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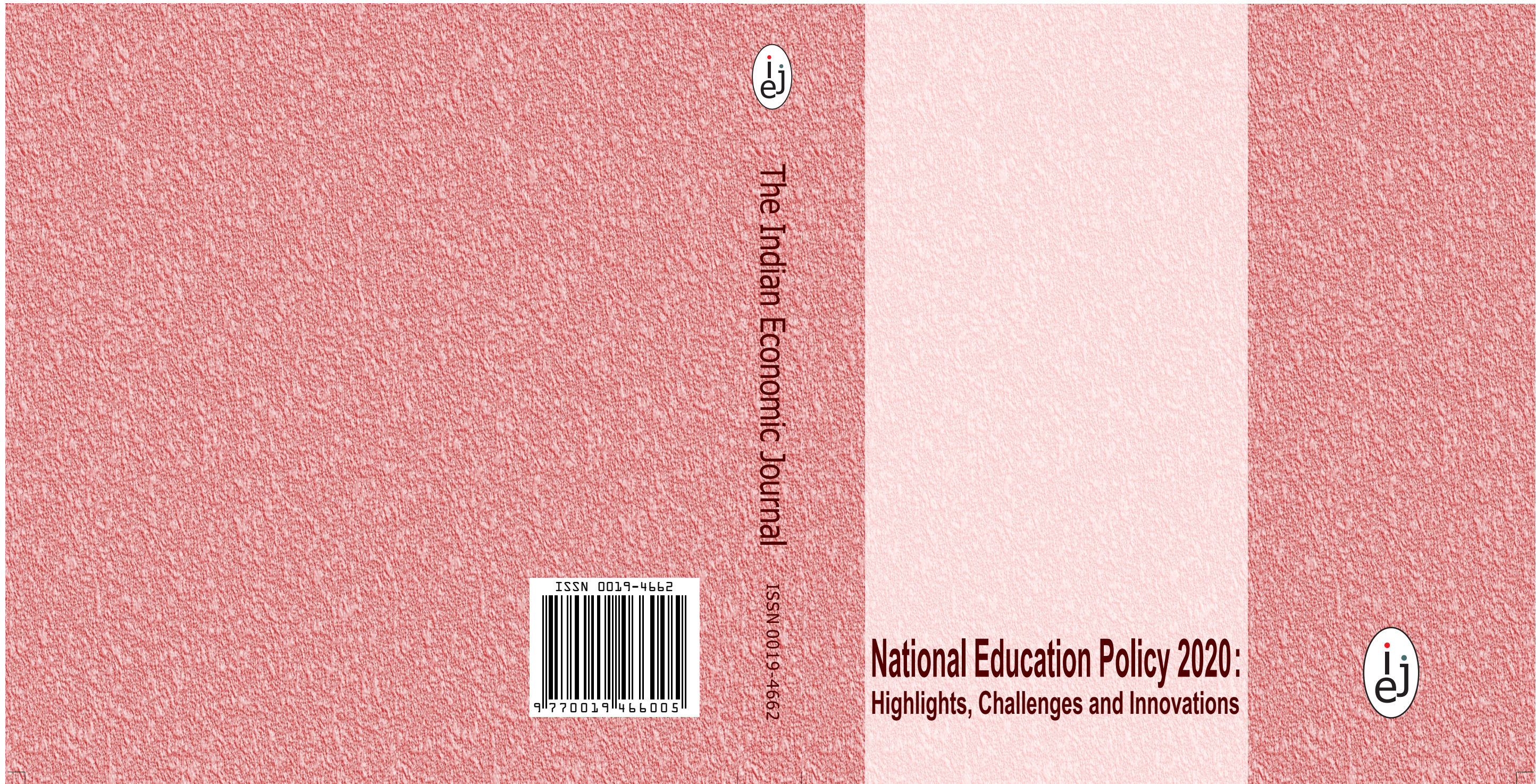
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**National Education Policy 2020:
Highlights, Challenges and Innovations**



The Indian Economic Journal



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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

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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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New Education Policy : Its Origin and Evolution

Tanya Sharma*

NEP 2020 is the first education policy of the 21st century and replaces the thirty-four-year-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.

HISTORY OF EDUCATION POLICY IN INDIA

From Independence, we have been engaged with the large problems of inequality, Economic development, and Academic Development. The implementation of previous education policies is incomplete. The incomplete program of the National Policy on Education 1986, is modified in the year 1992 and complete the mission with full effort. From the period of implementation, the policy focuses on secondary education moves towards the fulfillment level. The Right of Children to Free and Compulsory Education act 2009 ensures that all children from the age of six to fourteen must get an education near the school. Young learners today drifted towards technology for their every requirement and also for academic development. Therefore, children and youth in the country must be provided with the knowledge, skills, attitudes, and values as well as employable skills that would enable them to contribute to India's social, economic, and political transformation. The main objective of the education policy after independence to make literate and educate the people of India made the skill set improved to the world level. Education plays a powerful role in building a nation, education decides the future of the nation, the destiny of its people. The impact will be a long-lasting one in terms of the growth and development of the nation and its citizens. The role of education and its

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importance cannot be ignored in today's scenario. The growth and development can be seen if we compare the pre-independence and post-independence eras. India has gone through two major education policies after independence, first in 1968 and second in 1986 this is the third change that is proposed in 2020. The changes are made according to the need of the time. The 21st century is an era of knowledge.

1968

Based on the report and recommendations of the Kothari Commission (1964-1966), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and proposed equal educational opportunities to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India and specialized training and qualification of teachers. The policy called for a focus on the learning of regional languages, outlining the "three-language formula" to be implemented in secondary education—the instruction of the English language, the official language of the state where the school was based, and Hindi. Language education was seen as essential to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for the use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians. The policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six per cent of the national income. As of 2013, the NPE 1968 has moved location on the national website.

1986

In 1986, the government led by Rajiv Gandhi introduced a new National Policy on Education. The new policy called for "special emphasis on the removal of disparities and to equalize educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve such a social integration, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The NPE called for a "child-centered approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the Open University system with the Indira Gandhi National Open University, which had been created in 1985. The policy also called for the creation of the "rural university" model, based on the philosophy of Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India. 1986 education policy expected to spend 6 per cent of GDP on education.

1992

The 1986 National Policy on Education was modified in 1992 by the P.V. Narasimha Rao government. In 2005, Former Prime Minister Manmohan Singh adopted a new policy based on the “Common Minimum Programme” of his United Progressive Alliance (UPA) government. Programme of Action (PoA) 1992, under the National Policy on Education (NPE), 1986 envisaged conducting of a common entrance examination on all India basis for admission to professional and technical programmes in the country. For admission to Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid down a Three-Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions—with an option to join AIEEE). This takes care of varying admission standards in these programmes and helps in the maintenance of professional standards. This also solves problems of overlaps and reduces the physical, mental and financial burden on students and their parents due to the multiplicity of entrance examinations.

2020

In 2019, the Ministry of Human Resource Development released a Draft New Education Policy 2019, which was followed by several 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 to optimize learning for students based on the cognitive development of children. On 29th July 2020, the cabinet approved a new National Education Policy to introduce several changes to the existing Indian education system.

NEP 2020: VARIOUS STAGES

The National Education Policy 2020 envisions an India-centered education system by considering its tradition, culture, values and ethos to contribute directly to transform the country into an equitable, sustainable, and vibrant knowledge society. By drawing inputs from its vast and long historical heritage and considering the contributions from many scholars to the world in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture, shipbuilding and navigation, yoga, fine arts, chess, etc., the entire Indian education system is founded and built. The objective of the currently announced NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every aspirant to raise the current gross enrolment ratio (GER) to 50 per cent by 2035. The various educational lifecycle stages announced in the policy are listed in Table 1 along with their special features.

Table 1
Various Educational Stages to be Implemented as per NEP 2020

<i>Sl. No. Educational life-cycle Stage</i>	<i>Features</i>
1. Foundation Stage	Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based and discovery-based learning. Using time tested Indian traditions and cultures, this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.
2. Preparatory Stage	The three years Preparatory stage consists of building on the play-, discovery-, and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights.
3. Middle school education Stage	Three years of Middle school education focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be adopted in specialised subjects with subject teachers. Students are exposed to the semester system and yearly two class level examinations will be conducted.
4. Secondary education Stage	Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-oriented pedagogical and curricular style with greater depth, greater flexibility, greater critical thinking, and attention to life aspirations, Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10th and 12th standards.
5. Under-graduation Education Stage	The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing the first year, a diploma after passing the second year, or a Bachelor's degree after passing the third year. The four years undergraduate degree programme is preferred with majors, minors and research projects.
6. Post-graduation 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' degree will consist of a strong research component to strengthen competence in the professional area and to prepare students for a research degree.
7. Research Stage	The research stage consists of pursuing high-quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary 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 related to their chosen Ph.D. subject. The earlier one-year MPhil programme is discontinued.
8. Lifelong learning	The NEP 2020 proposes lifelong learning and research avoid human beings becoming obsolete in society in terms of knowledge, skills, and experience to lead a comfortable life. It is believed that education and research at any stage of life will give further maturity for life satisfaction.

SCHOOL EDUCATION SYSTEM AND NEP 2020

Ensure Universal Access at All Levels of schooling from pre-primary school to Grade 12 NEP 2020 aims to achieve a 100 per cent Gross Enrollment Ratio in school education by 2030. The initiatives that will be undertaken for this include provision of effective and sufficient infrastructure, alternative and innovative education centres to ensure that children who are dropping out of school are brought back into mainstream education, universal participation in school by carefully tracking students, as well as their learning levels. Counselors or well-trained social workers connected to schools/school complexes and teachers will continuously work with students and their parents to ensure that all school-age children are attending and learning in school.

Early Childhood Care Education

NEP 2020 emphasises the criticality of the early years to ensure quality early childhood care and education for all children between 3-6 years by 2025. A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT. The planning and implementation of early childhood education will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.

The extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18. This implies that there will be 3 years of the curriculum framework for Anganwadi/pre-school level and 12 years for school in a 5+3+3+4 model. Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions consisting of stand-alone Anganwadis, Anganwadis co-located with primary schools; pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools and stand-alone pre-schools. All of the above would have workers/teachers specially trained in the curriculum and pedagogy of ECCE. For universal access to ECCE, Anganwadi Centres will be strengthened. Before the age of 5, every child will move to a “Preparatory Class” or “Balavatika” (that is, before Class 1), which has an ECCE-qualified teacher.

Training of current Anganwadi workers/teachers: those with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE, and those with lower educational qualifications shall be given a one-year diploma programme. These programmes may be run through digital/distance mode allowing teachers to acquire ECCE qualifications with minimal disruption to their current work.

New Curricular and Pedagogical Structure

The curricular and pedagogical structure of school education: guided by a 5+3+3+4 design corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. It will

consist of **Foundational Stage** (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8): with flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE.

Preparatory Stage (Grades 3-5, covering ages 8-11): with the introduction of Experiential learning across the sciences, mathematics, arts, social sciences, and humanities.

Middle Stage (Grades 6-8, covering ages 11-14): with a subject-oriented pedagogical and curricular style.

Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18): with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects, and option to exit at grade 10 and re-enter at a later stage in grade 11.

The curricula will aim for **the holistic development of learners**, equipping them with the key 21st-century skills, reduction in curricular content to enhance essential learning and critical thinking and a greater focus on **experiential learning**. Students will have increased flexibility and choice of subjects so that they choose their paths according to their talents and interests. There will be **no rigid separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams**. The objective is to give equal emphasis on all subjects—science, social sciences, art, languages, sports, mathematics—with the integration of vocational and academic streams in school. A new and comprehensive **National Curricular Framework for School Education**, NCFSE 2020-21, will be developed by the NCERT. High-quality textbook materials will be developed by NCERT and SCERTs. States will prepare their curricula and prepare textbooks incorporating state flavour and material. The availability of textbooks in all regional languages will be a top priority. Reducing the weight of school bags and textbooks will also be ensured by suitable changes in curriculum load.

Attaining Foundational Literacy and Numeracy

A National Mission on Foundational Literacy and Numeracy will be set-up on priority to focus on early language and mathematical skills from Grades 1 to 3 by 2025. Strategies include: developing school readiness through interim 3-3-month play-based school preparation module for all Grade 1 student; increased focus on reading, writing, speaking, counting, arithmetic, and mathematical thinking; continuous assessment and adaptive testing; national repository of high-quality resources on foundational literacy and numeracy; filling teacher vacancies; peer-tutoring and volunteer activities; setting up school libraries in every village. A National Book Promotion Policy will be formulated, and initiatives to ensure the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres will be undertaken.

Multilingualism and the Power of Language

NEP 2020 lays great emphasis on promoting multilingualism so that children know and learn about the rich and vast array of languages of their country. The medium of instruction

until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother-tongue/local language/regional language. Every student in the country will participate in a fun project/activity on 'The Languages of India', sometime in Grades 6-8, such as, under the '*Ek Bharat Shrestha Bharat*' initiative. Sanskrit will be offered at all levels of school and higher education as an important, enriching option for students, including as an option in the three-language formula. Other classical languages and literature of India, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit, will also be widely available in schools as options for students. Foreign languages, such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian, will also be offered at the secondary level. Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed, for use by students with hearing impairment.

Assessment Reforms

There will be a shift from summative assessment to regular and formative assessment, which is more competency-based, promotes learning and development, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. Board exams for Grades 10 and 12 will be continued, but be reformed to eliminate the need for taking coaching classes. Board exams will be redesigned to encourage holistic development; and will also be made 'easier, by testing core capacities/competencies. All 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 Grades 3, 5, and 8 which will be conducted by the appropriate authority.

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 for setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India, guiding the State Achievement Survey (SAS) and undertaking the National Achievement Survey (NAS), monitoring achievement of learning outcomes and encouraging and helping school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century.

Equitable and inclusive education

NEP 2020 aims to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background. Special emphasis will be given on Socially and Economically Disadvantaged Groups (SEDGs) which include: gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low-income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor). A **separate**

Gender Inclusion fund will be created as also **Special Education Zones** for disadvantaged regions and groups.

Children with disabilities will be enabled to fully participate in the regular schooling process from the foundational stage to higher education. Recruitment of special educators with cross-disability training, and establishment of resource centres, wherever needed, especially for children with severe or multiple disabilities will be supported. Schools and school complexes will be supported for providing all children with disabilities accommodations and support mechanisms tailored to suit their needs and to ensure their full participation in the classroom. Assistive devices and appropriate technology-based tools will be made available to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers.

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. The unutilized capacity of school infrastructure will be used to promote social, intellectual, and volunteer activities for the community and to promote social cohesion during non-teaching/schooling hours and may be used as a “**Samajik Chetna Kendra**”.

Teacher Recruitment and Career Path

Teachers will be recruited through robust, transparent processes. Promotions will be merit-based, and a mechanism for multi-source periodic performance appraisals will be put in place. Progression paths to becoming educational administrators or teacher educators will be available for the teachers. A common **National Professional Standards for Teachers (NPST)** will be developed by 2022, by the National Council for Teacher Education, in consultation with NCERT, SCERTs, teachers from across levels and regions, expert bodies in vocational education, and higher education institutions, etc. The standards would cover the expected roles of the teacher at different levels of expertise/stage, and the competencies required for that stage. This could be adopted by states to determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. The professional standards will be reviewed and revised in 2030, and thereafter every ten years.

School Governance: Schools can be organized into school complexes or clusters which will be the basic unit of governance and administration that will ensure availability of all resources including infrastructure, like academic libraries and human resources e.g. art and music teachers along with a strong professional teacher community.

Standard-setting and Accreditation for School Education

Regulation and operations of schools will be carried out by separate bodies to eliminate conflicts of interest. It is envisaged to have clear, separate systems for policymaking, regulation, operations and academic matters. To ensure that all schools follow certain minimal professional and quality standards, States/UTs will set up an independent, State-wide body, **State School Standards Authority (SSSA)**. Transparent public self-disclosure of all the basic regulatory information, as laid down by the SSSA, will be used extensively

for public oversight and accountability. The SCERT will develop a **School Quality Assessment and Accreditation Framework (SQAAF)** through consultations with all stakeholders. Public and private schools will be assessed and accredited on the same criteria, benchmarks, and processes, emphasizing online and offline public disclosure and transparency, to ensure that public-spirited private schools are encouraged.

Exposure to Vocational Education: By 2025, at least 50 per cent of learners through the school and higher education system shall have exposure to vocational education. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. Vocational education will be integrated into the educational offerings of all secondary schools in a phased manner over the next decade. Towards this, secondary schools will also collaborate with ITIs, polytechnics, local industry, etc. Every child to learn at least one vocation and be exposed to several more. A 10-day bagless period sometime during Grades 6-8 to intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. Similar internship opportunities to learn vocational subjects to students throughout Grades 6-12, including holiday periods. Vocational courses through online mode will also be made available.

HIGHER EDUCATION : NATIONAL EDUCATION POLICY 2020

Increase GER in higher education to reach at least 50 per cent by 2035.

The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3 per cent (2018) to 50 per cent by 2035.

Holistic Multidisciplinary Education

The policy envisages a broad-based multi-disciplinary holistic education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics and professional fields having imaginative and flexible curricular structures, creative combinations of study, integration of vocational education and multiple entry/exit points. A holistic and multidisciplinary education will help develop well-rounded individuals who possess critical 21st-century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.

The **undergraduate degree will be of either 3 or 4-year duration**, with multiple exit options within this period, with appropriate certifications- 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 shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student. 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.

Model public universities for holistic and multidisciplinary education, **Multidisciplinary Education and Research Universities (MERUs)** will be set up and will aim to attain the highest standards for multidisciplinary education across India.

Several initiatives will be taken to ensure **optimal learning environments** are created that are engaging and supportive and enable all students to succeed. All institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and programmes and the ODL, online, and the traditional 'in-class modes. HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, and also move away from high-stakes examinations towards more continuous and comprehensive evaluation.

Universities and colleges will set up **high-quality support centres** and will be given adequate funds and academic resources to encourage and support students from socio-economically disadvantaged backgrounds. **Professional academic and career counseling** will be available to all students, as well as counsellors to ensure physical, psychological and emotional well-being.

Rationalised Institutional Architecture

A new vision and architecture for higher education have been envisaged with large, well-resourced, vibrant multidisciplinary institutions. Higher Education Institutions will be transformed into large multidisciplinary universities, colleges, and HEI clusters/ Knowledge Hubs, each of which will aim to have 3,000 or more students. A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high-quality teaching, research, and community engagement. The definition of the university will allow a spectrum of institutions that range from Research-intensive Universities, Teaching-intensive Universities and Autonomous degree-granting Colleges (ACS).

The system of affiliation will be phased out over 15 years and a stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. Over some time, it is envisaged that every college would develop into either an Autonomous degree-granting College or a constituent college of a university.

National Research Foundation (NRF)

A new entity will be set up to catalyze and expand research and innovation across the country. The overarching goal of the NRF will be to enable a culture of research to permeate through our universities, helping to develop a culture of research in the country through suitable incentives for and recognition of outstanding research, and by undertaking major initiatives to seed and grow research at State Universities and other public

institutions where research capability is currently limited. The NRF will competitively fund research in all disciplines. Successful research will be recognized, and where relevant, implemented through close linkages with governmental agencies as well as with industry and private/philanthropic organizations.

Financial support for students: Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

Open and distance learning will be expanded, thereby playing a significant role in increasing the Gross Enrolment Ratio to 50 per cent. 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 it is at par with the highest quality in-class 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 our country.

Motivated, Energized, and Capable Faculty

NEP 2020 recognises that the success of higher education institutions is the quality and engagement of its faculty. HEIs will have clearly defined, independent, and transparent processes and criteria for faculty recruitment. Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework. Excellence will be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership. Faculty not delivering on basic norms will be held accountable.

Effective Governance and leadership in HEIs

Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence. Measures will be taken at all HEIs to ensure the leadership of the highest quality and promote an institutional culture of excellence. Institutional governance based on autonomy—academic, administrative and financial is envisioned with each higher education institution having a Board of Governors. All leadership positions and heads of institutions will be offered to persons with high academic qualifications and demonstrated administrative and leadership capabilities along with abilities to manage complex situations.

Regulation

There will be a single overarching umbrella body for the promotion of higher education—the Higher Education Commission of India (HECI)—with independent bodies for standard-setting- the General Education Council; funding-Higher Education Grants

Council (HEGC); accreditation—National Accreditation Council (NAC); and regulation—National Higher Education Regulatory Council (NHERC). Regulation will be ‘light but tight’ to ensure financial probity and public-spiritedness to eliminate conflicts of interest with transparent self-disclosure as the norm, not an inspectorial regime. The regulatory body will function through a faceless intervention through technology for regulation & will have powers to penalise HEIs not conforming to norms and standards. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.

Teacher Education: The 4-year integrated stage-specific, subject-specific Bachelor of Education offered at multidisciplinary institutions would be the way forward. 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. the degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools. Stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs).

A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty—including those with the ability to teach in Indian languages—who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

Professional Education

All professional education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.

Technology in 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. Appropriate integration of technology into all levels of education will be done to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management. Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across the school and higher education. HEIs will play an active role in conducting research on disruptive technologies and in creating instructional materials and courses including online courses in cutting-edge domains.

Online Education and Digital Education: A comprehensive set of recommendations for promoting online education consequent in the recent rise in epidemics and pandemics to ensure preparedness with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible, has been covered. A dedicated unit to orchestrate the building of digital infrastructure, digital content and

capacity building will be created in the MHRD to look after the e-education needs of both school and higher education.

Adult Education

The policy aims to achieve 100 per cent youth and adult literacy.

Promotion of Indian Languages

To ensure the preservation, growth, and vibrancy of all Indian languages, several initiatives are envisaged. More HEIs, and more programmes in higher education, will use the mother tongue/local language as a medium of instruction, and/or offer programmes bilingually, to increase access and GER and also to promote the strength, usage, and vibrancy of all Indian languages. An Indian Institute of Translation and Interpretation (IITI) will be established. Sanskrit and all Indian language institutes and departments across the country will be significantly strengthened. National Institute (or Institutes) for Pali, Persian and Prakrit will be set up. Efforts to preserve and promote all Indian languages including classical, tribal and endangered languages will be undertaken.

Financing Education

Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education. All education institutions will be held to similar standards of audit and disclosure as a 'not-for-profit entity'. The Centre and the States will work together to increase the public investment in the Education sector to reach 6 per cent of GDP at the earliest.

The **Central Advisory Board of Education will be strengthened** to ensure coordination to bring overall focus on quality education. The remodeled and rejuvenated CABE shall also be responsible for developing, articulating, evaluating, and revising the vision of education in the country continuously, in close collaboration with MHRD and the corresponding apex bodies of States. It shall also create and continuously review the institutional frameworks that shall help attain this vision.

CONCLUSION

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 considering 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, corporation, and integration. The new education policy must provide to all students, irrespective of their place of residence, a quality

education system, with a focus on historically marginalized, disadvantaged and underrepresented groups. The new education policy must help to recruit the absolute 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.

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Sustainable Development Goal : Prospects and Challenges of New Education Policy, 2020

Anil Kumar Thakur* and Bipin Kumar**

The General Conference of the UNESCO held way back in 1964 recognizes “illiteracy is a grave obstacle to social and economic development and hence the extension of literacy is a pre-requisite for the successful implementation of national plans for economic and social development.” Probably taking a clue from the UNESCO, Amartya Sen emphasizes that the solution of all problems, be they related to the economy, development or population, lies in education. This beautiful country, India, known for its diversity in all fields, became free on 15th August 1947. Immediately after the independence; multiple challenges needed solutions. Out of all, education, poverty and literacy are the biggest challenges to tackle. The need for major reforms in Education Policy 1986, accordingly was felt to produce quality Human Resources in India. The year 2009 is a landmark year in the development history of elementary education when the Government finally passed the 86th Amendment Bill to the Constitution that made Right to Education (RTE). Right to Education Act makes it mandatory for every child between the ages of 6-14 to be provided for education by the State.

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. 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. Main aims of NEP 2020 to the universalization of education from pre-school to secondary level. According to the Prime Minister of India, Narendra Damodarbai Modi, the new National Education Policy will be the foundation of the new India. APJ Abdul Kalam, Former President of India said “Education is the engine of economic growth and social change. It creates motivation for progress and brings resolution

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in the ideas necessary for his progress of the county. It teaches honesty, inspires patriotism, enhances social prestige and promotes economic development. When people are educated, we not only get teachers, professionals and executives but more importantly citizens who are aware, sensitive and responsible. It makes people place social good above personal gain. Not only this, it transforms a human being into a noble soul and an asset to the universe” (Kalan, APJ Abdul, 2004). Dr. Kalam has suggested that the education system should be able to nourish and encourage creativity among children. Dr. Kalam has provided a glorious place for teachers in his educational philosophy. He has thrown light on the role of teachers, various qualities of teachers and teacher–student relationships. He has great respect for his teachers.

The basic objective of New Economic Policy 2020 is to Access, Equity, Quality, Affordability, and Accountability in the education sector. This Policy will develop the education system; develop good human beings with rational thinking, compassion, empathy, courage, resilience, scientific temper, creative imagination, and ethical values. According to the Education Statistical Yearbook 2019, there are around 15,22,346 recognized primary, secondary, and higher secondary schools in India. India has one of the largest networks of higher education institutions in the world. There were around 37.4 million students enrolled in higher education in FY19 with a Gross Enrolment Ratio of 26.3 per cent. NEP 2020 envisions an India-centric education system that provides high-quality education to all, thereby transforming India sustainable into an equitable and vibrant knowledge society in the world. The current ‘10+2’ structure covering ages 6-18 to be replaced by a new Pedagogical and Curricular Structure of ‘5+3+3+4’ corresponding to ages 3-18. NEP 2020 will cover four stages—Foundational Stage (three years of Anganwadi or pre-school followed by classes 1-2), Preparatory Stage (classes 3-5), Middle Stage (classes 6-8) and Secondary Stage (classes 9-12). This 5+3+3+4 structure corresponds to ages from 3 to 8, 8 to 11, 11 to 14 and 14 to 18. 12 years of schooling, 3 years if Anganwadi and pre-schooling are included in this structure. NEP2020 provides holistic and multi-disciplinary education in an undergraduate program with multiple exit options where the bachelor’s degree can be 3 or 4 years. This policy introduces an undergraduate degree of either 3 or 4-year duration. Mid-term dropouts will be given credit with the option to complete a degree after a break. This policy going to start the Establishment of the Higher Education Council of India (HECI) which regulates higher education by preparing the same set of regulations, accreditation and academic standards for private and public institutions. This policy has provision for multiple entries and exits

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. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards. The Government of India is planning to organize subject-wise committees with members from relevant central and state ministries to develop implementation plans for each aspect of NEP. This policy has discontinued M.Phil. courses.

All courses at UG, PG, Ph. D level to be interdisciplinary. Top 100 education institutions in the world will now be encouraged to come to India and set up campuses. Every year 750,000 Indian students go abroad in pursuit of higher education. This policy will reduce brain drain and also help in making global education more accessible. The National Education Policy 2020 envisages an increase in education spending from 4.6 per cent to 6 per cent of the GDP, which amounts to around INR 2.5 lakh crores per year. This policy intends to bring 2 crore children who are currently not in schools, back into the school system. Doubling the Gross Enrolment Ratio in higher education by 2035 which is one of the stated goals of the policy is also a big challenge. Policy focus on inter-disciplinary learning is a good step but universities, have for decades been departmentalized.

SDG 4 has fixed certain rationally oriented meaningful targets to improve the Provide Quality Education and improve the educational status of the country. These targets are as under:

- To ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes by 2030.
- To 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.
- To ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university by 2030.
- To 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.
- To 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.
- To ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy by 2030.
- To 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 by 2030.

TRENDS OF LITERACY IN INDIA

All India's average percentage of literacy in the country was 5.36 in 1901. The literacy ratio of the male was 9.80 per cent and female less than one (0.60). In 1931 the average literacy rate was 9.51. During 30 years period, there was no more change in this rate. The

drastic change started only after 1941.

Table 1
Trends of Literacy in India (1901-2001)

Year	Literacy Rate in Percentage		
	Person	Male	Female
1901	5.36	9.80	0.60
1911	5.92	10.60	1.00
1921	7.17	12.20	1.80
1931	9.51	15.60	2.90
1941	16.09	25.00	7.30
1951	19.04	27.20	8.90
1961	28.30	40.40	15.30
1971	34.45	45.95	22.00
1981	41.43	56.50	29.80
1991	52.21	64.10	39.30
2001	65.20	75.80	54.20
2011	74.04	82.14	65.46

Source : Census of India, Various Issue, Government of India.

In recent years, the overall literacy rate in India has increased to 74 per cent in 2011. The female literacy rate has improved considerably by 50 per cent from 224 million in 2001 to 334 million in 2011. Overall, the female literacy rate in India is 65 per cent and

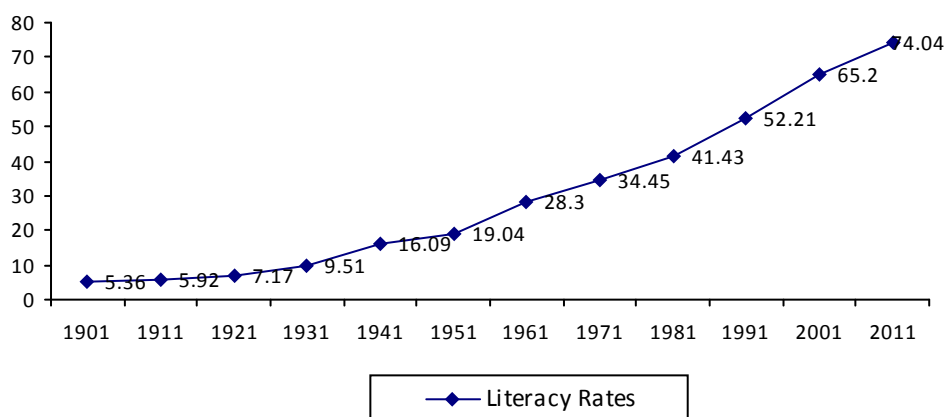


Figure 1 : Trends of Total Literacy in India since 1901-2011

the male literacy rate is 82 per cent in the year 2011. Details trends can be seen in Table 1 and Figure 1.

