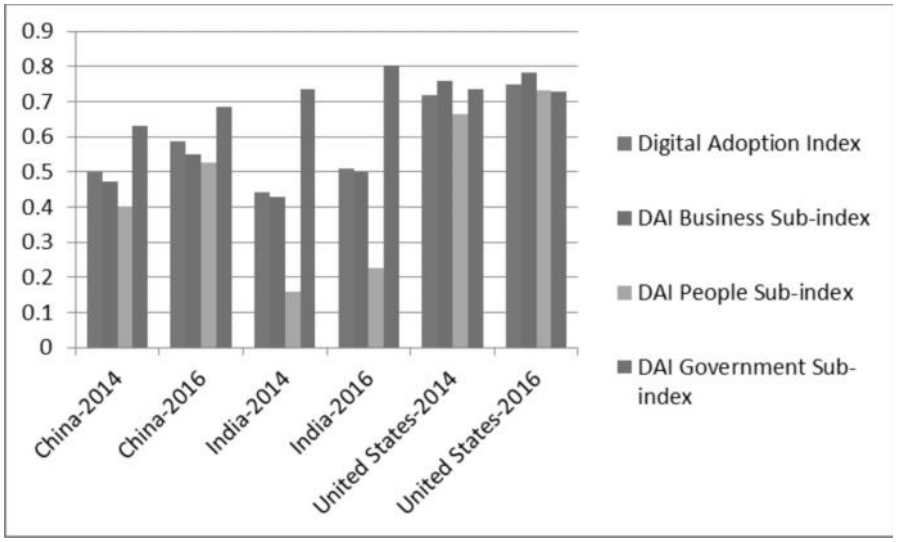
3.1.2. High Quality: The lectures from online education are created and delivered by the best teachers, which assure high quality in providing information and knowledge.

3.1.3. Inclusiveness: Online education is assumed to be more inclusive, which has the potential to reduce the rural-urban divide, gender divide, and class divide in the form of accessibility and quality of education.

3.1.4. Employability: The online education and teaching method are also be assumed to enhance employment opportunities for the youth. It can create job opportunities in the IT sector, software, and smartphone industry. On the other hand, online education would have a more flexible curriculum to cope up with market requirements.

3.2 Issues and Challenges of Digitalization of Higher Education

With the several importance of digitalization of the education system, there are numerous issues and challenges, also mainly in the context of populated and developing economies. In the discourse of this expansion and efforts to widen participation, people in medium and low-income countries are not left behind both in the debate on developments and in their opportunities to participate (Salmi, 2017). The developing economies, such as India, have been facing numerous bottlenecks not only in the context of the education system but also at the aggregate level. The low per-capita income, poor infrastructure, high level of unemployment, income inequality, and poverty have been instrumental in fuelling high inequality in the accessibility of quality education. The regional imbalances in power supply, telecommunication, and internet connectivity are crucial for the digitalization of the education system. The majority of the population in rural India, where around 70 percent of people live, has still not had proper internet accessibility. To access and online education, digital literacy is also required, and the majority of rural people are still not very much equipped with it. Figure 1 depicts that digital adoption remains the lowest in India amongst the United States (US) and China. However, the performance of Digital adoption has improved in India since 2014. India's performance in the Government sub-index remains satisfactory since it outperforms the US and China.



Source: World Bank, 2020. Linkaccessed. https://www.worldbank.org/en/publication/wdr2016/Digital-Adoption-Index

Figure 1 : Digital Adoption Index

In some of the academic institutions, specifically in the rural areas, school teachers and college professors themselves are not interested in using digital tools for conducting classes. Language and content-related challenges also jeopardize the online delivery of education.

There are several different languages in the different states; publishing all the digital content in all these regional languages sometimes becomes challenging for the agencies. In addition to that, in rural areas, the lack of on-time up-grading digital equipment and tools has further fuelled the problems related to the digitalization process. Because of the low per-capita income and high poverty level in rural areas, the self-sustainable mechanism of digitalization of education is not wise to assume. The state and central government needed to step in for that. The regional gaps in the digital education funds further fuelled inequality in education in quantitative and qualitative aspects. The variations in the number of hours of internet accessibility and its speed and digital literacy tend to create inequality in the quality of education. In highly populated developing economies such as India, the digitalization process of the education system requires a profound observation and appropriate cost-benefit analysis to recover the several related issues and challenges.

4. MACRO EXTERNALITIES OF DIGITALIZATION IN HIGHER EDUCATION

The significance and challenges of the digitalization of the education system have been reviewed in the earlier part of the study. The impact of the digital process in the education system cannot be confined to within the education system, but it holds some externalities in the overall economy.

It is crucial to analyze the macro perspective of the digitalization process of the education system. The process of Industry 4.0, artificial intelligence, big data, digital and online education, etc. have been implemented in advanced economies at the onset. Such economies are characterized by low population level, better infrastructure, high per-capita income, good governance, high literacy level, and low unemployment compared to developing economies such as India, China, and Brazil. The implementation of digital technology through associated production of devices, tools, and services can be aligned with the increase in efficiency, competitiveness, income, profits, and investments, and augments employment in the economy. However, its impact is not uniform in each economy. Advanced economies enjoy higher economic growth originating from digitalization as compared to emerging and highly populated economies because they are labor-intensive.

The issues and challenges at the macro front that have been facing by highly populated economies are not similar to advanced economies. These economies may face several new challenges in the process of digitalization of the education system, such as the paucity of funds, educated unemployment, and inequality in income.

4.1 Disparity in Public Investment

The regional imbalances in the public expenditure on the digitalization process of the education system by the State and Central Government can be observed in the country such as India. The paucity of public investment and regional imbalances in providing digital tools and services would further lead to inequality in quantity and quality education across the states.

4.2 Impact on Employment-the Digital Divide

With the introduction and dissemination of Information and Communication Technology (ICT), the change in the employment situation is inevitable. The rapid process of digitalization in education may have a mixed impact on employability. The highly digitally skilled and technologically advanced people in the education system may earn higher income as compared to less digitally skilled. There would be an increase in employment for the technically equipped workforce, but on the other hand, the less digitally skilled may face the stress of losing employment. The impact of the digitalization of education, particularly in the highly populated economy like India, needed a sound and appropriate policy mix in respect of employment.

4.3 Inequality in Income

It has been noted that a digitally skilled and advanced person tends to have more opportunities and earn higher income as compared to a less skilled and advanced one. The increase in income of urban digitally skilled persons may snatch the job of the rural digitally unskilled person. The recorded lectures and online classes would reduce employment opportunities in the education sector in rural areas to fuel educated unemployment in rural areas. Low employment opportunities and retrenchment in rural areas may further lead to high-income inequalities in the overall economy.

4.4 Fiscal Crunch

To introduce and disseminate the digitalization process in the education system, the State and Central governments require massive fiscal funds. The regional and state imbalances in terms of infrastructure, and public revenue, would further enhance the problem of fiscal space. The availability of funds, proper management, and appropriate policies are much required to digitalize the education system adequately. Since, in India, few States are backward, where per-capita income is meager, the digital education system would not be self-sustained by the market. The Central and State government have to intervene by proving fiscal packages.

5. EPILOGUE

The significance of the digitalization of the education system is pioneered and practiced in the developed and high-income countries. They have appropriate infrastructure (power, telecommunication), low population density, and high digital literacy levels compared to developing countries. The highly populated countries where issues of inappropriate infrastructure, low literacy and digital literacy, high unemployment, and poor management persist, have been facing several challenges while implementing digitalization in different sectors. The digitalization of the economy is assumed to bring efficiency and competitiveness in the production process, which further leads to positive externalities in higher profitability, capital formation, and investments. The introduction and implementation of digital technology in the education system in the country, such as

India, is a mammoth task, and it requires effective implementation of policies in respect of public investments and proper governance. In addition to that, to reap the benefits of digitalization, economists and policymakers are required to do a proper cost-benefit of the digitalizing education system in the medium and long rung run with the perspectives of its impact on employment, income inequality, and quality of education. Digitalization should be used as a hack to alleviate illiteracy, poverty, and should bridge the knowledge gaps to create more egalitarian and robust social capital.

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Analysis on Highlights, Challenges and Innovation of National Education Policy

Ram Chandra Jha*

Education is the foundation for achieving human development, society and national development. The National Education Policy 2020 aims at the revision and revamping of the present system of regulation and governance and to create a new system. A well-defined and futuristic education policy is essential for a country at the school and college level due to the reason that education leads to economic and social progress. Different countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective. Recently the government of India announced its new education policy which is based on the recommendation by an expert committee headed by Dr. Kasturirangan, former Chairman of the Indian Space Research Organization (ISRO). The new education policy is a comprehensive Framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. During the announcement of the new education policy, Prakash Javadekar informs that the main agenda behind introducing the same is the need of the hour and it will prepare the students to face the challenges of the new world. NEP will promote skill-based education and enhance the practical skills of the students. Making the announcement, Union Minister Prakash Javadekar and Ramesh Pokhriyal Nishank said there would be a single regulator for all higher education institutions and MPhil would be discontinued. PM Modi stated that the NEP 2020 will play an important role in making India self-reliant. This is the first education policy of the 21st century and replaces the 34 years old National Policy on Education (NPE),1986. Built on the foundational pillars of Access, equity, quality and affordability and accountability, this policy is aligned to the 2030 agenda for sustainable development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more Holistic, flexible, multi-disciplinary, suited to 21st century needs and aimed at bringing out the unique

Capabilities of each student. The government of all countries should change its education policy from time to time to improve the future of students. If India wants to become a global knowledge superpower, then it is necessary to change India's education policy from time to time. The National Education Policy 2020 is in many ways just what India needs, as it blossoms into the world's largest workforce in coming years. To realize the dreams it contains, we must overcome substantial execution challenges in a sustained manner for years and decades to come. This paper highlights various policies announced

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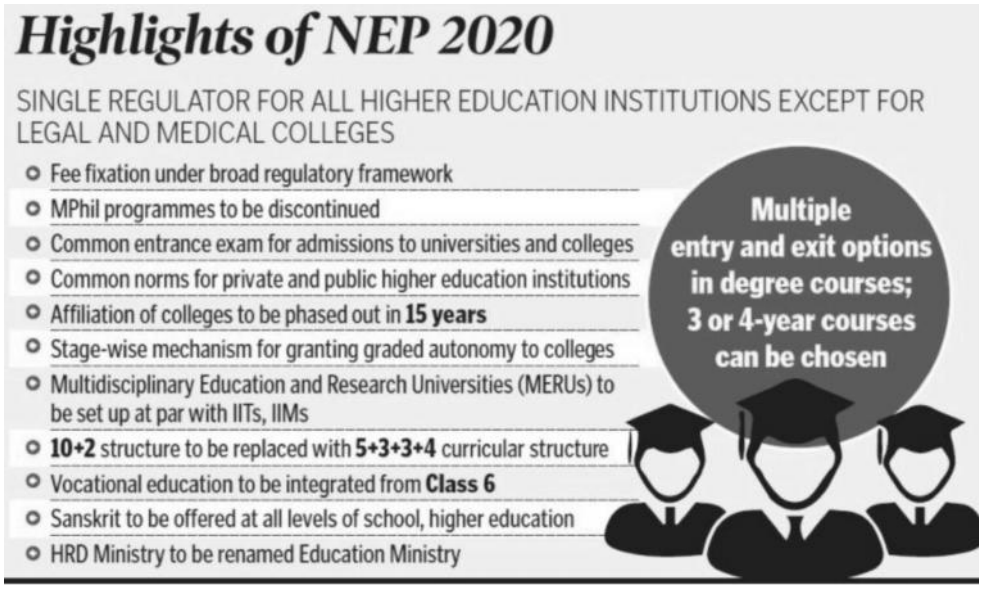
in the higher education system and compares them with the currently adopted systems. Various innovations and predicted implications of NEP 2020 on the Indian higher education system along with its merits are discussed. finally, some suggestions are proposed for its effective implementation towards achieving its objectives.
***Keywords**: Higher Education, National Education Policy, Innovation, Implementation Strategies.*

Education plays a significant role in the progress of the human race. Education helps in the development and innovation of technology. The National Education Policy 2020 (NEP) has been approved by the union cabinet of India on 29 July 2020. The NEP will promote skill-based education and enhance the practical skills of the students. will play an important role in making India self-reliant. The NEP has been introduced with the aim objective to strengthen research and innovation in the country. NEP gives a special focus on the National Research Foundation because innovation is one of the most important parts for a country to progress. Only when research and innovation are strong enough, we will be able to progress in this competitive world. According to this new education policy, the Ministry of Human Resources Development will now be called the Ministry of education. This new education policy has been implemented only to reduce the burden of student's higher education and mental stress. This policy will not only be degree-taking education but according to the new education policy, emphasis will be laid on creative thinking, rational decision, innovation and employment education among the students. Under the NEP 2020, provision is being made that the expenditure of GDP in India is currently 4 per cent be increased to 6 per cent. NEP 2020 is the first education policy of the 21st century, which aims to universalization of education from preschool to secondary level with a 100 per cent gross enrolment ratio in school education by 2030. The NEP aims to make it easier to set up new quality of higher educational institutes which will be at par with the global standards. Since NEP will make it easier for foreign colleges to set up their campuses here many students who are unable to go abroad due to multiple reasons will be able to experience it and get global exposure. The sole objectives of this new education policy are to make India a global knowledge superpower. Present work deals with overall highlights, challenges, and innovation of National education policy 2020.

HIGHLIGHTS OF NATIONAL EDUCATION POLICY 2020

The National Education Policy 2020 envisions an India centered education system byconsidering its tradition, culture, values and ethos to contribute directly to transform the country into an equitable, sustainable and vibrant knowledge society. By drawing input from its vast and long historical heritage and considering the contributions from many scholars to the world in diverse fields such as mathematics, astronomy, medical science and surgery, yoga, fine arts, etc. the entire Indian education system is founded and built. The objective of NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every aspirant to raise the current gross enrolment ratio to 100 per

cent by 2030. The various educational lifestyle stages announced in the policy are along with their special features.



According to the New Education Policy, the '10+2' structure has been replaced with the '5+3+3+4' model.

1. *Foundation stage*: It will be five years, in which the initial three years will be pre-schooling or Anganwadi. After that, children will study in class 1st and 2nd for the next two years. The focus of studies will be on activity-based learning. This stage includes children between the ages of 3 to 8 years.
2. *Preparatory stage*: It will be of three years in which classes from class 3rd to 5th will be taught. In this, children will be taught subjects like mathematics, science, physical education, etc. through various experiments. This stage includes children from 8 to 11 years of age.
3. *Middle stage*: It will be of three years in which classes 6th to 8th will be taught. Students will be taught in class according to the subject-based curriculum. The skill development course will also be started from class 6th. It includes children aged 11 to 14 years.
4. *Secondary stage*: It will be of four years in which classes 9th to 12th will be taught in two phases. In this, students will be taught all subjects and they will also be given the freedom to choose the subject.