Despite the improvement in literacy rates across all social groups, the gender gap was an over-alarmed problem for all social groups. The problem of persistent gender

discrimination against females is systemic in Indian society. In rural India, gender disparity in terms of literacy existed in all the states and Union Territories, with the literacy rate among males higher than that for females. For the country as a whole, the male literacy rate was 20 percentage points higher than the female literacy rate in 2007-08. Among the major states, gender disparity in the literacy rate was the highest in Rajasthan, followed by Jharkhand and Bihar.

EDUCATIONAL STATUS AMONG THE MARGINALIZED GROUP

The education of the SC population in Rural Bihar is much lower than the national level. For example, 45.0 per cent SCs are educated in Bihar while it is 66.5 per cent on a national level. In addition to the above Bihar's education in respect of the disadvantage, the group is lagging behind most of the states of India. Only 63.9 per cent SCs population in urban areas are educated in Bihar while it is 74.9 per cent in-country as a whole. The same situation is prevailing in respect of another disadvantaged group in Bihar.

GROSS ENROLLMENT RATIO IN HIGHER EDUCATION

Gross Enrollment Ratio (GER) measures enrolment as a percentage of a specific age-group of the population. Pujar (2014) finds out in his study that the GER in India during the eleventh five-year plan was 17.9 which has been raised from 12.3 at the beginning of the plan period. 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 end of 2035. The Higher Education GER (18-23 age groups) in India for the year 2018-19 is 26.3 per cent. This is an increase over the previous year and is in line with the increasing trend over the years. The Ministry of Human Resource Development (MHRD) has set a target of achieving 32 per cent GER by 2022. India has 51,649 colleges and universities; the Indian higher education system is one of the largest in the world. From 2001 to 2016, India added 26.9 million students to higher education. With 35.7 million students currently enrolled, India is second only to China's 41.8 million. (Sharma, 2019). In 2014-15, it was 24.3 per cent. While it is higher than Pakistan (9 per cent) and Bangladesh (21%), it is comparatively less than other countries in Asia – China (51%), South Korea (94%), Malaysia (45%), Indonesia (36%), Iran (70%), etc. Globally, the USA's higher education GER is 88 per cent, UK's is 60 per cent, Germany is at 70 per cent and Canada's is 69 per cent. GER among marginalized communities (SC&ST), SC community for 2018-19 is 23 per cent, while it was only 19.1 per cent in 2014-15. Similarly, among the ST community, the higher education GER increased from 13.7 per cent in 2014-15 to 17.2 per cent in 2018-19. Trends can be seen in Table 2 and Chart 2.

Among the large states, Tamil Nadu stood 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%). Other large states with GER higher than the National average include – Andhra Pradesh, Maharashtra, Jammu & Kashmir, Punjab, Haryana and Karnataka. Among the large states, Bihar has the lowest GER with 13.6 per cent, followed by Chhattisgarh and Assam with 18.6 per cent and 18.7 per cent GER respectively. Jharkhand,

Table 2
Trends of Gross Enrollment Ratio of Higher Education in India 2001-02 to 2018-19

Sl. No.	Years	GER Total	SC	ST
1.	2001-02	8.1	5.8	4.2
2.	2004-05	10.6	6.7	4.9
3.	2008-09	13.7	10.50	9.20
4.	2010-11	19.4	13.5	11.2
5.	2011-12	20.8	14.6	11.0
6.	2012-13	21.1	16.0	11.1
7.	2013-14	23.0	17.0	11.3
8.	2014-15	24.30	19.10	13.70
9.	2015-16	24.50	19.90	14.20
10.	2016-17	25.20	21.10	15.40
11.	2017-18	25.80	21.80	15.90
12.	2018-19	26.30	23.00	14.20

Source: Educational Statistics at a Glance(2018), Government of India, Ministry of Human Resource Development, Department of School Education & Literacy, Statistics Division, Government of India, New Delhi.

West Bengal, Gujarat, Madhya Pradesh, Odisha, Rajasthan and Uttar Pradesh are among the states with GER less than the all-India average of 26.3 per cent in 2018-19. Bihar, Chhattisgarh, Assam, Jharkhand, West Bengal among the states with the lowest Higher Education GER (Kancharla, 2019). The All-India average for Higher Education GER

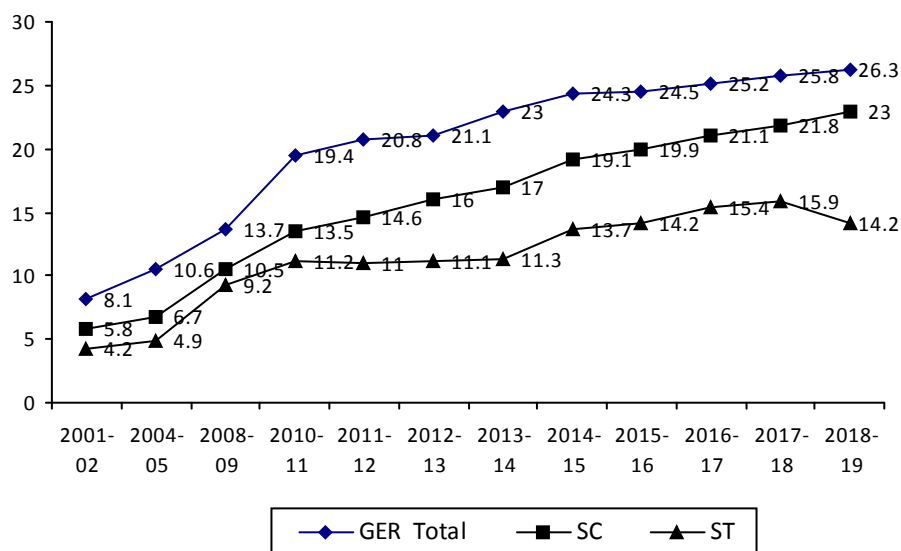


Figure 2 : Trends of Gross Enrollment Ratio in Higher Education India 2001-02 to 2018-19

among males is 26.3 while for females it is 26.4. This is the first time that the GER among females is higher than that of males.

The GER in higher education for India is lower as compared to developed nations because a large population of students in the relevant age group is simply not eligible to enroll in colleges because they have not completed the 12th senior secondary education. Hence, focusing on the expansion of higher education to increase GER is misplaced.

Expenditure on Education

Bihar allocates 6.8 per cent of State Domestic Product (SDP) to education, while Gujarat spends least at 1.8 per cent only. Bihar spends around 6.8 per cent of its SDP on education, well above the national average of 4.1 per cent, and that of other higher-income states such as Kerala (2.7%), Tamil Nadu (2.1%) and Gujarat (1.8%), as per MHRD 2016 data. “Poorer states like Bihar and Assam will show relatively high shares due to their GSDP being much lower in comparison to richer states like Tamil Nadu or Maharashtra. There is a significant difference in the learning outcomes between private and public schools. This number also varies from state to state, in states like Madhya Pradesh, Bihar and Uttar Pradesh; private schools had four to five times more successful in achieving basic learning outcomes. On the other hand, in states like Andhra Pradesh, Karnataka and Punjab, outcomes were broadly similar between private and public schools.

According to the Census of India, despite low and stagnant levels of expenditure on education, India’s literacy rates have steadily risen over the years, increasing from 18.3 per cent in 1951 to 72.1 per cent in 2011. Enrolment rates have also risen and the gross primary enrolment rate was 84 per cent in 2016-17.

CHALLENGES OF NEW EDUCATION POLICY 2020

Around 67 per cent of the Indian population lives in rural areas. Almost all of these children are enrolled in school; enrollment of children for the age group 5 to 14 has been above 95 per cent in rural India (ASER 2019). Children from rural India face many challenges till they finish their education. As per ASER report the enrollment of children for the age group 6 to 14 has been above 95 per cent, since 2017. Children who are not enrolled in school have fallen below 3 per cent at 2.8 per cent in 2018. This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies. Other drawbacks are the students of the private schools will be introduced to English at a much earlier age than the students of the Government schools. The academic syllabus will be taught in the respective regional languages of the Government school students. Next challenge of NEP-2020 to bringing forward study material in each of the mother tongues. All study materials of all subjects in mother tongues and local language are a herculean task. The three-language formula in the new National Education Policy (NEP) 2020 is “painful and saddening”, said Tamil Nadu Chief Minister Edappadi K Palaniswami. If a student is from Bihar and, now, he moved to Tamil Nadu and joins a school there then teaching will be done in the local language. This will impact that student’s

concept and related to matter. This policy does not mention the improvement of government schools to bring them up on par with private schools.

Detail challenges are as under:

- Over-crowding in classes;
- Lack of educational infrastructure and study regional and indigenous study materials;
- Inadequate training Centers for teachers;
- Unauthorized absenteeism of teachers, particularly in rural areas
- No separate budget for rural areas;
- Low quality and moral value of teachers;
- The total absence of developmental climate in educational; institutions and low priority of education in the planning process.

HOW TO ACHIEVE SDG 4 TARGETS?

Above SDG 4 targets can be achieved by increasing the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States, to ensure that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, eliminate gender, caste, class and wealth disparities, and achieve universal access to a quality higher education.

CONCLUSION

The honest evaluation of the report and imaginative world of scholarship about the New Education Policy 2020 makes it clear that the intention of the policymakers and the Government is brilliant. They have done sufficient groundwork and evaluated the pros and cons of every point before it is finalized. The local, ecological, social, and diverse issues of the Indian population have been properly cognitive and evaluated to arrive at a logical and practical conclusion. The Government is enthusiastic to implement this Policy with immediate effect. The experience, however, gives us some warning and suggests we be very careful in the process of implementation. It would be helpful if the academic community, planners (policymakers) and the governments (Central as well as States) keep observing and discussing every aspect of it through bonding of a cohesive group. Low Public expenditure on education, along with the increasing participation of private institutions in imparting education, results in the alienation of the deprived and economically weaker sections from the education system. This issue, however, is receiving high priority with the enactment of the Right to Education (RTE) Act. The Act emphasizes both access and quality, in addition to the 'rights' component.

The high incidence of poverty, and low participation in school education and higher education, feed into each other. Establishing publicly funded educational institutions and pro-active policies alone can break this vicious cycle as they can ensure greater participation from among the economically disadvantaged communities. At the same

time, there is a need for a large number of private institutions for higher and technical education of private intuitions for higher and technical education as with growing enrolment in secondary education, there will be a growing demand for both public and private provision in higher education. The selection of language is at counts a populous or political issue. Everybody, for example, wants to educate his/her children in the Convent or English medium school but when it comes to creating a national or political dialogue, all support the importance of local/regional language or the dialect. The trend of translation in India is very poor. The books containing the knowledge of science, mathematics, genetics, public policy, gender studies, law, etc., are not available in many (and in several cases any) local or regional languages. The High Courts and the Supreme Court of India do not allow the lawyers to converse with the judges in local languages including Hindi. This is a serious duality. There are problems ahead, even though the New Education Policy 2020 is very futuristic and democratic. It has carefully captured most of the major issues of this country. If the planners, Governments, implementing agencies, teaching community, parents, and but not least, the social animators of the society are honestly engaged in the implementation of this Policy, I am sure, a new India will emerge.

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National Education Policy 2020 : Emerging Importance of Digital Education

Tapan Kumar Shandilya*

Education is the foundation of any Nation. So, every person in the world should be educated. This will be beneficial for both Nation and the Person. Indian Education Policy was 34 years old and so it needs to be modified. “Aim of this **New Education Policy 2020**” is to create an education system which is rooted in Indian ethos and can rebuild India as a global knowledge superpower”. Education improves everyone’s knowledge, skills and develops the personality and attitude. To get success in life, it is very important to be educated. No one can achieve anything without education. Therefore, a new education policy has been implemented for better education in India.

The Union Cabinet chaired by the Prime Minister Shri Narendra Modi approved the National Education Policy 2020 on 29.07.2020, paving way for large scale, transformational reforms in both school-level and higher education sectors. This is the first education policy of the 21st century which replaces the thirty-four year old National Policy on Education (NPE), 1986. Built on the foundational pillars of Equity, Quality, Affordability, Access and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development. The Ministry of Human Resource Development (MHRD) has been renamed as Ministry of Education after the implementation of the New Education Policy 2020. According to this new education policy, the Ministry of Human Resource Development will now be called the Ministry of Education. Under the new education policy, 6 per cent of the gross domestic product (GDP) will be spent in it, which was earlier only 4.43 per cent. New Education Policy 2020 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 which suited to 21st century needs and aimed at bringing out the unique capabilities of each and every student.

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The national education policy lays emphasis on the development of the creative potential of everyone. It is based on the principle that education must develop not only for 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. No doubt, the NEP 2020 is an outcome of a mammoth exercise and firm commitment from the top leadership for drafting a policy that will lead India into the future as a world power, and the foundation of the same will be built on knowledge.

PM Narendra Modi said that the Centre’s New Education Policy stressed on building Job Creators instead of Job Seekers and emphasized that the time had come for increased focus on learning, research and innovation in the field of education. 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 realisation and liberation of the self. World Class institutions of ancient India such as Takshila, Nalanda, Vikramshila, Vallabhi, set the highest standards of multi disciplinary teaching and Research and hosted scholars and students from across backgrounds and countries. The Indian education system produced great scholars such as Charaka, Sushruta, 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 prosperity but also researched, enhanced, and put to new uses through our education system.

The new education policy is divided into the following stages, which are as follows:

According to the new education policy, the “10 + 2” structure has been replaced with the “5 + 3 + 3 + 4” model.

1. **Foundation Stage:** The foundation stage will be five years, in which the initial three years will be Pre-schooling or Anganwadi. After that, children will study in school in class 1st and class 2nd for the next two years. The focus of studies will be in activity-based learning. Foundation stage includes children between the ages of 3 to 8 years.
2. **Preparatory Stage:** The preparatory stage will be of 3 years in which classes from class 3 to class 5 will be taught. In this, children will be taught subjects like Mathematics, Science, Physical Education, Arts etc. through various experiments. Preparatory stage includes children from 8 years to 11 years of age.
3. **Middle stage:** The middle stage will be of 3 years in which children of classes 6th to 8th will be taught. Students will be taught in classes according to the

subject-based curriculum. Skill development course will also be started from class 6th. Middle stage includes children aged 11 to 14 years.

4. **Secondary stage:** The secondary stage will be of 4 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 freedom to choose the subject.

During the past few months, the entire humanity has undergone a near-total transformation, due to COVID-19 pandemic. The life as we knew has become more or less obsolete and we have already transformed into a new world order/system, a system, which is governed by Covid-19 and all the issues related to it.

However, life has to go on. After facing all “lockdowns/curfews” and other isolatory events, one understands, in spite of all the restrictions/limitations and taboos because life is a dynamic and constantly changing process and survival is possible only for those who adapt become the fittest. “Survival of the fittest” a famous term borrowed by Charles Darwin from the original text of Herbert Spencer in his 1864 book “Principles of Biology.” Here, the emphasis is on the word “fittest,” which whether clarified by Darwin himself or not, but is absolutely true, “It is not the strongest of the species that survives, not the most intelligent that survives. It is the one that is the most adaptable to change.”

In the famous words of Albert Einstein, “We cannot solve our problems with the same thinking we used when we created them.” So by corollary and same logic, the present-day problems, especially related to the education and implementation of policies related with it cannot be solved using the older/erstwhile policies. With changing India or emerging “new” India, the policy on education needed to be reinvented and reimagined.

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.

ONLINE & DIGITAL EDUCATION 2020

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 Policy calls for investment in digital infrastructure, development of online teaching platforms and tools, creation of virtual labs and digital repositories, training teachers to become high quality online content creators, designing and implementing of online assessments, establishing standards for

content, technology and pedagogy for online teaching-learning. The Policy envisages the creation of a dedicated unit for the purpose of devising the development of digital infrastructure, digital content and capacity building to supervise the e-education needs of both school and higher education.

As per a government survey conducted for the period July 2017 to June 2018 and published in November 2019, in rural India, only 4.4 per cent of households have computers as against 23.4 per cent of urban households and nearly 14.9 per cent of rural households have internet facility as against 42.0 per cent of urban households. As per the same survey, in rural areas, among persons aged 5 years and above, 9.9 per cent were able to operate a computer as against 32.4 per cent in urban areas, and 13.0 per cent of rural users were able to use the internet as against 37.1 per cent in urban areas. Research has shown that internet penetration in urban areas is higher, but rural penetration is growing at a faster rate. Even then, access to the internet was almost always through mobile phones in both urban and rural areas.

In the context of education, it is important that each student, in urban and rural areas, has access to digital hardware, whether in the form of smartphones, computers or tablets, exclusively for their use. As of today, majority of students from under-privileged economic backgrounds have limited or no access to exclusive digital devices/ internet/ or even electricity. But today, technology will play an important role in the improvement of educational process and outcomes. A rich variety of educational software, for all the above purposes, will be developed and made available for students and teachers at all levels. All such software will be available in all major Indian languages and will be accessible to a wide range of users including students in remote areas and Divyang students. Teaching-learning e-content will continue to be developed by all States in all regional languages, as well as by the NCERT, CIET, CBSE, NIOS, and other bodies/institutions, and will be uploaded onto the DIKSHA platform. This platform may also be utilized for Teacher's Professional Development through e-content. CIET will be strengthened to promote and expand DIKSHA as well as other education technology initiatives. Suitable equipment will be made available to teachers at schools so that teachers can suitably integrate e-contents into teaching-learning practices. Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across school and higher education, and will include ratings/reviews by users, to enable content developers create user friendly and qualitative content.

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, and so on, both for school and higher education. the NETF will maintain a regular inflow of authentic data from multiple sources including educational technology innovators and practitioners and will engage with a diverse set of researchers to analyze the data. To support the development of a vibrant body of knowledge and practice, the NETF will organize multiple regional and national conferences, workshops, etc. to solicit inputs from national and international educational technology researchers, entrepreneurs, and practitioners.

The benefits of online/digital education cannot be leveraged unless the digital divide is eliminated through concerted efforts, such as the Digital India campaign and the availability of affordable computing devices. It is important that the use of technology for online and digital education adequately addresses concerns of equity.

Teachers require suitable training and development to be effective online educators. It cannot be assumed that a good teacher in a traditional classroom will automatically be a good teacher in an online classroom. Aside from changes required in pedagogy, online assessments also require a different approach. There are numerous challenges to conducting online examinations at scale, including limitations on the types of questions that can be asked in an online environment, handling network and power disruptions, and preventing unethical practices. Certain types of courses/subjects, such as performing arts and science practical have limitations in the online/digital education space, which can be overcome to a partial extent with innovative measures. Further, unless online education is blended with experiential and activity-based learning, it will tend to become a screen-based education with limited focus on the social, affective and psychomotor dimensions of learning.

EMERGING IMPORTANCE OF DIGITAL TECHNOLOGY

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

- Pilot studies for online education: Appropriate agencies, such as the NETF, CIET, MOS, IGNOU, IITs, NITS, etc. will be identified to conduct a series of pilot studies, in parallel, to evaluate the benefits of integrating education with online education while mitigating the downsides and also to study related areas, such as, student device addiction, most preferred formats of e-content, etc. The results of these pilot studies will be publicly communicated and used for continuous improvement.
- Digital infrastructure: There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India's scale, diversity, complexity and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in technology.
- Online teaching platform and tools: Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners. Tools, such as, two-way video and two-way-audio interface for holding online classes are a real necessity as the present pandemic has shown.
- Content creation, digital repository, and dissemination: A digital repository of content including creation of coursework, Learning Games & Simulations,

Augmented Reality and Virtual Reality will be developed, with a clear public system for ratings by users on effectiveness and quality. For fun based learning student appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will also be created. A reliable backup mechanism for disseminating e-content to students will be provided.

- Addressing the digital divide: Given the fact that there still persists a substantial section of the population whose digital access is highly limited, the existing mass media, such as television, radio, and community radio will be extensively used for telecast and broadcasts. Such educational programmes will be made available 24/7 in different languages to cater to the varying needs of the student population. A special focus on content in all Indian languages will be emphasized and required; digital content will need to reach the teachers and students in their medium of instruction as far as possible.
- Virtual labs: Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPURABHA will also be leveraged for creating virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences. The possibility of providing adequate access to SEDG students and teachers through suitable digital devices, such as tablets with pre-loaded content, will be considered and developed.
- Training and incentives for teachers: Teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other.
- Online assessment and examinations: Appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, NTA, and other identified bodies will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics, standardized assessments, and assessment analytics. Studies will be undertaken to pilot new ways of assessment using education technologies focusing on 21st century skills.
- Blended models of learning: While promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects.
- Laying down standards: As research on online/digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital teaching-learning. These standards will help to formulate guidelines for e-learning by States, Boards, schools and school complexes, HEIs, etc.

WORKING TOWARDS CREATING A DEDICATED UNIT FOR BUILDING OF WORLD CLASS, DIGITAL INFRASTRUCTURE, EDUCATIONAL DIGITAL CONTENT AND CAPACITY

Technology in education is a journey and not a destination and capacity will be needed to orchestrate the various ecosystem players to implement policy objectives. A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the Ministry to look after the e-education needs of both school and higher education. Since technology is rapidly evolving, and needs specialists to deliver high quality e-learning, a vibrant ecosystem has to be encouraged to create solutions that not only solve India's challenges of scale, diversity, equity, but also evolve in keeping with the rapid changes in technology, whose half-life reduces with each passing year. This centre will, therefore, consist of experts drawn from the field of administration, education, educational technology, digital pedagogy and assessment, e-governance, etc.

CONCLUSION

This new education policy 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. If India wants to become a global knowledge superpower, then it is necessary to change India's education policy from time to time. This new education policy of India is the best education policy ever.

The national education policy 2020 is the first education policy of the 21st century and aims to address the 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 SDG 4, while building up on India's traditions and value systems.

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 jobs as effectively as possible.

Several interventions must be taken to ensure inclusive digital education such as:

- Developing two-way audio and video interfaces for holding online classes,
- Creating a digital repository of coursework, learning games and simulations through virtual reality,
- Use of other channels such as television, radio, mass media in multiple languages to ensure reach of digital content where digital infrastructure is lacking,
- Creating virtual labs on existing e-learning platforms to provide students with handsome experiment-based learning, and
- Training teachers on how to become high-quality online content creators.

Thus, India holds an important place in the Global Education Industry. India has one of the largest networks of higher education institutions in the world. However, there is still a lot of potential for further development in the education system. Moreover, the aim of the Government to raise its current gross enrolment ratio to 30 per cent by 2020 will also boost the growth of distance education in India. National education policy 2020 aims to facilitate and inclusive, participatory and holistic approach, which takes into consideration field experiences, imperical research, stakeholder feedback, as well as lessons learned from best practices. New structure of National Education Policy 2020 can bring India at par with the leading countries of the World. Now we can hope our education system will be at par with most of the developed countries and future of our children will be bright.

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NEP 2020 for Higher Education : Some Observations

M.S. Gupta*

The Union Cabinet approved the National Education Policy 2020 which is the first education policy of the 21st century and replaces the thirty-four-year-old National Policy on Education (NPE), 1986. The **new policy** aims for universalisation of **education** from pre-school to secondary level with 100 per cent Gross Enrolment Ratio (GER) in school **education** by 2030 and aims to raise GER in higher **education** to 50 per cent by 2025. It emphasizes on holistic multidisciplinary education for future nation's stakeholders. The present is an attempt to discuss the highlights, innovations and implications of NEP 2020 in the light of higher education system in India.

HIGHER EDUCATION

- (1) HE monitoring and controlling institutions like UGC, AICTE, MCI, DCI, INC, 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) Consolidation of existing fragmented HEIs into two types of Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC) with the campus having more than 3,000 students. The Timeline to become multidisciplinary is by 2030 and to have 3,000 and more students by 2040.
- (5) Multidisciplinary Universities will be of two types as (1) Research-intensive Universities, and (2) Teaching-intensive Universities.
- (6) Every existing College will develop into either degree granting autonomous

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College or migrated into a Constituent College of University and becomes fully a part of the University.

- (7) The Gross Enrolment Ratio in HE including Vocational education will increase from current 26.3% (2018) to 50% by 2035.
- (8) HEIs which deliver the highest quality will get more incentives from the Government.
- (9) All existing affiliated Colleges will eventually grow autonomous degree-granting colleges with the mentoring support of affiliated University by improving and securing the prescribed accreditation level.
- (10) 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.
- (11) Research will be included in UG, PG, level and have a holistic and multidisciplinary education approach.
- (12) Pedagogy in HEIs will focus on communication, presentation, discussion, debate, research, analysis, and interdisciplinary thinking.
- (13) 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.
- (14) 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.
- (15) Two years Master degree with full research in the second year, One year Master degree for four years Bachelor degree holders, and Five years integrated Bachelor/Master degree.
- (16) All HEIs will focus on research and innovation by setting up (1) Start-up incubation centres, (2) Technology development centres, (3) Centres in frontier areas of research, (4) Centre for Industry-academic linkage, and (5) Interdisciplinary Research Centres including humanities and social sciences research.
- (17) Student Centred teaching & learning process instead of Teacher centred teaching model.
- (18) Choice Based Credit System is revised by an innovative and flexible Competency Based Credit System.
- (19) Examination system will change from high-stakes examinations (Semester End system) towards a more continuous and comprehensive evaluation examination system.
- (20) All HEIs will have professional academic and career counselling centres with counsellors available to all students to ensure physical, psychological and emotional well-being.

- (21) All HEIs will develop, support, and fund for topic-centred 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.
- (22) Encouragement for Online Distance Learning (ODL) courses as a part of degree programmes to include the credit system.
- (23) The Degree programmes may contain in-class teaching, Online teaching components, and ODL components with 40:30:30 ratio model to achieve a global standard of quality.
- (24) HE quality will be improved to global quality level to attract more international students and the credits acquired in foreign universities will be counted for the award of a degree.
- (25) 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.

Teachers Education

- (1) All stand-alone Teachers Education Institutions should convert themselves as Multi-disciplinary HETs by 2030 to offer only four years integrated B.Ed. programme.
- (2) 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).
- (3) 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.
- (4) M.Ed. will be one year with research focus. The faculty profile in Departments of Education will be diverse with Ph.D.'s in different areas.
- (5) 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.

Professional Education

- (1) All stand-alone professional education institutions in any field shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education by 2030.
- (2) HEIs will be encouraged to prepare professionals in agriculture and veterinary sciences through programmes integrated with general education. HEIs offering agricultural education must focus on the local community and involvement in setting up Agricultural Technology Parks in the region to promote technology incubation and dissemination.
- (3) Universities/institutions offering law education must prefer to offer bilingual education for future lawyers and judges—in English and State language.

- (4) 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.
- (5) Technical education should be offered within multidisciplinary education institutions and should focus on opportunities to engage deeply with other disciplines. The focus should be on offering Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with applications to health, environment, and sustainable living.

Private Institutions

- (1) All private universities are eligible for graded autonomy based on their accreditation status.
- (2) 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.
- (3) All HEIs have autonomy in deciding their fees structure and surplus if any should be reinvested in the expansion projects with a transparent accounting system.
- (4) 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.
- (5) National Research Foundation will treat all private HEIs in par with public HEIs for granting research finds which is only based on the merit of the proposals.

1. NEP 2020 : SOME INNOVATIONS

- (1) 100 top Indian Universities will be encouraged to operate in foreign countries.
- (2) 100 top Foreign Universities will be allowed and facilitated to operate in India
- (3) Every classroom shall have access to the latest educational technology that enables better learning experiences.
- (4) Faculty Stability will be provided in an appointed institution with generally no transfer to other institutions.
- (5) Faculty members get curriculum and pedagogy freedom within an approved framework.
- (6) Based on academic and research performance, faculty incentives & accountability will be fixed.
- (7) Faculty fast-track promotion system for high impact research contributions will be offered.
- (8) A multiple parameter-based API policy with peers & students' feedback,

innovations in teaching & pedagogy, professional development activities, Quality and impact research, contribution to an institution in terms of admission, and social community contribution will be in place.

- (9) The API policy will clearly be defined in the Institutional development plan.
- (10) Focus on achieving sustainable Education Development Goal (SEDG) & GER of 50 per cent by 2035.
- (11) All Ph.D. registered students should take one subject related to teaching/ curriculum development and accept teaching Assistantship for enhancing teaching skills.
- (12) All students should be encouraged to take SWAYAM online courses at least two courses per semester.
- (13) Strengthening Vocational education (VE) to reach at least 50 per cent of the student population. HEIs should plan how VE can be offered to all the students.
- (14) Plan to give B.Voc. as dual degree programme in ODL (Online Distance Learning) mode or 2 hours evening programme through Skill labs & partnership with industry & NGOs.
- (15) Currently, research & innovation investment in India is of 0.69 per cent of GDP against a global average of 3 per cent of GDP.
- (16) Inclusion of research and internships in the undergraduate curriculum as a very essential component.
- (17) Four functions of (1) regulation (NHERC), (2) accreditation (NAC), (3) funding/ grants (HEGC), and
- (18) (4) academic standard setting (GEC) are controlled by an umbrella institution, the Higher Education Commission of India (HECI). GEC decides the 21st century skills to be learned by students.
- (19) A faceless and transparent regulatory intervention will be designed using technology to monitor quality in higher education. Strict compliance measures with stringent action, including penalties for false disclosure of mandated information will be taken to ensure the basic minimum norms and standards.
- (20) Empower private HEIs to decide fees for their programmes independently, though within the laid-out norms.
- (21) Information Communication and Computation Technology (ICCT) & Nontechnology (NT) will be introduced at undergraduate education to increase the employability of youths.
- (22) Dual degrees in Education & Sanskrit (Dual degrees in 4 years Degree programs), for example, BCA & BA in Language.
- (23) AI Research Centres, Nanotechnology Research centres get support from NRF.
- (24) Creation of Virtual Labs along with SWAYAM and Diksha to support MOOC education.
- (25) Annual education expenditure of India has to increase from the current 4.43 per cent of GDP to 6 per cent of GDP.
- (26) HEIs shall also move away from high-stakes examinations towards more

continuous and comprehensive evaluation (weightage for internal continuous evaluation and Semester end examination will be 50:50).

- (27) Choice based Credit system will be improved and Competency based credit system is going to be adopted.
- (28) Focus on effective self-governance and outstanding merit-based leadership appointment and a Board of Governors (BOG) of highly qualified, competent, and dedicated individuals have proven capabilities and a strong sense of commitment to the institution. BOG shall be responsible and accountable to stakeholder's through transparent self-disclosures of all relevant records.
- (29) Focus is on the building of digital infrastructure, digital content, and capacity building to keep pace with Tech-generation expectations.
- (30) Other innovations like stress on networking with industries and other HEIs for research and collaborations, focus on creating IPR, and improving stakeholders perception are also suggested.