CHALLENGES IN IMPLEMENTATION OF NATIONAL EDUCATION POLICY 2020

The National Education Policy 2020 is a welcome and ambitious re-imagination of

India's education system into a modern, progressive and equitable one. Successful execution of this policy calls for dramatic simplification of decision-making structures and re-prioritization of budgetary resources in months and years to come. there are around 350 million Indians today in school-going or college-going age groups, the NEP calls for large-scale implementation of a magnitude never before attempted anywhere in the world. This presents substantial execution challenges, both quantitative and qualitative.

1. *Opening universities every week is a laborious task*: India today has around 1,000 universities across the country. Doubling the Gross Enrolment Ratio in higher education by 2035 which is one of the stated goals of the policy will mean that we must open one new university every week, for the next 15 years. Opening one university every week on an ongoing basis is undoubtedly a massive challenge.
2. The numbers are no less daunting in reforms to our school system: The National Education Policy 2020 intends to bring 2 crore children who are currently not in schools, back into the school system. Whichever way you look at it, accomplishing this over 15 years requires the setting up of around 50 schools every week. This certainly requires a substantial amount of investment in classrooms and campuses.
3. *Funding is a big challenge in the Covid era*: From a funding point of view, this is not a challenge for the faint-hearted. The National Education Policy 2020 expects an increase in education spending from 4.6 per cent to 6 per cent of GDP, which amounts to around INR 2.5 lakh crores per year. This money will be spent on building schools and colleges across the country, appointing teachers and professors, and for operational expenses such as providing free breakfast to school children. This policy comes into being at a time when the economy has been battered by Covid-19 related lockdowns, government tax collections are low, and the fiscal deficit was high even pre-Covid.
4. *Current focus on healthcare and economic recovery to lower the execution speed*: Economists have been calling for large stimulus packages amounting to double-digit percentages of GDP, despite the strain on the exchequer. While the National Education Policy is a 20-year journey, one worries that we may be off to a stumbling start over the next 2-3 years, when government and budgetary priorities are claimed by the more urgent but equally important needs of healthcare and economic recovery.
5. *Need to create a large pool of trained teachers:* In school education, the policy expects a sweeping structural re-design of the curriculum a very welcome step but to deliver this curriculum effectively, we need teachers who are trained in and understand the pedagogical needs.
6. *Inter-disciplinary higher education demands a cultural shift*: In higher education, the National Education Policy 2020's focus on inter-disciplinary learning. Universities, especially in India, have for decades been very siloed and departmentalized. This culture of discipline secures deep among scholars and professors alike, with few exceptions.

INNOVATION OF NATIONAL EDUCATION POLICY 2020

The NEP is a blend of tools enabling the students to compete with the global world, as well as to grasp the Bharat centric values, culture and languages. The NEP is an ambitious document, which is focused on the holistic and overall development of students to make them Aatmnirbhar and to enable them to compete with the world. NEP will be based on education quality. NEP covers elementary education to colleges and puts more emphasis on the creativity and innovation as well as personality development of students rather than expecting them to score high. There are so many innovations in national education policy 2020. 100 top Indian universities will be encouraged to operate in foreign countries and vice-versa. Students will start learning coding from class 6th. Every classroom shall have access to the latest educational technology that enables better learning experiences. Faculty stability will be provided in an appointed institution with generally no transfer to another institution. Based on academic and research performances, faculty incentives and accountability will be fixed. All Ph.D. registered students should take one subject related to teaching curriculum development and accept a teaching assistantship for enhancing teaching skills. All students should be encouraged to take SWAYAM online course at least two courses per semester. The inclusion of research and internship in the undergraduate curriculum is a very essential component. The academic standard setting is controlled by an umbrella institution, the higher education commission of India. A faceless and transparent regulatory intervention will be designed using technology to monitor quality in higher education. Information communication and computation technology (ICCT) and Nontechnology (NT) will be introduced in undergraduate education to increase the employability of youths. Creation of virtual labs along with SWAYAM and DIKSHA to support MOOC (Massive open online course) education. The choice-based credit system will be improved and a competency-based credit system is going to be adopted. The focus is on the building of digital infrastructure, digital content and capacity building to keep pace with tech-generation expectations. Other innovations like stress on networking with industries and other Higher Education Institutions (HEIs) for research and collaboration focus on creating IPR and improving stakeholder's perception are also suggested.

CONCLUSION

Higher education is an important aspect in deciding the economy, social status, technology adoption and healthy human behaviour in every country. Improving GER to include every citizen of the country in higher education offering is the responsibility of the education department of the country government. NEP 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness and increasing the supply by opening up the higher education for the private sector and at the same time with strict controls to maintain quality in every higher education institution. NEP is a good policy as it aims at making the education system holistic, flexible, multidisciplinary, aligned to the needs of the 21st century. The NEP has been implemented only to improve the future of students. The government of all countries should change its

education policy from time to time to improve the future of students. This new education policy of India is the best education policy ever. The Indian higher education system is moving from teacher-centric to student-centric, information-centric to knowledge-centric, marks-centric to skill-centric, examination-centric to experimental-centric, learning-centric to research-centric and choose-centric to competency-centric.

SUGGESTION

In the analysis of highlights, challenges and innovation of national education policy 2020, there are some suggestions for improvement. Ph.D. should be a compulsory qualification for a permanent teaching position in colleges and universities. Higher education leaders should be role models in research and innovation. Compulsory publication during postgraduation courses. Universities should have their publication unit. Compulsory employability and entrepreneurship-related papers in each semester to promote employability and entrepreneurship among the students.

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New Education Policy 2020 and Knowledge Economy : Its Challenges

Prabha Kumari*

Post-independence, India has had three- education policies. The first policy was formulated in 1968, in which major emphasis was on compulsory education for children up to the age of 14. Next, the second NPE was introduced in 1986. The major emphasis of the second NPE was to remove the disparity between various social groups. It did not account for the competitive global landscape, which became important with the beginning of the globalization of the Indian economy post-1991 reform. While the 1986 policy emphasized achieving uniformity of education across social groups. Now NEP 2020 is an attempt to balance local and global human resource needs of the growing Indian Economy. Given the introduction of NEP 2020. It is important to understand the changes introduced by NEP 2020 vis-a-vis NPE 1986.

In 1980, world economies were largely local and somewhere in the transient phase. Comparatively, the world economies today are operating as complex global entities. The 1986 NPE focused on standardization and equal opportunities to all. In NEP 2020, most the organization have reached maturity and have critical India, NEP 2020, focuses on augmenting individual capacity and achieving excellence in the field of your choice by providing customizable options for education while hoping to reduce regulation to institutions. NEP 2020 retains the focus on social inclusively, it also hopes for the creation of special education zones in the area having a significant proportion of disadvantaged groups. Additional NEP 2020 focuses on the economic value arising out of significant focus on skilled-based learning, training and technical skills at various levels to those seeking secondary and post-secondary education.

India was the land of wonders. The fame of Indian culture wealthy religions philosophies, art, architecture, as well as its educational practices had spread far and wide.

The National Education Policy in India, which was approved by the Union Cabinet of India on 29 July 2020 outlines the vision of India's new education system. The need for a policy was first felt in 1964 when Congress MP Siddeshwar Prasad criticized the government for lacking a vision and philosophy for education. the same year a 17 member education commission, headed by then UGC Chairperson D.S. Kothari' was constituted

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policy on education. Based on the suggestions of this commission on Parliament passed the First Education Policy 1968. Kothari Commission 1964 develop, proposal to modernize Resolution on the scientific policy that was adopted by the government of Jawahar Lal Nehru India's first P.M. sponsored the development of high-quality education.

Post-independence, India has had three education policies. The first policy was formulated in 1968, in which major emphasis was on compulsory education for children up to the age of 14. Next, the second NPE was introduced in 1986. The major emphasis of the second NPE was to remove the disparity between various social groups. It did not account for the competitive global landscape, which became important with the beginning of the globalization of the Indian economy post-1991 reform. While the 1986 policy emphasized achieving uniformity of education across social groups. Now NEP 2020 is an attempt to balance local and global human resource needs of the growing Indian Economy. Given the introduction of NEP 2020. It is important to understand the changes introduced by NEP 2020 *vis-a-vis* NPE 1986.

Both policies are primarily around three major dimensions:

- Society
- Social Purpose
- Purpose of Education.

Good Education policies were developed, keeping in mind's structure of the societies. These policies have a vividly distinct idea of society.

5-KEY THINGS REGARDING NEP 2020

- Schooling to begin from the age of 3 years
- Mother tongue to be Instated as a Medium of Instruction
- A single overarching Body of thither education
- The separation between subject streams to be blurred
- No more dropouts

The Revised policy expends on the age group of mandatory schooling from 6-14 years to 3-18 years. This niece system will include 12 years of schooling with 3 years Anganwadi/pre-schooling and 10+2 structure of school curriculum will be replaced by a 5+3+3+4.

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focus on skilled-based learning, training and technical skills at various levels to those seeking secondary and post-secondary education.

AIMS OF NEP 2020

- The overall development of human resource
- International cooperation
- Peaceful co-existence.
- Development of socialism.
- National Development by creating citizens with knowledge.
- Skills and individual development
- To achieve full development potentials
- Development of equitable society.
- Promoting national development
- Promote thinking and more learning
- Discussion and analytical learning
- To enrich India's talent and human resource pool.

Ancient Views and NEP 2020

The ancient system of education was the education of Veda, Brahmans, Upanishad and Dharmasutras. You must have heard the name of Aryabhat, Panini, Katyayana, Vamdev and Patanjali.

Sources of learning and training were drawn from various disciplines such as history, Anviksiki (Logic), Mimansa interpretation), Shilpashustra (architectures), Arthasastra (Polity), Varta (agriculture, trade, commerce, animal husbandry) and Dhanurvidiya (archery).

And physical education too was an important curricular area and pupils participated in krida (games, recreational activities) yoga-sadhana (training the mind and body) among other activities. The Gurus and their pupils worked conscientiously piously together to become proficient in all aspects of learning.

Vamdev (Rishi) had sent many pupils to travel to different places for taking important news, other information and to achieve knowledge for skilled learning and training.

Then pupils were got many highly skilled work-culture. we initiated this process of the ancient education system for achieving multipurpose knowledge. Today this multi-purpose education system transforms educational institutions in India. NEP 2020 and the ancient education system would provide a quality education system to all sections of society. NEP 2020 focussing marginalized and underrepresented groups for achieving economic and social mobility. In India NEP 2020 aims at holistic development of an individual through positive inclusive education from school education to higher education extent to climate, culture, values and environmental awareness.

It is said that NEP 2020 education policy targets on creating India as a Knowledge hub attracting foreign, nations.

The ancient education system promotes research collaboration and student exchanges between Indian institutions through organized efforts. Exchange of credits between foreign universities and home institutes will be permitted to be counted for the award of the degree appreciation as per international higher education.

Ancient and present education systems meet many points on another logic.

And to assess pupils' learning and training, Shastrartha (learned debates, was organized like Mandan Mishra and Shankracharya. And the modern era, group discussion, peer, debates, etc. are a way of ancient Shastrartha. It is a way of life and learning for achieving knowledge. Ancient India, Takshashila, Nalanda, Vikramashila was a noted centre of learning including religious teaching of Buddhism for several centuries. It continued to attract students from around the world until its destruction in many centuries. It was known for its higher education and the curricular education and curriculum comprised the study of ancient scriptures, law, medicine astrology, military science and the eighteen silpas or arts. Ancient scholar Panini was an expert in language science and grammarian like Ashtadhyayi. And Chanakya or a Vishugupt or Koutiliya a skilled exponent of state-craft, both studied here Takshashila-students had come from Kashi, Magadth, Kosal, and also from other countries.

In Nalanda University when Xuanzang visited, and it was called a knowledge centre. of higher learning in various subjects from different parts of the country and as wells world. The fame of Indian culture, wealth, religions, philosophies, art, architecture, as well as its educational practices, had spread far and wide. The education system of ancient times was regarded as a source for the knowledge, traditions and practices that guided and encouraged humanity. From the time of Rigveda onwards our ancient education system evolved over a period and focused on the holistic development of individuals by taking care of both the inn and outer self the system focused on the moral and physical spiritual and intellectual aspects of life. It emphasized values such as humility, truth fullness, discipline, self-reliance and respect for all creations students were taught to appreciate the balance between human beings and nature teaching and learning followed the Veda and Upanishads fulfilling duties towards self- family and societies, thus encompassing all aspect of life. The education system focused both on learning and physical development. you can see that education in India has a heritage of being pragmatic achievable and complementary to life. The ancient system of education was the education of Veda, Upanishad and Dharmasutras.

AIMS OF ANCIENT EDUCATION SYSTEM

- To achieve knowledge
- Increase Potentiality of the workforce
- To do Shastrartha or Debate
- Learning and Physical Education
- The balance between human begins and self-Reliance
- Education is a heritage of being pragmatic

- Respect for all creations.
- Focused on the moral and physical, spiritual and intellectual aspects of life.
- Values such as humility, truthfulness, discipline.

CHALLENGES OF NEP 2020

- Multiple entries
- More about its recommendations
- Dropping out of students
- Lack of multidisciplinary Approach
- More workload
- Curriculum design not clear
- Delay in NEP 2020 Implementation
- Most students do not even enroll in higher education because of time taking education

CONCLUSION

The new Education Policy 2020 is good as it aims at making the education system holistic, flexible, choice of multi-subject in which own preference. According to the govt. the NEP 2020 is formulated after having considered over-2 lakh suggestions from different levels of local self-bodies. The NEP 2020 has conveyed the structural change in the education system which aims to make India the global and local knowledge. The aims of equity and inclusion are now at the heart of New education Policy 2020 is a wide range of education like the ancient education system.

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Impact of Information Technology on Education in India

Sachchidanand Sinha*

Information Technology plays a prominent role in augmenting the education system in India. With the development of new communication technologies such as smartphone, computers, internet, laptop, netbook tablets, etc., have sparked of optimism about their potential to harness educational development in India. Today, technology implementations may reach across campuses, institutions, departments, officers and other workplaces and often require the integration of systems involving both academic and business units.

The term, Information and Communication Technologies (ICT) refers to forms of technologies that are used to create, store, share, transmit or exchange information. This broad definition of ICT includes such technologies as radio, television, video, DVD, telephone (both fixed-line and mobile phones), satellite systems, computer and network hardware and software as well as the equipment and services associated with these technologies, such as video-conferencing and electronic mail. (UNESCO, 2002).

ROLE OF INFORMATION TECHNOLOGY IN INDIA

IT aids plenty of resources to enhance teaching skills and learning ability. With the help of IT now it is easy to provide audio-visual education. The learning resources are being widened. Now with this vivid and vast technique as part of the IT curriculum, learners are encouraged to regard computers as tools to be used in all aspects of their studies. In particular, they need to make use of the new multimedia technologies to communicate ideas, describe projects and order information in their work.

IMMEDIACY TO INFORMATION

IT has provided immediacy to education. Now in the year of computers and web

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networks, the pace of imparting knowledge is very very fast and one can be educated anywhere at any time.

ANYTIME, ANYWHERE LEARNING

Now in the year of computers and web networks, the pace of imparting knowledge is very very fast and one can be educated. One can study whenever he wills irrespective of time and place.

COLLABORATIVE LEARNING

Now IT has made it easy to study as well as teach in groups or clusters. Online we can be united together to do the desired task. Efficient postal systems, the telephone (fixed and mobile) and various recording and playback systems based on computer technology all have a part to play in educational broadcasting. The internet and its websites are now familiar to many children in the developed countries and among educationalists.

MULTIMEDIA APPROACH TO EDUCATION

Audio-visual education, planning, preparation and use of devices and materials that involve sight, sound or both, for educational purposes. Among the devices used are still and motion pictures, filmstrips, television, transparencies, audiotapes, records, teaching machines, computers and videodiscs. The growth of audio-visual education has reflected developments in both technology and learning theory.

Studies in the psychology of learning suggest that the use of audio-visuals in education has several advantages. All learning is based on perception, the process by which the senses gain information from the environment. The higher processes of memory and concept formation cannot occur without prior perception. People can attend to only a limited amount of information at a time; their selection and perception of information are influenced by past experiences. Researchers have found that other conditions being equal, more information is taken in if it is received simultaneously in two modalities (vision and hearing, for example) rather than in a single modality. Furthermore, learning is enhanced when the material is organized and that organization is evident to the student.

These findings suggest the value of audio-visuals in the educational process. They can facilitate perception of the most important features, can be carefully organized and can require the student to use more than one modality.

RECENT INFORMATION

The information and data which are available on the net are purely correct and up-to-date. Internet, a collection of computer networks that operate to common standards and enable the computers and the programs they run to communicate directly provides true and correct information.

DIGITAL LIBRARY

Internet supports thousands of different kinds of operational and experimental services one of which is an online library. We can get plenty of data from this online library.

As part of the IT, curriculum learners are encouraged to regard computers as tools to be used in all aspects of their studies. In particular, they need to make use of the new multimedia technologies to communicate ideas, describe projects and order information in their work. This requires them to select the medium best suited to conveying their message, structure information hierarchically and to link together information to produce a multi-dimensional document.

DISTANCE LEARNING

Distance learning, method or learning at a distance rather than in a classroom. Late 20th-century communications technologies, in their most recent phases multimedia and interactive, open up new possibilities, both individual and institutional, for an unprecedented expansion of home-based learning, much of it part-time. The convergence of increased demand for access to educational facilities and innovative communications technology has been increasingly exploited in face of criticisms that distance learning is an inadequate substitute for learning alongside other informal institutions. A powerful incentive has been reduced costs per student. At the same time, students studying at home themselves save on travel time and other costs.

Distance learning widens access for students unable for whatever reason (course availability, geographical remoteness, family circumstances, individual disability) to study alongside others. At the same time, it appeals to students who prefer learning at home. Also, it appeals to organizers of professional and business education, providing an incentive to rethink the most effective way of communicating vital information.

BETTER ACCESS TO CHILDREN WITH DISABILITIES

IT brought drastic changes in the life of disabled children. IT provides various software and techniques to educate these poor people. Unless provided early with special training, people profoundly deaf from birth are incapable of learning to speak. Deafness from birth causes severe sensory deprivation, which can seriously affect a person's intellectual capacity or ability to learn. A child who sustains a hearing loss early in life may lack the language stimulation experienced by children who can hear. The critical period for neurological plasticity is up to age seven. Failure of acoustic sensory input during this period fails the formation of synaptic connections and, possibly, an irremediable situation for the child. A delay in learning a language may cause a deaf child's academic progress to be slower than that of hearing children. The academic lag tends to be cumulative so that a deaf adolescent may be four or more academic years behind his or her hearing peers. Deaf children who receive early language stimulation through sign language, however, generally achieve academically alongside their hearing peers.

The integration of IT in teaching is a central matter in ensuring quality in the educational system. There are two equally important reasons for integrating IT in teaching.

Pupils must become familiar with the use of IT since all jobs in the society of the future will be dependent on it and IT must be used in teaching to improve its quality and make it more effective.

IT INTERVENTIONS IN EDUCATION

Over the past few decades, technology has completely transformed our lives in all possible ways. India, a successful IT-powered nation, has always laid a lot of accent on the use of IT, not only for good governance but also in diverse sectors of the economy such as health, agriculture and education, etc.

Education undoubtedly is one of the most important investments in building human capital in a country and a medium that not only sculpts good literate citizens but also makes a nation technologically innovative, thus paving a path to economic growth. In India, many programmes and schemes such as free and compulsory primary education, the 'Education for All' Movement (Sarva Shiksha Abhiyan), National Literacy Mission, etc., have been launched by the government to improve the education system.

In recent years, there has been a groundswell of interest in how IT has been deployed in the education sector. One of the most vital contributions of IT in the field of education is ease to access to learning resources. With the help of IT, students can now browse through e-books, sample examination papers, previous year papers etc., and can also have easy access to resource persons, mentors, experts, researchers, professionals, and peers-all over the world.

Anytime-anywhere, one of the most distinctive features of IT is its ability to transcend time and space. Keeping this module in mind, IT has made asynchronous learning (digital learning) possible. One can now use online course study material, at any hour of the day. IT-based educational delivery (Broadcast of educational programmes over radio and television) also dispenses with the need for all learners and the instructor to be in one physical location.

IT has acted as a perfect motivating tool as well since using it as a medium to teach includes usage of videos, television and multimedia computer software that combine text, sound and colour. This allows the students to get more engaged in the learning process.

NEW CHALLENGES

Indian society is now effectively competing with the global economy. Unfortunately, Indian educational institutions cannot cope with the global demand for new skills, due to limited institutional provisions. Higher educational institutions in India should facilitate lifelong learning for competing in the global economy. In the modern age, functional literates are those who can learn, unlearn and re-learn in a given situation. Nowadays technologies are also available for provisioning of learning, unlearn and re-learn. In this situation, there should be flexibility in the curricula, not a fixed syllabus. Indian higher educational and technical institutions should attract foreign students for capital devilment. Ministry of Human Resource Development is investing Rs. 600 Crore for the establishment

of National Knowledge Network, networking higher educational and technical institutions of the country with 15 GB bandwidth connectivity. This network will be instrumental in transforming Indian institutions to cope up with the challenges in the global economy.

India actively promotes the use of ITs in education. Today, the country's decision-makers, at both the central and state levels, have chosen to explore the use of newer computer and internet-based ITs for education, along with broadcast ITs and have been promoting the use of open and distance learning for both the formal and non-formal education sectors. The launch of a dedicated broadcast education satellite, EDUSAT with capacity for specialized educational channels and up to 5,000 FM community broadcasting stations for use by educational institutions. This infrastructure will be available to all sectors of education, but primarily to publicly funded and implementing agencies that will be responsible for transmission and programming for their defined audiences. For instance, a state government will be able to use the channel capacity for governance, an open school for transmission of its programmes, agricultural agencies for agricultural extension, etc.

Fortunately, IT as a tool in education is available to us at this juncture and we wish to fully utilize it to enhance the current enrollment rate in higher education from 10 per cent at present to 15 per cent by the end of the 11th plan period. A budget allocation of Rs. 502 crores have been made in 2008-09 for the National Mission on Education through IT. Under this mission, a proper balance between content generation, research in critical areas relating to imparting education and connectivity for integrating our knowledge with the advancements in other countries is to be attempted. This mission seeks to support such initiatives and build upon the synergies between various efforts by adopting a holistic approach. Emphasis on IT is a crying need as it acts as a multiplier for capacity-building efforts of educational institutions without compromising the quality. The mission is also necessary to sustain a high growth rate of our economy through the capacity building and knowledge empowerment of the people and for promoting new, upcoming multi-disciplinary fields of knowledge.

A fundamental challenge is facing the development of Multimedia Teaching and Learning (MTL) material, namely how to ensure that a suitable level of quality is being maintained. Computer-based and web-based multimedia content ware is itself dynamic, built of bits and bytes, using software development tools that combine, in some cases, the power to create with the simplicity of use.

While developing educational multimedia resources, t is important to take into account objectives at the level of the individual learner, the school and the state. Each has different characteristics, expectations and needs and the means to fulfill them are all interrelated. For this reason, the development of learning resources is linked, strategically, with processes of educational reform and the transformation of teaching and learning.

Challengers are manifold, starting from inadequate basic amenities in schools (such as classroom, teacher and blackboard), then basic IT infrastructure in schools (such as IT equipment, hardware, software, digital literacy among teachers) and lastly IT-enabled environment (such as quality content, IT-enabled curricula, interactive learning

environment). Amongst the three phases of e-education, digital literacy is positioned in the first phase, which is still not achieved in the country at large. This phase establishes a baseline for a startup. Content creation and content sharing to communicate one to many are placed in the second phase. Interactive and collaborative content creation can be placed in phase three. Phase three is the high end of e-education that helps an ordinary student to become a creative, smart and intelligent kid.

CONCLUSION

Experts from all fields, including education, business and government agree that we have moved into the information age. The role of education is no longer to provide educational opportunities through early adulthood but to provide the scaffolding necessary to support individuals and families from all walks of life, throughout their entire lives. As an agent of immense change, technology has heralded our present knowledge economy and given rise to a generation of students who have never known life without a computer.

These changes will have a significant ripple effect on education. Over the next decade, advanced technologies will put education within the reach of many more individuals and will allow greater specialization in curriculum and teaching methodologies than ever before. With these benefits comes the challenge of ensuring that institutional infrastructure and operations are in place to support the adoption of technology on campus. As ever, administrators will need to weigh carefully how budget funds are spent, decide what emerging technologies show the most promise and determine how best to support these technological advances while avoiding the ever-present risk of obsolescence. We should adopt that technology which is feasible, practical, cost-effective and meets the need of students. A decision on new technology should be taken very carefully.

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Transforming Higher Education with Innovation its Initiative and Challenges in India

Vineet Kumar*

Education is a virtue that stays with an individual throughout life. Educated masses are the think thanks, growth drivers as well as the conscience keepers of any nation .the power of innovation lies in its simplicity, applicability and affordability. It should be sustainable, scalable and result-oriented. They must create an environment of learning which encourages original thinking creativity and most delivering education to the last mile.

Technology is bringing this much-needed innovation to the Indian education system to shape the future generation. However, over the last decade, a cultural change has begun in higher education to produce the next generation of leaders, who are willing to take up entrepreneurship for going assured income, thereby creating multiple jobs for the society. At the root of this transformation in the culture of innovations.

Keywords:Education ,sustainable, environment,creativety,innovations,transformations.

From the right to education to samagra sikha education has always been a priority area in diverging schemes and initiatives. the govt has also launched several new schemes in higher education to boost the research and innovation culture in the country.it seeks to address the challenges of access, equality quality, affordability and accountability faced by the current education system. The draft policy provides for reforms at all levels of educations from school to higher educations .the need day is to supplement this model of education with the public private partnership as well as with global universities in terms of e-learning and exchange programs until exposing the students to global scenario.

Nelson Mandela has called education the most powerful which you can change to change neediness' death and illness with a product .it is also promote the other good services.

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METHODOLOGY

The study is chiefly based on the review of sec data sources mainly newspaper articles, magazines and journals .the study benefited from recently published journals policy and report from national and international organizations . the conceptual nature of the article presents a particular limit due to the limited nature of data and fact that both the covid 19 is a current event. The main sources of data as under economy survey 2019-20,vol-2pp 28.3-294 ministry of finance

REIVIEW OF LITERATURE

The relevant and exploratory research paper based on data, journals and Google scholar website had been reviewed to collect maximum information on current relative topics. The entire paper is based on secondary data which has been published on the government initiative and objective to promote higher education and their transformation of India. To various aspects of the topics are considered.

1. Distinguishing what has been done from what needs to be done.
2. Discovering important variables relevant to this topic.
3. Synthesizing and gaining a new perspective on this topic.
4. Relating idea and theory to proper application.
5. Placing the research in current and relevant context to show familiarity with state of art development.

OBJECTIVES OF STUDY

1. How to reach higher education through the new Gov. policy.
2. How new education policy makes the younger generation enough skilled for employment.
3. How new education policy makes the younger generation enough skilled for employable.
4. Can a new education policy achieve inclusive objectives in our country.

OPPORTUNITIES IN INNOVATION

Technology-based innovation system center and also fasters team spirit and the ability the work beyond classroom lectures. It prepares the students to take collective ownership of outcomes and work on multi-generational products, While individual merit brought them to this institution working on innovation and bringing complete products to life prepares these students for the real world. Innovation comes to life when their intentions are developed further in the context of societal needs and wants. The higher educational institutes gradually transforming themselves into research and development powerhouses catering to the needs of the country.

The recently established Robert Bosch data science and Artificial intelligence promote next-generation fundamental research in the area of deep learning, network analytics as

well as its application in various areas such as manufacturing analytics, financial analytics, smart cities, system biology and healthcare.

The national center for combustion research and development (NCCRD) originally set up with interdisciplinary faculty to promote advanced research and development to promote advance research in the domain of combustion has already started producing niche startups in the area like a micro gas turbine, emission sensors, electric planes, etc.

The evidence provided in the literature indicates that the source of covid 19 in animals and virus is spread from human to human transmission through respiratory droplet that human being sneeze.

MACKIBBIN (2020) in the article examines the impact of different scenarios on microeconomics outcomes and the financial market in the global hybrid general equilibrium model. He advocates the digital shift in the education system due to lockdown periods.

DISCUSSION

The recent initiative was taken by govt for improving quality of learning and teaching in higher and technical education

(1) Pandit Madan Malaviya National Mission on teachers and teaching was launched which aims at building and strong professional cadre of teachers by setting professional. standards and creating top-class institutions.

Facilities for involving teaching

(2) HEFA (Higher Education Finance Agency)was established to provide a sustainable financial model for higher education.
(3) NEAT (National Educational Alliance for Technology) announced on PPP mode for using technology for better learning outcomes
(4) EUIP(Education Quality Up-gradation and Inclusion Programme) 5-year vision plan (2019-24) but in place aimed at the transformation in higher education.
(5) Some other schemes launched in 2019-20 were SWAYAM 2.0 to offer online degrees programmed with enhanced feathers and facilities by the top-ranking university.