2. IMPLICATIONS OF NEP 2020—ON INDIAN HIGHER EDUCATION SYSTEM

(1) Only qualified role-models have the opportunity to elevate to the top to decision-making role

Higher Education policy-making decisions and implementation of such policies may go out of bureaucrats and fake educationists who are enjoying top decision-making positions like Chairman's of UGC, AICTE, MCI, DCI, and Vice-Chancellors of Various Universities. For example, in present HE system in India a person without a single scholarly publication can become Vice-Chancellor of Public Sector Universities and can elevate to various higher positions and even become the chairman of UGC. Similarly, a person without a single patent can become Director of Technical Institutions, and eventually can become the Chairman of AICTE. A person without a single IPR like scholarly publication or patent can reach decision making authority at Higher Education Divisions including the Association of Indian Universities.

(2) Cleaning of Higher Education Bureaucratic system

Merit-based appointments of Institutional leaders in Research & Innovations. Unlike the present system, professors without at least five first author scholarly publications or patents during the last five years will not become institutional leaders like Directors, Vice-Chancellors, etc.

(3) Transformation of Single discipline Colleges into a multi-disciplinary Autonomous degree-awarding Colleges

This will again help to decrease corruption and lobbies in Colleges. Many colleges are unable to chart their own courses, controlled as they are by rigid bureaucratic norms of the affiliating University. All this deeply undermines the principle of local governance

and the local pursuit of innovation and excellence. This must be addressed with urgency. This also develops more responsible leaders to work in HE administration along with research so that they can make better innovations in imparting higher educational services.

(4) Focus on Research & Innovation at UG & PG levels

This allows students and faculty members to think creatively with confidence to propose and do new things leading to novelty.

(5) Highly educated Board of Governors (BoG) to avoid misuse of power by Individuals

Every autonomous institution is expected to for a BOG having highly qualified, competent, and dedicated individuals who have proven capabilities and a strong sense of commitment to the institution.

(6) The Responsibility of maintaining Quality lies with the Board of Governors

The BoG shall be responsible and accountable for the outcomes of the HEI to the stakeholders through transparent disclosures of relevant records. BOG has to meet all regulatory guidelines mandated by the National Higher Education Regulatory Authority (NHERA).

(7) Single Regulator for entire HEIs

National Higher Education Regulatory Authority (NHERA) a single HEIs regulator setup leads to effective regulation of financial probity of HEIs, governance, open disclosure of financials, faculty/staff, courses, and educational qualities.

(8) Elimination of Commercialization of Education

HEIs both public and private should ensure that they are not for profit and if there is any surplus, it should be re-invested in the institutional development under the supervision of BoG members to eliminate the comultiplication of education.

(9) Responsibility of Private HEIs towards Educational Philanthropy

Though private HEIs can set their fees independently, by offering at least 20 per cent free-ship and 30 per cent scholarships. This model allows to recover reasonably their cost while discharging their social obligations.

(10) Private Universities will overtake Public Universities due to offered 20 per cent free-ship

Bright and intelligent students irrespective of their economic status, religion, gender, will get the opportunity to study in private HEIs free of cost due to 20 per cent free-ship and 30 per cent scholarship leading to mobilization of intelligent and self-motivated

students to Private institutions leading to overcrowding of meritorious students in private Universities.

(11) Transformation of Public/Government Colleges

Two possible transformation processes: (a) The affiliated public/government colleges can eventually become multi-disciplinary and expand their capacity to admit annually 3,000 or more students and become autonomous colleges (AC). (b) Small colleges with less resources and student feeding areas will convert itself as a constituent college of the affiliating university and get mentorship and all other kinds of support to offer quality education as depicted in Figure 1.

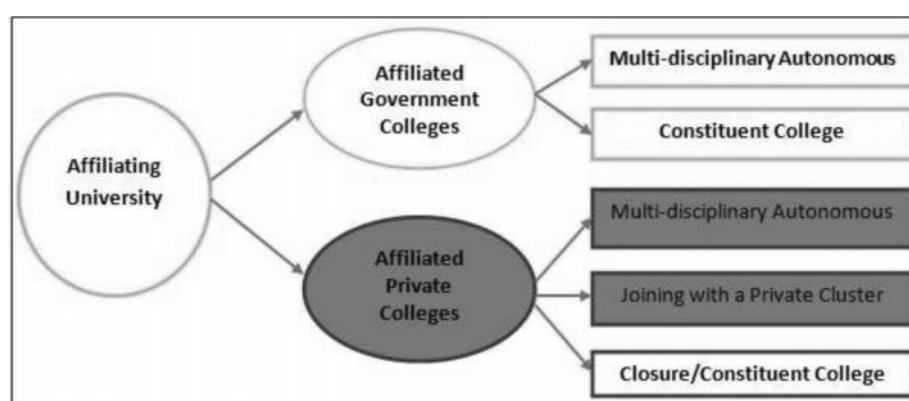


Figure 1 : Fate of Affiliated Colleges while implementing NEP 2020

(12) Transformation of Private Colleges

Three possible of Transformation: (a) The private sector colleges can eventually expand in terms of their resources and quality of education and reaches a predefined accreditation status to become Autonomous Degree giving college, (b) Some small colleges with one or two disciplines and have no scope of expansion to admit 3,000 or more students will join with similar (same management or same religion) colleges in that region and may become a group of colleges or a cluster and transform themselves into a degree giving Autonomous College, (c) The private colleges which cannot form cluster or part of a group and fail to reach the pre-defined accreditation status will eventually close down their operation as depicted in Figure 1.

CONCLUSION

Higher education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behaviour in every country. 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. The NEP 2020

announced by Ministry of Education, is a welcome move for the countrymen. It emphasizes on holistic multidisciplinary education for future nation's stakeholders. The main findings of NEP 2020 mentioned in this paper are as follows :-

Self-reliant India

First objective of the NEP is to devise and implement robust solutions to its own problems that are in harmony with different programs and initiatives of Government of India – make in India, skill India, start-up India and latest being atma-nirbhar India. The current Covid19 crisis has proved the validity and necessity of such self-reliant society and it also aimed in redirecting an unemployed youth to find employment through a self-sustained skill-based model.

Sustainable Development Goals

UN defined 17 sustainable development goals with SDG4 as primarily education as well-defined tool in 2015. Article 7.12 talks of constituting samajik chetna kendra, that will include activities for society and provide social cohesive environment at schools. Article 10.3 and 10.6, talks of crucial responsibilities of Higher Education Institutes in community engagement, support for school system as well as value-based education and environmental education. The Holistic development of an individual is aimed through positive inclusive education from school education to higher education and not only limiting to specific subjects but extended to climate, culture, values and environment awareness. It is further equated to Global Citizenship Education (GCED), a response to contemporary global challenges, understand global challenges and solve them. The intention is to prepare the students think and adopt a eco-friendly lifestyle since the primary level of education.

Education as Economy Booster

Section 17 of NEP stresses upon knowledge economy in terms of promoting cultural heritage, increasing GER in Higher Education, aspiring more and more youth to pursue higher education, creating a pool of talented and skilled youth who aspire to build the nation and boost national economy, imbibing technology solutions and digitally empowered HEIs. GDP of 6 per cent to be invested for achieving these goals. Since knowledge economy is interrelated to society, this brings multitudes of socio-economic improvements. Stress on vocational studies and support through funding, incubation canters reinforce boosting economy through entrepreneurship.

Internationalisation of Higher Education

Internationalisation of HE is added first time to Education policy of India. It targets on creating India as a knowledge hub attracting foreign nationals and to promote research collaboration and student exchanges between Indian institutions and global institutions through organised efforts. Exchange of Credits between foreign universities and home institutes will be permitted, to be counted for the award of a degree in appropriation as

per HEI. This is a multi-beneficiary significant reform that should benefit in seamless education and industrial jobs across the globe.

It will also boost international business relations in not only education but in support services and other sectors also as the passed-out students would have become more aware with Indian culture, socio-economic diversity, trade regulations, industry strengths and many more.

Digitalized pedagogy and classrooms

The initiative of digital India and current crisis of pandemic has been the motive behind the need and creation of digital libraries, digital content, digital pedagogy and classrooms, online teaching and learning of different languages in NEP 2020.

Sec. 23 and 24 gives details of integrating technology through a dedicated unit for planning and development of digital infrastructure, digital content and capacity building of institutes in technology to look after the e-education needs of both school and higher education and to make India a digitally empowered society and knowledge economy. Main challenge here is the scale at which internet connectivity, technological devices and infrastructure needs to be developed and implemented.

Regulatory body—An autonomous body, the National Educational Technology Forum (NETF), is proposed to provide a platform to facilitate decision making on the induction, deployment, and use of technology, as well as the opportunity to consult and share best practices.

A layered Accreditation System

A new layered accreditation system for on campus and for online distance learning (ODL), infrastructure for quality degree granting institutes and universities, autonomy to faculty and institutes defines NEP2020 in 21st century for India. The layered Accreditation system will differentiate between a degree granting stand-alone college and a wholesome University. Affiliation system is to be stopped and teaching and research forms two major activities in an institute. Accreditation should be able to set standards in quality of infrastructure, faculty, technology, GER, research facilities.

Equipping teachers with latest technology and education methodology

There are several initiatives that are introduced specifically for training of teachers in school and higher education. One is to train them in digital technology with the help of nationwide agencies and centers in each district. It also mentions higher remuneration for the teachers to attract best talents to the industry. The main other development is introducing courses in education via B.Ed and a mandatory certified education in teaching pedagogy during ph.D enrolment for aspiring professors. A good research student may not be a good teacher also. They need to be educated on the methodology and tools of knowledge transfer hence this is a very promising step.

There are many features that have been inserted in NEP, however implementation will have its own challenge in terms of funding, best in class resources and the huge

scalability. A major sector is assessments which remain bit underrated in present NEP 2020. There is no clear route to erase rote learning and stress on applied knowledge test and a practice of strictly no plagiarism. Let's support the policy and keep giving feedbacks on further scope of improvements and checkmarks required to avoid malpractice of any kind.

Thus, 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.

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National Education Policy 2020 : Principles, Policy and Professional Education

Balkant Sharma* and Binod Kumar Chaudhary**

After 34 years, a new education policy has been proposed by the Indian government in the year 2020. This proposed system bears the acceptance of the cabinet and soon it will be passed by the two houses and the president's permission to attain the shape of a Law to apply all over the Indian education system. Since there is some time to take the final shape but more or less the things that have been proposed will remain unchanged or may alter their shape if required. This policy was suggested students- parents, educationalists and lots of other members who are directly or indirectly involved in the education sector. This is for the first time in India that for making any policy suggestion and consultation were taken at such a large scale.

PRINCIPLES OF NEP 2020

The fundamental principles both for the entire education system as well as individual institutions included in it are as follows:

- Recognizing, identifying and fostering the unique capabilities of each student. This is to be achieved by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres
- Achieving foundational literacy and numeracy by all students by Grade 3 is the highest priority
- Flexibility incorporated in the process of learning so that learners can choose their learning trajectories and programs and thereby choose their paths in life according to their talents and interests
- No hard separations between arts and sciences, between curricular and extra-

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curricular activities, between vocational and academic streams, etc., to eliminate harmful hierarchies among and silos between different areas of learning

- Multidisciplinarity and a holistic education across the sciences, social sciences, arts, humanities and sports to ensure the unity and integrity of all knowledge
- Emphasis on conceptual understanding rather than rote learning and learning for examinations.
- Creative and critical thinking to encourage logical decision-making and innovation
- Ethics and human and constitutional values such as empathy, respect for others, cleanliness, courtesy, democratic spirit, the spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality and justice
- Promoting multilingualism and the power of language in teaching and learning
- Life skills such as communication, cooperation, teamwork and resilience
- Focused regular formative assessment for learning rather than the summative assessment that encourages today's "coaching culture;"
- Extensive use of technology in teaching and learning, removing language barriers, increasing access for *Divyang* students and educational planning and management
- 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
- Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system
- Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education
- Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions
- 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 through autonomy, good governance and empowerment
- Outstanding research as a co-requisite for outstanding education and development; a continuous review of progress based on sustained research and regular assessment by educational experts
- A rootedness and pride in India and its rich, diverse, ancient and modern culture, knowledge systems and traditions
- Education is a public service; access to quality education must be considered a basic right of every child
- 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

1. An education system rooted in Indian ethos

- a. That contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society
- b. By providing high-quality education to all and thereby making India a global knowledge superpower.
2. The curriculum and pedagogy of our institutions must develop among the students a deep sense of respect toward
 - a. The fundamental duties and constitutional values
 - b. Bonding with one's country
 - c. Conscious awareness of one's roles and responsibilities in a changing world.
3. To instill among the learners a deep-rooted pride in being Indian.
 - a. Not only in thought but also spirit, intellect and deeds, as well as
 - b. To develop knowledge, skills, values and dispositions that support.
 - i. Responsible commitment to human rights
 - ii. Sustainable development and living
 - iii. Global well-being, thereby reflecting a truly global citizen.

NATIONAL EDUCATION POLICY 2020: FOCUS ON SOME OTHER ISSUES

1. Professional education: Health-care education
 - a. All stand-alone universities are, agricultural, health sciences, legal, technical shall transform themselves as multidisciplinary and holistic education providing HEIs
 - b. All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly and in an integrated manner by 2030
 - c. Health-care education needs to be re-envisioned so that the duration, structure and design of the educational programs need to match the role requirements that graduates will play
 - d. Students will be assessed at regular intervals on well-defined parameters primarily required for working in primary care and secondary hospitals
 - e. Given that people exercise pluralistic choices in health care, our health-care education system must be integrative meaning thereby that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy and vice versa
 - f. There shall also be a much greater emphasis on preventive health care and community medicine in all forms of health-care education.
2. Technology in education
 - a. An autonomous body National Educational Technology Forum (NETF) will be created to provide a platform for the free exchange of ideas on the use of technology for
 - i. Learning
 - ii. Assessment

- iii. Planning
 - iv. Administration.
 - b. Technology-based education platforms such as “Diksha/Swayam” will be better integrated.
3. Online and digital education
- a. New circumstances and realities require new initiatives. The recent epidemics/pandemics necessitate that the alternative modes of quality education are utilized whenever and wherever traditional and in-person modes of education are not possible
 - b. Need to carry out carefully designed and appropriately scaled pilot studies to determine advantages/disadvantages
 - c. 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
 - d. The use of technology for online and digital education must adequately address concerns of equity
 - e. Teachers require suitable training and development to be effective online educators, and an as good teacher in a traditional classroom may not be a good teacher in an online classroom
 - f. Aside from changes required in pedagogy, online assessments also require a different approach, with multiple challenges to conducting online examinations at scale, including limitations on the types of questions that can be asked in an online environment, handling network and power disruptions and preventing unethical practices
 - g. Certain types of courses/subjects, like health sciences practical, have limitations in the online/digital education space, which can be overcome to a partial extent with innovative measures
 - h. Further, unless online education is blended with experiential and activity-based learning, it will tend to become a screen-based education with limited focus on the social, affective and psychomotor dimensions of learning.
4. The recommended key initiatives
- a. Pilot studies for online education involving appropriate agencies – To evaluate the benefits of integrating education with online education while mitigating the drawbacks such as student device addiction, most preferred formats of e-content
 - b. Digital infrastructure – There is a need to invest in the creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India’s scale, diversity, complexity and device penetration
 - c. Online teaching platform and tools – Existing e-learning platforms such as SWAYAM and DIKSHA will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring the progress

- of learners. Tools, such as two-way video and two-way audio interface for holding online classes, are a real necessity as the present pandemic has shown
- d. Content creation, digital repository and dissemination – A digital repository of content including the creation of coursework, learning games and simulations, augmented reality and virtual reality will be developed
 - e. Addressing the digital divide – The population whose digital access is highly limited, the existing mass media, such as television, radio and community radio will be extensively used for telecast and broadcasts. A special focus on content in all Indian languages will be emphasized
 - f. Virtual labs – Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPURABHA will also be leveraged for creating virtual laboratories so that all students have equal access to quality practical and hands-on experiment-based learning experiences
 - g. Training and incentives for teachers – Teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools
 - h. Online assessment and examinations – Appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, NTA and other identified bodies, will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics, standardized assessments and assessment analytics
 - i. Blended models of learning – The importance of face-to-face in-person learning is not forgotten. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects
 - j. Laying down standards – As research on online/digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology and pedagogy for online/digital teaching-learning for setting up guidelines.

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New Technological Revolution and Reforms in Indian Education (NEP 2020)

Prabha Kumari*

Modern Technology gives modern ideas like educational game-changer such as smartphone revolution, artificial intelligence, augmented reality robots, block-chain technologies and the internet of things would user changes at a much faster pace than ever before. Technological Revolution in India Change educational environment and traditional school-college system. This revolution transformed many educational inputs. If technology would be enabled, then learning cannot bring in transformational change online education experience, it can also enhance and supplement regular classroom-based pedagogy. It could offer more flexibility and learning support than the traditional formats. Modern Technology offers teachers the opportunities to become collaborative and external learning beyond classrooms. Modern recent technology of education could create learning communities comprising students, fellow educators and experts in various disciplines around the world.

At present time, 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 educations system. The first education policy was formulated in 1968, in which major emphasis was on compulsory education for children up to the age of 14 New the second NPE introduced in 1986. The major emphasis of the second NPE was to remove the disparity between various social groups. While the 1986 policy emphasized achieving uniformity of education across social groups.

Technology is Changing the way of the world Education System in the modern era. Modern Technology gives modern ideas like educational game-changer such as smartphone revolution, artificial intelligence, augmented reality robots, block-chain technologies and the internet of things would user changes at a much faster pace than ever before. Technological Revolution in India Change educational environment and traditional school-college system. This revolution transformed many educational inputs. If technology would be enabled, then learning cannot bring in transformational change online education experience, it can also enhance and supplement regular classroom-based pedagogy. It could offer more flexibility and learning support than the traditional formats.

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The NEP 2020 was announced in India. It replaces the earlier policy introduced 34 years and envisaged major reforms in the modern education system. NEP 2020 focuses a great deal on recognizing that India is a global leader in information and communication technology and other cutting-edge domains such as the space. Digital India campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. Digital education will play a critical role in this transformation, technology itself will play an important role in the improvements of the educational process and outcomes thus, the relationship between technology and education is bi-directional.

AIMS OF TECHNOLOGICAL REVOLUTION IN INDIA

New education policy and school-college education are responsible for the development of human resources. It is more responsible for the overall development of the basic infrastructure of the Higher Education Sector, both in terms of policy and planning. Under a planned development process, the department looks after expansion of access and qualitative improvement of Higher education, through world-class. Aims of the Technological Revolution would increase many modes of quality knowledge and quality education.

- To expand the Higher education sector in all its modes of delivery to increase the gross enrollment ratio (GE) in higher education and school education.
- Design of curriculum and digital development.
- No of E-contents for school, college and higher education, e-content, virtual library, covering needs of learners with differing abilities.
- There are more than 72 Lakh books available through the NDL (National Digital Library) of which 15 Lakh students registered. This NDL is available through a mobile app.
- NDA (National Academic Depository) is an initiative of MHRD (Human Resource

Development) Govt. of India to facilitate digital issuance, storage, access and verification of academic awards issued by academic institutions.

- NAD is a unique, innovative and progressive initiative under Digital India.
- Achieving Digital enablement of the education Records. NAD aspires to make the version of Digital Academic certificates for every Indian a reality.
- Many schools see digital transformation as specific to the technology itself, but computers electronic whiteboards and electronic books are only tools.
- To truly reap the benefits of digital transformation, schools and universities must recognize that students today learn differently than generations before them.
- To replace curriculum technology
- To increase skills and creativity and collaboration that students will need in tomorrow's workforce.
- To make better life that understands the value of a good education.
- To make Technology and education a new way of receiving and information.
- To receive students and others instructions and data online
- To enjoy classes from a place unrelated to their studies in a virtual classroom environment.

HOW HAS NEW TECHNOLOGY INFLUENCED THE STUDY

Technological innovations are continually looking for new and more engaging ways to provide education to people and this has given rise to a govt. called instructional technology. It is a new science that has emerged around the methodology of how students are offered education. This technology looks at instructional design and development and more importantly how to create engaging and effective learning experiences for people.

IMPACT OF TECHNOLOGY ON EDUCATION

Digital revolution has impacted on study processes, imagine then what awaits on the other side own choice.

- Digital Literacy
- The Accelerating integration of digital elements into most work processes.
- It is a modern component of education.
- Many students own and operate a high-speed wireless network at home.
- Self-support an ever-expanding array of devices and operating systems
- Apps and web services are ingrained in almost every aspect of our lives, including banking, investing, media viewing, socializing, communication scheduling, media creation, research, health management and hobbies.
- All this digital activity is generally done with great enthusiasm and skill and with very little vendor-supplied support.
- An increasing no of people gets unprecedented awareness, agility, efficiency and enjoyment from technology.

- Many jobs now require a degree of digital competency that did not exist five years ago.

INTEGRATING TECHNOLOGY IN THE CLASSROOM

- Online syllabus
- Email
- World Wide Web
- Presentation Packages
- Interaction

ROLE OF COVID 19 IN TECHNOLOGICAL REVOLUTION

As the world adjusts to the new covid order, education like so many other sectors of the global economy has been shaken from its technological torpor by the need to deliver products remotely and cost-effectively. The virus has resulted in more than 1.38 bln students approximately 90 per cent of the total across 185 countries being shut out of classrooms.

India wants to become a digital society. At present time, The Covid 19 pandemic has not only triggered a global health care emergency, but it has also disrupted the world economy and posed a major threat to the survival of small businesses. In India factors such as low demand due to job losses and pay cuts, liquidity crunch, disrupted supply chain, subsequent lockdowns, lack of funding and labor and a general sense of uncertainty, have adversely affected MSEs

Start-ups are also supporting the govt's public information campaign on the coronavirus by developing Keralaology platforms to disseminate government notifications. The Kerala state government launched an app 'GOK-Kerala Direct using a platform developed by QKOP. It sends Covid 19 updates and many information via phone, SMS and Messages. The Messages are delivered in both English and Malayalam.

Challenges of COVID 19—Entrepreneurs and innovations across India have responded quickly to the challenge posed by the covid-19 pandemic. A host of innovations, some emerging from start-ups that have been incubated by universities, have appeared in recent times.

In Covid-19 locked down, teacher and students had used zoom. WhatsApp for helping online classes in India. over 260 million students, the second-largest school-going population in the world are now under lockdown. To continue teaching, their schools have hacked their way to an imperfect yet quick solution to their crisis. Classes are delivered live where teachers and students are online at the same time. Teachers and students see hear and interact with each other in real-time. After sign-up, we will send you instructions for logging into the class a least 24 hours before the class.

Education is key to sustainable development, which sew way of many ideas like pandemic COVID 19. It is pillars of sustainable development and other development Quality Education is one of the pillars in the US 2030 for sustainable development, which aims to ensure inclusive and equitable quality education and promote lifelong

learning opportunities all. This overall goal can be connected to some general trends affecting education in the information age. We argue that education is key to the future quality of human life and the sustainability of the world.

5-Key things Regarding NEP 2020

- Schooling to begin from age of 3 years
- Mother tongue to be Instated as the medium of Instructions
- A single overarching Body of thither education
- Education between subject streams to be blurred
- No more dropouts

NEP 2020 are Major Dimensions of Environment and Social Management

- Society (fast)
- Social Purpose
- Purpose of Quality Education

Good and analytical learning purpose education policies were developed the mind's structure of societies. And these policies have a vividly distinct idea of society.

Challenges of NEP 2020 and Technological Revolution

- Childhood care
- To do care multiple aspects
- To embrace the usage of technology in the field of education
- The use of technology in educations is very difficult for teaching and learning

After a 34-year gap NEP, 2020 New Education System is Crucial Position

- 100 per cent gross enrolment ratio by the year 2030 for school education and 50 per cent by 2025 for higher education, but not infrastructural support and innovative facilities
- Not reduced the rate of dropouts students
- The sharpest criticism against the NEP 2020
- The language seems to be negative factors in the NEP 2020
- India has the problem of disturbing student and teacher ratio
- The introduction of the mother language in academic institutions for each subject is a problem.
- At present times the competent teacher is a challenging issue.
- China, Germany France, Russia Where foreign students need to learn the language of the country to understand the country better
- The NEP will further increase the difference between the sections of the society.

CONCLUSION AND SUGGESTIONS

The NEP 2020 is a good policy 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 policy recognizes the importance of technology in aiding teachers, bridging the language barrier between teachers and students, creating digital libraries, popularizing language learning as well as ensuring greater access to education.

It is also proposed that coding be introduced in school curriculums as an important skill that students must develop. Modern technology can be an effective tool in facilitating teacher education and encourages the utilization of technology platforms for online teacher training.

The policy recognizes the importance of technology in addressing various societal challenges and seeks to promote interdisciplinary research and innovation.

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New Education Policy 2020 and Education in Rural Bihar

Shailesh Kumar*

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 the 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 development of any given society.

The last decade in Bihar has seen an exceptional development in education. Efforts by the Government of Bihar to increase accessibility of educational facilities in the state are showing signs of positive change. The improvement of 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 population.

The purpose of this paper is to focus on the current status of 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. The ultimate purpose of this paper is to demonstrate some measures to deal with all these barriers.

Keywords : Education, Literacy, Social Development, NEP

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. Level of literacy and educational attainment are important indicators of development of any given society.

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Literacy and proper Education is a game-changer in the effort to advance women's standing in the third world. *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 opportunities to communicate feelings and needs. According to *Ballara*, not only does literacy help to express needs, interests and concerns, but seek active participation in development and a better position in society”. In the light of the present scenario, the purpose of this study is to highlight the current status of education in rural Bihar, causes and the possible remedies of such problems with the strategy of NEP-2020. This study is exploratory in nature and for this purpose an in-depth analysis has been conducted by referring the available secondary sources.

Table 1
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 2
Literacy Rates in Bihar

Bihar has a total literacy rate	63.82%
• 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 shows that there exists a huge gap while comparing 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 last ten years, still; it is at the bottom of the list.

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

The following are the some of the important factors which could affect the low literacy of rural Bihar :

Poor School Environment

In general the school environment 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 inadequate number of teachers.

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.

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.

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 daughter a waste of money as 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 own legs on par 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 other facility.

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 in spite of all reasons, people must understand and realize that education can actually end the vicious 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 government should really work towards the number, distance and

quality of schools in rural as well as urban India. We should encourage the girl child in getting education to create a balanced and an educated society.

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-upto 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, it 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 a period of 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>

MAJOR STRATEGY FOR RURAL EDUCATION UNDER NEW EDUCATION POLICY 2020

The potential of education to empower often goes unrecognized. It is a tool capable of empowering people 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 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 RTE Act has been successful in stabilizing 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 "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.

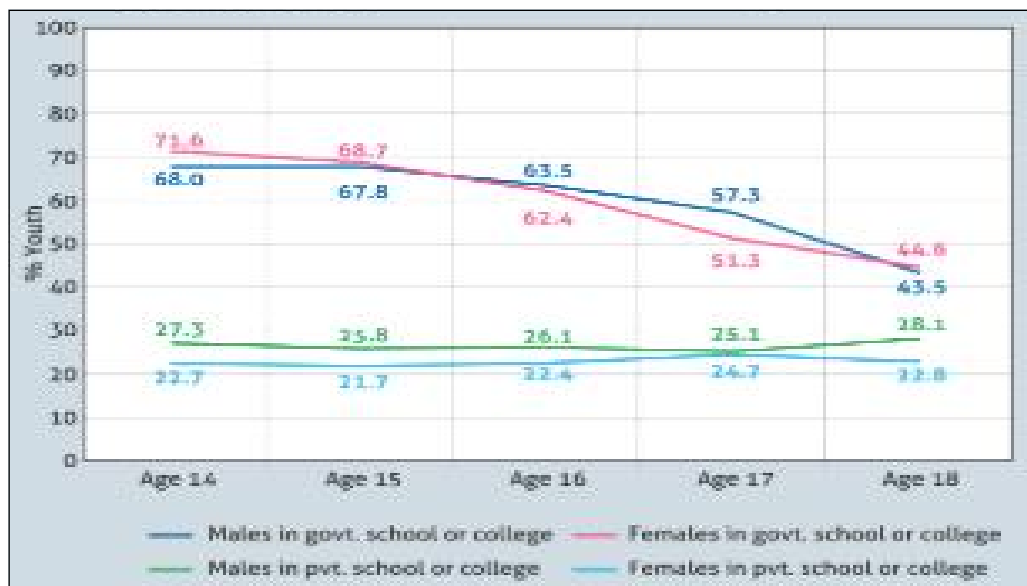
The 2017 National Colloquium Report of the National Commission for Protection of Child Rights prescribed a range of immediate policy interventions for re-engaging adolescent girls who have dropped out of the education system in the vocational sphere. It recommends redefining the entry-level age of 18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

The CLPR Act 2016 clearly prohibits 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 in order 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 present a more viable alternative by combining the facilities and infrastructure of private education with government subsidization for those from economically weaker sections of society.



Source : ASER 2017.

Figure 1 : 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 is able to change the systemic indifference to the needs of Indian girls, it will prove beneficiary 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 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.

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, 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 an excessive dependence on measures like Open School, the national distance learning programme.

“One of the major challenges would be towards transition of girls from primary to secondary. The policy doesn't talk about extension of the RTE Act to cover 15-18 year olds, where the poorest rates of transition takes place as their low accessibility to schools leads to 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 case[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 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 centres 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 up skilling 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 gross enrolment ratio from 26 per cent to over 50 per cent. However, the primary reasons for dropping out of school 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 a spending of 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 corona virus 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 own 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 high number of student dropouts.