CHALLENGES IN HIGER EDUCATION FOR INNOVATION

Past experiences indicate that many of the hackathon's idea challenges, business plans competition, etc have not resulted in the creation of enterprises. Even in the case where a startup is established. Many struggles in selling and getting funding beyond the early-stage seed grant and angel rounds. It is now increasingly being recognized that active support is needed in venture creation at the pre-incubation stage, even more than incubation support. Pre-incubation can serve as a soft launch for the fleeting entrepreneurial ventures where the solution waiting for the problem can explore the market for potential customers and the elusive product-market fit. It can also expose the learners to a disciplined approach to customer discovery and venture creation.

However, out of many potential ideas from the CFI and other research labs, only a few are considered for the possibility of a startup. This is primarily due to fear of the unknown and uncertainty surrounding the process.

CONCLUSION

It is heartening to see the rapid pace of the deep tech innovation ecosystem in India. Institutes of higher education such as IITs are adapting to the evolving trend of rapid experimentation and development of technology for the society where it is embedded in. For these institutions it no longer sufficient to train and produce good employees. It will be the mandate of these institutions to produce quality employees in large numbers to cater to the aspiration of the next generation of India. Our institution will have to imbibe the spirit of entrepreneurial thinking which includes rapid adaptation to the societal needs, developing and rescaling in recourse constrained environment and serving as a focal point or nodes of innovation and entrepreneurship to reach our social goal. New education policy is being evolved by the Govt. to meet the changing dynamics of requirements of the population with regards to quality education innovation research. The policy will aim to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and eliminating the shortage of manpower in science technology, academics and industry

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Structural Changes in Basic Education

Sudhir Kumar*

The union cabinet announced a new national education policy with major reforms in higher education and structural reform in the school system from the 10+2 model to the 5+3+3+4 model with a target of 50 per cent gross enrolment ratio by 2035. A new curriculum structure, revised board exam pattern, coding lesson and a new centre on assessment are among the few changes introduced in the national education policy 2020 for school. Union minister Prakash Javadekar said a 21st-century national education policy was the need of the hour as no changes have been introduced in the last 34 years. Under the umbrella of a new education policy, the government insisted more focus on basic literacy and numeracy.

Javadekar, while introducing the changes, announced major changes in the pedagogical structure of the curriculum. As per the latest directive, students will be having increased flexibility and choice of subjects as they will be able to take up any courses they want. The school will not have any rigid formation of streams of science, commerce and arts. Additionally, there will be no separation between curricular or extracurricular activities and vocational or academic streams. Introducing variations to the education model, the school education system will now be organized in the 5+3+3+4 format, scrapping the existing 10+2. The new system will cover four stages- Foundational stage (three years or pre-school followed by classes 1-2), Preparatory stage (classes 3-5), Middle stage (classes 6-8) and Secondary stage (classes 9-12). Children younger than 5 years of age will be eligible for enrolment in a preparatory class. A teacher qualified in early childhood education will be designated to teach young children. In all the schools, the new policy has laid emphasis on the use of regional language, local language and mother tongue as the medium of instruction up to class 5. States will prepare their curricula and prepare textbooks incorporating state flavor and material. Reduction of the weight of school bags and textbooks will be ensured by bringing in changes in curriculum load. Sanskrit will be offered at all levels of school and higher education as an option for students, including as an option in the three language formula. Foreign languages, such as Korea, Japanese, Thai, French, German, Spanish, Portuguese and Russian will also be offered at the secondary level. Equal emphasis will be given to all the subjects, such as science, social science, mathematics, art, languages, and sports with the integration of vocational and academic streams in schools. Board exams will be redesigned and made easier by testing core capacities and competencies. Students will be allowed to take board exams on up to two occasions during any given school year one main examination and one for improvement if desired. All students will take school examinations in classes 3, 5, and 8 which will be conducted by the respective authorities.

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Education in India is primarily provided by public schools controlled and funded by the government at three levels- central, state and local and private school. Under various articles of the Indian constitution free and compulsory education is provided as a fundamental right to children age 6 to 14. In the 2011 census, about 73 per cent of the population was literate, with 83 per centof for females.

The central board and most of the state boards uniformly follow the 10+2 pattern of education. In this pattern study of 10 years is done in school and 2 years in junior colleges and then 3 years of study for a bachelor's degree for college. The first 10 years is further subdivided into 4 years of primary education, 6 years of high school followed by 2 years of junior colleges. This pattern originated from the recommendation of the education commission of 1964-66. Education policy is prepared by the central government and state governments at national and state levels respectively. The national policy on education, 1986 has provided for environment awareness, science and technology education and introduction of traditional elements such as yoga into the Indian secondary school system. A significant feature of India's secondary school system is the emphasis on the inclusion of the disadvantaged sections of society. Professionals from established institutes are often called to support vocational training. Another feature of India's secondary school system is its emphasis on profession-based vocational training to help students attain skills for finding a vocation of his/her choosing. A significant new feature has been the extension of SSA to secondary education in the form of the Rashtriya Madhymik Shiksha Abhiyan.

School boards set the curriculum, conduct board-level exams mostly at the 10^{th} and 12^{th} level to award the school diplomas. Exams at the remaining levels are conducted by the schools. The NCERT is the apex body located in New Delhi. It makes curriculum-related matters for school education across India. The NCERT provides support, guidance and technical assistance to several schools in India and oversees many aspects of enforcement of education policies. Other curriculum bodies are governing the school education system, especially at the state level.

Most of the state governments have at least one state board of secondary school education. The boards set curriculum for grades 1 to 12 and the curriculum varies from state to state and has more local appeal with examinations conducted in regional languages in addition to English often considered less rigorous than central curricula such as CBSE or ICSE / ISC. The CBSE sets curriculum from grade 1 to 12 and conducts examinations at the 10^{th} and 12^{th} standards that are called board examinations. CISCE set curriculum from grades 1 to 12 and conducts three examinations, namely, the ICSE for class 10, ISC for class 12 and CVE for vocational education. The National Institute of Open Schooling (NIOS) conducts two examinations, namely, secondary examination and senior secondary examination and also some courses in vocational education. The National board of education is run by the government of India's HRD Ministry to provide education in rural areas and challenged groups in open and distance education mode. A pilot project started by CBSE to provide high-class affordable education provides education up to 12^{th} standard. Islamic madrasah boards are controlled by a local state government or

autonomous or affiliated with Darul Uloom Deoband or Darul Uloom Nadwtul Ulma. Autonomous schools such as Woodstock school, Sri Aurobindo International Centre of Education Puducherry, Patha Bhavan and Ananda Marga Gurukula. International schools, which offer 10^{th} and 12^{th} standard examinations under the international baccalaureate, Cambridge senior secondary examination systems or under their home nations school boards. Special integrated education for disabled children programme was started in 1974 with a focus on primary education. But which was converted into inclusive education at the secondary stage. The national university of educational planning and administration and the national council for teacher education is responsible for the management of the education system and teacher accreditation.

Higher Education- students may opt for vocational education or university education. Indi's All India Council of Technical Education reported, in 2013, that there are more than 4599 vocational institutions that offer degrees, diplomas and post-diploma in architecture, engineering, hotel management, infrastructure, pharmacy, technology, town service and others. After passing the higher secondary examination students may enroll in general degree programmes such as bachelor's degree in arts, commerce or science or professional degree programmes. India's higher education system is the third-largest in the world, after China and the USA. The main governing body at the tertiary level is the university grant commission, which enforces its standards, advises the government and helps coordinate between the centre and the state up to post-graduation and doctorate. Accreditation for higher learning is overseen by 12 autonomous institutions established by the UGC. As of 2012, India has 152 central universities, 316 state universities, and 191 private universities. Other institutions include 33623 colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions, and 12748 institutions offering diploma courses. Some institutions of India, such as the Indian Institutes of technology and National institutes of technology have been globally acclaimed for their standard of undergraduate education in engineering. Several other institutes of fundamental research such as the Indian Institute of Science, the Indian Association for the cultivation of science, Tata institute of fundamental research, Harish Chandra research institute, Indian Institute of science education and research are also acclaimed for their standard or research in basic sciences and mathematics.

There are some issues in the education system in India. As per the 2016 annual survey of education report, 3.5 schools in India had no toilet facility while only 68.7 per cent of schools had usable toilet facilities. 75.5 per cent of the schools surveyed had a library in 2016, a decrease from 78.1 per cent in 2014. Modern education in India is often criticized for being based on rote learning rather than problem-solving. New Indian Express says that the Indian education system seems to be producing zombies since most of the school's students seemed to be spending the majority of their time preparing for competitive exams rather than learning or playing.

The new national education policy is going to bring a significant change to India's education system. It is set to replace a three-decade-old education policy. The key pointers of the policy include the replacement of a 10+2 system in school education. Under this

new curricular structure of school education, the national education policy proposes to bring changes in the existing academic structure within the ambit of formal education. A design of the 5+3+3+4 system, covering four stages has been structured to replace the 10+2 system to reinforce the holistic development of the students. The stages covering the new pedagogical structure will not change the years a child spends within the formal education system and the actual number of years also remains the same. To understand how the proposed structure is different from the existing one, we need to look closely at the consisting 4 stages of the new structure which is divided in a 5+3+3+4 manner aims to focus on the cognitive-developmental stages of the child early childhood, school years and secondary stage.

THERE ARE FOUR STAGES OF THE NEW NATIONAL EDUCATION POLICY

The first stage that is named the Foundational stage consists of a total of 5 years of education at a basic level starting from 3 years of age. The foundational stage is suggested for age 3 to 8 years where for the initial first three years, multi-level play activity-based learning would be imparted at Anganwadi's, pre-school or playschool. To this, the grades 1 and 2 or classes 1 and 2 for students of age 6 to 8 would also be added teaching would be conducted through play-based and activity-based curriculum to put the focus on developing the language skills.

The second stage is the preparatory stage which consists of classes 3 to 5. For ages 8 to 11, the purpose would be to develop language and numeracy skills, by the cognitive development of a child. In this stage, learning would be enhanced by shifting to play, discovery, and activity-based methods along with the introduction of interactive classroom learning. The student will be taught in the mother tongue or local language until grade 5 including two other languages that the state has the power to decide on.

The third stage which is the middle stage is for classes 6 to 8 and would bring changes in experiential learning in the sciences, mathematics, arts, social sciences and humanities in the existing system. For ages 11 to 14, the existing learning system would be replaced by critical learning objectives.

The secondary stage offers students a plethora of choices in the subjects from the curriculum instead of the stream-wise allocation of subjects in higher secondary education as of now. It includes a multidisciplinary study where students would be able to pick and choose any set of subjects from the available structure. A highly helpful and convenient change for students in higher classes, in this stage, the child is allowed to pick subjects as per their interests. The onus would be put on enhancing critical thinking and flexibility for students.

A considerable change in the examination structure is also proposed under the new education policy 2020. Along with the changes made at the secondary stage in the board examination, key stage assessment at grades 3, 5, and 8 would be conducted to track development. With a stage-wise division, the structure is like a fresh breeze for students being offered with a chance of an education system that is concerned with the overall development of the child starting right from the core level of his education years.

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Understanding the Effectiveness of National Education Policy—2020 for Underprivileged Population of Bihar

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National Education Policy (NEP) is like a guideline which is designed by the union government for managing the education system in the country. Education is the subject of the concurrent list in India, therefore the union government is not authorized to implement the education policy on its own throughout the country. However, it lays a guideline through NEP for the country to maintain homogeneity. The state governments get the liberty to adjust this guideline according to their local requirements. The need for a countrywide homogeneous education policy was first felt in 1964.

A new NEP usually comes along every few decades. India has had three to date. The first came in 1968 and the second in 1986, under Indira Gandhi and Rajiv Gandhi respectively; the NEP of 1986 was revised in 1992 when P.V. Narasimha Rao was Prime Minister. The third is the NEP released Wednesday under the Prime Ministership of Narendra Modi.

RELATED LITERATURE

Despite the increasing focus on the scholarship of teaching and learning, scholarly teaching, and teaching as research, and the fact that external pressure for documentation of effective teaching has existed for many years, there are limited data in refereed journals on the frequency of peer reviews, how they are conducted and used, their support and effectiveness, and how the process fits with the best practice framework developed by Blackmore (2005). The purpose of this study was to learn more about peer reviews from the experiences of administrative and non-administrative faculty in Communication

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Sciences and Disorders (CSD) programs across the United States, specifically who completed them and how often, which review methods were employed, the purpose of the review, and how the information was used.

Peers are an under-used resource for instructors (Healey, 2008; Keig, 2000; Kynaston, 2007; Macfarlane, 2004). Instructors who are open to constructive critique of their teaching by informed peers are more inclined to show positive accountability to their colleagues, departments and universities. Recognizing that peer review is not a simple task, such constructive critique is best achieved through focused and systematic formative (skill development) and summative (evaluation) reviews of teaching and learning approaches (Blackmore, 2005; Healey, 2008; Kynaston, 2007; McManus, 2001). As instructors work to document the effectiveness of their teaching, they provide a valuable model for students as well as colleagues. This is particularly important to continuously engage students in the scholarship of teaching and learning (Cestone, Levine, & Lane, 2008).

Peer review may be defined differently among academic institutions, reflecting an array of approaches to the evaluation of teaching (Blackmore, 2005; Cohen & McKeachie, 1980; McManus, 2001). Broad definitions of peer review include a culture of constructive criticism (Cole, 2003), participatory appraisal (Roberts, 2002), a tool for change (Pagani, 2002), and a method to identify and share positive practices in the evaluation of teaching, including distance and online learning (Blackmore, 2005; Keig, 2000; Kynaston, 2007). The differences in peer review also may focus on who conducts the review process—senior faculty, expert teachers, educational developers outside the department, within-department faculty observing each other (individually or in small groups; self-selected or appointed), or a combination (Blackmore, 2005; Cosser, 1998; Gosling, 2002).

Some instructors view the diversity of definitions and approaches as a reason for the lack of validity and reliability of the peer review process and thus question its authenticity and usefulness (Chism, 1999; McManus, 2001). Others have mixed reactions to the value of peer reviews for reasons focused on increasing accountability and performance demands by administrators; the need to work well with the people being reviewed (the perceived undermining of teamwork; the lack of accurate feedback as a result of being overly positive); the possibility that less effective teaching strategies will be reinforced by a reviewer who uses the same strategies; and the perception that the review process adversely affects academic freedom (studies cited in Cosser, 1998). The negative reactions to these issues can create apprehension and conflict about the review process (Conley & Glasman, 2008; Shortland, 2004). Negative reactions to peer reviews also may result from instructors' unfamiliarity with what an effective process should entail (ASHA, 2009). On a positive note, data show that initial resistance can be mitigated by systematic education and personal reflection about the multiple forms of peer review (Blackmore, 2005; Chism, 1999; Courneya, Pratt, & Collins, 2008). This education includes the available teacher-centered and learning-centered paradigms on which to base decisions about effective teaching (McManus, 2001), and the importance of active and collaborative participation (Hutchings, 1994; Keig, 2000; Smith, Cooper, & Lancaster, 2002).

Blackmore (2005) developed a best practice framework for peer review which was subsequently verified by Kynaston (2007), and Kell and Annetts (2009).

When peer reviews are implemented, a variety of materials can be reviewed that will complement the observation of teaching. These materials include the instructor's documented teaching philosophy, reflective self-assessments (before, during, and after the review), course portfolios, and course materials. Materials also need to include student evaluations as students are the direct recipients of teaching strategies and thus play an important role in the evaluation of teaching effectiveness (Blackmore, 2005; Kynaston, 2007; McManus, 2001). While complementary, formative (process) and summative (outcome data) evaluations have different purposes. Therefore, each needs to be conducted independently and by different reviewers within and outside of the discipline (Cosser, 1998; Smith & Tillema, 2007; The National Teaching and Learning Forum, retrieved on October 5, 2009). Instructors being reviewed also need sufficient opportunity to prepare for the review and then, following the review, sufficient time to discuss how any suggested improvements in teaching can be implemented. In this way, peer reviews can serve as incentives for instructors to continue to gather data on student learning and empowerment as a measure of the effectiveness of their teaching (Ingram & Dees, 2009). Such teaching effectiveness is expected by an increasingly skeptical public that wants those in higher education to contain costs, increase access, and teach in ways that make sure students learn (Blackmore, 2005; Clydesdale, 2009; Kirsch, Braun, & Yamamoto, 2007).

The documented benefits of peer assessment and evaluation for students include increases in (a) accountability and ownership, (b) discussion time and critical analysis, (c) engagement and concentration, (d) confidence, and (e) quality of learning output (studies cited in Cestone *et al*., 2008). It is logical to consider that these benefits of peer review would apply to instructors provided that evaluations are implemented with skill and respect for the persons being reviewed (Keig, 2000) and that such evaluations are comprehensive and systematic. Instructors at university Teaching and Learning Centers have developed valuable information about the Scholarship of Teaching and Learning and resources for conducting peer reviews and made these resources available on websites and procedures developed at the University.

METHODOLOGY OF THE STUDY

The kinds of literature on the different aspects of National Education Policy-2020 have started being published in standard newspapers soon after the final draft of the policy documents have come in light of the public domain. The news, as well as the editorial articles from the leading Indian newspapers published in July and August, were identified and all articles were read, analyzed and coded. For the present study, these articles have been categorized under a different heading and unique coding has been assigned. The results of the analysis have been presented in graphical as well as tabular form. To conclude out of the findings from the present study all these reported tables and graphs were studied minutely.

DISCUSSION

The study has been done after the proper consideration of the facts, gathered from the policy document of National education policy-2020, available freely on the website. Several kinds of literature on the education system in India as well as for other countries has been studied and been reported in the reference section. The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system.

CONCLUSION

The present study concludes that the policy documents address the needs of the economically marginalized section of the society. The extension of the mid-day meal scheme to cover the breakfast along with the lunch for the students, studying in the government schools is highly appreciable move. Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities—both the 'foundational capacities' of literacy and numeracy and 'higher-order cognitive capacities, such as critical thinking and problem-solving—but also social, ethical, and emotional capacities and dispositions.

The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. The pursuit of knowledge (*Jnan*), wisdom (*Pragyaa*), and truth (*Satya*) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world or life beyond schooling, but for the complete realization and liberation of the self. World-class institutions of ancient India such as Takshashila, Nalanda, Vikramshila, Vallabhi, set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries.

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability.

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with a particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

These elements must be incorporated taking into account the local and global needs of the country and with respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people are considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration.

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Implication of National Education Policy (NEP), 2020 for Economically Marginalized Section of the Society

Brajesh Kumar Roy* and Ramayan Ram**

The National Education Policy (NEP) was approved by the Union Cabinet of India on July 28th, 2020. After a gap of 34 years, the Indian government finally decided to implement the new education policy for its citizens. The final draft of the NEP has come into the picture after consolidated feedback from 2.5 lakh village-level stakeholders, two national parliamentary level committees, and after more than 50 months of consultations and workshops.

National Education Policy (NEP) is a comprehensive framework to guide the development of education in the country. The need for a policy was first felt in 1964 when Congress MP Siddheshwar Prasad criticized the then government for lacking a vision and philosophy for education. The same year, a 17-member Education Commission, headed by then UGC Chairperson D.S. Kothari, was constituted to draft a national and coordinated policy on education. Based on the suggestions of this Commission, Parliament passed the first education policy in 1968.

A new NEP usually comes along every few decades. India has had three to date. The first came in 1968 and the second in 1986, under Indira Gandhi and Rajiv Gandhi respectively; the NEP of 1986 was revised in 1992 when P V Narasimha Rao was Prime Minister. The third NEP is released on Wednesday under the Prime Ministership of Shri Narendra Modi.

KEY TAKEAWAYS FROM NATIONAL EDUCATION POLICY, 2020

The NEP proposes sweeping changes including opening up of Indian higher education to foreign universities, dismantling of the UGC and the All India Council for Technical

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Education (AICTE), the introduction of a four-year multidisciplinary undergraduate program with multiple exit options, and discontinuation of the M Phil program.

In school education, the policy focuses on overhauling the curriculum, "easier" Board exams, a reduction in the syllabus to retain "core essentials" and thrust on "experiential learning and critical thinking".

In a significant shift from the 1986 policy which pushed for a 10+2 structure of school education. The new NEP pitches for a "5+3+3+4" design corresponding to the age groups 3-8 years (foundational stage), 8-11 (preparatory), 11-14 (middle), and 14-18 (secondary)? This brings early childhood education (also known as pre-school education for children of ages 3 to 5) under the ambit of formal schooling. The mid-day meal program will be extended to pre-school children. The NEP says students until Class 5 should be taught in their mother tongue or regional language.

The policy also proposes phasing out of all institutions offering single streams and that all universities and colleges must aim to become multidisciplinary by 2040.

The document states universities from among the top 100 in the world will be able to set up campuses in India. While it doesn't elaborate the parameters to define the top 100, the incumbent government may use the 'QS World University Rankings' as it has relied on these in the past while selecting universities for the 'Institute of Eminence' status. However, none of this can start unless the HRD Ministry brings in a new law that includes details of how foreign universities will operate in India.

It is not clear if a new law would enthuse the best universities abroad to set up campuses in India. In 2013, at the time the UPA-II was trying to push a similar Bill, The Indian Express had reported that the top 20 global universities, including Yale, Cambridge, MIT and Stanford, University of Edinburgh and Bristol, had shown no interest in entering the Indian market.

Participation of foreign universities in India is currently limited to them entering into collaborative twinning programmes, sharing faculty with partnering institutions and offering distance education. Over 650 foreign education providers have such arrangements in India.

LITERATURE REVIEW

This pitch, interestingly, comes six years after Delhi University was forced to scrap such a four-year undergraduate program at the incumbent government's behest. Under the four-year program proposed in the new NEP, students can exit after one year with a certificate, after two years with a diploma, and after three years with a bachelor's degree.

"Four-year bachelor's programs generally include a certain amount of research work and the student will get deeper knowledge in the subject he or she decides to major in. After four years, a BA student should be able to enter a research degree program directly depending on how well he or she has performed… However, master's degree programs will continue to function as they do, following which student may choose to carry on for a Ph.D. program," said scientist and former UGC chairman V.S. Chauhan.

Chauhan said this should not affect the higher education trajectory at all. "In the normal course, after a master's degree, a student can register for a Ph.D. program. This is the current practice almost all over the world. In most universities, including those in the UK (Oxford, Cambridge and others), M Phil was a middle research degree between a master's and a Ph.D. Those who have entered MPhil more often than not ended their studies with a Ph.D. degree. MPhil degrees have slowly been phased out in favour of a direct Ph.D. program."

Will the focus on multiple disciplines not dilute the character of single-stream institutions, such as IITs?

The IITs are already moving in that direction. IIT-Delhi has a humanities department and set up a public policy department recently. IIT-Kharagpur has a School of Medical Science and Technology. Asked about multiple disciplines, IIT-Delhi director V Ramgopal Rao said, "Some of the best universities in the US such as MIT have very strong humanities departments. Take the case of a civil engineer. Knowing how to build a dam is not going to solve a problem. He needs to know the environmental and social impact of building the dam. Many engineers are also becoming entrepreneurs. Should they not know something about economics? A lot more factors go into anything related to engineering today."

METHODOLOGY OF THE STUDY

The kinds of literature on the different aspects of National Education Policy-2020 have started being published in standard newspapers soon after the final draft of the policy documents have come in light of the public domain. The news, as well as the editorial articles from the leading Indian newspapers published in July and August, were identified and all articles were read, analyzed and coded. For the present study, these articles have been categorized under the different heading and unique coding has been assigned. The results of the analysis have been presented in graphical as well as tabular form. To conclude out of the findings from the present study all these reported tables and graphs were studied minutely.

DISCUSSION

The study has been done after the proper consideration of the facts, gathered from the policy document of National education policy-2020, available freely on the website. Several kinds of literature on the education system in India as well as for other countries has been studied and been reported in the reference section.

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the inspirational goals of 21st-century education, including SDG4, while building upon India's traditions and value systems. The National

The present study concludes that the policy documents address the needs of the economically marginalized section of the society. The extension of the mid-day meal scheme to cover the breakfast along with the lunch for the students, studying in the government schools is highly appreciable move.

CONCLUSION

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and the development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.

Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in the novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education.

The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background.

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National Education Policy- 2020 and Provisions for Rural Students in the Context of Bihar

Ajay Kumar* and Nishikant Pathak**

A new NEP (National Education Policy) usually comes along every few decades. India has had three to date. The first came in 1968 and the second in 1986, under Mrs. Indira Gandhi and Mr. Rajiv Gandhi respectively. The NEP of 1986 was revised in 1992 when Mr. P.V. Narasimha Rao was the Prime Minister. The third is the NEP was released on Wednesday under the Prime Ministership of Mr. Narendra Modi. The latest NEP has come under a different ideology than the other two mentioned above, INC (Indian National Congress) or popularly known as the Congress party was in central power during the release of earlier two NEP while the third and the latest has been released by the prime Minister from BJP (Bharatiya Janta Party).

National Education Policy (NEP) is like a guideline which is designed by the union government for managing the education system in the country. Education is the subject of concurrent list in India, therefore the union government is not authorized to implement the education policy on its own throughout the country. However, it lays a guideline through NEP for the country in order to maintain homogeneity. The state governments get the liberty to adjust in this guideline according to their local requirements. The need for a countrywide homogeneous education policy was first felt in 1964.

PURPOSE OF THE STUDY

The purpose of this study was to learn more about peer reviews from the experiences of administrative and non-administrative faculty in Communication Sciences and Disorders (CSD) programs across the United States, specifically who completed them and how

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often, which review methods were employed, the purpose of the review, and how the information was used.

Peers are an under-used resource for instructors (Healey, 2008; Keig, 2000; Kynaston, 2007; Macfarlane, 2004). Instructors who are open to constructive critique of their teaching by informed peers are more inclined to show positive accountability to their colleagues, departments and universities. Recognizing that peer review is not a simple task, such constructive critique is best achieved through focused and systematic formative (skill development) and summative (evaluation) reviews of teaching and learning approaches (Blackmore, 2005; Healey, 2008; Kynaston, 2007; McManus, 2001). As instructors work to document the effectiveness of their teaching, they provide a valuable model for students as well as colleagues. This is particularly important to continuously engage students in the scholarship of teaching and learning (Cestone, Levine, & Lane, 2008).

HIGHLIGHTS OF THE NEW EDUCATION POLICY

National Education Policy has been meant for everyone living in the country. However education being the subject matter of the concurrent list in the Indian constitutional frame work, different states of the Indian republic has their role to play in the national education policy and especially in its implementation. The economically backward states like Bihar has may find it very difficult to implement the nation wise policy especially in its rural areas. Therefore, it is interesting to see that whether the national policy makers have taken the special issues of these economically backwardness in their due consideration or not. The present study tries to highlights such provisions of the current Education Policy.

Some instructors view the diversity of definitions and approaches as a reason for the lack of validity and reliability of the peer review process and thus question its authenticity and usefulness (Chism, 1999; McManus, 2001). Others have mixed reactions to the value of peer reviews for reasons focused on increasing accountability and performance demands by administrators; the need to work well with the people being reviewed (the perceived undermining of teamwork; the lack of accurate feedback as a result of being overly positive); the possibility that less effective teaching strategies will be reinforced by a reviewer who uses the same strategies; and the perception that the review process adversely affects academic freedom (studies cited in Cosser, 1998). The negative reactions to these issues can create apprehension and conflict about the review process (Conley & Glasman, 2008; Shortland, 2004). Negative reactions to peer reviews also may result from instructors' unfamiliarity with what an effective process should entail (ASHA, 2009). On a positive note, data show that initial resistance can be mitigated by systematic education and personal reflection about the multiple forms of peer review (Blackmore, 2005; Chism, 1999; Courneya, Pratt, & Collins, 2008). This education includes the available teacher-centered and learning-centered paradigms on which to base decisions about effective teaching (McManus, 2001), and the importance of active and collaborative participation (Hutchings, 1994; Keig, 2000; Smith, Cooper, & Lancaster, 2002).

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Emerging Trends of Internationalization of Higher Education in India

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Higher Education in India has expanded many folds in the last few decades. With the expansion in state-funded institutions, private operators are also been allowed to supplement education. The road ahead for India is related to the creation of quality Higher Education Institutions to meet the challenge. The Government resources for higher education are not enough and investments in this sector from private and foreign sources are welcome. India needs to have a policy towards private higher education including foreign universities desirous of setting up a campus in India or entering joint ventures. The Foreign Education Providers Bill proposed legislation to allow entry of foreign universities in India is yet to be implemented. It was also felt that foreign universities must not be allowed to encourage in gross commercialization of higher education. Only universities of repute are allowed entry and such universities should be required to set up their full-fledged campuses in India. India needs to examine its policies on allowing foreign institutions into the country. The demand for international education is growing day by day. To cater to these needs, institutions have started to take new steps. Besides traditional providers of higher education, new knowledge providers from business houses have started developing innovative models for the delivery of higher education. India has certain advantages to expand its internationalization initiative and as a result, receiving interests from foreign universities for setting up campuses in the country. India needs to have a policy towards private higher education including foreign universities desirous of setting up a campus in India.
***Keywords**: Higher education, Internationalization of education, Education providers.*

Internationalization is therefore a process of integrating an international perspective into education. It needs an institutional vision to motivate people to change the whole to think globally and collaboratively. It is a way towards an ever-changing diverse external environment that focused on the global environment. Internationalization is a revolutionary development in Higher Education. The overall demand for higher and adult education and professionally related courses is increasing in most countries. There are several reasons

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for this changing demographics the increased number of secondary school pass-outs who wish for continual learning and the growth of information technology. While demand is growing the ability of the traditional institutions to satisfy this need is questionable. We need to prepare students to perform successfully in the complex global environment. Employers expect their employees to analyze and solve problems from multiple perspectives and the students must prepare themselves to meet these challenges. Universities are adopting various plans policies and strategies to internationalize education in response to these global demands.