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National Education Policy 2020 : Features, Challenges and Innovation

Dhruv Kumar Singh*

The development of a country depends on the education system of that country and India has been famous for its scholarship since time immemorial, our Vedas have taught the world the knowledge and science of science and research, while also being culturally rich, that is why it has attained the status of world guru. Our Indian society is a multicultural democratic society in which different forms of education are seen, creativity, self-assertion, thinking, argument, aptitude, aptitude is important in the students in the current scientific-technological digital age education system. It is to make compulsory and free education for children from 6 to 14 years. The University Education Commission was formed in 1948 under the chairmanship of Dr. Radhakrishnan. Since then, the formulation of the National Education Policy also started. Based on the recommendations of the Kothari Commission (1964-1966), a proposal for significant change was first passed in 1968 under Prime Minister Indira Gandhi. In August 1985, a document named 'Challenge of Education' was prepared in which various sections of India (intellectual, social, political, professional, administrative, etc.) gave their education comments and in 1986 the Government of India drafted the 'New Education Policy 1986' got ready. The most important feature of this policy was that it accepted a uniform educational structure for the entire country and most states adopted the 10 + 2 + 3 structure. It was released under the Prime Ministership of Rajiv Gandhi. This policy was amended in 1992. The Bharatiya Janata Party's election manifesto in the 2014 general election included the topic of formulating a new education policy. In 2019, the Ministry of Human Resource Development started seeking public advice for a new education policy. The policy of education in schools and colleges is formulated in the education policy. The Government of India has made a lot of changes in the new National Education Policy 2020, through

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which India has to be a “global knowledge superpower”. A committee was formed under the chairmanship of ISRO Chief Dr. K. Kasturirangan in June 2017 to formulate a new education policy, the draft National Education Policy was presented in May 2019, finally after 34 years, this new Indian under Prime Minister Narendra Modi’s rule the national education system was announced on 29 July 2020 with new changes.

In the new Education Policy 2020, it has been decided to rename the Ministry of Human Resources as “Ministry of Education”. It has a provision to set up the Higher Education Commission of India as a single body for all higher education (except legal and medical education). Music, sports, yoga, etc. will be added to the main course instead of the supporting course or additional course. The education system aims to spend a total of 6 per cent of GDP, which is currently 4.43 per cent. M.Phil. will be abolished. Now to go into research, after three years of bachelor’s degree, one-year postgraduate can be taken for admission in Ph.D. The policy has given special emphasis on the training of teachers. For comprehensive reform, it has been recommended to include teacher training and all education programs at the level of universities or colleges. Attempts will also be made to prevent arbitrary fees and increases in private schools. Earlier subjects were selected according to ‘group’, but now they have also been changed. Students who are doing engineering can also study music along with their subjects. The National Research Foundation will be brought on the lines of the National Science Foundation, which will include science as well as a social science in the curriculum. The policy calls for an emphasis on mathematics and language in the first and second grades and the writing of children in fourth and fifth grades. In schools, 5 + 3 + 3 + 4 formats will be replaced instead of 10 +2 formats. The first five years will include three years of pre-primary school and foundation stage including class one and class two. Whereas government schools used to start from class one, now class one will start after three years of pre-primary. This is followed by three years of classes 3-5. After this, the middle stage of 3 years will come i.e. Class 6 to 8. The fourth stage (classes 9 to 12) will be 4 years old. Previously, where there was freedom to choose subjects from the 11th standard, the same will now be from the 9th standard. The mother tongue will be used from first to fifth as a medium of education. It has also tried to end Ratta Vidya which is considered to be a major flaw in the existing system. For some reason, students leave the course in the middle of higher education. After doing this, they get nothing and they have to start afresh for a degree. The new policy provides for a certificate on leaving the course in the first year, a diploma on leaving the second year, and a degree on leaving the final year. Universal and quality education, social justice, equality, scientific advancement, national integration, cultural protection, providing educational opportunities for sustainable progress and economic development determine India’s future.

FEATURES OF NATIONAL EDUCATION POLICY 2020

This education policy is envisioning an India that is progressive, rich, creative and full of moral values, which dreams of reviving its glorious history. The nature of the new

education policy is from root to world, from manuj to humanity, from past to modern. All points are fixed by inclusion. The specialty of this policy is as follows :

1. School education has been changed to 15 years, adopting a pattern of 5 + 3 + 3 + 4, replacing 10 + 2 in the current education policy.
2. The National Curriculum and Educational Framework for Childhood Care and Education Will be developed by Chhattisgarh for children up to 8 years of age and will also develop a new comprehensive National Curriculum Framework for 2020-21.
3. The evaluation criteria will be changed from summative assessment to formal and regular evaluation.
4. Open and distance learning will be expanded to increase the gross enrollment ratio in schools.
5. To ensure equal and inclusive education, gender inclusion funds and special education areas will be set up in the country.
6. Students' Imagination, Creative Thinking, Passion, Philosophy of Education have been included in the new education policy.
7. In this education policy, all the ancillary courses—Arts, Music, Sports, yoga, etc. will be part of the main syllabus.
8. Students can choose any subject as they wish, there will no longer be the obligation of science, commerce, art stream.
9. All schools will be digital equid, all types of e-content will be translated in regional language and virtual labs will be developed.
10. Vocational training internship will be started from sixth grade.
11. Graduation course can be of 3 or 4 years, a certificate in one year, advance diploma in two years, a degree in three years and Bachelor degree with research in four years.
12. There will be provision for entry and exit in higher education, students can have entry and exit in any year and subject as they wish.
13. Special attention has been paid to teachers' training. Ed. The program provides for a merit-based scholarship. Teacher eligibility tests will be further expanded and continuous opportunities will be given to learning innovations. Teacher education will be incorporated into multidisciplinary colleges and universities by 2030.
14. The University Grants Commission has been abolished and replaced by the Higher Education Financial Authority (Higher Education Financing Agency).
15. Till now India had different rules for deemed, state and central universities, now the same rules will be applicable for all.

NATIONAL EDUCATION POLICY 2020 CHALLENGE

In preparing the new education policy 2020, suggestions have been made by millions of people, which will prove to be effective for the future of children, yet some problems will come as a challenge.

1. *Expensive Education*: The new education policy has paved the way for the entry of foreign universities, various academics believe that the admission of foreign universities is likely to make the Indian education system expensive. As a result, it will be challenging for lower-class students to get higher education.
2. *Migration of teachers*: With the entry of foreign universities, skilled teachers of India can also migrate for teaching in these universities.
3. *Sanskritization of Education*: It is alleged by the South Indian states that the government is trying to Sanskritise education with the 'Tri-language' formula.
4. *Disregard of Parliament*: Opposition alleges that Parliament's procedure was violated in allowing this policy that sets the condition and direction of Indian education. Earlier the National Policy of Education, 1986 was also implemented by the Parliament.
5. *Lack of human resource*: At present, there is a lack of skilled teachers in the field of elementary education, there are practical problems in the implementation of the system for elementary education under the National Education Policy, 2020.
6. In the first National Education Policy released in 1968, the target was to spend 6 per cent of the Union budget on education, which was repeated in all the other education policies but this target has not been achieved yet, which The government's policy failures and weak political will.
7. Amidst the decline in the country's economy due to COVID-19, it will be very difficult for the states to collect the necessary funds to implement these reforms.

SOLUTION

Five points should be given special attention for the successful implementation of the National Education Policy.

1. Establishment of Special Task Force for Higher Education Reforms

An approach to building intellectual and social capital for the implementation of the National Education Policy has been presented by the Prime Minister. For the successful implementation of the NEP, a special task force should be established for cooperation. This task force of the Prime Minister can be an advisory body, which will include experts from the public and private higher education institutions (HEIs). This task force will assist the Prime Minister in understanding the challenges faced in the implementation of the NEP and ensuring timely implementation with certain accountability.

2. Standing Committee for Implementation of National Education Policy

The establishment of a standing committee for successful implementation and monitoring of NEP 2020 can prove to be very helpful. This committee will be chaired by the Union Minister of Education, Vice-Chancellors/Directors of various universities/institutes of the country will be members of this committee. This committee will be entrusted with the task of formulating and monitoring the implementation plan of the NEP in a time-bound manner. The committee will also have thematic sub-committees and regional

committees along with some specific powers. NEP will assist in addressing the challenges faced during the implementation of 2020.

3. National Council of Education Ministers

The Council will comprise the Education Ministers of all the States and Union Territories and the Council will be chaired by the Union Minister of Education. This Council will be an important institutional mechanism to monitor the implementation of NEP in the States and Union Territories. It will also act as a platform to discuss the issues of implementation of the NEP and to coordinate between the states with the redressal of the problems.

4. Improvement in Institute of Eminence

The vision of establishing world-class universities in the country was introduced by the Prime Minister under the concept of 'Institutions of Eminence-IoE'. During the budget speech of 2016, the Union Finance Minister also introduced 10 public and 10 It was talked about the necessary legal changes to develop private institutions into world-class teaching and research, After which the establishment of IoEs started in the country. Currently, the approach of IoE needs to be integrated with the NEP implementation plan and empower IoEs in terms of resources with greater freedom, autonomy. Through this India Universities in the world will help improve their position in the global university rankings.

5. National Council for Higher Education Philanthropy

Currently, 70 per cent of the higher educational institutions in the country belong to the private sector and more than 70 per cent of the students enter private institutions for higher education. The role of private educational institutions has been very important in expanding the reach of the Indian education system. The establishment of a National Higher Education Philanthropy Council may be considered given the financial challenges of operating private sector higher education institutions and the challenges related to fees faced by students. This council can help promote fundamental changes in the tax system to encourage potential donors to set up three endowment funds (related to higher education infrastructure, scholarships and research grants).

CONCLUSIONS

The new National Education Policy 2020 develops multidisciplinary talent, self-reliant, analytical logical education in children. Multi-entry and exit system in higher education is beneficial for the students as their education year is not damaged, this education system has given it a global vision. Education, research and innovation are important in this era of knowledge, which, while respecting the spirit of "Ek Bharat Shreshtha Bharat", the new education policy incorporates the system of promoting Sanskrit and other Indian languages. After 34 years to make the ongoing Indian education structure more dynamic, flexible and relevant, if implemented successfully with its original spirit in time, this

new education policy in India will prove to be a milestone in building a new India based on the pillars of equal education, fairness, quality inclusiveness and accountability. After the announcement of the new education policy, there was a mixed response among intellectuals, the general public and academia. On the other hand, the announced changes have been welcomed. But doubts were expressed over the completion of many of its goals. The target of spending six per cent of GDP on education is too old to be replicated again. It is unfair to give the autonomy of universities to the responsibility of the Board of Governors. The government needs to focus on elements like incentives, tools, information, adaptability, reliability and management to succeed in the implementation of any policy. For the successful implementation of NEP 2020, the government will have to increase credibility and develop effective management principles through transparent functioning and participation of all stakeholders. At the same time, the government will have to pay special attention to the adoption of legal, policy, regulatory and institutional reforms, building a credible information system and developing adaptability among regulatory institutions, government agencies and higher educational institutions.

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National Education Policy 2020 : Highlights for NPE 2020 and its Deviations from the Present

Neha Kumari*

A well-defined and futuristic education policy is essential for a country at school and college levels 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 Government of India announced its new Education policy which is based on the recommendations by an expert committee headed by Dr. Kasturirangan. Former chairman of the Indian Space Research Organization (ISRO). This paper highlights various policies announced in the higher education system and compares them with the currently adopted system. Various innovations and predicted implications of NEP 2020 on the Indian higher education system along with its merits are discussed.

Keywords : Higher education. National education policy 2020. NEP-2020. Overview & analysis. Implementation strategies. Predicted implications. Predicted impediments & merits

During the past 8-9 months, the entire humanity has undergone a near-total transformation, due to the COVID-19 pandemic. Life, as we knew, has become more or less obsolete and we have already transformed into a new world order/system, a system, which is governed by COVID-19 and all the issues related to it.

In the famous words of Albert Einstein, “We cannot solve our problems with the same thinking we used when we created them. So by corollary and the same logic, the present-day problems, especially related to the education and implementation of policies related to it cannot be solved using the older/erstwhile policies. With changing India or emerging “new” India, the policy on education needed to be reinvented and reimaged.

POLICY IN FOCUS

In 2015, India adopted what is called as “2030 Agenda for Sustainable Development (SD)” Under this agenda, Goal 4 (SDG 4) seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities to all by 2030”. Based on five

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main foundation pillars, namely; access, equity, quality, affordability and accountability, NEP 2020 has been aligned to the 2030 Agenda for Sustainable Development.

As we progress and proceed more and more, toward, the information and communication technology (ICT) oriented and artificial intelligence-dependent society; the unskilled and semi-skilled level jobs shall be taken over by machines and computer/mathematics and technology-based jobs shall be more in demand. With growing challenges due to pollution, climatic alterations, crises in basic needs and most importantly, the constant looming threat of pandemics, there shall be increased requirement of jobs in physics, chemistry, biology, social sciences, and infectious diseases control in an integrated manner. All of this points to a need for a multidisciplinary teaching/learning process.

NEP 2020

Principles

The fundamental principles both for the entire education system as well as individual institutions included in it are as follows:

- Recognizing, identifying, and fostering the unique capabilities of each student. This is to be achieved by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.
- Achieving foundational literacy and numeracy by all students by Grade 3 is the highest priority.
- Flexibility is incorporated in the process of learning so that learners can choose their learning trajectories and programs and thereby choose their paths in life according to their talents and interests.
- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc., to eliminate harmful hierarchies among and silos between different areas of learning.
- Multidisciplinarity and a holistic education across the sciences, social sciences, arts, humanities and sports to ensure the unity and integrity of all knowledge.
- Emphasis on conceptual understanding rather than rote learning and learning for examinations.
- Creative and critical thinking to encourage logical decision-making and innovation.
- Ethics and human and constitutional values such as empathy, respect for others, cleanliness, courtesy, democratic spirit, the spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality and justice.
- Promoting multilingualism and the power of language in teaching and learning.
- Life skills such as communication, cooperation, teamwork and resilience.
- Focused regular formative assessment for learning rather than the summative assessment that encourages today's "coaching culture".
- Extensive use of technology in teaching and learning, removing language barriers,

increasing access for Divyang students, and educational planning and management.

- 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.
- Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system.
- Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education.
- Teachers and faculty as the heart of the learning process—their recruitment, continuous professional development, positive working environments and service conditions 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 through autonomy good governance and empowerment.
- Outstanding research as a co-requisite for outstanding education and development; a continuous review of progress based on sustained research and regular assessment 1w educational experts.

The Vision of this Policy

1. An education system rooted in Indian ethos
 - (a) That contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society.
 - (b) By providing high-quality education to all and thereby making India a global knowledge superpower.
2. The curriculum and pedagogy of our institutions must develop among the students a deep sense of respect toward
 - (a) The fundamental duties and constitutional values.
 - (b) Bonding with one’s country.
 - (c) Conscious awareness of one’s roles and responsibilities in a changing world.
3. To instill among the learners a deep-rooted pride in being Indian.
 - (a) Not only in thought but also spirit, intellect and deeds, as well as
 - (b) To develop knowledge, skills, values and dispositions that support.
 - i. Responsible commitment to human rights
 - ii. Sustainable development and living
 - iii. Global well-being, thereby reflecting a truly global citizen.

Actual Policy

There are mainly four parts, the first three being various levels of learning followed by the actual implementation.

- Part I - School education
- Part II - Higher education

- Part III - Other key areas of focus
- Part IV - Making it happen (implementation).

Part I - School Education

1. Ensuring universal access to all levels of schooling from pre-primary to Grade 12
The ultimate target to be achieved shall be a 100 per cent gross enrollment ratio (GER). To achieve this, the following initiatives shall be undertaken
 - (a) Provision of effective and sufficient infrastructure
 - (b) Alternative and innovative education centers to minimize/reverse the dropout rate
 - (c) Careful tracking of learning level of students for their universal participation
 - (d) Continuous interaction between the teachers, counselors and specially trained social workers with the students and their parents for their continued attendance.
2. Early childhood care education
 - (a) Emphasis on the criticality of early years to ensure quality early childhood care and education for all the children between 3 and 6 years by 2025
 - (b) A National Curricular and Pedagogical Framework for Early Childhood Care and Education for children up to the age of 8 years by NCERT
 - (c) All of these activities shall be a joint venture of Ministries of HRD, Women and Child Development, Health and Family Welfare and Tribal Affairs.
3. New curricular and pedagogical structure
 - (i) Main aims shall be
 - (a) "Experiential learning" to achieve the holistic development, with a reduction in content to promote essential learning and critical thinking.
 - (b) Wider flexibility and choices of subjects for them to pursue the paths of their liking, according to their talent and interests
 - (c) No rigid boundary or separation between arts and science, curricular and extra-curricular activities, vocational and academic streams. All shall be integrated.
 - (d) Equal emphasis accorded to all subjects such as science, social sciences, art, languages, sports and mathematics.
 - (ii) Design shall be [Figure 1]
 - The present-day 10+2 structure of school curricula is to be replaced by a 5+3+3+4 (total of 15 years) curricular structure corresponding to ages 3-8 (5) + 8-11 (3) + 11-14 (3) + 14-18(4) years, respectively.
 - This will bring them up until now, uncovered group of the age group of 3-6 years under school curriculum, globally accepted as the crucial stage of mental faculty development.
 - Three years of pre-school/Anganwadi + 12 years of schooling.
 - Essentially, there shall be four stages:

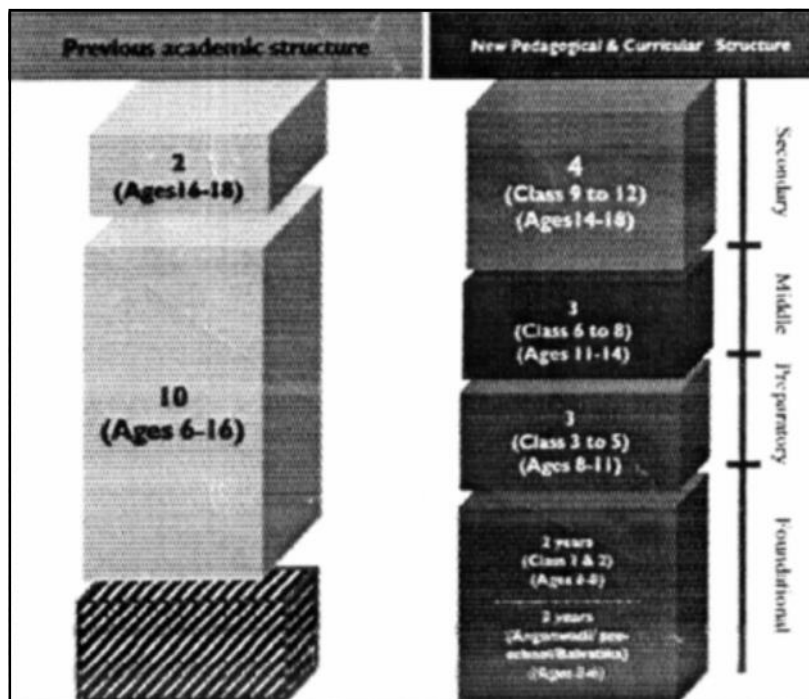


Figure 1 : Diagrammatic Representation of Existing and Proposed Newer Curricular and Pedagogical Structures

- Foundation stage: 5 years duration: Divided into two parts, namely; 3 years of pre-school/ Anganwadi, covering ages 3-6 years + 2 years of primary school in Grades 1-2, covering ages 6-8 years.
- Preparatory stage : 3 years duration: Grades 3-5, covering ages 8-11 years.
- Middle stage : 3 Years duration: Grade 6-8, covering ages 11-14 years.
- Secondary stage: 4 years duration: Grades 9-12 in two phases, first phase- Grade 9 and 10, while second phase- Grades 11-12, covering ages 14-18 years.

Part II – Higher Education

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 areas 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 the 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 1-IEIs 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 per cent (2018) to 50 per cent (2035)
 - (iv) Public as well as private HEIs, but the emphasis on PUBLIC
 - (v) University will get redefined as Those which place equal importance on teaching and research as Research-Intensive Universities (RILJ) or those which place greater emphasis on teaching but still conduct significant research as Teaching-Intensive Universities (TIU).
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 IJG degree programs will be of 3 or 4 years duration with multiple exit options inbuilt 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 3years
 - (d) Preference shall be for the multidisciplinary degree after 4 years.
 - (iii) A 4-year program may also culminate into a "Degree with Research" if a 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 an HEI can be awarded.
 - (v) Departments such as art, dance, economics, education, ideology, 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 an 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 the 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 student's office will be established for the 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 a 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 the autonomy to design their curriculum and pedagogical modalities within the 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 of 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 expenditures 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. 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.
10. Effective governance and leadership for HEIs
- (i) Over the 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 through NHERC.

Part III – Other Key Areas of Focus

1. Professional education: Health-care education
- (a) All stand-alone universities be it agricultural, health sciences, legal, technical shall transform themselves as multidisciplinary and holistic education providing HEIs
 - (b) All institutions offering either professional or general education will aim to organically evolve into institutions/dusters offering both seamlessly and in an integrated manner by 2030
 - (c) Health-care education needs to be re-envisioned so that the duration, structure and design of the educational programs need to match the role requirements that graduates will play.

- (d) Students will be assessed at regular intervals on well-defined parameters primarily required for working in primary care and secondary hospitals.
 - (e) Given that people exercise pluralistic choices in health care, our health-care education system must be integrative meaning thereby that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha and Hineopaihc and vice versa.
 - (f) There shall also be a much greater emphasis on preventive health care and community medicine in all forms of health-care education.
2. Technology in education
- (a) An autonomous body National Educational Technology Forum (NETF) will be created to provide a platform for the free exchange of ideas on the use of technology for
 - (i) Learning
 - (ii) Assessment
 - (iii) Planning
 - (iv) Administration
 - (b) Technology-based education platforms such as “Diksha / Swayam” will be better integrated.
3. Online and digital education
- (a) New circumstances and realities require new initiatives. The recent epidemics/ pandemics necessitate that the alternative modes of quality education are utilized whenever and wherever traditional and in-person modes of education are not possible.
 - (b) Need to carry out carefully designed and appropriately scaled pilot studies to determine advantages/disadvantages.
 - (c) 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.
 - (d) The use of technology for online and digital education must adequately address concerns of equity.
 - (e) Teachers require suitable training and development to be effective online educators, as a good teacher in a traditional classroom may not be a good teacher in an online classroom.
 - (f) Aside from changes required in pedagogy, online assessments also require a different approach, with multiple challenges to conducting online examinations at scale, including limitations on the types of questions that can be asked in an online environment, handling network and power disruptions and preventing unethical practices.
 - (g) Certain types of courses/subjects, like health sciences practical have limitations in the online/ digital education space, which can be overcome to a partial extent with innovative measures
 - (h) Further, unless online education is blended with experiential and activity-

based learning, it will tend to become a screen-based education with limited focus on the social, affective and psychomotor dimensions of learning.

Part IV-Making it Happen (Implementation)

1. Strengthening Central Advisory Board of Education
2. Redesignation of MI-IRD as Ministry of Education
3. Financial and other infrastructural support

SUMMARY AND CONCLUSION

NEP2020 has been unveiled, with a lot of thought process, optimism, as well as fanfare by the Government of India. The proposed delivery of education is extremely broad-based, circumspect and all-encompassing. There are no specific compartments, boundaries and divisions. The predicted timespan is significantly prolonged, with nearly 20 + years of duration envisaged. It starts at the grass-root; the school level goes through the graduate and even higher level of education. The main thrust as contemplated is on multidisciplinary; holistic and broad-based education. There is also a main emphasis on vocational education, which is supposed to start earlier in the school phase itself. The policy is mainly divided into three parts of delivery as per the level of the learner and the fourth part as the ways to make it happen. The levels are a school, higher education and other areas, specifically professional education.

At the school level, the old 10+2 system shall be replaced with the new 5+3+3+4. More stress on the local/Indian languages, more help to SEDGs and teachers be assisted in self-improvement and thus up-gradation.

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The Role of Employer Branding in Enhancing Employee Retention: A Study of Private Commercial Banks

Deepti Taneja* and Pooja Rani**

This study explores the influence of employer branding dimensions on employee retention within private sector banks. Through a regression analysis, the study investigates the relationship between various dimensions of employer branding—such as Social Value, Development Value, Economic Value and Employee Retention. Data was collected from a sample of employees working in private commercial banks, and the results indicate that strong employer branding positively impacts employee retention. The findings suggest that by enhancing their employer branding efforts, private banks can improve employee loyalty, reduce turnover costs.

INTRODUCTION

In today's digital era, talent is increasingly concerned with the brand of the organization they work for. The widespread accessibility of information has made it easier for both prospective and current employees to compare the public image and reputation of different companies. This transparency has intensified the challenge for organizations to attract and retain top performers. In this competitive landscape, employer branding has emerged as a critical tool for recruiting and retaining human capital.

Employer branding refers to the process through which companies build and communicate their identity as an employer, making them appealing to both existing and potential employees. Organizations now focus on key initiatives to strengthen their employer brand, such as refining recruitment processes, improving employee engagement, and implementing retention strategies. By doing so, they aim to position themselves as desirable employers in the marketplace, which is essential for securing high-quality talent.

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Today, businesses recognize that employees are more than just a resource; they are valuable assets that contribute directly to the company's success. As a result, organizations are increasingly prioritizing the creation of a positive reputation, not only to attract talent but also to cultivate loyalty and commitment among their workforce.

Developing a strong employer brand requires a multifaceted approach. It begins with effective recruitment strategies that highlight the company's culture, mission, and values to attract Employees. Additionally, businesses must invest in employee engagement initiatives that foster a sense of belonging and purpose within the workforce.

The global awareness of employer branding has grown significantly in recent years. In the past, businesses primarily competed by focusing on external factors such as increasing sales through aggressive marketing campaigns, cutting costs, or adopting innovative approaches. While these strategies remain important, the modern workplace has shifted to recognize that attracting and nurturing top talent is equally critical to a company's competitive edge. Organizations now understand that a well-crafted employer brand can not only attract skilled employees but also enhance overall business performance by fostering a committed and high-performing workforce.

In conclusion, as the business landscape continues to evolve in the digital age, employer branding has become an essential strategy for organizations seeking to attract, nurture, and retain talented employees. Companies that invest in building a strong employer brand create a competitive advantage by positioning themselves as employers of choice, ultimately contributing to their long-term success. With the growing awareness of the importance of employer branding, businesses are now focusing on creating holistic strategies that align with their overall corporate goals and foster positive, lasting relationships with their employees (Rucci, Kirn, & Quinn 1998).

EMPLOYER BRANDING

It plays a crucial role in shaping the perception of the organization in the eyes of both prospective candidates and current employees. A strong employer brand not only enhances the company's image but also serves as a strategic tool for attracting high-quality talent and retaining existing employees. In today's competitive job market, where candidates have more access to information about potential employers than ever before, employer branding has become an essential aspect of an organization's overall success.

Enhancing an organization's employer brand involves creating an appealing work environment, offering career growth opportunities, and promoting a positive corporate culture. These elements contribute to the organization's attractiveness and help build long-term relationships with employees. The reputation of a company as a desirable place to work has a direct impact on its ability to attract top talent and keep existing employees engaged and loyal. In an era where employees increasingly value not just salary but also organizational values, work-life balance, and personal development, the employer brand plays a critical role in differentiating one company from another.

For aspirants, a strong employer brand acts as a signal of the company's commitment to its employees. Job seekers are drawn to organizations that are perceived to care for

their workforce, provide opportunities for professional growth, and maintain a healthy work environment. These factors often outweigh traditional considerations like salary or job security. Prospective employees look for alignment between their own values and those of the organization, and a well-crafted employer brand communicates these values clearly.

For current employees, a positive employer brand reinforces their decision to stay with the organization, increasing job satisfaction and overall engagement. When employees feel that the organization fulfills its promises—whether through providing opportunities for advancement, fostering a supportive work culture, or maintaining a good work-life balance—they are more likely to be loyal and committed. This, in turn, reduces turnover and boosts productivity, benefiting the organization as a whole. Furthermore, satisfied employees become brand ambassadors, promoting the company to others and further enhancing its reputation as an employer of choice.

The growing importance of employer branding can be attributed to shifts in the modern workforce. Today, employees are more empowered and selective, with higher expectations from their employers. They seek not only financial compensation but also a sense of purpose, meaningful work, and a supportive environment. As a result, companies must focus on meeting these expectations to remain competitive in attracting talent. Failure to do so can result in higher attrition rates and a poor reputation in the job market.

The concept of employer branding is gaining popularity globally, driven by changing workforce dynamics and the rise of digital platforms where employees and candidates can share their experiences. Websites like Glassdoor and LinkedIn provide transparency into the inner workings of organizations, allowing job seekers to easily access reviews and insights about what it's like to work at a particular company. As a result, companies can no longer rely solely on traditional recruitment tactics; they must actively manage and promote their employer brand to stand out in the eyes of potential employees.

Difference Between Employer Brand and Employer Branding

Employer Brand

- The **employer brand** is the reputation or identity of a company as an employer, representing how a company is perceived by current employees, potential employees, and other stakeholders.
- It reflects the company's values, culture, work environment, and its attractiveness as a place to work.
- A strong employer brand helps attract top talent, retain employees, and differentiate the company in a competitive job market.

Employer Branding

- **Employer branding** is the process of creating, promoting, and managing the employer brand.

- It involves strategic activities, such as marketing, communication, and employee engagement, aimed at shaping a company's image as a desirable workplace.
- This process includes internal initiatives (like employee engagement programs) and external activities (like social media campaigns) to communicate the company's values, culture, and opportunities to both existing and potential employees.

Private Sector Banks

Private sector banks are financial institutions that are managed and controlled by private entities, with the approval and regulation of the Reserve Bank of India (RBI). In these banks, the majority of the equity is held by private shareholders, rather than the government. The establishment of private sector banks was primarily aimed at improving the efficiency of the banking system by introducing competition and modernizing banking practices. These banks play a critical role in meeting the growing economic demands by offering innovative services and leveraging advanced technologies. They were created to enhance the performance and efficiency of the banking sector, complementing the efforts of public sector banks, which are traditionally more government-controlled.

Employee Retention

Employee retention is a crucial aspect of human resource management that focuses on keeping employees engaged, motivated, and committed to the organization over the long term. High employee retention rates indicate a healthy organizational culture, where employees feel valued and are provided with the necessary resources, opportunities, and support to thrive in their roles. This stability allows companies to benefit from a skilled workforce, reduces turnover costs, and maintains productivity.

Retention efforts encompass a wide range of strategies, including competitive compensation packages, opportunities for career advancement, effective communication, and employee recognition programs. For instance, offering career development and training opportunities helps employees enhance their skills and knowledge, increasing their engagement and loyalty to the organization. Moreover, a positive workplace culture that promotes inclusivity, open communication, and mutual respect can significantly impact employee satisfaction and retention. Recognizing employees' contributions through awards, incentives, or public acknowledgment also fosters a sense of accomplishment and belonging.

Other essential retention strategies include offering a work-life balance that respects employees' personal time and family commitments, particularly by providing flexible working arrangements, such as remote work options or adaptable schedules. Additionally, comprehensive benefits packages that address health, wellness, and financial security contribute to a supportive work environment that promotes long-term employment.

Effective employee retention is beneficial for both employees and the organization. For employees, staying with the company long-term offers stability, personal growth, and the chance to build deeper relationships with colleagues. For the organization, retaining

talent results in continuity, lower recruitment and training costs, and a highly engaged workforce. Retention also helps preserve organizational knowledge and strengthens the company's competitive edge, as experienced employees are more likely to drive innovation, uphold customer satisfaction, and maintain high levels of productivity.

LITERATURE REVIEW

Brands are often defined with a strong focus on consumers, including both existing and prospective ones, as well as employees (Wilden et al., 2010). Given that a brand represents one of the most valuable assets for any company, managing it effectively is essential across all sectors (Backhaus & Tikoo, 2004). Today, branding has evolved into a strategic tool aimed at four key groups: customers, suppliers, stakeholders, and employees.

This foundational academic work was the first to propose applying branding principles to human resource management. In their paper, Ambler and Barrow introduced the idea of employee benefits (EB) as a set of advantages that employers provide to their workforce (Ambler & Barrow, 1996, p. 187).

EB has a number of distinctive qualities that make the company stand out from its rivals (Backhaus and Tikoo, 2004, p. 502).

Ahmad et al. (2020) conducted research to examine the factors that attract and retain staff in different private or public banks, in India's National Capital Region, particularly Delhi.

Rana & Sharma (2019) conducted a study to assess the impact of Employer Branding on Job Engagement in Banking sector.

Gupta et al. (2018) conducted research on elements of employee perception about employer branding and its impact on retention in the automotive sector.

Hadi & Ahmed (2018) investigated the components of employer branding that are directly related to employee retention. The study collected data from 204 administrative staff members and teachers in Islamabad.

Tanwar & Prasad (2016) study entitled Exploring the relationship between Employer Branding and Employee Retention was conducted in-depth interviews with 25 employees from IT companies in Mumbai, Hyderabad, and NCR of India.

Kanar, Collins, and Bell (2002) examined how existing employees' positive word of mouth about their organization influences its appeal to potential hires. Their empirical survey of 175 job seekers at the university level focused on how current employees' positive and negative comments impact applicants' perceptions of the organization. Findings indicated that negative feedback from employees had a more substantial effect than positive comments on a job seeker's view of the organization's attractiveness.

Allen et al. (2010) highlighted the benefits of talent retention, noting that higher turnover leads to increased costs, service disruptions, and potentially lost knowledge to competitors. Organizations with lower turnover have been shown to experience better sales outcomes and enhanced employee morale. To boost job quality and loyalty, companies are increasingly implementing loyalty management strategies. In recent

decades, many organizations have focused on brand building to attract and retain both employees and customers.

Stancu and Georgiana Florentina Grigore (2011) found that most respondents see respect for employee rights, fair wages, and job security as core components of a responsible employer's image. Their research also revealed that women are more inclined than men to participate in corporate social responsibility (CSR) initiatives.

Botha, Bussin, and De Swardt (2011) developed a predictive model for employer branding to attract and retain talent. Their study explored connections between employer branding (EB) theory and talent attraction and retention, aiming to establish conceptual alignment. Results suggested that effective employer brand management requires a balanced approach, considering all foundational elements to enhance the organization's appeal to prospective and current employees.

Hillebrandt and Ivens (2011) provided insights for organizational leaders, emphasizing the need for well-designed talent strategies to remain competitive. Their twelve-factor model addresses employer brand considerations that support organizations in attracting and retaining high-quality talent.

Karthika and Latha (2017) argued that a strong employee value proposition and employer brand are crucial for organizational advantage, with Indian companies increasingly leveraging employer branding to attract and retain talent. Their findings suggested that development-focused values within the employer brand are closely tied to employees' intentions to stay.

Will Ruch (2013) observed a link between employees' motivation to work and customer satisfaction. Motivated employees tend to perform well, positively influencing customer perceptions and reflecting a strong corporate image. When companies support and satisfy their employees, it results in better customer satisfaction, with satisfied employees being the "face" of the organization.

RESEARCH OBJECTIVES

To check the association between Social Value and Employee Retention

To check the association between Development Value and Employee Retention

To check the association between Economic Value and Employee Retention

RESEARCH HYPOTHESIS

H_a1: There is a significant association between Social Value and employee retention

H_a2: There is a significant association between Development Value and Employee Retention

H_a3: There is a significant association between Economic Value and Employee Retention

DIMENSIONS OF EMPLOYER BRANDING

The study attempts to find the impact of three key dimensions of employer branding on employee retention within private commercial banks in India.

<i>Independent Variables (key dimensions of employer branding)</i>	<i>Dependent Variable</i>
Social Value Development Value Economic Value	Employee Retention

Reliability of tool

Internal consistency reliability of each construct was checked by Cronbach’s alpha.

<i>Construct</i>	<i>Cronbach alpha</i>
Social Value	0.76
Development Value	0.82
Economic Value	0.71
Employee Retention	0.85

Since all Cronbach Alphas’ are greater than 0.70 , internal consistency reliability was established

Validity of tool

Content validity of the questionnaire was checked by sending it to 14 subject experts. Content validity ratio (CVR) for each question was calculated on the responses received from the experts. The CVR met the threshold value as suggested by Lawshe (1975).

Table 1 : Minimum Value of CVR, P = .05.

No. of Panellists	Minimum Value
5	.99
6	.99
7	.99
8	.75
9	.78
10	.62
11	.59
12	.56
13	.54
14	.51
15	.49
20	.42
25	.37
30	.33
35	.31
40	.29

Source : Lawshe, 1975.

Items	Judge1	Judge2	Judge3	Judge4	Judge5	Judge6	Judge7	Judge8	Judge9	Judge10	Judge11	Judge12	Judge13	Judge14	Total Count I	Content Validity Ratio (CVR)
SV1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	0.571428571
SV2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	0.714285714
SV3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	0.571428571
DV1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	0.714285714
DV2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	0.857142857
DV3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	0.714285714
EV1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	0.571428571
EV2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	0.571428571
EV3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	0.714285714
ER1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	0.571428571
ER2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	0.571428571
ER3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	0.714285714
ER4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	0.857142857

Since all CVRs are greater than 0.51, content validity was established

DATA ANALYSIS

Statistical Technique : Regression Analysis

Statistical Tool : SPSS

Dependent Variable : Employee Retention

Independent Variables : Social Value, Development Value, Economic Value

Model Summary

<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
.882 ^a	.778	.763	.69711

The adjusted r square = 0.763, Thus the independent variables can explain only 76.3% variability in dependent variable.

Since adjusted r square >70% is an indicator of a fairly good model fit

ANOVA^b

<i>Model</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>	
1	Regression	79.866	3	26.622	54.781	.000 ^a
	Residual	22.840	47	.486		
	Total	102.706	50			

a. Predictors: (Constant), EV, DV, SV

b. Dependent Variable: ER

Ho : All co-efficients are not significantly different from zero.

H1 : Atleast one co-efficient is significantly different from zero.

p-value = 0.000 < 0.05 = α, the level of significance

Null Hypothesis Ho is rejected.

Therefore, At 5% level of significance (95% confidence), atleast one co-efficient is significantly different from zero.

Coefficients^a

<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>	<i>95% Confidence Interval for B</i>	
		<i>B</i>	<i>Std. Error</i>				<i>Beta</i>	<i>Lower Bound</i>
1	(Constant)	.784	.442		1.775	.082	-.104	1.673
	SV	-.268	.094	-.239	-2.863	.006	-.456	-.080
	DV	.877	.076	.836	11.563	.000	.724	1.029
	EV	.190	.089	.176	2.125	.039	.010	.370

a. Dependent Variable: ER

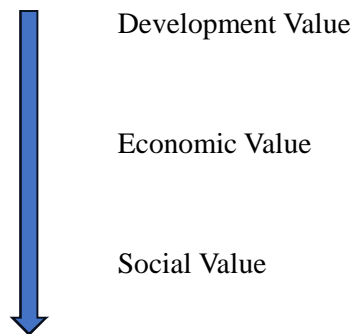
Employee Retention = -0.268Social Value + 0.877Development Value + 0.190 Economic Value + 0.154

Since P values of all regression coefficients are less than 0.05, all independent variables are statistically significant at 5% level of significance. Hence one can say with 95% confidence that:

- H_a1:** There is a significant association between Social Value and employee retention
- H_a2:** There is a significant association between Development Value and Employee Retention
- H_a3:** There is a significant association between Economic Value and Employee Retention

It is important to note that Social Value contribute negatively to employee retention, thus, as social value increases employee retention decreases.

Further the attributes contributing to employee retention in descending order of importance may be listed as follows:



SUMMARY OF KEY FINDINGS

- Development Value has a highly significant positive impact on Employee Retention, indicating that it is the strongest predictor among the three independent variables.
- Economic Value also has a significant positive impact on Employee Retention, though its effect is smaller compared to Development Value.
- Social Value has a significant negative impact on Employee Retention, meaning higher values of Social Value are associated with lower values of the dependent variable.

Plausible cause of negative impact of social value on employee retention:

1. May be there is quadratic or some other relationship, rather linear relationship between Social Value and Employee Retention which one needs to explore.
2. It is important to note that overemphasis on social initiatives without proper balance can sometimes lead to unintended consequences:

- **Increased Workload:** Excessive involvement in social initiatives can lead to increased workload and stress for employees.
- **Misaligned Values:** If employees do not align with the company's social values, it can lead to dissatisfaction and decreased engagement.

In a nutshell, while a strong social value proposition can significantly enhance employee retention, it's essential to balance it with other factors like fair compensation, career growth opportunities, and a positive work environment. A well-rounded approach that prioritizes both social impact and employee well-being is crucial for long-term success.

CONCLUSION

The regression analysis demonstrates that all three independent variables—Social Value, Development Value, and Economic Value—have a significant impact on the dependent variable (Employee Retention). Development Value (with the largest standardized coefficient) emerges as the strongest positive predictor of Employee Retention, indicating that improvements in Development Value led to the greatest increase in the dependent variable. Economic Value also has a positive but smaller effect on Employee Retention, suggesting that it contributes positively, though to a lesser extent. In contrast, Social Value has a significant negative impact on Employee Retention, indicating that higher values of Social Value reduce the Employee Retention.

Overall, the findings highlight the importance of focusing on Development Value and Economic Value to enhance the outcome represented by Employee Retention, while addressing the negative effects of Social Value to optimize results. All variables are statistically significant, underscoring their relevance in predicting and influencing Employee Retention.

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National Education Policy 2020

Mayanka Kumari*

The national policy on education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated by the government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986 and the third by Prime Minister Narendra Modi in 2020.

Since, the country's Independence in 1947 the Indian government sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India Maulana Abul Kalam Azad, India's first Minister of education, envisaged strong central government control over education throughout the country. With a uniform educational system, the union government established the university education commission (1948-1949), the secondary education commission (1952-1953), University Grants Commission and the Kothari Commission (1964-66) to develop proposals to modernise India's education system. The resolution on the scientific policy was adopted by the government of Jawaharlal Nehru. The Nehru government sponsored the development of high-quality scientific education institutions, such as the Indian Institutes of Technology. In 1961, the union government formed the national council of educational research and training (NCERT) as an autonomous organisation that would advise both the union and state governments on formulating and implementing education policies. Based on the report and recommendations of the Kothari Commission (1964-1966), the government of Prime Minister Indira Gandhi announced the first National Policy on education in 1968, which called for a "radical restructuring" and proposed equal educational opportunities to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the constitution of India and specialized training and qualification of teachers. The policy called for a focus on the learning of regional languages, outlining the "three-language formula" to be implemented in secondary education. Instruction of the English language, the official language of the state where the school was based, and Hindi language education was seen as essential to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language has proven controversial, the policy called for the use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians. The Policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six per cent of the national income.

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In 1986, the government led by Rajiv Gandhi introduced a new National Policy on education. The new policy called for “special emphasis on the removal of disparities and to equalise educational opportunity.” especially for Indian women, scheduled tribes (ST) and the scheduled caste (SC) communities to achieve such a social integration, the policy called for expanding scholarships, adult educated, Recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The NPE called for a “child-centered approach” in primary education and launched “operation blackboard” to improve primary schools nationwide. The policy expanded the Open University System with the Indira Gandhi National Open University, which has been created in 1985. The Policy also called for the creation in 1985. The policy also called for the creation of the “rural university” model, based on the philosophy of Mahatma Gandhi, to promote economic and social development at the grassroots level and rural India. 1986 education policy expected to spend 6 per cent of GDP on education.

The 1986 national policy on education was modified in 1992 by the P.V Narasimha Rao government. In 2005, former Prime Minister Manmohan Singh adopted a new policy based on the “common minimum programme” of his united progressive alliance (UPA) government. Programme of Action (POA) 1992, under the national policy on education (NPE), 1986 envisaged conducting of a common entrance examination on All India basis for admission to professional and technical programmes in the country. For admission to Engineering and Architecture/Planning Programmes, the government of India vide Resolution dated 18 October 2001 has laid down a three an exam scheme (JEE and AIEEE at the National level and the state level the engineering Entrance examination (SLEEE) for State Level Institutions, With an option to join AIEEE. This takes care of varying admission standards... This allows sets Brooklands of overlaps and reduces the physical, mental and racial burden on students and their parents due to the multiplicity of the entrance examination.

Keywords: *Higher education, National education policy 2020, NEP-2020, Overview & analysis, Implementation strategies, Predicted implications, Predicted impediments& merits.*

In 2019, the Ministry of Human Resource Development released a draft new education policy 2019, which was followed by several 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 to optimise learning for students based on the cognitive development of children. The new national education policy has been unveiled by the ministry of education on July 30. The aspirations policy shares ideas to revamp education, teaching and assessment systems in schools, colleges as well as teacher’s professional-level training. Here is a list of key policy changes that have been announced and what it means for you.

- A) *School system:* the 10+2 system will be divided into 5+3+3+4 format. The first five years of school will comprise the foundation stage including three years of pre-primary school as well as classes 1 and 2. The next three years will be divided into a preparation stage from classes 3 to 5 and following that, three years of middle stage (classes 6 to 8), and four years of secondary stage (classes 9 to 12). CO-curriculum and vocational subjects like sports, arts, commerce, science will be treated at the same level. Students can opt for courses as per their preferences. Students will be allowed to take up coding from class 6 onwards. Skills, such as analysis, critical thinking and conceptual clarity will be taught in school.

- B) *Report cards*: The report cards of students will be reviewed by peers and teachers. Artificial intelligence-based software could be developed and used by students to help track their growth through their school years based on learning data and interactive questionnaires for parents, students and teachers, to track progress, all students will take school examinations in grades 3, 5 and 8 which will be conducted by the appropriate authority.
- C) *Board exam*: The class 10 and 12 Exams referred to as board exams are likely to be held in two difficulty levels and students will be given a second chance at boards to improve their score. They will be free to take up courses regardless of the stream division of arts, commerce and science. “Students choice and best of two attempts, assessments that primarily test core capacities must be the immediate key reforms to all board exams”, the NEP stated. A system of annual or semester or modular board exams could be developed to test them for less material, and taken immediately after the corresponding course is taught in school so that pressure from exams is better distributed and less intense.
- D) *Language policy*: the policy states, the medium of instruction until at least class 5 should be “home language or mother tongue or local/regional language”. Thereafter, the home or local language should continue to be taught as a language. Unlike the draft, the final policy gives the freedom to the state, region, and child to choose three languages to be learned. However, at least two of the three languages should be native Indian languages.
- E) *Exit point*: “Graduate level, master’s and doctoral education in large multidisciplinary universities, while providing rigorous research-based specialisation”, mentioned the NEP. The undergraduate degree with multiple exit options. Students will get a certificate after completing one year in a discipline or field including vocational and professional areas, or a diploma after two years of study, or a bachelor’s degree after a three-year programme. The four years programme may also lead to a degree in research if the student completes a rigorous research project in their major area of study.
- F) *Foreign colleges*: High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, selected universities, those from among the top 100 shall be established which would digitally store the academic credits earned from various recognised HEIs so that the degrees from an HEI can be awarded taking into account credits earned.
- G) *Education technology*: An autonomous body, the national education 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 and so on, both for school and higher education. One of the permanent tasks of the national education technology forum will be to categorise

emergent technologies based on their potential and estimated time frame for disruption and to periodically present this analysis to MHRD. Based on these inputs, MHRD will formally identify those technologies whose emergence demands responses from the education system.

LITERATURE REVIEW

The literature on education policy implementation is substantial and offers a wide range of perspectives on the issue, contributing significantly to education policy analysis. This part presents the frameworks according to their focus, whether they are more analytical, normative, or action-oriented.

Some of the frameworks selected in this review set the stage for researchers to develop knowledge about policy implementation. We have categorised them in this paper as analytical frameworks. They attempt to deepen the knowledge and to give coherence to the academic field, by describing the process and its different determinants. For instance, Nakamura and Smallwood (1980) analyse implementation as one of the three functional environments that make up the policy process.

A framework is a descriptive tool, offered as such for policy analysts to make sense of the political dynamics influencing the implementation process. Bell and Stevenson propose a model to explain the multidirectional interactions between the development stage of a policy and its “enactment”, in which the policy shapes educational institutions down to the local level while being influenced itself by local dynamics (2015).

In these frameworks, researchers acknowledge the impact of a well-designed policy on its implementation. Ingram and Schneider, for instance, establish the characteristics of “smarter policy statutes” (1990). In Mazmanian and Sabatier’s framework, implementation is considered successful when the goals established in the policy statutes are achieved (Sabatier and Mazmanian, 1979; 1980).

Cerna, following a review of the different approaches to education policy implementation, suggests that a one-size-fits-all model of implementation is not feasible (Cerna, 2013). Most authors insist on it that the implementation plan is flexible enough to adapt to issues that policy designers may not foresee (Haddad and Demsky, 1995; Barber, 2008).

METHODOLOGY

The methodology consists of a conceptual discussion on highlighting the gist of the national educational policy framework, highlighting various sections of the policy of NEP 2020 and comparing it with the currently adopted education policy identifying the innovations made using the focus group discussion method. The implications of the policy are analysed using the predictive analysis technique. Many suggestions are given based on Focus group analysis.

Table 1
Comparison of National Education Policy 1986 & National Education Policy 2020

<i>Sl. No.</i>	<i>NEP 1986</i>	<i>NEP 2020</i>
1.	The role of education is the all-round development of students.	The objective is to provide Multi-disciplinary & interdisciplinary liberal education
2.	Common education structure of 10 (5+3+2) +2+3+2 is followed.	Common education structure of 5+3+3+4+4+1 is suggested.
3.	The first preliminary education starts at 6th year of a child as Primary school level.	The first preliminary education starts at 3rd year of a child as a Foundation stage
4.	Two years higher secondary level and two years pre-university levels were separately considered and both had board exams.	Four years Secondary education stage is designated by clubbing Two years higher secondary level and two years pre-university levels. Exams are suggested at the school level except for Board level exams at 10th and 12th.
5.	Two years of higher secondary level, students choose specialization areas and subjects like Science subjects or Commerce subjects or Arts subjects	Students choose specialization areas and subjects like Science subjects or Commerce subjects or Arts subjects Four years Secondary education stage contains common subjects and elective subjects. The choice is based on liberal education policy.
6.	All undergraduate and postgraduate admissions are based on the entrance exam conducted at the college level or state level except for NITs & Medical Colleges.	All undergraduate and postgraduate admissions of public HEIs are based on National Testing Agency (NTA) scores conducted at the national level.
7.	Undergraduate programmes are for three to four years.	Undergraduate programmes are of four years with a provision to exit after one year with a diploma, after two years with an advanced diploma, after three years with a pass degree, and after four years with a project-based degree.
8.	Postgraduate education is of two years with specialization focus.	Postgraduate education is of one to two years with more specialization & research focus.
9.	Most of the Colleges in HEIs are affiliated to state universities and had no autonomy in curriculum and evaluation	All HEIs including colleges are autonomous and there will be no affiliated colleges to state universities and autonomy in deciding curriculum and evaluation.
10.	The examination is independent of teaching. All examination and evaluation are affiliating universities controlled.	The examination is a part of a continuous evaluation system. Faculty members who are teaching a subject are responsible for evaluation and examinations are departmental affairs.

Source: International Journal of Management, Technology, and Social Sciences (IJMSTS), ISSN: 2581-6012, Vol. 5, No. 2, August 2020.

CONCLUSION AND SUGGESTION

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 offerings is the responsibility of the education department of the country's government. National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, 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. By encouraging merit-based admissions with free-ships & scholarships, merit & research-based continuous performers as faculty members, and merit-based proven leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfill its objectives by 2030. All higher education institutions with the current nomenclature of affiliated colleges will expand as multi-disciplinary autonomous colleges with degree giving power in their name or becomes constituent colleges of their affiliated universities. An impartial agency National Research Foundation will fund innovative projects in priority research areas of basic sciences, applied sciences, and social sciences & humanities. The higher education system will transform itself as student-centric with the freedom to choose core and allied subjects within a discipline and across disciplines. Faculty members also get autonomy to choose curriculum, methodology, pedagogy and evaluation models within the given policy framework. These transformations will start from the academic year 2021-22 and will continue until the year 2030 where the first level of transformation is expected to be visible. Hence,

- 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.
- A 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.
- It is a progressive shift towards a more 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, the new structure can bring India to par with the leading countries of the world.

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Issue and Challenges of the National Education Policy 2020 in Bihar

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Education is the most important tool to change one's life. It determines the quality of an individual's life and improves one's knowledge and skills and also develops personality and attitudes. Having well defined and futuristic education policy is essential for a country at the school and college level because education determines the social-economic development of the nation. After a long period of 34 years on 29 July 2020, the Government of India announced The Nation Education Policy 2020 based on the recommendation by the expert committee headed by Dr. Krishnaswami Kasturirajan to improve the quality of education in India across all levels from primary to university level.

This paper highlights several initiatives taken in new education policy and discuss the various innovation and predicted implications of new education policy 2020 in context of Bihar towards achieving its objectives.

Keywords : National Education policy, quality education, NEP 2020, Schools and Universities, etc.

In ancient times India along with Bihar has been the hub of education and culture from home to the ancient university of Nalanda and Vikramshila. Patna University is the first modern university in Bihar which was established during British rule (1917). Recently, there are 30 universities in Bihar, out of which there are 17 state universities, 6 central universities and institutions, 2 deemed universities, and 5 private universities. According to the MHRD of India report, there are about 72663 schools in Bihar, out of which 42573 primary schools, 25587 middle schools, 2286 secondary schools and 2217 senior secondary schools in Bihar. As per the 2011 Census of India, Bihar has a total literacy rate of 61.35 per cent (Male 60.32 per cent and female 33.57 per cent) which is lower than the overall national average of 74.04 per cent. The government of Bihar is constantly taking steps to improve the education system and move ahead in the development stage. The state government has allocated 19.3 per cent of its total budget for education in 2020-2021.

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In the 1960s, major educational reforms were implemented to streamline the education structure of the state by the then-education minister and educationist late Satendra Narayan Sinha. The first National education policy was issued in 1968 in response to the recommendation of the Kothari Commission. Further, it was renewed in 1986 as National education policy 1986 and also updated in 1992. These two education policies focused on modernization and the role of information technology in education and also focused more on structuring teacher education, child care, women's empowerment and adult literacy.

By the rapidly changing global scenario today, the need for a fundamental change in the current education system was felt by the whole nation because current education policy which came into force in 1986 and which was revised in 1992 was consistently proven unable to prepare our children for challenges of the 21st century. So, the central government on 29 July 2020 announced the National Education Policy 2020 on the recommendation of a committee draft prepared under the headship of Dr. Krishnaswami Kasturirajan, former chairman of ISRO to improve the quality of education in India. The policy has several promises to keep and appears to be timely in several regards but much of it depends on how it is implemented.

OBJECTIVE

The main objectives of this study on National Educational Policy are as follow:

- To highlight the main points of the NEP 2020 and identify the innovations in the education system.
- To identify the merits and demerits of NEP 2020 in the context of Bihar.
- Suggestion for the effective implementation of NEP 2020 in Bihar to achieve its goal.

METHODOLOGY

This study is based on secondary data and direct observation of some schools and colleges and conceptual discussion with educationists on the main features of the policy. The secondary data has been collected from the census of India, Statistical Abstracts published or unpublished by the state govt. and other various sources.

IMPORTANT HIGHLIGHTS OF NEP 2020

- The National Education policy 2020 aims at universalization of pre-school to secondary level education with 100 per cent GER in schooling and 50 per cent in higher education by 2030-2035.
- Implementing new educational structure 5+3+3+4 school curriculum and 4+1 in higher education with 3 years of Anganwadi or pre-schooling and 12 years of schooling as a common education structure 5+3+3+4+1.
- Establishing a National mission on Foundation literacy and numeracy.
- Bridging the gap between arts and Science, Extra-curriculum activities and

vocational education and introducing vocational education starting from class 6 with an internship.

- Emphasis on promoting multilingualism and Indian language; the medium of instructions until at least class 5 in-home/regional/mother language.
- Assessment reforms: Board exam on up to two occasions during any given school year, one main exam and second for improvement.
- Holistic multidisciplinary education with multiple entry/exit options.
- Higher performing Indian universities will be encouraged to set up campuses in other countries and selected universities of other countries among the top 100 universities will be facilitated to operate in India.
- The 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.
- The affiliation of colleges will be completed in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges.
- Emphasis will be given on socially and economically disadvantaged groups (SDGs) which include gender, socio-culture and geographical identities and disabilities.
- Public expenditure on education by the states and the Centre has been increased to 6 per cent of GDP.

NATIONAL EDUCATION POLICY 2020 AND BIHAR

According to the 2011 Census of India, the state of Bihar was the third most populated state of India with a total population of 104099452, of which 54278151 male and 49821295 females. The total literacy rate in Bihar is 69.83 per cent. In a rural area of Bihar, the total literacy rate is 43.9 per cent, of which male and female literacy rate is 57.1 per cent and 29.6 per cent respectively. In the urban area of Bihar, the total literacy rate is 71.9, of which male and female literacy rate is 79.9 per cent and 62.6 per cent respectively. Bihar has a greater number of illiterate people than other any Indian states. There is a crisis of school and resources in the primary education system of Bihar. It has 37.3 per cent of fewer teachers than it needs in elementary education. Right to education act of India says teacher and student ratio should be 30:1 in primary school and 35:1 in upper Primary School whereas in Bihar teacher and student ratio is more than 38 in primary schools which shows the worst condition of the education system. Bihar also suffers from a high dropout rate at all levels from school to university. The poor situation of education in Bihar is not hidden from anyone. Every year, lakhs of students are forced to leave Bihar only because the education infrastructure there is in bad shape. Under these circumstances, it is not easy to implement the new education policy 2020 and achieve its goal in Bihar.

The National Education Policy 2020 recommends significant structural changes to the education system, envisions the constructed imaginaries of a past glorious India that can be retrieved through education. It is visionary, practical, progressive, and very

comprehensive except few flaws. But it has also lots of issues and challenges to implement in Bihar, which can't be denied.

The New Education policy 2020 talks about quality education in schools with 100 per cent gross enrollment but does not make implicit mentions of how it can be achieved in the worst education condition of Bihar schools due to lack of teachers and their teaching proficiency.

The new education policy 2020 advocates for children in government primary schools to study in the regional language or mother language. As per the national education policy 2020, students of the private schools will be introduced to English at a much earlier age than the students of the Government schools. The academic syllabus will be taught in the respective regional languages of the Government school students. This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies.

In the National Education Policy 2020, language is a negative factor as there is a problematic teacher to student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, which is bringing study material in mother languages.

The proposal for giving more autonomy to colleges and phasing the affiliation system in the new education policy 2020 is welcome. But giving autonomy to the college can make it difficult for the children of the economically weaker section to get an accessible and affordable education, it can't be denied.

According to the national education policy 2020, students willing to complete their graduation have to study for four years while one can easily complete his/ her diploma degree in two years. This might encourage the pupil to leave the course midway.

Today, the institutes of higher education have become a mere institutions to distribute certificates and degrees. Especially in Bihar, the policymakers have been deprived of their attention to bringing back those who were being alienated from the classroom in higher educational institutions. I believe that in the absence of adequate teachers and students in the educational institutions, the best policy also will fail to achieve its objectives. One of the poorest states of India, Bihar has been lacking funds since its Inception. At present time, the education budget is being cut, so in the absence of an adequate budget, it will be difficult to meet the goals of the new education policy 2020.

Internationalization of education and the arrival of Foreign universities in India will increase the flow of foreign capital in education, which will promote privatization and commercialization of education. With this proposal, education will become the object of World-Trade for domestic and foreign education Mafias.

CONCLUSION AND IMPORTANT SUGGESTIONS

The New education policy has many changes and innovations. Although it has many drawbacks, the merits are more in number and It is believed that by implementing these

changes, the Indian academic system will be taken a step higher but there are needs for some modifications in the NEP 2020 that will make it more effective. In my opinion, keeping in mind the state of the education system in a state like Bihar, there is a need to spend more on the education budget. There should be some provision in the policy to ban the commercialization of education private coaching institutions. There should some necessary and strict measures in the NEP 2020 to ensure the presence of students in higher educational institutions. to the internationalization of education, measures should be taken to ensure that poor students have access to it. there should also be a provision to bring equality between private and government schools in the teaching-learning system and medium of instruction for study to maintain equality in society. The current provision of the No Detention Policy should be reformed as it has seriously affected the academic performance of the students.

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Challenges Related to New Education Policy

Rekha Kumari*

Education means knowledge, this knowledge is not only helpful in making all of us a complete human being but is also fully capable of building a civilized society and telling its true meaning to humans. Education is a tool that builds the future from the children of the country to the youth.

The new National Education Policy was brought by Prime Minister Narendra Modi which has been prepared in consultation with all.

Firstly, look at what is 'education'. Education means the act of learning and teaching, but if we look at its broader meaning, "Education is a continuous social process in any society which has a purpose and thereby the development and refinement of the inner powers of human beings."

LITERATURE REVIEW

With the announcement of the new education policy 2020, the name of the Ministry of Human Resources has been changed to the Ministry of Education. Through this policy, trans-formative reforms have been expected in school and higher education in the country. Under its objectives, the goal of universalization of education from pre-school to secondary level has been targeted along with 100 per cent GER in school education by the year 2030. The government's effort to improve the educational structure through the New Education Policy-2020 (NEP, 2020) is a commendable task, but it has several challenges, which can be described under the following points:

- About one-third of children belonging to Scheduled Castes and Scheduled Tribes, religious minorities and disabled groups leave school before completing primary education in India.
- Lack of infrastructure—It is commonly seen that schools and universities lack electricity, water, toilets, boundary walls, libraries, computers, etc., resulting in

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the education system being affected. According to the World Bank's World Development Report 2018 *The Learning to Realize Education Promise*, India's education system is in a worse state. Efforts by the government to reform the education sector are at risk of failure.