Internationalization of Education is Higher education that takes place in situations where the teacher, student, program, institution or provider and course materials cross-national jurisdictional borders. Cross-border education may include higher education by public or private and not-for-profit/for-profit providers. It encompasses a wide range of modalities in a continuum from face-to-face to distance learning.

The streams of internationalization of higher education have two major dimensions. One dimension is merely domestic which refers to the international and intercultural dimensions of without ever leaving their home country. The second dimension refers to the mobility of the participants across national borders. It is also called cross-border education, and this type of education growing rapidly particularly at the higher education level. According to a UNESCO (2006) report, cross-border mobility of programs is a movement of individual education or training courses and programs across national boundaries through face-to-face distance or a combination of these. The foreign country provider or the affiliated domestic partner or both of them jointly award credits for the course. Franchising, double or joint degrees and various articulation models are popular methods of international program mobility.

FRANCHISE

This is an arrangement whereby a reputed institution allows another institution in another country to deliver the programme in that country. The more reputed organization usually awards the qualification. Partners customize their arrangements for teaching, management, assessment, profit sharing and awarding of qualification each franchise.

DOUBLE/JOINT DEGREE

In these arrangements, institutions in different countries offer a program jointly for which a student receives a qualification from each organization. Institutions customize arrangements for the program provision and the basis for awarding the qualifications for each arrangement.

ARTICULATION

Articulation arrangements between institutions of different countries allow students to gain credit for courses offered by all the providers. This allows students to gain credit for work done with a provider other than the provider awarding the qualification.

DISTANCE EDUCATION

In this arrangement, institutions deliver a program to students in different countries through distance and online. It may include some face-to-face support for students through domestic study centers. The main reason for these collaborations is to improve the acceptability of the programs and their creditworthiness. Who awards the degree is important depending on the reputation of the institution. Recognition of qualification for employment or further study is the most important reason. Given that several types of program delivery in these collaborations, there are questions about the ownership of intellectual property rights associated with course design and materials, responsibilities of partners in academic, staffing, recruitment, evaluation, financial and administrative matters. From an academic point, these dimensions in higher education affect the country's higher education institutions' intellectual enrichment and stimulate teaching and research. From the cultural angle, it helps to understand the cultures of other cultures.

Expansion of Higher Education in India.

Higher Education in India has expanded many folds in the last few decades. The number of universities has increased from 20 in 1947 to 875, and the student population in higher education from 1 lakh in 1950 to over 170 lakhs in 2018. Since the independence of the country in 1947, higher education has grown 33 folds in several institutions making the availability of education to the masses. The education providers include public nonprofit, private nonprofit and private for-profit institutions and have a mixture of public and private institutions. There is no boundary between public and private institutions as many public universities now look for private financing and charge a tuition or service charge. On the other hand, private institutions are eligible for public funds and engage in social nonprofit actions.

The expansion of public universities has been slow and skewed at regional distribution. Many Universities, managed by the state governments have many affiliating colleges and academic matters are not properly managed. Thus despite noticeable growth in several state-run universities, there is scope rather than the need for expansion in the number of institutions. Since 1990, private higher education institutes have started emerging. These are business houses that provide educational programs or services for-profit purposes. They impart education and training programs than undertaking research and scholarly pursuits.

GLOBAL TRENDS

According to UNESCO (2006) report, the need for international education will increase from 1.8 million international students in 2000 to 7.2 million international students in 2025. This rise creates huge challenges as well as opportunities. Though exact figures cannot be correctly estimated, it is obvious there will be a rise in the programs and institutions across national boundaries. To meet these rising demands, institutions across the globe have introduced several steps.

ADVANTAGES OF INTERNATIONALIZATION IN INDIA

India has many advantages for continuing its internationalization of education. As in the US, India also has a large and diverse higher education system. It is the third-largest after the US and China with 10 million students continuing study in about 16,000 institutions. This large higher education infrastructure serves all the needs of the country. Formal program or training is available in almost all sectors needed for development, ranging from ancient philosophy to the advances in information technology. The types of courses offered are comparable to courses available internationally.

Though the quality and soundness of the system as a whole may not be the best, there is no dearth of good institutions. Many institutions in India enjoy premium status like Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), and a few other universities with a global brand value. The increasing number of students from the families of Non-Resident Indians (NRIs) who seek admission in the leading Indian institutions is a sign of comparability of the quality of education. The cost of education in India is also fairly low. India has the advantages of the medium of instructions in which education is passed on. Most of the higher education institutes use English as the medium of instruction. Some of the Indian institutes like the Center for English and Foreign Languages at Hyderabad have set up offshore campuses. Learning English throughout their educational career enables Indian nationals to take up teaching and research assignments across the world at all levels.

India also has non-university post-secondary institutions that provide specialized training for the diverse needs of the country. There are many private and corporate institutions like NIIT and Aptech. These institutes work as ancillary educational providers and are quite successful. The availability of seats in higher education institutes is also high in India. The competition may be fierce in entering the top institutes but that does not mean the admission capacity is limited. In fact, since the arrival of national private providers in the education sector, India has more 'seats' than there are takers. Because of the growth of private providers, in Engineering and Technology related areas, every year, there are many 'vacancies' in the capacity for want of seekers. This problem is even more severe in the liberal arts and science institutions. Another problem in India is the low annual rate of growth in demand for higher education from society. In the countries of the Asia Pacific region, it is stabilized at 2-3 per cent level over the past decade and it is 5 per cent in India. How to continue this growth, if there are not enough eligible students is a major concern.

The top American universities have complex motives for entering the Indian market. Many of them are genuinely interested in internationalization, and see India as an important destination for economic growth in the 21st century. They wish to expand it in one of the world's major higher education markets and may use their Indian outposts to recruit bright Indian students, and academic staff, to come to the United States.

REASONS FOR CAUTION

Despite many advantages, the country must deal with the internationalization issue

cautiously. Now Indian government is preparing to allow the entry of foreign education providers in higher education and about 50 foreign universities have evinced interest in setting up campuses in India. The interested universities, mostly from the US, the UK and Australia, have approached the ministry of human resource development. The Foreign Education Providers Bill, proposed legislation to allow entry of foreign universities in India, is yet to be approved by Parliament. The proposed bill is yet to be passed after being cleared by the Union Cabinet in February 2007.

The bill applies to deemed universities and private aided or unaided professional educational institutions affiliated with a university. Further, it defines a 'Foreign Education Provider' as a university or an Institution accredited and established under foreign law and notified as an institution deemed to be a university by Central Government. The Bill controls the Admission structure of both aided and unaided professional educational institutions.

Foreign Education Providers will need to seek a status of a Deemed University before they can start operating in India and no foreign institution, which is not categorized as a Foreign Education Provider, can operate in India. Currently, foreign universities are not allowed to offer degree courses in India, although it allows 100 per cent foreign investment in the education sector. Now, nearly 150 foreign institutes offer courses with Indian universities under a twinning arrangement-part of the course in India, the remaining abroad-that is allowed by the education department. A panel set up by the government to draw up a reform road map for the higher education sector recommended that only the top 200 foreign universities be allowed to enter the country. Another report, Renovation and Rejuvenation of Higher Education in India, suggests that only the best foreign universities be allowed to work in the higher education sector to avoid unreliable operators.

Currently, it is not possible for nonprofit companies under Article 25 of the Companies Registration Act - like industry associations—to set up an institution and get university status. Educational institutions in India can be set up only by trusts, societies and charitable companies, but the profits cannot be taken out of the institution and have to be reinvested. These controls not only hamper expansion but also encourages promoters to resort to unethical accounting practices to take out profits. India is one of the world's largest markets for foreign universities. The country has a significant unmet demand for higher education access. Currently, only 10 per cent of the age group receive a university education, which is half the rate in China and well below the rate in most developing countries. Thus, foreign institutions have a huge opportunity for profitable growth in the Indian market. Why do foreign universities and education companies would enter the Indian market, the goal is clear-everyone wants to extract profits-mostly by offering programs in fields that are in high demand. Foreign providers are not interested in investing in high-cost academic infrastructures and research. They wish to maximize the profit by minimizing the investment. Some countries, including the United Kingdom and Australia, have a national policy to earn profits from higher education exports. The British Council and similar organizations help British educational institutions to increase their export potentials.

Developing countries are now seen as a market for higher education and foreign universities from other countries are trying to increase their market share. As the demand for opening the higher education sector in India is increasing, providing a suitable regulatory framework for international education providers is important. An effective regulatory mechanism is necessary to ensure quality higher education. India's main contribution to global higher education is mainly through the export of students, many of whom do not return leading to high brain drain. Higher education is not purely a commodity to be bought and sold on the international market. Higher education represents an essential part of a nation's priority and a key to future prosperity. It may also be noted that most of the prestigious institutions of America are not in the international market to sell education for profit. It is the 'for-profit organizations' of the USA that are active and most of them are not reputed ones.

CONCLUSION

Internationalization needs strategic international cooperation and planning both at systemic and institutional levels to create an environment, which addresses the issues of student mobility, enhanced capacity and establishing international competitiveness, while at the same time, being consistent with the equity, access and quality drivers of the nation's higher education policy. India must clearly define its higher education policy objectives to benefit from increased global student mobility and growing internationalization. It is time India's higher education policy reflected on how best to benefit from the 'demographic dividend' and leverage internationalization. 'Make in India', 'Digital India' and the 'Smart Cities' initiatives should all be aligned with a clear, transparent and forward-thinking higher education policy. This would secure India a formidable global standing in higher education.

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Sustainable Development Goal (SDG-4 and NEP 2020)

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Education and literacy are the key indicators of a society that play a the central role in enhancing the overall socio-economic development of a the country as a whole. Emphasising education as the essence of human resource development, the Government of India is likely to finalise the New Education Policy (NEP) through a consultative process. To meet the changing dynamics of the present-day requirement about quality education, innovation and research, NEP aims to make India a knowledge hub by equipping its students with skill development and up-gradation including ICT and vocational training.

Education is a fundamental right and the basis for progress in every country. In 2015, at the World Summit on Sustainable Development under the auspices of the United Nations in New York, Member States formally adopted the 2030 Agenda for Sustainable Development. This agenda provides for 17 goals, including a new global goal education (SDG 4). Of all the SDGs, education is the most vital component for sustainable development. All the seventeen goals of SDGs seem to be more exhaustive and ambitious with a focus on its relevance to all the people of the world to ensure that no one is left behind. These SDGs aim to end poverty, zero hunger, and improve education and health standards, gender equality, clean water, sanitation and energy, and to combat climate change within the stipulated period.

Education is a key element that will achieve many other Sustainable Development Goals (SDGs). If people have the opportunity to receive a quality education, they can break out of the vicious circle of poverty. Extreme poverty is now defined as living on less than $ 1.25 a day. The United Nations Development Program (UNDP) and the Oxford Poverty and Human Development Initiative (OPHI) have been researching 105 countries, where 75 per cent of the world's population lives, or 5.7 billion people. Experts found that 23.5 per cent of them live below the poverty line. Experts noted that more than half (662 million people) of those who live below the poverty line are minors. The poorest regions in the world are sub-Saharan Africa, where 58 per cent of the population lives in poverty, and South Asia (31 per cent).

Therefore, education contributes to reducing inequality and achieving gender equality. Based on data from 114 countries for the period from 1985 to 2005, it was found that one additional year of study corresponds to a 1.4 percentage point reduction in the Gini coefficient.

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Providing women and girls with equal access to education, health care, decent work and participation in political and economic processes will contribute to the sustainability of the economy and benefit society.

Investing in educational programs for girls and increasing the age of marriage will provide an income five times higher than the amount invested.

Education also plays an important role in promoting tolerance in human relations and contributes to the formation of more peaceful societies.

Quality education is the backbone for the growth of any society and education policy is the way to attain it. In India, after three decades, the National Education Policy 2020 (NEP-2020) has been introduced by the current government.NEP was one of the agendas of the 2014 election campaign of the Bharatiya Janata Party (BJP) This overhaul of the education system of India was the need of the hour to transform the future of all the children and youth in the country. The NEP 2020 is also in line with Goal 4 of the United Nations Sustainable Development Goals (SDG 2030), which believes equal access to education is the base of sustainable development.

SDG 4: QUALITY EDUCATION

Why is this Important?

Quality education is the foundation of sustainable development, and therefore of the Sustainable Development Goals. As a policy intervention, education is a force multiplier that enables self-reliance, boosts economic growth by enhancing skills, and improves people's lives by opening up opportunities for better livelihoods.

The Sustainable Development targets for 2030 call for ensuring the completion of primary and secondary education by all boys and girls, and guaranteeing equal access to opportunities for access to quality technical and vocational education for everyone. Policy interventions will require improving access and improving quality, as well as addressing relevant obstacles which include gender inequalities, food insecurity, and armed conflict.

THE CHALLENGE

The world today has more knowledge than ever before, but not everyone can benefit from it. Globally, countries have made major strides in increasing access to education at all levels and increasing enrolment rates in schools, and basic literacy skills have improved tremendously. Among youth aged 15-24, the literacy rate improved globally between 1990 and 2016, increasing from 83.2 per cent to 91.4 per cent. Completion rates in primary school were 89.6 per cent by 2016 and have witnessed a decline in recent years dipping from 90.7 per cent in 2012. Few countries have achieved gender equality at all levels of education. Also, one in five children, adolescents, and youth are out of school, including 64 million children of primary school age, 61 million of lower secondary school age and 138 million of upper secondary age.

INDIA AND SDG 4

In India, significant progress had been made in universalizing primary education, with improvement in the enrolment and completion rates of girls in both primary and elementary school. The net enrolment ratio in primary education for boys and girls was at 100 per cent, while at the national level, the youth literacy rate was 94 per cent for males and 92 per cent for females. The new National Education Policy and Sustainable Development Goal 4 share the goals of universal quality education and lifelong learning. The flagship government scheme, Sarva Shiksha Abhiyan, is aimed at achieving universal quality education for all Indians and is complemented in this effort by targeted schemes on nutritional support, higher education, and teacher training.

TARGETS

- By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes.
- By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development.
- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.
- By 2020, substantially expand globally the number of scholarships available to developing countries, in particular, least developed countries, small island developing states and African countries, for enrolment in higher education, including vocational training and information and communications technology,

technical, engineering and scientific programmes, in developed countries and other developing countries.

- By 2030, substantially increase the supply of qualified teachers, including through international co?operation for teacher training in developing countries, especially least developed countries and small island developing states.