- Lack of investment in infrastructure—According to ASER, an NGO headquartered in New Delhi works with children in rural and urban slums across India. The government may have invested in education sector infrastructure in rural areas, but it has not been relatively successful. One challenge facing the new education system is also to overcome the shortage of teachers. According to the 2017 report of the Comptroller and Auditor General (CAG), a large number of schools are running on the strength of a single teacher, which affects the quality of education. According to a recent UGC survey, out of the total approved teaching positions, 35 per cent of professors, 46 per cent of associate professors and 26 per cent of assistant professors are vacant in Indian higher education institutions.
- Another challenge is to increase the quality of higher education. Today, in many universities of the world, teachers' performance is evaluated based on the performance of their peers and students.
- The trilingual policy in the draft is also presenting a challenge before the NEP2020, which recommends making Hindi the third language in addition to the mother tongue and English language in non-Hindi language areas. The three-language formula is not new and was already recommended in previous education policies in 1968 and 1986.
- Higher education provides finance for research of the country's doctoral and post-doctoral programs. Credit rating agencies, reputed industry organizations, media houses and professional bodies should be encouraged to give ratings to Indian universities and institutions. A strong rating system will increase healthy competition among universities and improve their performance. Indian universities are still not among the top 200 ranked universities in the world.

Its implementation should be carefully noted. We will also have to see in the coming decades whether governments can provide and spend the necessary additional budget after changing the laws as per NEP 2020.

THE JOURNEY OF NATIONAL EDUCATION POLICY IN INDIA

The era of reforms in education is already going on in the country, but this reform was in favor of colonial interests. For example, Macaulay's Declaration 1835, Wood's Declaration 1854, Hunter Commission 1882, etc. With this, it was difficult to reach every person with limited resources at that time. After independence, the Radha Krishna Commission was first established in 1948-49 and the Secondary Education Commission or Mudaliar Commission of 1953, and NCERT was established in the year 1961 to focus on the quality of education, to provide access to education to all.

The University Grants Commission was established in 1953 to improve higher education. The first National Education Policy was adopted by the recommendations made by the Kothari Education Commission, in which the Integrated Child Development Services Scheme was started for the proper development of children up to 6 years old. Realizing the responsibility of both the Center and the state through the 42nd Constitution Amendment in 1976, education was included in the concurrent list.

For decades, the demand for constitutional status of education has been demanded by every child of the country to get the right to education. The government added a new section to the constitution in 2002. Article 21 A was added to the Constitution in 2002, after which the Right to Education Act came into force on 1 April 2010. Under this, children aged 6-14 years were given the constitutional right to education so that they could get free and compulsory education.

Sarva Shiksha Abhiyan was started in the year 2000 as an ambitious scheme to put books and pens in the hands of children. Along with the development in the infrastructure of government schools, bringing the student-teacher ratio to international standards is an important priority of today's new education policy.

Keeping this objective in mind, to achieve the major goal in education, the previous government had set up Dr. K.K. Committee formed under the chairmanship of Kasturirangan.

CONCLUSION

Education means knowledge values skill critical thinking problem solving and creativity.

A right to education has been recognized by some governments and the united nations in most regions education is compulsory up to a certain age

NEP 2020 aims to provide infrastructure support innovative education centre to bring back dropouts into the mainstream besides tracking of students and their learning levels multiple pathways to learning involving both formal and nonformal education modes and association of counsellor or well trained.

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NEP 2020—It's Impact on Women Education and Women Entrepreneurship

Poonam Kumari*

In all fields, women are working along with men. The women are getting jobs in all fields due to their ability & skill. After independence, in India women are getting more attention as well as men. Man and women both experience personal problems during the startup of a business but women face more. This is especially true due to a lack of self-confidence and not being taken seriously by the fund providers when applying for funds. Relative to men, women tend to have lower access to land, education and training facilities. Thus, This study aims to study the ground realities of the educational status of women entrepreneurs in India and to assesses the impact of education on their choice of business, their preferred legal ownership method, their means of obtaining funds and their means of getting support to initiate a business

Keywords : NEP 2020, Women education, women entrepreneur, higher education, Social Development.

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 & 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.

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- 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 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 & 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 & 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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Prospects, Challenges and Innovations of New Education Policy

Sharda Nand Sahani*

New Education policy was prepared for the guidance of the development of education in the country. For the first in 1964, a commission was set up in the chairmanship of D.S. Kothari on the need for National Education policy. With the declaration of the New Education Policy by the central government in the year 2020, there has emerged a new hope of elementary change in the education system of India. Under this policy, several proposals have been given for the reformation of teaching methods, syllabus, mediums of learning, students, schools and universities. In this new policy, the principal focus is on the spread of education and its various dimensions. It is quite bold of the government to want to restructure the education system, with especially drastic changes in the higher education system. As far as higher education is concerned a single institutional body has been proposed to replace the existing institutions like UGC etc. National Research Foundation is also proposed on the pan-India level. It will aim to strengthen the culture of the research in the universities and higher education institutions. There will be a requirement for more money to fulfill the expansive goals of the New Education Policy. That is why the target of GDP has been proposed 6 per cent which is currently 4.43 per cent. Keeping in mind other resolutions of the central government these aims do not look very difficult.

In the New Education policy, Indianization of education has been emphasized which is its characteristic feature. Indian education philosophy has been propounded by Indian sages and scholars in ancient India itself. The Indianization of education will free us from colonial influences and inculcate love and respect for India and Indianism among the students and educationists. But to achieve this goal, the shortcomings of required resources will have to be eradicated. If we see integrity, this new education policy with high ideals will surely prove to fulfill the needs and challenges of 21st century India, if this policy is implemented properly.

Keywords : *Challenges, prospects, Innovations, Indianization Resources, Syllabus, Medium, etc.*

New education policy was prepared for the guidance of the development of education in the country. For the first in 1964, a commission was set up in the chairmanship of D.S. Kothari on the need for National Education policy. Based on the advice of the commission, the first National Education policy was implemented in 1986 under the leadership of Indira Gandhi. Again in 1986, the Second Education Policy was given consent under the leadership

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of prime minister Rajiv Gandhi. Today again after 34 years, a New Education policy has been introduced. Under this policy, several proposals have been given for the reformation of teaching methods, syllabus, mediums of learning, students, schools and universities. In this new policy, the principal focus is on the spread of education and its various dimensions. As P. Krishna says in the essay entitled 'Right Education for the 21st Century', "In the new vision of education we are not only taking the responsibility to impart information and skills but also to awaken sensitivity and creativity in the child. There is no set method for doing this. These are things that cannot be decided, practiced and achieved. Yet they are awakened in the child if there is the right atmosphere in the school and the home. It is our responsibility to create that atmosphere—an atmosphere of working co-operatively, with joy and friendship, working hard but without personal ambition or any sense of rivalry, an atmosphere of openness, of questioning, of inquiry and the joy of learning together." (272)

With the declaration of the New Education Policy by the central government in the year 2020, there has emerged a new hope of elementary change in the education system of India. The panel set-up under the guidance of former ISRO (Indian Space Research Organization) Chief Kasturirangan submitted its proposal in December 2018 and it was made public for feedback in May 2019 after the Lok Sabha Elections. The Ministry of Human Resource Development (MHRD) has released the National Education Policy 2020 laying the path for large-scale transformational reforms in both school and higher education sectors. According to the government, it is the first education policy of the 21st century and replaces the thirty-four-year-old National Policy on Education, 1986 which was modified in 1992.

The New Education Policy is aimed to be erected 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 revise and overhaul the education system in our country, including its regulations and governance by making both school and college education more holistic, flexible and multidisciplinary. According to the government, the implementation of previous policies has focused largely on issues of access and equity.

A New Education Policy has been sanctioned by our government in July 2020; after a gap of 34 years, for bringing the changes in the National Education System. The New Education Policy has its objective of making the learning process more efficient by enhancing students thinking and creative ability. The New Education Policy includes several changes in the school level as well as higher education. These essays on the New Education Policy will help you to understand in detail this subject.

The new National Education Policy came into existence on 29 July 2020, after replacing the existing National Education Policy. The change in education policy is made after a gap of a total of 34 years. But the change was necessary and the need for the time should have been made earlier.

The earlier system of education was focused on learning and giving results. The students were judged by the marks attained. This was a unidirectional approach to development. But the new education policy focuses on the relevance of a multi-disciplinary approach. It aims at the all-around development of the student.

New education policy visualizes the formation of a new curriculum and structure of education which will help the students at their different stages of learning. The change has to be done in the existing education system to make education reach up to all, ranging from urban to rural areas. It will be towards meeting sustainability by fulfilling Goal 4-Quality Education.

GOAL OF THE NEW EDUCATION POLICY

The main motive is making a child learn along with becoming a skilled one, in whatever field they are interested. In this way, the learners can figure out their aim, and their capabilities. The learners are to be provided with integrated learning i.e. knowing every discipline. The same is applicable in higher education too. The new education policy also lays emphasis on the reformation of teacher's education and training processes.

Getting proper basic education is the birth-right of every individual as per the Indian Constitution. Education is the key element in the development of a child for getting ready to lead a happy life. The change in the National education policy, after 1986 in the 21st century took place in July 2020 and emerges out to be the new education policy 2020.

VISION OF THE NEW EDUCATION POLICY

The new education policy is the reworking of the earlier national education policy. It is the change of the entire system of education by new structural outlines.

The vision laid in the New Education Policy is turning the system into a high-spirited and energetic one. There must be an effort in making the learner responsive and skilled.

- The new education policy focuses on the integrated development of the learners.
- It replaces the 10+2 system with the 5+3+3+4 structure, which states 12 years of schooling and 3 years of pre-schooling, thus kids with the experience of schooling at an earlier stage.
- The examinations will be conducted in 3, 5, and 8th grades only, others will go for the regular assessments. Board exams will also be made easier and, and held twice a year so that each child gets two attempts.
- The policy envisages a multi-disciplinary and integrated approach to the undergraduate programmes with greater flexibility of exit from the course.
- The state and central government both will work together towards greater public investments by the public for education will give rise to GDP by 6 per cent, at its earliest.
- The new education policy focuses on enhancing practical education instead of laying stress on books for learning.
- NEP allows for the development and learning of children by general interaction, group discussions, and reasoning.
- The NTA will conduct a common entrance exam for universities at a national level.
- The students will have the freedom to select the course they desire to learn along with the course subjects, thus promoting skill development.

- The government will be setting up new ways of research and innovations at the university and college level by setting NRF (National Research Foundation).

The new education policy is laid down with several initiatives that are the need of the present scenario. The policy is concerned with attention to skill development along with the study curriculum. Merely dreaming of anything will not make it work, as proper planning and working according to that will only help in fulfilling the objective. No sooner than the objectives of NEP are achieved, will propel our nation towards progress.

There was a need for change to the existing education policy which was earlier implemented in 1986. The resulting change is the approval of the New Education policy. The policy has many positive features but the same can only be achieved by strictly making it happen. Mere consideration for the layout will not work efficiently instead of actions.

The present education system is the result of changes made in the existing education policy of 1986. It has been implemented to foster the learner and the nation's development. The new education policy focuses on the child's overall development. The policy is destined to achieve its objective by 2030.

The New Education Policy has proposed some significant changes concerning higher education. First is the establishment of a HECI, or Higher Education Commission of India, which replaces the current regulatory bodies, the University Grants Commission (UGC), and the All-India Council for Technical Education (AICTE). With this, the HECI will be the sole regulatory authority of the entire higher education system. The HECI is further subdivided into multiple verticals to carry out various standalone functions. The primary vertical of the HECI is the National Higher Education Regulatory Council (NHERC), which is in charge of regulating higher education in India, excluding medical and legal education. The second is the National Accreditation Council (NAC), which is given the responsibility of rating and accrediting colleges based on certain criteria, including good governance and basic norms. The Higher Education Grants Council (HEGC), the third body under HECI, is responsible for financing colleges and universities. The fourth body, the General Education Council (GEC), is in charge of framing the National Higher Education Qualification Framework (NHEQF).

The other important facet of the proposal is the complete restructuring of the higher education system through the introduction of a multidisciplinary undergraduate programme, with an option of either a three- or four-year duration, and multiple exits and entry points. This will bring a far greater level of flexibility within the higher education system.

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CHALLENGES AND INNOVATIONS OF NEW EDUCATION POLICY

The first and foremost is the multidisciplinary undergraduate programme. There is an untapped repository of knowledge that students can hope to find by studying a combination

of subjects. It will most definitely allow students to explore the world through the lens of multiple subjects, without the artificial constriction of streams. I have had the good fortune of choosing multidisciplinary subjects in 11th and 12th, and have greatly benefited from using the perspective I get from each of my subjects in viewing the world around me. A multidisciplinary education has provided me with a far greater scope, therefore, to take my learning beyond the classroom, and into the real world.

The second positive recommendation is the flexibility that the NEP will provide for choosing a three- or four-year programme, while also allowing some leeway to take gaps within one's bachelor degree studies. The rigidity of the current system comes from the need to "teach" grown adults, who are old enough to vote and drive, rather than to facilitate their learning. This proposal allows students to have more control over their education and removes the rigidity that currently prevails.

In conclusion, it is quite praiseworthy to see the initiative taken by the government to transform the education system. The New Education Policy was marketed with the promise of landmark ideas. It is quite bold of the government to want to restructure the education system, with especially drastic changes in the higher education system. As far as higher education is concerned a single institutional body has been proposed to replace the existing institutions like UGC etc. National Research Foundation is also proposed on the pan-India level. It will aim to strengthen the culture of the research in the universities and higher education institutions. There will be a requirement for more money to fulfill the expansive goals of the New Education Policy. That is why the target of GDP has been proposed 6 per cent which is currently 4.43 per cent. Keeping in mind other resolutions of the central government these aims do not look very difficult.

The above analysis makes it clear that New Education Policy is a positive step by the central government. In the New Education policy, Indianization of education has been emphasized which is its characteristic feature. Indian education philosophy has been propounded by Indian sages and scholars in ancient India itself. The great scholars of the modern education world Arvind Ghosh, Swami Vivekanand, Dr. Radhkrishnan, C. Rajgopalachari, Mahatma Gandhi, Din Dayal Upadhyay contributed a lot to Indian Education through their elevated thoughts. The Indianization of education will free us from colonial influences and inculcate love and respect for India and Indianism among the students and educationists. But to achieve this goal, the shortcomings of required resources will have to be eradicated. If we see integrity, this new education policy with high ideals will surely prove to fulfill the needs and challenges of 21st century India, if this policy is implemented properly.

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National Education Policy 2020 and its Impact on Future Executives

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“Quality is more important than quantity. One home run is much better than two doubles.”

—Steve Jobs

India is home to more than 1.3 billion people. However, when it comes to a Global Innovation Index, India ranks 52nd amongst all nations, even falling behind some of the Asian countries like Vietnam, Thailand and Malaysia. Secondly, India’s literacy rate even after 70 years of independence is 74.4 per cent. Both the above figures suggest that the existing education system is not meeting the requirement and requires revamping and up-gradation. This promotes the fact that concrete efforts are required not only to promote the overall quality of education but also to ensure that no child misses the basic education.

National Education Policy (NEP) approved by the Government of India on 29 Jul 2020 is one such step to improve the education system. The new policy proposes sweeping changes in school and higher education including opening up of Indian higher education to foreign universities, dismantling of the UGC and the All India Council for Technical Education (AICTE), the introduction of a four-year multidisciplinary undergraduate programme with multiple exit options, and discontinuation of the M Phil programme. Also, in a significant shift from the existing 1986 policy, which pushed for a 10+2 structure of school education, the new policy pitches for a “5+3+3+4” design corresponding to the age groups of 3-8 years (foundational stage), 8-11 years (preparatory), 11-14 years (middle) and 14-18 years (secondary). The aim of rolling out this policy is to retain “core essentials” and thrust on “experiential learning and critical thinking”. Another main aim of this policy is to ensure that no child loses any opportunity to learn and excel because of circumstances of birth or background, and National Education Policy 2020 has a target of 100 per cent Gross Enrolment Ratio in school education by 2030. With the various initiatives rolled out by the Government like Skilled India, Self Reliant India and Atma-Nirbhar India, the success of all these schemes depends on the success of this education policy which is going to provide the skillset and the skilled manpower.

No matter how good the policy looks on paper, its implementation is going to be a big challenge for the government. The lack of infrastructure especially in the rural areas and the shortage of trained

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manpower in the teaching fraternity are some of the vitals which need to be addressed and resolved in the due time. Although the Government is committed to enhancing the education expenditure to 6 per cent of GDP from the existing 4.6 per cent, the slowdown of the economy due to COVID 19 and the changing geo-political scenario will make it difficult for the Government to allocate the additional fund. Another major issue will be to train and align the stakeholders as per the new policy and placing the subject expert at the appropriate levels. For e.g., one of the proposals is to teach coding from class VI onwards, however, in the prevailing circumstances, it seems a distant dream for a rural school. The Government must resolve the hurdles well in time to ensure a smooth implementation of the policy. Public-Private partnership is one of the feasible solutions that can be exercised till the time gaps are filled in and the system falls in place.

On 29 Jul 2020, Union Cabinet cleared a new National Education Policy (NEP) aiming to reform the existing education system. It 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 criticised 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. After around two decades, in 1986, under the leadership of Indira Gandhi and Rajiv Gandhi respectively the second Education Policy was drafted and formulated. The NEP of 1986 was revised in 1992 when P V Narasimha Rao was Prime Minister. The present one is the third NEP released by Prime Minister Narendra Modi.

OBJECTIVE

1. To study the National Education Policy and its impact on the education system.
2. To bring out the challenges in the implementation of the National Education Policy.

THE HYPOTHESIS OF THE STUDY

H₀ = There is no requirement for a new National Education Policy.

H₁ = There is a requirement for a new National Education Policy.

H₀ = There are no challenges in the implementation of the new National Education Policy.

H₁ = There are challenges in the implementation of the new National Education Policy.

RESEARCH METHODOLOGY, DATA COLLECTION AND SAMPLE SIZE

The study is formal. The relevant data has been collected from students, teachers and personalities associated with the education system through interviews, distributing questionnaires and group discussions. A total of 250 respondents were consulted for this study. This was undertaken in an open environment and the respondents were under no external pressure to submit a particular response.

BACKGROUND

Many governments and non-government surveys done in the last several years had hinted at the precarious state of the learning crisis in India. However, the true picture emerged after a National Achievement Survey (NAS) was undertaken by the National Council of Educational Research and Training (NCERT), which was ably supported by the Union ministry of education. The survey was aimed at understanding how effectively the school system is working in the country based on student learning. The findings stated that students across 12 states scored significantly below the national average in mathematics ability. NAS identifies learning as a big challenge facing Indian education. The next few years are critical as India could lose 10 crores or more students because of learning losses and lead to illiteracy unless proper action is not taken soon. This was an alarming condition that could push down India's effort to become a global power in the future.

HIGHLIGHTS

The existing 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.

Foundational Stage: This is further subdivided into two parts: 3 years of preschool or Anganwadi, followed by classes 1 and 2 in primary school. This will cover children of ages 3-8 years. The focus of studies will be on activity-based learning.

Preparatory Stage: This stage includes classes 3 to 5, which will cover the ages of 8-11 years. It will gradually introduce subjects like speaking, reading, writing, physical education, languages, art, science and mathematics.

Middle Stage: This stage includes classes 6 to 8, covering children between ages 11 and 14. It will introduce students to the more Abstract concepts in subjects of mathematics, sciences, social sciences, arts and humanities.

Secondary Stage: This stage includes classes 9 to 12, covering the ages of 14-19 years. It is again subdivided into two parts: classes 9 and 10 cover the first phase while classes 11 and 12 covering the second phase. These 4 years of study are intended to inculcate multidisciplinary study, coupled with the depth and critical thinking.

This policy aims at reducing the curriculum load of students and allowing them to be more "inter-disciplinary" and "multi-lingual". One example given was "If a student wants to pursue fashion studies with physics, or if one wants to learn bakery with chemistry, they'll be allowed to do so. Report cards will be holistic, offering information about the student's skills. Instead of exams being held every academic year, school students will only attend three exams, in classes 3, 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. To make them easier, these exams would be conducted twice a year, with students being offered up to two attempts. The exam itself would have two parts, namely the objective and the descriptive. Coding will be introduced from class 6 and experiential learning will be adopted. It also proposes a 4-year multi-disciplinary bachelor's degree in an undergraduate programme with multiple exit options. A certificate will be given after completing 1 year of study and a diploma degree will be awarded after

completing 2 years of study. A Bachelor's degree and a multidisciplinary Bachelor's degree will be awarded completion of a 3-year and 4 years respectively. MPhil (Masters of Philosophy) courses are to be discontinued to align degree education similar to western countries.

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 counselors and social workers.

A regulatory body, National Educational Alliance for Technology (NEAT) will be created to use technology for better learning outcomes. NEAT aims to use artificial intelligence to make learning more personalized and customized as per the learner's requirement. It even proposes to create a national alliance with EdTech companies for a better learning experience.

LIMITATIONS OF NEP

While there is a lot of focus on using technology in every aspect like education planning, teaching, learning and assessment, administration & management, setting up virtual labs, digitally equipping schools, mentoring and setting up forums, the policy neglects the digital-divide, the lack of digital infrastructure and access to technological devices/internet. In recent times the cost of the internet has seen an increase owing to market monopolies. The issue of the digital divide is even more complex when seen from the lens of gender, class, caste and urban-rural regional differences. The majority of the learners will be excluded since only 35.1 per cent of government schools had access to functional computers in 2016-17 according to UDISE+. According to the same data set, the overall percentage of schools with functional computers is down from 42.1 per cent in 2012-13 to 36.8 per cent in 2016-17. A logical explanation would be that while many new schools have been established, the government has failed to equip them digitally. Further, only 24 per cent of Indian households have an internet facility, 11 per cent of households have a functional computer, and a little over 15 per cent of rural households have access to the internet. An over-reliance on technology and online programs to achieve set targets is impractical.

Inviting foreign universities to set up learning institutions in India is also an important highlight of the new policy. It is important to understand that the foreign universities which seek to expand to India will in all probability be private, not public ivy league universities that enjoy prestigious reputations across the globe. Most of the top schools abroad are public institutions that are run on citizen's taxes and might not have the mandate to expand. Instead, private foreign institutes could create a disproportionate imbalance between Indian versus Foreign universities in terms of quality. It would be better to set up inter-university centers 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. The government's focus should not be limited to discouraging brain-drain but also look to provide broad-based opportunities to Indian students.

In India, unlike in the West, students have limited avenues to pursue respectable, financially stable careers in the fields such as the arts, literature and music aforementioned fields. The policy document does not address the future of children trained in multi-disciplinary fields.

To achieve quality ECCE (Early Childhood Children Education), NEP 2020 relies heavily on Aanganwadi workers who are overburdened with health and nutrition-related duties and not recognised as formal employees. Their salaries are meager and this expectation creates an undue burden. The government might face resistance to implement this additional task through Aanganwadi workers.

IMPLEMENTATION OF NEP

Following measures are required to successfully implement the New Education Policy:

- Formulation of instruments in the form of legal, policy, regulatory and institutional mechanisms.
- Creation of stakeholder incentives so that the implementation is smooth and uniform.
- The building of reliable information repositories
- Development of adaptability across HEIs, regulatory bodies and government agencies
- Development of credibility through transparent actions and participation of all stakeholders.
- Development of sound principles of management

The NEP 2020 talks about creating higher performance standards for teachers clearly stating out the role of the teacher at different levels of expertise/stage and competencies required for that stage. Teachers will also have to be digitally trained to blend into the digital learning processes.

Assessment

The proposal to set up a national assessment centre, the PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) is to keep a regular check on the education system. Strengthening the Teaching-Learning and Results for States (STARS) project will include CERC (Contingency Emergency Response Component) will help the Government tackle the learning losses due to School closures or any such emergency that arise in the state.

CHALLENGES IN IMPLEMENTATION

Funding: From a funding standpoint, the National Education Policy 2020 envisages 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 well-spent building schools and colleges across the country, appointing teachers and professors, and for operational

expenses such as providing free breakfast to school children. What makes things tricky is that this policy comes into being at a time when the economy has been battered by Covid-19 related lockdowns, government tax collections are abysmally low, and the fiscal deficit was high even pre-Covid.

Trained Pool of Teachers: The policy can be effectively implemented and managed without the availability and support of trained teachers and other support staff. Also, many of the curricular changes require substantial mindset shifts on the part of teachers, as well as parents.

Infrastructure: The National Education Policy 2020 intends to bring 2 crore children who are currently not in schools, back into the school system. Achieving this task over 15 years requires setting up around 50 schools every week. The policy also aims at doubling the Gross Enrolment Ratio in higher education by 2035. Presently, India has around 1,000 universities and to accomplish the goal would require opening one new university every week, for the next 15 years. Both the above tasks are undoubtedly a massive challenge.

Political Will and Stability: For the policy to succeed, the subsequent government must take initiative and continue the work and measures taken by the previous governments. In a country like India, where previous Government works are projected as a failure, maintaining the same tempo and priority will be essential to make this policy successful.

RECOMMENDATIONS

- NEP 2020 must consider linking the RTE to the goal of universalisation of education at the pre-primary, middle and secondary levels. Without this legal backing, NEP 2020's target will remain unmet.
- It must devise a collaborative strategy with states over the three-language formula, as education is a concurrent subject.
- It must make specific, time-bound, measurable commitments linked with accountability about funding and expenditure about the grand vision.
- It has to keep children and parents at the centre of implementation plans and provide "choice" not just in letter but also in spirit.
- The policy must also incorporate the Common School System which will ensure equal opportunities for all.
- Till the time adequate infrastructures are placed, the public-private partnership can be worked upon.

CONCLUSION

The new education policy is a step forward to upgrade the cumbersome and rigid education system which lacks vision and has not produced the desired result over time. The new policy looks good, at least on paper and needs to be implemented in true spirit. Towards the successful implementation of the policy, it is important to actively engage, train and align the stakeholders and work as a team. It is also important to equip the schools and

Anganwadi centers with the latest infrastructure and digital technology. Getting all children to schools will be another milestone to achieve to ensure the success of this policy.

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Strategy and Implementation of National Education Policy 2020

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Education assumes an amazing part in building country, education chooses the fate of the country, the predetermination of its kin. The effect will be a durable one as far as development and improvement of the country and resident. The part of education and its significance can't be overlooked in the present situation. The development and improvement can be checked whether we look at the pre freedom and post-autonomy time. Following 34 years Indian govt. will change the manner in which we study, this is the third correction in the education policy. There are numerous progressions proposed in new National Education Policy 2020 that would positively impact every one of the partners. In this paper it has been investigated about National Education Policy 2020 and its consequences for the partners and furthermore attempt to bring mindfulness and future effect of National Education Policy 2020 by posing a progression of inquiries glided on all the accessible online media and examining something similar. Very much characterized and advanced education policy is fundamental for a country at school and college levels because of the explanation that education prompts monetary and social advancement. Various nations receive distinctive education frameworks by thinking about the practice and culture and embrace various stages during their life cycle at school and college education levels to make it powerful. As of late, Government of India reported its new education policy which depends on the proposals by a specialist board of trustees headed by Dr. Kasturirangan, Former administrator of the Indian Space Research Organization (ISRO). This paper features on different arrangements reported in the advanced education framework and contrast them and the as of now received framework. Different developments and anticipated ramifications of NEP 2020 on the Indian advanced education framework alongside its benefits are examined. At last, a few ideas are proposed for its successful execution towards accomplishing its goals.

Keywords : Higher education, National Education Policy 2020, NEP-2020, Overview & analysis,

Education is essential for accomplishing full human potential, building up a fair and just society, and advancing public turn of events. Giving general admittance to quality education is the way to monetary development, social equity and uniformity, logical headway, public mix and social safeguarding; and for India's proceeded with climb,

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progress, and authority on the worldwide stage. India will have the most elevated youth populace on the earth over the course of the following decade, and our capacity to give excellent educational freedoms to them will shape the fate of our country.

For sure, with the rapidly changing business and worldwide environment, it is turning out to be progressively significant that children learn as well as figure out how to learn. Education should accordingly, move towards not so much substance, but rather more towards finding out about how to think basically and take care of issues, how to be inventive and multi-disciplinary, and how to improve, adjust, and retain new material in novel and evolving fields. While learning methodically can be helpful in explicit settings, teaching method should develop to make education more experiential, comprehensive, incorporated, disclosure arranged, student focused, conversation based, adaptable, and obviously agreeable. The educational program should incorporate essential expressions, creates, humanities, games, sports and wellness, dialects, writing, culture, and qualities, notwithstanding science and arithmetic to build up all parts of students' minds and make education all the more balanced, helpful and satisfying to the student. Education should assemble character, empower students to be moral, objective, empathetic, and mindful, while simultaneously set them up for profitable, satisfying work. It should be for India to have an education framework that guarantees evenhanded admittance to the best education for all students paying little heed to social and financial foundation. To accomplish this, moves should be made now and with desperation. The hole between the present status of learning results and what is alluring should be spanned through endeavor significant changes to bring the greatest and honesty into the framework from youth education through progressive education.

NEED OF NEW NATIONAL EDUCATION POLICY

One thing struck about significant of the new National Education Policy and its archetype. The past policies, National Policy on Education 1986/1992, introduced itself as an endeavor to unite and expand on every one of the prior endeavors, especially NPE 1968. The new policy, NEP 2020, then again, is quick to build up that it is extraordinary (even in its name!) from everything of the past. A board of specialists drove by the former ISRO head K. Kasturirangan had examined about the issues and changes to be achieve in the Indian education framework – going from school to college to enlistment. These ideas were ordered and afterward these were endorsed by the ministry.

No place in the policy does this mentality seem to be distinctly as it does in the part on advanced education, which starts with a philosophy that “this policy imagines a total redesign and re-stimulating of the advanced education framework... “. The policy begins with posting the issues at present looked by India's advanced education. The posting might be thorough, however there is no conclusion of the hidden ailments. It is like there isn't anything to comprehend about what has made it conceivable, truly, for a portion of the current establishments, courses of action and practices to succeed even inside the overall misery, and some effective ones of the past to have relapsed into unremarkableness.

The vision for advanced education itself is very tedious, and at places to some degree of monotonous (for example, the expression “multidisciplinary” comes up consistently in the report and regardless of such a lot of enunciation regarding the matter, one is still left considering what is the issue here), yet runs over reasonably obviously about how the advanced education environment will be by 2040. At that point, if the policy has its direction, the Indian advanced education biological system will be populated with advanced education organizations HEIs involving colleges and colleges, public or private, which will all be “multidisciplinary”.

NEW NEP 2020

The new National Education Policy (NEP) 2020 is set to supplant the current National Policy on Education which was first planned in 1986 and last changed in 1992. The Ministry of Human Resource Development (MHRD) will again be known as Ministry of Education that was last renamed as the HRD service in 1985, during the residency of previous Prime Minister Rajiv Gandhi. The new policy consolidates UGC, AICTE and NCTE into one administrative body with the target to acquire unification in the framework. The single controller is for all advanced education organizations aside from lawful and quantifiable colleges.

India, being a developing liberal country for educational changes, as of now has around 845 university and roughly 40,000 colleges that is an advanced education foundation in India, mirroring the general high discontinuity and numerous little measured HEIs in the country which are partnered to these colleges. It is tracked down that more than 40 per cent of these little measured foundations are running single program against the normal change to a multidisciplinary style of advanced education which is a fundamental necessity for the educational changes in the country for the 21st century. It is likewise noticed that more than 20 per cent of the colleges have yearly enrolment under 100 understudies making them nonviable to improve the nature of education and just 4 per cent of colleges select in excess of 3,000 understudies yearly because of territorial irregularity just as the nature of education they offer. A portion of the reasons found for the fracture of the advanced education (HE) framework in India are:

- Early gushing of understudies into various controls.
- Lack of admittance to HE, particularly in socio-monetarily hindered regions which brought about the current gross enrolment proportion (GER) of 25 per cent as it were.
- Lack of instructor and institutional self-rule to make developments in HE to draw in numerous understudies.
- Insufficient systems for profession the board and movement of staff and institutional pioneers.
- The absence of examination and advancements all things considered of the colleges and colleges.
- Suboptimal levels of administration and initiative at advanced education establishments.

- An undermined administrative framework permitting counterfeit colleges to flourish while obliging astounding, creative organizations.
- It is anticipated that India will be the third biggest economy in the world by 2030-2032 with assessed GDP of ten trillion dollars. It is apparent that the ten trillion economy will be driven by information assets and not.

To help the development of the Indian education area, the current government chose to redo it by presenting a complete National Education Policy 2020. This is in accordance with the Prime Minister's new approach utilizing the Fourth Industrial Revolution to take India to new statures. The as of now presented National Education Policy 2020 imagines an India focused education framework that contributes straightforwardly to changing our country economically into an evenhanded and energetic information society, by giving top notch education to all. The first public education policy after autonomy was declared in the year 1968 and the second public education policy which was improved form of the previously was reported in the year 1986.

OBJECTIVES OF THE STUDY

- (1) To features and outline the strategies of the newly acknowledged advanced education framework (NEP 2020).
- (2) To recognize the developments in new public advanced education policy.
- (3) To anticipate the ramifications of NEP 2020 on the Indian advanced education framework.

INNOVATIONS IN NEP 2020

- (1) 100 top Indian Universities will be urged to work in outside nations.
- (2) 100 top Foreign Universities will be permitted and encouraged to work in India.
- (3) Every study hall will approach the most recent educational innovation that empowers better learning encounters.
- (4) Faculty Stability will be furnished in a named foundation with by and large no exchange to different establishments.
- (5) Faculty individuals get educational program and teaching method opportunity inside an affirmed structure.
- (6) Based on scholastic and exploration execution, staff motivations & accountability will be fixed.
- (7) Faculty quick track advancement framework for high effect research commitments will be advertised.
- (8) A different boundary based API policy with peers and understudies' criticism, advancements in educating and instructional method, proficient improvement exercises, Quality and effect research, commitment to a foundation regarding affirmation, and social local area commitment will be set up.
- (9) The API policy will obviously be characterized in the Institutional improvement plan.

- (10) Focus on accomplishing practical Education Development Goal of half by 2035.
- (11) All Ph.D. enlisted understudies should take one subject identified with educating/ educational program improvement and acknowledge showing assistantship for upgrading instructing abilities.
- (12) All understudies ought to be urged to take SWAYAM online courses at any rate two courses for every semester.
- (13) Strengthening Vocational Education (VE) to reach in any event half of the understudy populace. HEIs should arrange for how VE can be offered to every one of the understudies.
- (14) Plan to give B. Voc. as double degree program in ODL (Online Distance Learning) mode or 2 hours evening program through Skill labs and association with industry and NGOs.
- (15) Currently, research and development interest in India is of 0.69 per cent of GDP against a worldwide normal of 3 per cent of GDP.
- (16) Inclusion of exploration and entry level positions in the undergrad educational plan as a fundamental part.
- (17) Four elements of (1) guideline (NHERC), (2) accreditation (NAAC), (3) financing/awards (HEGC), and (4) scholastic standard setting (GEC) are constrained by an umbrella foundation, the Higher Education Commission of India (HECI).
- (18) GEC chooses the 21st century abilities to be acquired by understudies.
- (19) An anonymous and straightforward administrative intercession will be planned utilizing innovation to screen quality in advanced education. Exacting consistence measures with severe activity, including punishments for bogus revelation of ordered data will be taken to guarantee the fundamental least standards and principles.
- (20) Empower private HEIs to choose charges for their projects freely, however inside the spread out standards.
- (21) Information Communication and Computation Technology (ICCT) and Nontechnology (NT) will be acquainted at undergrad education with increment the employability of young people.

IMPLICATIONS OF NEP 2020 ON INDIAN HIGHER EDUCATION SYSTEM

- (1) Only qualified have the chance to hoist to the top dynamic job: Higher Education policy-production choices and execution of such approaches may leave civil servants and phony educationists who are getting a charge out of top dynamic positions like Chairman's of UGC, AICTE, MCI, DCI, and Vice-Chancellors of various universities. For instance, in present HE framework in India an individual without a solitary insightful distribution can become Vice-Chancellor of Public Sector Universities and can lift to different higher positions and surprisingly become the director of UGC. Likewise, an individual without a solitary patent can become Director of Technical Institutions, and ultimately can turn into the

Chairman of AICTE. An individual without a solitary IPR like academic distribution or patent can arrive at dynamic authority at Higher Education Divisions including the Association of Indian Universities.

- (2) Cleaning of Higher Education Bureaucratic framework: Merit-based arrangements of institutional pioneers in Research and Innovations. In contrast to the current framework, teachers without at any rate five first creator academic distributions or licenses during the most recent five years won't become institutional pioneers like Directors and Vice-Chancellors.
- (3) Transformation of single control colleges into a multi-disciplinary self-ruling degree-granting college: This will again assist with diminishing defilement and entryways in colleges. Numerous colleges can't outline their own courses, controlled as they are by inflexible administrative standards of the affiliating University. This profoundly sabotages the guideline of nearby administration and the neighborhood quest for development and greatness. This should be tended to with criticalness. This additionally grows more mindful pioneers to work in HE organization alongside research with the goal that they can improve advancements in granting higher educational administrations.
- (4) Focus on Research and Innovation at UG and PG levels: This permits understudies and employees to think innovatively with certainty to propose and do new things prompting curiosity.
- (5) Highly taught Board of Governors (BoG) to keep away from abuse of force by Individuals: Every self-sufficient organization is relied upon to for a BoG having exceptionally qualified, capable, and committed people who have demonstrated abilities and a solid feeling of obligation to the establishment.
- (6) The Responsibility of keeping up quality lies with the Board of Governors: The BoG will be dependable and responsible for the results of the HEI to the partners through straightforward divulgences of important records. Marsh needs to meet all administrative rules commanded by the National Higher Education Regulatory Authority (NHERA).
- (7) Single Regulator for whole HEIs: National Higher Education Regulatory Authority (NHERA) a solitary HEIs controller arrangement prompts powerful guideline of monetary integrity of HEIs, administration, open exposure of financials, workforce/staff, courses, and educational characteristics.
- (8) Elimination of Commercialization of Education: HEIs both public and private ought to guarantee that they are not for benefit and if there is any excess, it ought to be re-put resources into the institutional improvement under the oversight of BoG individuals to dispose of the comultiplication of education.
- (9) Responsibility of Private HEIs towards Educational Philanthropy: Though private HEIs can set their expenses autonomously, by offering at any rate 20 per cent free-transport and 30 per cent grants. This model permits to recuperate sensibly their expense while releasing their social commitments.

- (10) Private Universities will surpass Public Universities because of offered 20 per cent free-transport: Bright and savvy understudies independent of their monetary status, religion, sex, will get the chance to concentrate in private HEIs liberated from cost because of 20 per cent free-transport and 30 per cent grant prompting activation of insightful and self-inspired understudies to private organizations prompting congestion of commendable understudies in private universities.

MERITS OF HIGHER EDUCATION POLICIES IN NEP-2020

- (1) Student Centric Model: The current educator driven model where the instructors choose the subjects, educational program, assessment, and so on will be supplanted by understudy driven model where understudy gets option to choose the subject he needs to concentrate from the organization, SWYAM, MOOC, and from ODL and he can show up for competency based assessment in his own speed. In this manner, the advanced education part of NEP-2020 replaces instructor driven education framework to understudy driven framework.
- (2) Competency based Continuous Evaluation System: As against decision based credit framework, competency-based credit framework has benefits of assessing ranges of abilities of an understudy alongside information and experience. Competency prompts certainty and objective of advanced education framework independent of subjects and zones of study is building certainty to distinguish new difficulties and changing them into promising circumstances over to tackle issues in the general public.
- (3) Research and Innovation Focused: The goal of advanced education is to make new information or a new translation of existing information through methodical investigation. This will take care of all issues of the general public ideally. Including examination and developments as a significant part of advanced education makes new licensed innovation to toss light into new imaginative arrangements. The advanced education approaches of NEP-2020 changes the HE framework from data driven to new information and development driven.
- (4) Improved STEM model of HE Curriculum: To sum up advanced education for all-round progress of understudies, it is logically demonstrated that they ought to be presented to workmanship and configuration thinking to improve their imagination in taking care of issues alongside science, innovation, designing, and math. This new model called STEAM is considered as better compared to STEM model in advanced education at a four year certification level. STEAM with exploratory learning and examination based temporary job is the target advanced education segment of NEP-2020.
- (5) Faculty Productivity dependent on Research Output: Research is an essential piece of the advanced education framework. The employees who are managing quality exploration ought to have research thought processes and experience with the goal that they can be good examples for their understudies. The new education policy center around merit-put together advancements which depend

with respect to employees yearly execution pointer score with significant part relies upon their exhibition in exploration and distributions or patent to add to the IPR of the association and henceforth of the country. Consequently, the responsibility of each employee in advanced education framework relies upon their examination efficiency for a given time span.

- (6) **Autonomy at all Levels:** Higher education establishments which have the self-governance to do developments in choosing the courses, educational plan, instructional method, assessment and assessment could ready to improve the nature of educations offered by them. In college alliance framework, subsidiary foundations don't have any self-rule in instructing learning and assessment frameworks in this way the quality and inspiration of the two understudies and employees get influenced. Self-sufficiency at education (instructing—learning measures), assessment and assessment, organization including monetary choices are fundamental for an advancement situated framework.
- (7) **Merit based Student affirmations, Faculty Selection and Promotion:** NEP 2020 weights on the significance of understudy confirmation dependent on merit by offering significance to social equity. It additionally remarks that the nature of advanced education and exploration can be improved just if all personnel determinations and advancements are merit based. A wide range of reservations and halls ought to be controlled at singular organization level by methods for selecting exceptionally qualified and demonstrated pioneers as individuals from the Board of Governors. It likewise focuses on that merit-based arrangements are fundamental at all policy defining and managing levels of HE Councils.
- (8) **Education Leaders ought to be Role-Models:** Self-commitment to research and development is essential to education pioneers. New analysts get motivation by seeing the commitment of pioneers to perform better. HEIs ought to develop good examples in this area who ought to be super entertainers to IPR of the association so the association can demonstrate that higher commitment is conceivable. Educators who stand firm on regulatory footholds are likewise expected to research and distribution field during their recreation period to be good examples to youthful specialists. It has been seen that numerous teachers when raising to managerial positions fail to remember their obligation of examination and distributions and do just anterooms and impacts to lift further. Since NEP-2020 propose merit-based arrangements and advancements, just good examples get further development openings.
- (9) **Integrated Controlling and Monitoring System:** according to NEP-2020, the initial a long time from 2021 to 2030 is the execution time frame and the following a long time from 2030 to 2040 is the operational period. The execution cycle is isolated into several phases:
 - a) Implementation of soul and aim of the policy
 - b) Implementation of policy activities in a staged way
 - c) Prioritization and sequencing of policy focuses

- d) Comprehensive undeniable execution to accomplish the ideal goals
- (10) **Boost to Online preparing: Use of Information Communication and Computation Technologies (ICCT)** including Education innovation, Internet innovation, Artificial insight, Virtual reality, and so on are fundamental in viable execution of education in the 21st century. The most recent advancements help arranging, plan offering powerful online education to understand the attributes of the ideal education framework and furthermore to upgrade GER. It is normal that during the 21st century, because of improved tech ages, innovation driven education will supplant homeroom based education and the approaches of NEP-2020 establishing the framework for it yet in addition upholds study hall based education framework by adding more exploration parts in it.
 - (11) **Control of Quality through Biennial Accreditation Process:** Currently, the National Assessment and Accreditation Council screens the nature of education and grants the evaluated accreditations to HEIs. This accreditation time span is five years. Accordingly, HEIs are not consistently checked for their accreditation status. All things considered, to make accreditation status more genuine and successful for ceaseless improvement, NEP-2020 has worked on it and made it compulsory as a biennial accreditation measure. This model of accreditation holds tight control on higher educational foundations to really work for quality and execution.
 - (12) **Boost of GER through Autonomy to Private Sector:** One of the significant objectives of the United Nations Sustainable Development Goals is quality education to everybody. This can be accomplished at the advanced education framework likewise by the private area in education as an equal area with public frameworks. In view of NEP-2020, the private area should give 20 per cent free seats, 30 per cent half expense grants so numerous poor yet merit-based understudies get free or limited charge study openings. Such free education at HE level will help GER of advanced education in the country.

CONCLUSION

The new National Education Policy (NEP) 2020, is a decent policy as it targets making the education framework all encompassing, adaptable, multidisciplinary, adjusted to the necessities of the 21st century and the 2030 Sustainable Development Goals. The goal of policy is by all accounts ideal from multiple points of view however it is the execution where lies the way to progress. Advanced education is a significant viewpoint in choosing the economy, societal position, innovation selection, and solid human conduct in each country. Improving GER to remember each resident of the country for advanced education contributions is the duty of the education division of the nation government. New Public Education Policy of India 2020 is walking towards accomplishing such target by making imaginative strategies to improve the quality, appeal, moderateness, and expanding the stockpile by opening up the advanced education for the private area and simultaneously with severe controls to keep up quality in each advanced education establishment. By empowering merit-based confirmations with free-ships & grants, merit and exploration

based consistent entertainers as employees, and legitimacy based demonstrated pioneers in managing bodies, and exacting checking of value through biennial accreditation dependent on self-announcement of progress through innovation based observing, NEP-2020 is relied upon to satisfy its goals by 2030. All advanced education organizations with current classification of subsidiary colleges will extend as multi-disciplinary self-sufficient colleges with degree giving force in their name or becomes constituent colleges of their associated colleges. A fair-minded office National Research Foundation will finance for imaginative activities in need research regions of fundamental sciences, applied sciences, and sociologies and humanities. HE framework will change itself as understudy driven with the opportunity to pick center and associated subjects inside an order and across disciplines. Employees likewise get self-sufficiency to pick educational plan, system, instructional method and assessment models inside the given policy structure. Subsequently, the Indian advanced education framework is moving from instructor driven to understudy driven, data driven to information driven, marks driven to abilities driven, assessment driven to trial driven, learning driven to investigate driven, and decision driven to competency driven.

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National Education Policy 2020 : Approaches, Opportunities and Challenges

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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 consolidated feedback from 2.5 lakh village-level stakeholders to two national parliamentary level committees, over more than 50 months of consultations and workshops. However, the extent to which the policy has incorporated recommendations remains unknown.

Keywords: *National Education Policy 2020, Higher Education Institutes, Professional education, Online and digital education.*

The National Education Policy (NEP) 2020 while providing a short & crisp framework document greatly simplifying the regulatory structure for the sector has incorporated many features addressing some of the problems of the second and third world highlighted above says Prof. (Dr.) Sanjay Gupta, V.C., World University of Design, Haryana in a conversation with Elets News Network (ENN). A little over two decades back, two leading industrialists of India—Mukesh Ambani and Kumar Mangalam Birla, in a report made some perceptive observations about the state of affairs in the education sector of India. In their exact words “While the larger world embraces the information age, the world of education in India encompasses different ‘worlds’ that live side by side. One world includes only a fortunate few with access to modern institutions, computers, Internet access and expensive overseas education. A second world wants to maintain the status quo—teachers, administrators, textbook publishers, students—all have reasons to prefer things to remain as they are or change only gradually. The third world struggles with fundamental issues such as no books, wrong books, teachers desperately in need of training, teachers with poor commitment, rote learning of irrelevant material, classrooms with hundred students, dirty floors and no toilets. India cannot hope to succeed in the information age on the back of such three disparate worlds.”

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The National Education Policy (NEP) 2020 while providing a short & crisp framework document greatly simplifying the regulatory structure for the sector has incorporated many features addressing some of the problems of the second and third world highlighted above. While the implementation of the policy is envisaged over the next 15 years, for the higher education sectors some low-hanging fruits can be harvested in five or fewer years. These include freeing up undergraduate students to take courses across all disciplines; the launch of a four-year bachelor's degree; opening India to foreign universities, and the creation of a National Research Foundation.

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 simple addition of a year after 12+3 will help students become eligible for many top-ranked global programmes and remove unique barriers that Indian students have faced in the past. The biggest differentiator in Indian vs. International education has been the academic flexibility that one experienced abroad. The NEP 2020 with flexibility and multiple exit options, including a one-year master's programme and focus on digital education, will surely impact future students.

METHODOLOGY

The government has announced the National Education Policy (NEP) 2020. The new vision of the government has redefined the trajectory of education by bringing about momentous structural changes in the Education System of India. It has sought to consolidate the foundation of Indian education by revamping both the conceptual and practical aspects of school education. The new policy brings the student at the focus by laying emphasis on recognizing, identifying and fostering the specific capabilities of each student, by sensitizing teachers as well as parents to be instrumental in promoting the holistic development in both academic and non-academic spheres.

It is surely an attempt to initiate the process of cultivating a sound mind at the early stage of learning. However, the maturing of a good mind is reflected in quality research and innovation. This article attempts to have a look at the relevance and prospect of research and innovation reflected in the new vision document.

In today's world, research and innovation constitute the neo-quantum of the academic strength of a nation, which translates into both its soft and hard power. A country cannot find a place amongst the leading nations unless it impacts global academia by making remarkable contributions in expanding the frontiers of human intellect. It is not surprising that all the leading nations are the ones who engage and lead in research and innovation. For example, if the United States studies International Relations more, it is primarily because it intends to influence these nations in the direction of fulfilling its own national interests. The same is true about other fields as well. History teaches us that a nation achieves greatness by incessantly grappling with new challenges, making new scientific advances and opening new paradigms. Francis Bacon's observation has proved to be true

that knowledge is power. Hence, it is imperative to develop a robust system that fosters research and innovation in the ever-evolving landscape of education.

LITERATURE OF REVIEW

1. Early Childhood Care and Education (ECCE)

Hits

- Extends the Right to Education eligibility window from 6-14 years to 3-18 years. Intending to have 100 per cent of children 'school-ready' by 2030, the policy pushes for the universalisation of ECCE.
- Investment in infrastructure such as play equipment and child-friendly buildings, as well as continuous professional development (CPD) of ECCE teachers and Anganwadi workers through a six-month certification programme, including some online components.

Misses

- Maintaining the status quo of having curriculum under one ministry and implementation with three different ministries. Till date, this strategy has led to poor integration of ECCE with elementary education. The NEP's recommendation of a 'joint task force' doesn't seem like an adequate measure to address this well-known gap.
- Lack of clarity around whether every Anganwadi or pre-primary learning center will be equipped with a high-quality teacher and a worker (sevika).

2. Foundational Literacy and Numeracy (FLN)

Hits

- A three-month preparatory course for students, access to digital content through energized textbooks (ETB-DIKSHA), student-led peer learning, and community tutoring are recommended as some of the means to achieve 100 per cent foundational level (up to Grade 3) learning by 2025.
- Teacher vacancies to be filled in a time-bound manner, with a priority to disadvantaged areas and sections of the society.

Misses

- No definition of what a basic text is, against which literacy will be measured.
- A National Book Promotion Policy is mentioned. However, more than a policy on books, it is important to prioritise access to relevant, age-appropriate reading materials across different languages for students, which is already an ongoing focus of government programmes such as Samagra Shiksha.

Unintended consequences

- An exclusive focus on foundational learning might take away from students being able to master grade-level learning outcomes. Further, the impetus to children who are considered 'gifted', and/or those who are high performers', might be restricted as a result.

3. Universal Access to Education at all Levels

Hits

- A commitment to achieving 100 per cent Gross Enrolment Ratio (GER) across all levels by 2030.
- Investment in resources such as infrastructure and teachers for students till Grade 12; as well as ensuring social workers and counselors are made available to students, so they can address factors contributing to dropout rates.
- Rigorous tracking of 100 per cent of children, through a technology-based platform, to ensure no one is left behind.
- Encouraging different public-private partnership school models to curtail the number of dropouts and out-of-school children.

Misses

- No clarity on the ratio of social workers or counselors to children, and at what level they will be appointed (for instance, school or cluster level), or whether they will be sourced from existing personnel of other ministries.
- No clear mention of legal violations (including child marriage and child labor), which contribute to school dropouts.
- No clarity about the social and professional (economic) value of the open learning courses made available to children who are unable to access schooling.

4. Curriculum and Pedagogy in Schools

Hits

- The policy encourages local languages to be the medium of instruction at least up to Grade 5; promotes bi-lingual education and textbooks for learning; as well as multiple languages at middle and secondary levels.
- The suggested 5+3+3+4 class system focuses on defining learning levels at each critical juncture, taking a multi-disciplinary approach, and reducing content by targeting core learning competencies.
- New age subjects such as coding and computational thinking (among others) were introduced at a middle school level.
- Students can now choose subject courses in secondary school (primarily in arts, physical, and vocational education).

Misses

- There is no definitive decision or guideline around the language of instruction. For example, the policy says to use local languages ‘wherever possible’, which leaves a lot of room for the status quo—which is the existing three language formula—to continue, especially in the case of the high-performing government-run school systems such as Kendriya Vidyalayas (KVs).
- The policy includes a seemingly exhaustive list of pedagogies, values, skills, and methods, which are all good to have. Many of these are already present in the National Curriculum Framework of 2005, and some challenges have been documented in translating them into teacher practices or student behaviors.
- The issue of children’s mother tongue’ and home language is different from the local language used for instruction in schools, especially in the case of migrant and Advise families, has not been addressed.
- The policy asks educators to integrate ‘Indian knowledge systems’ covering subjects like yoga, Indian philosophy, and Advise/indigenous ways of learning, in the syllabus. However, up-skilling educators, who presently struggle, even to teach the basic syllabus, to integrate these complex ideas in a secular and inclusive manner, is a challenge.

Unintended consequences

- National textbooks, which have been proposed, could be interpreted as an effort to over-centralized education.
- Teachers could become confused about prescribed classroom practices, due to the lengthy list of approaches that have been listed. This could also lead to a lack of focus as well as limited success in any single approach.

Related Article: Why Indian Children can’t read**5. Testing and assessments****Hits**

- Focus on measurable learning outcomes at all levels of the newly proposed schooling system, with testing at 3rd, 5th, and 8th-grade levels.
- Promoting formative assessments (those that are conducted on an ongoing basis covering smaller portions of the syllabus), peer assessment, and holistic progress reports, to measure the ongoing academic progress of the children.
- Student choice to be incorporated in the 10th and 12th-grade board exams. The policy suggests doing so by offering freedom of subject choice, allowing the best of two attempts, and choice of difficulty (standard and higher level).

Misses

- The policy suggests the formation of two new agencies: PARAKH and NTA—Performance Assessment Review Analysis of Knowledge for Holistic Development and National Testing Agency, respectively. These new agencies could lead to over-centralization, and potentially, over-testing of children at national and state levels.
- The overlap between importances given to 12th standard board exams, as well as common university entrance examinations after 12th standard.
- Funding linked to the performance of states may result in low-income and low-performing states being strapped for central funding in the future, leading to further stratification.
- The policy suggests the development of a holistic progress report card for students and parents that can be accessed through an AI based software for periodically tracking their growth. However, it does not clarify how the existing glaring digital divide will be bridged.
- The policy language mentions the focus on ‘gifted students’ to increase admission into IITs/NITs via promoting Olympiads and another competitive testing. Poorer families cannot afford preparation and exam fees for Olympiads, and if premier institutes include them in their admissions criteria, as suggested by the policy, it would deepen existing social inequities in higher education.

Unintended Consequences

- High stakes testing culture (with schools required to publicly list student scores) on multiple state and national assessments, will pressurize children to perform, negating the intended effect of ‘reducing coaching culture’, which was a problem highlighted in the policy in the first place.
- Teachers and schools will start teaching for the test, completely leaving aside the holistic learning objectives envisioned in the curriculum section.

6. Teachers and Teacher Education

Hits

- The policy proposes the minimum teacher education degree requirement to change from the current two-year D.El.Ed/B.Ed degree to a four-year B.Ed undergraduate programme, by 2030.
- Excessive teacher transfers to be halted, in principle, leading to better continuity with students, as also provided for local residence.
- Policy strongly suggests promotion based on merit, rather than on seniority and teaching level (elementary/primary/secondary). There are also options for vertical mobility of teachers, where high-performing teachers can be promoted to work at a district or state level.

- Promotion of blended learning teacher training programmes (MOOCs) for CPD of teachers and school principals, with at least 50 hours of CPD mandated per year.

Misses

- Missed opportunity to improve the effectiveness of in-service teacher training by linking it to credits aligned with seniority. (A global best practice is to have 'credits' allocated to the successful completion of each teacher training programme; where the accumulation of credits within 10 years can be linked to qualification for increments, and/or form the basis of some weightage for promotions).
- There is no strong commitment to improving support for special education. The policy talks about a step-up course for current special educators, but that's not adequate unless the number of special educators is increased in appropriate ratio with students.

Unintended Consequences

- Graduate teachers with four years of university education could find the INR 4,000 average salary in low-cost private schools (making up more than 70 per cent of the private school sector) to be untenable, causing a stir in the sector, or raising the overall cost of operations of those schools, making it not so 'low-cost' in the long-run.
- Confusion around how to lift the professional qualification of existing teachers to the level of the future four-year trained teachers. Distinct factions forming within teacher unions and professional communities are also a possibility. Alternatively, an immensely resource-intensive and challenging, or potentially contested, process of upskilling will have to be undertaken.
- The policy has some allusions to performance-based pay/incentives to teachers, mentioning robust benchmarks, including peer reviews. However, global-level pitfalls have been documented in cases where the performance-based incentive system is not done collaboratively.

7. Equitable and Inclusive Education

Hits

- The 'Gender Inclusion Fund' supports female and transgender students by driving state-level inclusion activities, developing sufficient infrastructure for safety, and targeted boarding.
- Special Education Zones (SEZs) and Kasturba Gandhi Balika Vidyalayas (KGBVs)/KVs to be set up in aspiration districts, with a targeted focus on improving the quantity and quality of learning

Misses

- There are no action points or time-bound goals on bridging the gap among social categories or for children with special needs; only ‘verbal acknowledgment’ that inequities exist.
- Mention of ‘culture of inclusion’ at the school level, but no details on how one would make that happen.
- Given the deteriorating educational outcomes of certain religious minorities, especially Muslims, there could have been better acknowledgement and support stated in the policy.
- The issue of female student safety and sexual abuse is not addressed either at the boarding school level or in the Gender Inclusion Fund.
- There is no clarity on role, appointment, budgets, ratios, and so on, of the social workers, special educators, and counselors who are required to bridge various developmental and social inclusion gaps.

8. School Complexes

Hits

- Re-organizing smaller schools with very low enrolment into a ‘school complex’ structure, which connects 10-15 such small schools into one administrative unit, will help reduce school isolation, efficiently use teaching-learning resources, and increase governance and accountability, especially in rural/Adivasi parts of India.
- Providing autonomy to plan and implement the initiative locally is a good idea in principle. School Complex Management Committee (SCMC) and public representation at a school complex level will encourage decentralized implementation as well as higher engagement of parents.

Misses

- Safe and affordable mobility of students and parents is assumed, especially while accessing shared resources like libraries, Balbhavans, laboratories, Samajik kendras, and so on. This mobility is currently absent and is what necessitated the opening of small schools within 1 km radius in the first place.

CONCLUSION

The new National Education Policy (NEP) 2020, is good as it aims at making the education system holistic, flexible, multidisciplinary, aligned to the needs of the 21st century and the 2030 Sustainable Development Goals. The intent of policy seems to be ideal in many ways but it is the implementation where lies the key to success. How the government will manage to undertake these bold changes seems to be quite unimportant to those who have written this document. That is, unfortunately, not very surprising, seeing that

implementation of policies may not be this government's strong suit, as has been shown by the government's mishandling of the landmark goods and services tax (GST) reforms. Secondly, the absolute power given to the HECI, with no clear guidelines, is distressing. This theme of centralization, itself, is of concern, as there are no safety measures put in place to ensure that the independence of the higher education system will not be compromised by the single governing body. The indifference to the state governments' role in the entire plan is also not particularly reassuring. Finally, the protection of the intellectual freedom and autonomy of colleges and the students has not been addressed by the policy at all. This adds to the alarm created by the general theme of centralization. Thus, the New Education Policy is, to put it gently, an attempt at writing a policy, but not a particularly spectacular one.