Tracking Progress—Trends in Education Attainments Although India has made significant progress in access to schooling, still around 61 lakh children were out of school during 2014-15. The Gross Enrolment Rate (GER) in primary education though declined from 118.62 per cent in 2010-11 to 111.89 in 2014-15 whereas upper primary education GER increased from 81.15 per cent to 101.04 during the same period. School dropout rates have declined from 6.5 per cent in 2010-11 to 4.17 per cent in 2014-15. (Table 1)

Table 1
School Education : Elementary

Parameter	*2010-11*	*2014-15*
Enrolment (crores)	19.3	19.77 (Girls :9.56 crore i.e 48.34%)
Number of schools (lakhs)	13.62	14.45
Dropout rate (%)	6.5	4.17
Out of School Children (lakhs)	134	61
GER * (Primary)	118.62	111.89
(Upper Primary)	81.15	101.04
GER: Elementary (General)	103.9	96.89 (Girls: 99.24)
Elementary (SC)	116.7	108.0 (Girls: 110.45)
Elementary (ST)	101.5	104.03 (Girls: 103.65)

* Higher GER percentages (above 100) indicate enrolment of under-age and over-age children in the 6-14 age-group. Hence, reduction in GER indicates age-appropriate enrolment, elimination of duplicate /double enrolments, admission in unrecognized private schools.

Source: NITI Aayog, HRD Division, 2016, Access, Equity and Inter-sectoral Linkages in Education.

According to the 2011 census, the overall literacy rate increased to 69.3 per cent in 2011 from 61per cent in 2001 (Table 2). The literacy rates for the male has grown by 5.4 per cent points, registering an increase from 73.4 per cent in 2001 to 78.8 per cent in 2011 as compared to an increase of 11.5 per cent points for female literacy rates which rose from 47.8per cent in 2001 to 59.3 per cent in 2011. India has shown massive improvement in closing the gender gap from 25.6 to 19.6 during the same period. There has been a continuous decrease in the gender gap in literacy since 1991 (24.84 per cent point). However, the issue of quality, access, equity and inclusion in education remains critical as the number of out-of-school children (OoSC) is 61 lakh. Further large disparities in literacy rates between males and females in rural and urban areas are a matter of concern for the policymakers.

Table 2
India : Adult Literacy Rate (%) (Age 15 Years and Above)

	Total	*Male*	*Female*	*Gender gap*
2001	61	73.4	47.8	25.6
2011	69.3	78.8	59.3	19.6

Source : GOI, MHRD, Educational Statistics at a Glance, 2016.

NEP 2020 AND SDG-4

NEP 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st-century education, including Sustainable Development Goal (SDG) 4 of ensuring free, equitable, and quality primary and secondary education for all children, while building upon India's traditions and value systems.

The National Education Policy 2020 aims to transform the education landscape in India. The NEP is expected to put India on track to attain Goal #4 of the 2030 agenda for sustainable development by ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all in the next decade. Significantly, the policy lays emphasis on four key areas of reforms viz. curricular changes to build strong foundational skills, improving quality of learning across all levels of education, shift in the ways of assessment and, the need for systemic transformation.

UNSDG has another target to ensure, which is equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university. Member states are to increase substantially the number of youth and adults who have technical and vocational skills, for employment, decent jobs and entrepreneurship. Furthermore, SDG 4 has a target of elimination of gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

NEP 2020 also emphasises the significance of vocational knowledge and has provisions to integrate it into mainstream courses. There will be internship opportunities for students to learn skills. It introduces at least 10 days of bagless periods in school where students will get a chance to interact with vocational experts at the local level, for example; carpenters, gardeners, artists, potters, etc., to gain hands-on experience and develop the skills.

Another major focus of NEP 2020 to achieve the targets of UNSDG on education is increasing technological advancement at all the level of education so that the classroom experience and process could be improved. Technological advancement will lead to professional developments among teachers. The SDG2030 encourages member states to increase the supply of qualified teachers through international cooperation. Recognising that India's NEP encourages to train teachers to develop high-quality content as well as

pedagogy and includes strong practicum training in the form of student-teaching at local schools. Moving towards achieving SDG targets, teacher education in India will gradually be moved by 2030 into multidisciplinary colleges and universities. The rationale of the new NEP to providing training and enhancing the capacity of faculty is to make them able to approach students not just as teachers in the classroom, but also as mentors and guides.

NEP advocates establishing the National Educational Technology Forum (NETF), a forum that will provide a platform where the free exchange of ideas could take place on the use of technology so that learning, assessment, planning and administration could be enhanced. It will help India to become a global leader in providing quality education not only to Indian youth but also to youth globally.

UNSDG 2030 emphasises ensuring universal access to education to all, boys and girls, youth and adults, persons with disabilities, indigenous peoples and people living in vulnerable situations. Furthermore, the overarching goal of NEP will be to ensure universal access to high-quality early childhood care and education across the country in a phased manner. Special attention and priority will be given to districts and locations that are particularly socio-economically disadvantaged. To address this, India's NEP 2020 includes education in a local language, creating National Curriculum Framework, educational institution's culture to be conducive to quality education, upliftment of disadvantaged groups such as disabled, girls, SC, ST, OBC, tribal communities, transgender children, economically weaker section, etc., the establishment of National Research Foundation, Academic Bank of Credit, more professional and capable faculties, adult education, substantial investment in the education sector by investing 6 per cent of GDP against current 1.7 per cent, etc.

India's NEP 2020 has comprehensive potential for establishing an overwhelming impact on the socio-economic fabric of society, as expected in SDG by all the members' states. It also paves a way to a more holistic and inclusive kind of learning, based on inquiry, discovery, discussion and analysis. Although questions have been raised on the implementation of the new NEP of India, however, it is very imperative to realise that education is in concurrent list subject, and thus the role of units of the Indian federation in implementing the policy will also be crucial for the success NEP 2020 in the line of SDGs 2030.

CONCLUSION

In India, progress in education has been widespread in terms of massive enrolment, and expansion of school infrastructure, the narrowing of gender gaps in literacy and the overall literacy rate. Indeed, empowering women and girls with education is fundamental to building a sustainable future. There is a widely accepted view that various indirect returns of education are closely linked with the improvement in health and educational status of women which can be seen in terms of reduced fertility, lower population growth, reduced MMR, reduced child mortality, reduced school drop-out rates and improved nutrition show significant correlation with improvement in educational and health status of women.

It has been experienced that education is a liberating force and with all-round changes taking place, it also acts as a democratising force, cutting across the barriers of caste and class smoothing out inequities imposed by birth and other circumstances.In the same way, as mentioned earlier, education is the most vital multidimensional component for achieving most of the SDGs, because of its inter-linkages with all other SDGs and some specific targets related to poverty, hunger, nutrition, health for all, gender equality, decent employment and climate change to name a few.

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The Scope BLM in Present Times

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Education is the cornerstone of development for mankind. It prepares the next generation to become civilized citizens of society. During the COVID-19 pandemic, our education system has fallen short and this highlights the need to refine our system. This is possible by incorporating ICT in education. In this paper, we discuss the challenges of the current offline system as well as the merits of the blended learning methodologies. We discuss various platforms that are torchbearers in blending education and technology. We also considered the challenges of the online education system like behavioural changes due to minimal interpersonal interaction amongst peers which may lead to a feeling of loneliness, anxiety and depression amongst students. Lastly, we explore the future of online education and methods to address its shortcomings.

We concluded that blended learning is the future of education but in its present shape and form, it is not a source of holistic development. We need to keep expanding the idea of blended learning and make it a more social experience so that the learners become more interactive and confident individuals. ICT is not the replacement of the traditional offline education system but an aid to boost understanding that can be integrated with classroom teaching to provide a better learning experience.

***Keywords**: Education, ICT, Online Education, Blended Learning, Personalized Learning.*

Education doesn't have a universal definition. According to Oxford Dictionary—"It is a process in which giving and taking of instructions occur in schools and universities." Education is the transfer of skills, habits, facts and social qualities required for the coming generation's social and moral conduct. It is the accruing of knowledge and experiences from those who already have them and then using this comprehension for the smooth functioning of life. It is a relationship between a teacher and their pupil. It is not limited to books. Right from one's birth to last breath, a person learns at every step of life; and education is the foundation on which this empire of knowledge is built.

Just like food and shelter are inevitable to survive, in the same manner, education is inevitable to live.

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As Nelson Mandela said:

"Education is the most powerful weapon which can be used to change the world."

1. EDUCATION IN TODAY'S SCENARIO

The key to the development of our species is our ability to pass on our knowledge to the next generation. As our knowledge increased there was a need to develop a structured system to pass on this knowledge. Hence, the education system evolved.

The initial education system evolved from Europe. It just involved the recitation and memorization of the scientific and non-scientific facts. There was no emphasis on understanding the real concept behind the fundamentals of the subject. This system was also corrupted by social evils like discrimination on the grounds of religion, gender, caste and race.

As time passed the system was reformed, uprooting the wrong practices, realising education as a human right and that it should be freely available to all. Teachers now understood the significance of nurturing their pupils with basic concepts and logic. Students are now allowed to ask doubts and can discuss ideas with their teachers. The importance of equality became a part of the curriculum in primary and secondary education. No harsh punishments are allowed in schools and colleges.

Though the system seems to be better than ever before, the pandemic rendered the whole system obsolete. In March 2020, the novel coronavirus, a highly infectious disease, started spreading its roots in India. In an attempt to stop the spread of the virus, a countrywide lockdown was declared. Schools, colleges and offices were shut down.

After 7 months, things came back to normal except for the education sector, which was operating remotely for the past months. In universities, more than one student shares the same hostel room, and hundreds of students use the same hostel mess and social distancing is hard to follow. In this situation, the online mode of education can be of great benefit.

2. MODERN METHODS (ICT)

The advancement in technology has radically changed the way we live. The interweaving of technology and education has transformed the domain both in terms of quality and quantity.

The acronym ICT stands for Information Communication Technology. It is the communication or sharing of knowledge in terms of facts, figures, moral values, scientific intellect, social discipline, or academic studies via audio, video and images digitally or technologically. It has evolved to be a great method of learning desired skills. Over the past few years, the internet has reached the most remote places of the country at prices lower than ever before thus, the number of internet users has increased exponentially. Hence, ICT can be a pragmatic solution for all problems the education sector is facing today.

3. WHY ICT IN EDUCATION?

3.1 Personalized Learning

ICT provides a platform where students can learn in their own space. They provide flexibility by allowing students to take up courses whenever they want; may it be early morning or late at night. Moreover, recorded lectures can be viewed again and again to thoroughly understand the concepts or even for revision. The learner gets the opportunity to be in control. Online learning platforms are designed such that they can cater to the needs of learners by recognizing their strong and weak points and helping them practice more of their weaker sections.

3.2 Reduces Teacher's Workload

It is not possible for the educator to pay attention to all the students of the class as the learning pace, grasping power and level of understanding varies from student to student. Teachers need to strike a balance and deliver lectures taking into account the wide spectrum of audience. Hence, some students may find a teacher's pace fast and some may find it slow. But ICT focuses on individual learning which assists every student and helps them perform better. This directly reduces the workload of the teacher.

3.3 Abysmal Knowledge

ICT opens a whole new dimension to a world of infinite intellectuality. Any kind of information that we want is now just a few clicks away. ICT has made the dissemination of knowledge easier than ever before. Anyone can teach online, share their expertise and anyone can learn online, anything they want from savants in the field.

3.4 Quality Education

Highly esteemed and trusted educational institutions are providing high-quality online education by collaborating with world-renowned colleges, universities, small groups and individuals. Moreover, the intervention of the government in ICT, by introducing e-platforms such as NPTEL, NDL, SWAYAM, etc. help Indian students to learn from top-class instructors of the country and compete at the international level.

3.5 Anytime, Anywhere

ICT allows the learner to have access to a world-class education at the ease of a few clicks. These resources can be accessed from anywhere and anytime as per an individual's convenience. ICT has enabled education to transcend physical boundaries; one can learn from educators around the globe about technologies that are not even available in their home country.

3.6 Healthy Competition

ICT allows becoming less dependent on usual classes and costly coaching institutes. It

enables the student to dive deeper into a topic. Moreover, it helps understand complex things more easily through visuals. This helps to maintain a healthy competition between the learners and indirectly motivates them to do much better each time hence, increasing the quality of discussion in class resulting in sharper minds.

3.7 Develop useful skills

Along with the academic curriculum, many learners have their talents and interests in extracurricular activities. Some like to paint, dance, sing, read, write, some love programming, graphics, etc. ICT can cater to all extracurriculars through videos and articles. These skills play a crucial role in developing one's personality and need to be nurtured.

3.8 Fast

Technology has exponentially increased the rate at which things are done. We can now complete multiple tasks with more efficiency in the same period. As exams are now conducted via online mediums, checking takes minimal effort and time for teachers. Students can get their results almost instantly, which is almost impossible in the offline mode of examination.

3.9 Learn by Fun

ICT empowers the teachers with animations and graphics, hence they can now explain complicated topics with ease. Students are no longer limited to textbooks and pictures for understanding a concept, instead, they have access to videos that can explain the entire process live. This makes studying fun and interactive process for students. Now we have 3D technology.

3.10 Cost-Effective

Above all, the cost concerned with education through ICT is much lower. It does not require any kind of external stationary heavy textbooks. Lectures once uploaded can be reused or updated as per need. This empowers even the underprivileged students with free and quality education.

So, to get most of ICT, many national and international organizations from across the globe have come up with the ideas of online education. These ideas are very creative and make full use of the world of the internet.

4. PLATFORMS AMALGAMATING ICT AND EDUCATION

These platforms are the flag bearers of online education in today's era. Some of which are discussed below:

4.1 E-classes/Smart Classes

Just like chalkboard lectures and classes in schools and colleges, the deemed universities

of various places around the world came up with the video lectures of the renowned professors and teachers. These lectures are open to all no matter what age or gender or religious group you belong to.

Moreover, there are a sufficient number of courses covering physics, chemistry, math, biology, computing, economics, politics, and almost every field study to date. Some of the organizations are given below:

4.1.1 NPTEL

The National Programme on Technology Enhanced Learning (NPTEL) is an initiative taken by the MHRD i.e. Ministry of Human Resource Development of India which provides e-learning through video courses in Technology, Engineering Science, Humanities and Management. It is a combined work of seven IITs and IISc. Bangalore. It provides undergraduate engineering courses according to the syllabi of AICTE (All India Council for Technical Education). It is an open e-learning site that offers 900+ courses including 500+ video courses and 400+ web courses.

4.1.2. SWAYAM

Swayam stands for "Study Webs of Active-Learning for Young Aspiring Minds" is a project funded by the Ministry of Human Resource Development, Government of India offering free online courses to the aspiring minds of India. It covers all the courses from class 9^{th} to post-graduation via video lectures followed by downloadable or printable reading material, tests and quizzes related to the course. There is also an online forum for discussion. It can be accessed by anyone, anywhere and at any time.

Moreover, now the government of India is trying to add credits for these courses in colleges and universities curriculum which will encourage the learners to take e-classes.

4.2. E-labs/Virtual Labs

E-labs or virtual labs is an initiative taken by the Ministry of Human Resource Development, Government of India, in an attempt to provide access to the Laboratories for the students of various branches till the undergraduate level. Its goal is to cover all the engineering branches like electrical, chemical, mechanical, civil, biotech, computer science engineering and provide videos and web resources. These labs help students access and perform experiments remotely using their mobile phones or laptops. Moreover, these labs are completely free of cost and don't require any extra space or cost to set up. This allows access to labs even in those universities that cannot afford the state of art laboratories.

4.3. Virtual Simulation Learning

Virtual Simulation Learning is a 3D environment surrounding the subject with a view providing a self-engaging virtual learning experience. It's a replica of the real-world situation to give training to the learners especially in the field of aviation, medical, military

and manufacturing. These virtual simulations have proved to be very effective as they are non-destructive and do not involve any kind of risks. Moreover, they are more interesting and interactive as you use your whole body in the training. These are preferred nowadays as they are scalable (can measure the level of the whole training), flexible (the environment can be changed according to the practice), portable (are easily set up), and affordable (everything is virtual so, no kind of risks are involved).

For example, AIIMS now utilizes video-based simulation to train freshers for surgical training.

4.4. E-Blogs

A blog is a platform to publish your thoughts, ideas, views, opinions on any type of topic or subject which you wish to share with the world. These blogs have a huge and positive impact in the field of education. Teachers nowadays make use of blogs to publish educational material which the students can access and may comment and ask their query, just by sitting on their computers or through their smartphones. It's not just limited to the educator, in fact, the learner i.e. the student can make their blog and the teacher can observe the understanding as well as the progress of the student. The blogs which provide educational resources are called Edu- blogs. Some of the Edu-blogs on the World Wide Web are Journey, Skippy, Blogger, Bright Ideas, etc.

4.5. Online Forums

An online forum is a digital message platform or in simple words, these are the sites that provide the facility of online discussions. The best use of online forums in education is the discussion between teachers and pupils. Moreover, in a forum, to read the posted message, the learner need not be logged in and can remain anonymous but to post messages you have to be logged in. More than 3 billion people have access to the internet and approximately 70% of them are active on social media. Hence, online forums provide a huge opportunity to have virtual interactions. These forums are very popular currently as they allow the learners to collaborate, debate and discuss with people having similar interests. Some of the sites providing the facility of online discussion are bbPress, phpBB, Discourse, Google, Facebook, Blogger (we can make a group and invite people with similar interests), etc.

4.6. Online Exams/re-examination System

e-examination is a way of conducting tests and exams via the Internet or Intranet (within the organization). They are conducted with the help of specific software and servers. These servers are updated with the set of questions, suggested answers with their option (if the exam is MCQ based) and a particular time limit. All the answers are recorded and hence, can be evaluated afterward or instantaneously. These exams can either be comprehensive i.e. free text-based or Multiple-Choice Questions (MCQ)-based i.e. one or more than one correct. This system has proved to be very advantageous in today's scenario as it:

- Do not require any material like paper, pen, pencil.
- Saves a lot of time by auto-evaluation of the answers and providing instant results.
- These exams are completely based on specialized servers which provide a secured digital environment so that no foreign person other than the designated individual could attempt the questions.
- Students are provided with the facility to alter their answers, jump to whichever question they want, or skip the question. Moreover, the examiner can easily interchange the sequence of questions or penalize incorrect attempts.
- The online examination system requires low set-up and maintenance costs, making it economical for both the authorities and the candidates.
- Today nearly 4 billion trees (35% of total) are cut throughout the world in paper industries. Hence, e-exams are a great, efficient and innovative way to save trees.

Some of the popular online-based examinations in India are namely IIT JEE Mains & Advanced, NATA, GRE, TOEFL, CAT, University Exams during COVID-19 times, etc.

4.7. Digital Library

A digital library is a special type of library having an extensive compilation of content in varied formats such as text, visual images, audio formats and video formats stored in the form of electronic media at the respective servers of the particular organization.

These servers use a special type of software which gives the convenience of storing different types of files, organize them, search the required file and retrieve them. D Space, Eprints, Hydra, Digital Commons are some popular software packages of this type.

4.7.1. NDL

The NDL i.e. National Digital Library of India is a project sponsored by the Ministry of Human Resource Development under its National Mission on Education through Information and Communication Technology rendering enormous amounts of learning resources under a single platform that is being developed at IIT Kharagpur. A user-friendly search engine is provided to find the relevant study material. Some salient features of NDL include:

- More than 7 lakh books by 3 lakhs authors in 70 languages.
- More than 3 lakh articles by 2 lakh plus authors from varied publishers.
- More than 33,000 Question Papers from 23 sources and their solutions.
- Contains content covering every aspect from primary to graduate level.
- Is easily accessible through the NDL app on your Smartphone.

4.8. MOOC

MOOC (mooc.org) is an international platform that emerged as an extension of edx, the chieftain of the world of online education and learning courses. The acronym MOOC

stands for Massive Online Open Courses. This organization provides high-quality educational online courses that too free of cost. It offers video lectures and textual materials in the field of computer science, business management, biology and life sciences and various engineering branches. These courses are offered by more than 100 member institutions including Massachusetts Institute of Technology, Harvard University, Boston University, the Indian Institute(s) of Technology, etc. These courses are open for all and without any age limits and available in different languages.

4.9. MOODLE

MOODLE stands for Modular Object-Oriented Dynamic Learning Environment. It is a free and open-to-all learning platform to assist learners, educators and administrators providing them with an individualized learning environment. Moodle is designed for distance learning, blended education, flipped classrooms and other e-learning projects in schools, colleges and universities. With its customization features, it is used to build private websites for teachers and students, educators and trainees. The courses on Moodle are available in more than 60 languages. A search facility is provided to get the correct course within no time.

4.10. IWB/ SmartBoard

IWB means Interactive Whiteboard. It is an interactive tool run by software that allows digital images to be projected onto a board using a digital projector. It is synchronized with the pointing objects and then the elements on the screen or the board can be manipulated using a finger or a digital pen as a mouse. The items on the board can be dragged, copied and even magnified throughout the screen. The lecturer can write notes just like a chalkboard and can then save them for future reference.

These IWBs have become common in schools and universities. It can be either a standalone touchscreen computer or a connected apparatus that can be used as a touchpad controlling computer via projector.

It adds interactivity in classrooms as the colour of background and writing can be changed, resulting in more engagement of students.

4.11. Video Conferencing Platforms

Online video conferencing platforms like Google meet and zoom enable teachers and students to mimic the offline style of teaching. Teachers and students are not physically present in a classroom but are connected virtually via a call wherein teaching take place. Students can see each other as well as interact with the teacher. The majority of schools and colleges have opted for this as a medium to conduct classes. The most popular video conferencing platforms are Zoom, Google Meet, Microsoft Teams, etc.

4.12. Google Classroom

It is an online application developed by Google that helps to synchronize the process of

assigning and submitting projects, homework, or assignments in a class. The user interface is easy to use and it's completely free of cost.

4.13.BYJU'S

A blended learning platform in India, especially for primary and secondary education. It contains animations to help students understand complex topics, as well as use Artificial Intelligence and data mining to track the progress of the students. The tests are adaptive i.e. the difficulty level of questions increases if the student performs well and *vice-versa*. Thus making the learning experience personalized and student-centered.

5. LOOPHOLES IN THE ONLINE EDUCATION SYSTEM

Although the online education system seems to be promising, certain problems need to be addressed like:

5.1. Increased Screen Time

Screen Time refers to the total time spent in front of an electronic screen. As 3-4-hour long classes are now conducted *via* online platforms, this has drastically increased the screen time of students. This can cause many health problems especially related to the eyes.

5.2. Minimal physical activity

Students are no longer going to school; this has led to a decrease in their physical activity. Earlier, students had sports periods to ensure regular physical activity. But as classes have shifted to an online medium, they have no motivation or time for outdoor games.

5.3. Lack of Concentration

Students get easily distracted, as they have access to mobile phones and social media during their class. It's hard for teachers to teach because now they have no clue how much students are understanding which was earlier possible by reading a student's body language and facial expression. This makes the lecture become one-way communication and monotonous.

5.4. Testing and Examinations

Exams serve more than testing student's understanding of a subject, they prepare them to tackle pressure. However, it is hard to ensure a fair testing scheme on the online mode as it is effortless to deceit the students by using their mobile phones. This poses a major challenge for teachers to assess students.

5.5. No Interpersonal Bonding

In classrooms, students form a bond of lifelong friendship with classmates. Moreover, out of the class interaction with teachers, chit-chatting before and after the classes are all

missing in the online mode of teaching. We all have had our favourite teachers, once we remember and cherish lifelong. This is where the offline medium goes beyond books, we meet and interact with people and form everlasting bonds with them.

The major shortcoming of the online education system is the behavioural changes associated with it. It has made us less responsible. We are hiding behind screens, and have become lazier as our attention span is lesser than ever before. Moreover, the number of cases of people feeling alone, depressed, anxious and cyber-bullying have skyrocketed over the past few years. We need to check these psychological hazards of the digital world before we integrate them into our education system.

6. FUTURE SCOPE

The future of online learning will focus on providing more social experiences to the learners. Organizing community meet-ups as well as conducting team-building exercises both offline and online, will provide a sense of belongingness towards the community. The drop rate of online courses is much higher than the traditional campus-based courses. Hence, the coming time will focus on making distance learning courses more engaging. Many technologies can help us do so.

- **Augmented reality and virtual reality:** Advancement in these technologies will enable students not just to visualize but interact with what they learn. This will increase students' interest and lead to a better understanding of the subject.
- **Gamification:** It is a tried and tested phenomenon used by businesses across the globe to increase engagement. Rewards and competition drive students to outperform themselves and transcend their abilities.
- **Cloud-Based learning:** Cloud-based storage will enable seamless sharing amongst peers, making content widely available at a minimal cost.
- **M-learning:** Mobile phones are ubiquitous these days. Hence, the coming time will address courses specially designed for handsets that do not require laptops or desktops maybe with a small projector.

7. CONCLUSION

In sum, today's era of offline education alone is obsolete. The education system must adapt and make the best possible use of available technological advancements. However, online education alone cannot provide comprehensive development to students, i.e. grooming a child in a way that they can explain their views as well as sympathize and cooperate with others. These inter-personal qualities are essential to living in a society, something the online medium fails to address. We can conclude, for now, ICT is a perfect aid to boost our understanding of a subject. Also, the education system must be reformed in ways to strike a balance between the two and provide the best learning experience to students. The future of education belongs to hybrid learning and its integration in traditional classroom courses. Gamification of courses as well as technologies like augmented reality and virtual reality can play a vital role in transforming the education sector. These technologies can make online learning a more social experience. ICT truly has the potential to revolutionize education and make it free and accessible to all.

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NEP 2020—It's Impact on Women Education and Women Entrepreneurship

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Education is the fundamental element required to achieve human potential and develop an equitable and just society. India is the land of iconic women who played a unique role in governance, policymaking, defense, religion, etc. and brought many drastic reforms in society.

In an Indian family, son's education is always prioritized over the daughter's education. Girls are more likely to be engaged in family activities to provide economic support, such as child care and household work.

In the development of country or nation women having 50 per cent contribution. In such situation women should be well educated and strict is very essential well-educated women do their business, domestic works and entrepreneurial work with great efficiency as well as in a good manner.

OBJECTIVES

(1) To explain women's education.
(2) To study vocational and technical education for women.
(3) To study the significance of women entrepreneurs in society.

NEP 2020 AND WOMEN EDUCATION

The New National Education Policy 2020 has been designed by the scientist K. Kasturirangan Committee. The NEP 2020 replaces the National Education Policy on Education of 1986. NEP 2020 will focus on the safety and security of school-going girls both inside and outside of the campus. The schools have to ensure harassment, discrimination and domineer-free campus before enlisting for yearly accreditation.

The Government of India will constitute a 'Gender Inclusion Fund' to provide an equitable education for all girls. The fund will focus on ensuring 100 per cent enrollment

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of girls in schooling and a record. Participation rate in higher education, decrease gender gaps at all levels, practice gender equity and inclusion in society and improve the leadership capacity of girls through positive civil dialogues the policy will emphasize the number of women in leading positions of the institution. Including principals, teachers, wardens, physical instructors and other staff.

In this New National Education Policy 2020, there is a provision for equitable access to quality education for all students. The government has also planned to provide vocational and technical education to women. For women, this is a crucial step towards becoming empowered and independent.

The Constitution of India has provided equal rights and opportunities to men and women under the fast-changing conditions in the country in recent times, increased attention is being paid to the education of women but problems persist. The problems include the availability of safe transport, lack of financial support, lack of social consciousness, lack of proper facilities, the unwillingness of female teachers to serve in rural areas and lack of enthusiasm and interest of those in charge of education.

After independence, the first national educational policy was introduced in 1986 and it was proposed that education of girls should receive emphasis, not only on the ground of social justice but also because it accelerates social transformation. From 1951 to 1981 the percentage of literacy among women improved from 7.93 per cent to 24.82 per cent. However, in absolute numbers, illiterate women have increased during this period. The national education policy of 1986 advocated time-bound elementary education for girls and adult education for women with vocational studies, professional studies, technical studies and reorganization of other educational activity for the overall development of women.

The New National Education Policy 2020 states that gender-based bias often affects an individual's ability to develop and hampers the nation's growth, innovation and progress.

NEP 2020 AND WOMEN ENTREPRENEUR

In India, the number of women entrepreneurs is increasing day by day, women are doing tremendous work in all fields by their ability and skill. According to NEP 2020, special attention is given to women for their education and safety. Government planning will be very helpful for making women strong. Well-educated women do their work familiar and social work very smartly. They work nicely and give chances to others for a good job. Women entrepreneur plays a vital role for the development of society, and it is very essential for independent as well as economic development.

A woman entrepreneur is a person who accepts challenging roles to meet her personal needs and become economically independent. A strong desire to do something positive is an inbuilt quality of entrepreneurial women who is capable of contributing values in both family and social life. With the advent of media, women are aware of their traits, right and also work situation.

NEP 2020 hopes to give learners, opportunities to build their repertoire skills through business integrated innovation for women vocational courses and entrepreneurial skills.

NEP 2020 has given special attention to school-going girls as well as women, which

are taking higher educations in universities. For doing their work nicely a good environment and fearless surroundings are necessary.

CONCLUSION

The NEP 2020 is a historical effort and the first omnibus policy after 34 years. From millennia, India is the land of iconic women who played a unique role in governance, policymaking, defense, religion, etc. and brought many drastic reforms in society.

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