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Opportunities and Challenges of Foreign Direct Investment in India after New Education Policy : An Analytical Study

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Education is the lifeblood of a prosperous society. India occupies an important place in the global education industry because of its wide, capable institutions of higher education. However, there is room for continued growth and development in the Indian education system. Many of India's nearly 500 million people provide an excellent opportunity in the education sector. Since Nalanda's time, India has placed great importance on education. According to various articles of the Constitution of India, children aged 6 to 14 have the basic right to free and compulsory education provided by the government. Between April 2000 and September 2019, FDI inflows into the sector stood at USD 2.69 billion. The Indian government aims to increase the current enrollment rate by 30 per cent by 2020. This will also boost long-distance education in India.

Foreign direct investment (FDI) is an investment in a business by a foreign investor where the foreign investor owns the acquired company. Businesses that make the foreign direct investment are often referred to as multinational corporations (MNCs) or multinational corporations (MNEs). In India, education is the key to nation-building. It is a fact and widely accepted that providing young people with the right information and skills can ensure national progress and economic growth. The Indian education system recognizes the role of education in upholding values of non-belief, equality, respect for democratic culture and social liberty and the pursuit of justice. The education sector in India is developing and has already become a strong investment market in the training and education sector, due to the positive population (young people) and the service-driven economy. Besides, India's growing role in areas such as software development, generic medicine and health care, will require the country to invest in the education and training sector as well. The new 2020 Education Policy (NEP) approved by the Union Cabinet on July 29, 2020, has paved the way for foreign universities to set up campuses in India. The NEP states that the world's top 100 universities will be "facilitated" to

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operate in the country through a new legislative framework. It remains to be seen in what shape and form this new law will be implemented. Under the Indian Constitution, education is a state subject, with certain specific exemptions for the central government concerning certain named institutions of higher learning and institutions for scientific or technical education financed by the Government of India wholly or in part and declared by Parliament by law to be institutions of national importance. The central government also has the power to co-ordinate and determine standards in institutions for higher education or research and scientific and technical institutions.

Currently, India's Foreign Direct Investment Policy allows 100 per cent foreign direct investment in the education sector and construction development projects involving educational institutions. However, various central and state laws require educational institutions to be set up as not-for-profit entities, which could be a society registered under the Societies Registration Act, 1860 or public charitable trust under the public trust act of the relevant state, or a not-for-profit company registered under Section 8 of the Companies Act, 2013. Under the FDI Policy, foreign investment in societies and trusts is prohibited under the automatic route, unless it is an investment vehicle regulated by SEBI. Any foreign investment in a not-for-profit company registered under Section 8 of the Companies Act 2013 would require specific central government approval since it would attract the provisions of the Foreign Contribution (Regulation) Act, 2010. Therefore, foreign universities have not set up shops in India until now.

Ten years ago, the Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010, (FEIB 2010) had proposed the entry of foreign universities. The FEIB 2010 was never passed and with the dissolution of the 15th Lok Sabha, it eventually lapsed. The FEIB 2010 had required foreign educational institutions permitted to operate in India to maintain a corpus fund of a minimum of ₹ 50 crore.

REVIEW OF LITERATURE

1. FDI and Higher Education in India

In the research paper, the author has attempted to highlight the good and bad effects of FDI in the education sector in India.

2. Study on Foreign Direct Investment in Education

The study discusses the FDI, its growth in the Indian education system. It also evaluates the advantages and disadvantages of FDI in the Indian education system specifically.

3. Globalization of Higher Education Through FDI : A Step to be Taken or not in India?

This research paper discusses the globalization of education in general, the present scenario of the education sector in India, government rules for foreign institution establishment and pros and cons relating to the adoption of foreign universities in the country.

4. FDI in Education Sector: Issues, Prospects and Future Implications

The research paper attempts to study the current scenario of FDI in the education sector highlighting the positive and negative impacts it on the society and economy as a whole.

SOURCES OF DATA

In this paper secondary data is collected from various research papers, articles, Newspapers and Websites.

ANALYSIS OF NEW EDUCATION POLICY IN INDIA

In this study, SWOT analysis is used as a mechanism to evaluate the strengths, weaknesses, opportunities and threats of institutions, as it is an effective way to understand the existing level of Foreign Direct Investment in education in India after the introduction of the New Education Policy.

STRENGTHS OF INDIAN EDUCATION SECTOR

- Internationally recognized academic programs and professional courses
- Ideal location and size and regional vicinity
- The increasing flow of publications and research activities
- International fully and partially funded scholarships
- A good reputation of India's medical and engineering education globally
- Partnerships and strategic alliances with developed countries
- Government increasing efforts to assist universities for the enhancement of higher education
- A large English-speaking population allows easy delivery of educational products. India was ranked 34 out of 100 countries in English Proficiency Index 2019.
- India witnessed quarterly growth of 3.4 per cent in the number of internet subscribers at the end of March 2020.
- According to Telecom Regulatory Authority of India (TRAI) data, the total number of internet subscribers stood at 743.19 million in March 2020, against 718.4 million in December 2019.

WEAKNESSES OF INDIAN EDUCATION SECTOR

- Lack of budget for globalization
- Weak Legal System
- Insufficient funding
- The faculty development Programme is not up to the mark.
- Lack of equipment and facilities for advanced research
- Inadequate facilities for student welfare, counseling and career guidance
- Underdeveloped research culture
- Limited resources for faculty and staff development

OPPORTUNITIES FOR FOREIGN DIRECT INVESTMENT IN INDIA

Investments in the education sector are not limited to pre-school, higher and secondary education levels. There are more avenues for investing in the education space such as vocational and technical training as well as tutorial services since these sub-sectors are highly unregulated. With a fair amount of strategic planning and insight, investors could invest in this sector to achieve favourable profits.

Whereas a considerable chunk of the population in India is below the age of 25 years, foreign investors could look at using the demand created by such demographic variation to their advantage by investing in segments required to meet such demand.

Education technology companies in India raised around \$ 323 million across 26 deals in 2016 against \$ 98 million raised through 23 deals in 2015. Following are a few of the key deals in the education sector:

- Unacademy, a multimedia content and service provider, raised around \$ 11.5 million in a funding round led by Sequoia India Capital Advisors and SAIF Partners
- KKR and Co. Lp, a US-based private equity giant, made an investment of \$ 105 million in a coaching firm Resonance Eduventures Ltd.
- International Finance Corporation (IFC) invested \$ 15 million in Byju's for a minority stake.
- Increased chances of international collaboration and partnerships in support of university initiatives, and programs
- Prospects for Foreign Aids from World Bank and IMF
- Use of distance education and e-learning and adoption of the latest information and communications technologies
- Strategic positioning for the organizations of international seminars and development programs within the context of globalization
- Increased chances of developing and enhancing capacity to accommodate more international
- students and research collaboration activities
- Improvement in quality of cross border higher education

THREATS OF EDUCATION SECTOR IN INDIA

- Stakeholder resistance to develop an international environment in HEIs
- Fiscal uncertainty, mismanagement, and corruption through misuse of power
- Politically represented academic and decision-making bodies in universities
- Fear of terrorism
- Intellectual property rights, patent and copyrights issues
- Inappropriate distribution of national and international funding
- Less developed infrastructure of the universities as compares to international standards

CHALLENGES FACED BY FOREIGN INVESTORS

The problem areas affecting the higher education level are over-centralization, limited access and regional disparity. The UGC regulations governing higher education require that all Deemed-to-be universities shall be registered as a not-for-profit society under the Societies Registration Act, 1860 or as a not-for-profit Trust under the Public Trust Act, or as a not-for-profit company under Section 8 of the Companies Act, 2013. The regulations also state that a private university is the one that is established through a state/central Act by a sponsoring body which is either a not-for-profit society or company. Since FDI is not permitted in a society or trust, for an investor to invest in the sector, they will be required to comply with the UGC regulations and invest in a not-for-profit firm—that is, a company incorporated under the provisions of Section 8 of the Companies Act, 2013 (erstwhile Section 25 under Companies Act, 1956). However, Section 8(1)(b) of the Companies Act, 2013 requires the company to apply its profits towards promoting the objects of such company. Thus, foreign investors don't perceive the regulated education sector as a viable investment option.

Reasons for low investment in the regulated education sector include over-centralization, uncertainty regarding procedures for foreign investment and overlapping of legislations between the centre and states. Accessibility, quality and incompatibility with international standards also continue to be among challenges for the Indian education system.

The regulating authorities could look to amend the current mandatory requirement as far as the 'not-for-profit' model is concerned to attract increased FDI inflow in the country. This will lead to a rise in FDI in the unregulated education sector.

CONCLUSION

100 per cent FDI (automatic route) is allowed in the Indian education sector. FDI reached US\$ 3.29 billion between April 2000 and June 2020. An estimated investment of US\$ 200 billion is required to achieve the government's target of 30 per cent GER from the education sector by 2020. There is a large opportunity for financial institutions in the sector. Outstanding education loans in the country reached ₹ 75,450.68 crore (US\$ 10.80 billion) in September 2019. In February 2019, the President of India announced that the Government will be setting up seven IITs, seven IIMs, one NIT, four NIDs, 14 IIITs and 5,000 Atal Tinkering Labs to improve the standard of education. Under Union Budget 2020-21, the Government proposed apprenticeship embedded degree/diploma courses by March 2021 in about 150 higher educational institutions. The Indian government is going to spend ₹ 10 crores (US\$ 13.63 million) on model ITI institutions, focusing on youth skills development. Under this initiative, ~ 15,000 model ITIs will be established across the nation.

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Analysis of the Indian National Education Policy 2020 towards Achieving its Objectives

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A well-defined and futuristic education policy is essential for a country at school and college levels 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 Government of India announced its new Education policy which is based on the recommendations by an expert committee headed by Dr. Kasturirangan, Former chairman of the Indian Space Research Organization (ISRO). This paper highlights various policies announced in the higher education system and compares them with the currently adopted system. 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 2020, NEP-2020, Overview & analysis, Implementation strategies, Predicted implications, Predicted impediments & merits.

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 per cent of these small-sized institutions are running a single programme against the expected reform to a multidisciplinary style of 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 per cent of the colleges have an annual enrolment of fewer than 100 students making them nonviable to improve the quality of education and only 4 per cent 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:

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- 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 per cent 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. The ten trillion economies 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.

1. OBJECTIVES OF THE STUDY

The National Education policy 2020 has many initiatives to improve the quality and the broadness of the education system in India. The objectives of this study on National Education Policy 2020 are : (1) To highlights and overview the policies of the newly accepted higher education system (NEP 2020), (2) To compare National Education Policy 2020 with the currently adopted policy in India, (3) To identify the innovations in new national higher education policy 2020, (4) To predict the implications of NEP 2020 on the Indian higher education system, (5) To discuss the merits of Higher Education Policies of NEP 2020, (6) Suggestions for further improvements for the effective implementation of NEP 2020 to realize its goal.

2. METHODOLOGY

The methodology consists of a conceptual discussion on highlighting the gist of the national educational policy framework, highlighting various sections of the policy of NEP 2020 and comparing it with the currently adopted education policy. Identifying the innovations made using the focus group discussion method. The implications of the policy are analysed using the predictive analysis technique. Many suggestions are given based on Focus group analysis.

3. HIGHLIGHTS OF INDIAN NATIONAL EDUCATION POLICY 2020

Highlights of the Stages: The National Education Policy 2020 envisions an India-centered education system by considering its tradition, culture, values and ethos to contribute

directly to transform the country into an equitable, sustainable, and vibrant knowledge society. By drawing inputs from its vast and long historical heritage and considering the contributions from many scholars to the world in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture, shipbuilding and navigation, yoga, fine arts, chess, etc., the entire Indian education system is founded and built. The objective of the currently announced NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every aspirant to raise the current gross enrolment ratio (GER) to 50 per cent by 2035. The various educational lifecycle stages announced in the policy are listed in Table 1 along with their special features.

Table 1
Various Educational Stages to be Implemented as per NEP 2020

<i>Sl. No. Educational life-cycle Stage</i>		<i>Features</i>
<i>(1)</i>	<i>(2)</i>	<i>(3)</i>
1.	Foundation Stage	Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based and discovery-based learning. Using time tested Indian traditions and cultures; this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.
2.	Preparatory Stage	The three years Preparatory stage consists of building on the play, discovery, and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights
3.	Middle school education Stage	Three years of Middle school education focus on more Abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be adopted in specialised subjects with subject teachers. Students are exposed to the semester system and yearly two class level examinations will be conducted.
4.	Secondary education Stage	Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-oriented pedagogical and curricular style with greater depth, greater flexibility, greater critical thinking, and attention to life aspirations, Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of the 10th and 12th standards.
5.	Under-graduation Education Stage	The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing the first year, a diploma after passing the second year, or a Bachelor's degree after passing third year. The four years undergraduate degree programme is preferred with majors, minors and research projects.

(Contd.)

Table 1 (Contd.)

(1)	(2)	(3)
6. Post-graduation 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' degree will consist of a strong research component to strengthen competence in the professional area and to prepare students for a research degree.
7. Research Stage		The research stage consists of pursuing high-quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary 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 related to their chosen Ph.D. subject. The earlier one-year MPhil programme is discontinued
8. Lifelong learning		The NEP 2020 proposes lifelong learning and research avoid human beings becoming obsolete in society in terms of knowledge, skills, and experience to lead a comfortable life. It is believed that education and research at any stage of life will give further maturity for life satisfaction.

Source : Author's Study Area.

Comparison of New NEP 2020 with Existing NEP

The 1986 National Education policy focussed on the modernization of the education sector using information technology. More attention was given to restructuring teacher education, early childhood care, women's empowerment, and adult literacy. It also proposed that the autonomy of universities and colleges will improve the quality of education services. But NEP 1986 failed to improve the quality of education in terms of creating graduates with employability skills and failed to generate research output in terms of patents and scholarly publications. To compensate for the failure of previous NEPs, NEP 2020 has proposals of a liberal education to support multidisciplinary and cross-disciplinary education and research in under-graduation and post-graduation levels. Table 2 compares the improvements of some of the features of National Education policy 2020 with its previous National Education policy 1986.

Table 2
Comparison of National Education Policy, 1986 and National Education Policy, 2020

Sl. No.	NEP 1986	NEP 2020
(1)	(2)	(3)
1.	The role of education is the all-round development of students.	The objective is to provide Multidisciplinary & interdisciplinary liberal education.
2.	Common education structure of 10 (5+3+2)+2+3+2 is followed	Common education structure of 5+3+3+4+4+1 is suggested.
3.	The first preliminary education starts	The first preliminary education starts at 3rd

	in the 6th year of a child at the Primary school level.	year of a child as a Foundation stage
4.	Two years higher secondary level and two years pre-university levels were separately considered and both had board exams.	Four years Secondary education stage is designated by clubbing Two years higher secondary level and two years pre-university levels. Exams are suggested at the school level except for Board level exams at 10th and 12th.
5.	Two years of higher secondary level, students choose specialization areas and subjects like Science subjects or Commerce subjects or Arts subjects	Four years Secondary education stage contains common subjects and elective subjects. The choice is based on liberal education policy.
6.	All undergraduate and postgraduate admissions are based on the entrance exam conducted at the college level or state level except for NITs & Medical Colleges.	All undergraduate and postgraduate admissions of public HEIs are based on National Testing Agency (NTA) scores conducted at the national level.
7.	Undergraduate programmes are for three to four years.	Undergraduate programmes are of four years with a provision to exit after one year with a diploma, after two years with an advanced diploma, after three years with a pass degree, and after four years with a project-based degree.
8.	Postgraduate education is of two years with a specialization focus.	Postgraduate education is of one to two years with more specialization & research focus.
9.	Most of the Colleges in HEIs are affiliated with state universities and had no autonomy in curriculum and evaluation.	All HEIs including colleges are autonomous and there will be no affiliated colleges to state universities and autonomy in deciding curriculum and evaluation
10.	The examination is independent of teaching. All examination and evaluation are affiliating universities controlled. There is a little role of teaching faculty members in evaluating the students directly.	The examination is a part of a continuous evaluation system. Faculty members who are teaching a subject are responsible for evaluation and examinations are departmental affairs.
11.	The teaching-learning method mainly focuses on classroom training and fieldwork.	The teaching-learning method mainly focuses on classroom training, fieldwork, and research projects
12.	In the higher education system, the expected student-faculty ratio is 20:1.	In the higher education system, the expected student-faculty ratio is 30:1.
13.	In HEIs faculty members are considered as facilitators of educating students to make them competent.	In HEIs faculty members are considered as collaborators and guide of educating students to make them as innovators & creative thinkers.
14.	Students have the freedom to choose subjects across their area of study	Students have the freedom to choose subjects outside and across their area of study.
15.	A one-year research degree leading to M.Phil. In any subject is offered to provide preliminary experience to do research.	A one-year research degree leading to M.Phil. in any subject is discontinued due to the reason that students are exposed to preliminary research in their undergraduate and post-graduate courses.

(Contd.)

Table 2 (Contd.)

(1)	(2)	(3)
16.	Pass in NET/SLET along with respective Masters degrees as an essential qualification to become an Assistant professor in any three types of HEIs.	Ph.D. degree is compulsory along with pass in NET/SLET as an essential qualification to become an Assistant professor in any three types of HEIs.
17.	The support of research funds through UGC or any other agencies is mainly for Universities than Colleges.	The support of research funds through the National Research Foundation and any other agencies will be equally distributed to all three 5 types of HEIs based on a fair evaluation of the research proposal.
18.	HEIs accreditation is compulsory for availing funds and government facilities only.	HEIs accreditation is compulsory for functioning and offering the degree. Compulsory accreditation is required once every five years for continuous operation.
19.	The choice-based credit system.	Liberal education based on STEAM & Competency-based credit system.
20.	Four years of Bachelor's degree holders are not eligible for direct admission to Ph.D. programme unless they acquire a Masters's degree.	Four years of Bachelor's degree holders with proven research performance during the fourth year can directly admit to Ph.D. programme without a Masters degree in both types of HEIs.
21.	Undergraduate programmes of 3 years to 4 years depending on the type of the programme.	All undergraduate programmes are of 4 years with, in some cases, exit at 3 years is possible with a degree certificate.
22.	Currently, teacher's education comprises of two years B.Ed. programme after graduation. So secondary school teachers have to spend 5 years after their higher secondary education to teach at higher the secondary level.	The proposed teacher education comprises four years integrated B.Ed. This degree is a compulsory requirement to become faculty in the School education Stages.
23.	No foreign universities are allowed to function directly in India.	About 100 top-ranked foreign universities will be allowed to function in India to compete with Indian universities.
24.	The coursework of the Ph.D. programme comprises research methodology and core subject-related study.	The coursework of the Ph.D. programme comprises of research methodology, Teaching 6 & curriculum development aspects along with core subject related study.

Source : Author's Calculations.

4. FURTHER SUGGESTIONS FOR IMPROVEMENTS

(1) Ph.D. should be a compulsory qualification for a permanent teaching position in Colleges & Universities: Like Integrated B.Ed. is a compulsory qualification to Foundation, preparatory, middle, and secondary school education teaching, Ph.D. research should be a compulsory degree for College and University Teaching. This is due to the reason that, research is going to be an integral part of bachelor's and master's degrees as per NEP 2020. (2) Compulsory Faculty Annual Publication leading to IPR: To maintain

sustainable quality and to avoid faculty obsolescence in Colleges and Universities, the IPR generation should be compulsory. In this regard, the college faculties should publish at least two open access scholarly research papers with copyright certificates from Govt. of India or at least two proofs of patent submissions annually, failed to which the annual increment should be suspended. (3) Use of Services of Retired Professors as Research Guides: The requirement of huge Ph.D. degree holders in autonomous colleges due to changes in policies of NEP 2020, the demand for research guides is increasing. The optimum solution for solving this shortage is the utilization of the services of retired professors with good research experience. It is suggested that the universities should use the services of retired professors as research guides. Thus, retired professors should be used as Research Professors irrespective of their age to guide the research scholars for their Ph.D. Such an idea will eliminate the scarcity of research guides. (4) A proper definition of Multidisciplinary College: A multidisciplinary Institution should have a minimum of Five disciplines (not five Courses) belonging to different faculty areas. The real essence of the objective of studying in a Multidisciplinary campus to provide multidisciplinary choice and experience of campus comes only if the number of subject disciplines in operations is at least five in number. For example, (1) Languages, (2) Basic Sciences, (3) Social Sciences, (4) Engineering, (5) Education, (6) Medical Sciences, (7) Dental Sciences, (8) Paramedical sciences, (9) Business Management & Commerce, (10) Computer Science, (11) Agriculture & Veterinary Science, (12) Law & Legal Studies, (13) Indian Medicines, (14) Ideology, etc. All HEIs should be a compulsory members of the INDL to have access to books, periodicals, Journals, Patents, and every other database from a single place. With this model, multiple subscriptions of library resources can be eliminated. This will decrease Government expenditure on Library resources and eliminates huge amounts of money from foreign exchange.

5. 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 offerings is the responsibility of the education department of the country's government. National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, 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. By encouraging merit-based admissions with free-ships & scholarships, merit & research-based continuous performers as faculty members, and merit-based proven leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfill its objectives by 2030.

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National Education Policy 2020 and SDG4

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Education is the milestone of a nation's development. Education is generally seen as the foundation of society which brings economic wealth, social prosperity and political stability. Education provides knowledge and skills to the population. The role of education and its importance cannot be ignored in today's scenario. Education is very necessary for each and everyone to improve knowledge, way of living as well as social and economic status throughout the life. Quality education is the backbone for the growth of any society and education policy is the way to attain it. Well defined and futuristic education policy is essential for a country.

In September 2015, at the United Nations Sustainable Development Summit, member states formally adopted the 2030 agenda for sustainable development, in New York. The agenda contains 17 goals including a new global education goal (SDG4) which strives for quality education. "To ensure inclusive and equitable quality education and Lifelong learning for all" is a key element of SDG4.

India has gone through two major education policies after independence, first in 1968 and second in 1986. Further, on 29th July 2020, the cabinet approved a new National Education Policy to introduce several changes to the existing Indian education system. The NEP 2020 is based on the objectives of SDG4, which believes that equal access to education is the basis of sustainable development. By aligning SDG targets into NEP, the government has ensured the provision of equal education for all. Following the principles of SDG4, NEP 2020 is based on five pillars: Access, Affordability, Equity, Quality and Accountability. Furthermore, this education policy talks about the complete transformation in the Indian education system from primary to higher education along with curricular reform to institutional reform in a phased manner, which will help the nation to achieve SDG objectives.

This paper highlights the major policies and agenda of the new National Education Policy and how it aligns with the objectives and policies of the Fourth Sustainable Development Goal. Predicted implications of NEP 2020 on the Indian Education System and its positive points have been discussed.

Education is the milestone of a nation's development. Education is generally seen as the foundation of society which brings economic wealth, social prosperity and political stability. Education provides knowledge and skills to the population. The role of education and its importance cannot be ignored in today's scenario. Education is very necessary for everyone to improve knowledge, way of living as well as social and economic status throughout the life. Quality education is the backbone for the growth of any society and

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education policy is the way to attain it. Well defined and futuristic education policy is essential for a country. India has gone through two major education policies after independence, first in 1968 and second in 1986. Further, on 29th July 2020, the cabinet approved a new National Education Policy to introduce several changes to the existing Indian education system. The NEP 2020 is based on the objectives of SDG4, which believes that equal access to education is the basis of sustainable development. By alienating SDG targets into NEP, the government has ensured the provision of equal education for all. Following the principles of SDG4, NEP 2020 is based on five pillars: Access, Affordability, Equity, Quality and Accountability. Furthermore, this education policy talks about the complete transformation in the Indian education system from primary to higher education along with curricular reform to institutional reform in a phased manner, which will help the nation to achieve SDG objectives.

The following are the areas where the National Education Policy reforms intersect with the Sustainable Development Goals, SDG 4 on Quality Education along with the indicators.

EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION

SDG4 emphasises ensuring 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. Under NEP, there is special attention to 3-6 years of age. This was a major drawback of the Right to Education Act, 2008. Under this initiative, the forebearers of Anganwadi education will get a much-needed boost. There is further, a provision of a new Gender Inclusion Fund which has been provided for schooling and support for disability schooling is also proactive.

EQUAL ACCESS TO PRIMARY AND SECONDARY EDUCATION

The SDGs 2030 targets to ensure primary and secondary education for all (including boys and girls), and also equal access to quality technical and vocational education to everyone in all the member states of the UN. By 2030, it is expected from each member state of the UN to ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes. Following the principles of SDG, NEP 2020 is based on five pillars: Access, affordability, equity, quality and accountability. It introduces a four-stage pedagogical structure as a foundational stage, preparatory stage, middle stage and secondary stage.

EQUAL ACCESS TO AFFORDABLE TECHNICAL AND VOCATIONAL EDUCATION

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.

Under NEP vocational education will be provided at a younger age and technical skills such as coding will begin from as early as 6th standard. Further MHRD is setting up a National Education Technology Forum to address issues of tech and knowledge sharing and capacity development.

QUALIFIED AND TRAINED TEACHERS

SDG2030 encourages member states to increase the supply of qualified teachers through international cooperation. It requires urgent attention, with a more immediate deadline, because the equity gap in education is enhanced by shortage and uneven distribution of professionally trained teachers, especially in disadvantaged areas. As teachers are a fundamental condition for guaranteeing quality education, teachers and educators should be empowered, adequately recruited and remunerated, motivated, professionally qualified, and supported within well-resourced, efficient and effectively governed systems.

India's NEP encourages 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.

INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS

Under NEP the curriculum design in higher and school education has shifted from the 10+ 2 models. With a 5+3+3+4 model, clearer benchmarks are defined which will lead to better outcomes. They have provided multiple exit points for higher education which will result in better signaling ability of students. This is a practice that is followed in

most developed countries. There is a setup of an academic bank of credit for digitally storing academic credits earned which can be transferred and counted towards the final degree earned.

Further, the NEP proposes to reach a gross enrolment ratio for higher education to be at 50 per cent by 2035. This will ensure that the majority of the population, who are less than 35 years of age have a strong skills base.

ELIMINATE DISCRIMINATION IN EDUCATION

SDG4 aims to 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 people and children in vulnerable situations.

India's NEP 2020 includes education in the 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.

Under NEP, the Digital Divide is proposed to be bridged by setting a new unit that addresses Internet-based e-learning. Digital learning, infrastructure and capacity building. Under the new education paradigm of online classes, the infrastructure shortages related to electricity supply as well internet bandwidth have become hurdles to cross, which the policy tries to bypass.

UNIVERSAL LITERACY AND NUMERACY

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. Action for this target aims at ensuring that by 2030, all young people and adults across the world should have achieved relevant and recognized proficiency levels in functional literacy and numeracy skills that are equivalent to levels achieved at the successful completion of basic education.

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.

Under NEP a National Foundation of Literacy and Numeracy will be set up to provide basic literacy and numeracy skills by 3rd grade. In India, the enrolment ratio at the age of 6 in India is at 96 per cent since 2010. But the rate of dropout is also quite high. This policy will hope to bring down the dropout rates.

Affordable Education for All

Making education more affordable to all, the NEP outlines that the standard of audit and

disclosure should be similar for all educational institutions as “non-for-profit entity”. Also, if there is a surplus, it has to be reinvested in the educational sector. There should be transparency in all financial matters and a mechanism to address the grievances of the public should be made. The policy states that all the provisions related to fees by private higher education institutions should be transparent and disclosed and institutions should not increase the fees arbitrarily.

IMPLICATIONS OF NATIONAL EDUCATION POLICY 2020

The current teacher-centric model where the teachers decide the subjects, curriculum, evaluation, etc will be replaced by a student-centric model where the student gets the right to decide the subject he has to study from the institution and he can appear for competency-based evaluation in his own pace. The competency-based credit system has the advantage of evaluating the skill sets of students along with knowledge and experience.

The higher education policies of NEP2020 transform the higher education system from information-centric to new knowledge and innovation-centric. Research and innovation as a major component of higher education create new intellectual property to throw light into new innovative solutions.

Changes in examination pattern have been introduced to ensure a more progressive approach, to opt a more scientific nature, to ensure cognitive development of students by enabling them to construct a thought process, consisting of remembering things, solving the problems and decision-making, through all the stages of growth, i.e., from childhood to adulthood. The main objective of the examination now will be to assess the core capabilities of students, testing their understanding of concepts and application of knowledge rather than focusing on mugging up answers to obtaining marks. As per the NEP 2020 “Boards may over time also develop further viable models of Board Exams, such as—annual/semester/modular board exams; offering all subjects beginning with mathematics, at two levels; two parts exams or objective type and descriptive type.”

While providing students flexibility in the duration of a programme, the policy has launched a four-year degree course with multiple exits. The students will have a choice to exit the course after one year with a certificate for the course or they can complete two years and exit with a diploma for the same. If students are willing to get a bachelor’s degree, they can get it by completing the three-year course, and after the completion of four-year along with a project, the student can get a bachelor’s degree with research.

The MPhil degree has been discontinued so that students could pursue a Ph.D. directly after completing their masters.

The use of information communication computation technologies (ICCT) including education technology, internet technology, Artificial Intelligence, Virtual reality, etc is very essential in the effective implantation of education. The policies of NEP2020 are laying the foundation for technology-based education along with adding research components to the classroom-based education system.

Higher education policy-making decisions and implementation of such policies may go out of bureaucrats and fake educationists who are enjoying top decision-making

positions. Merit-based appointments of institutional leaders in research and innovations will be made. Unlike the present system, professors without at least five first authors scholarly publications, or patents during the last 5 years will not become institutional leaders like directors, vice-chancellors, etc.

NEP 2020 accounts for the transformation of single-discipline colleges into multi-disciplinary autonomous degree-awarding colleges. This will again help to decrease corruption and lobbies in colleges.

Focus on research and innovation at undergraduate and postgraduate levels will allow students and faculty members to think creatively with confidence to propose and do new things.

Every autonomous institution is expected for a Board of Governors having highly qualified, competent and dedicated individuals who have been committed to the institution. The Board of Governor shall be responsible and accountable for the outcomes of the Higher Education Institution to the stakeholders through transparent disclosures of relevant records.

National Higher Education Regulatory Authority as a single HEI's regulator setup leads to effective regulation of financial probity of HEIs, governance, open disclosure of financials, faculty/staff, courses, and educational qualities.

HEIs both public and private should ensure that they are not for profit and if there is any surplus, it should be reinvested in the institutional development under the supervision of BoG members to eliminate the comultiplication of education

Bright and intelligent students irrespective of their economic status, religion, gender will get the opportunity to study in private institutions free of cost due to 20 per cent freeship and 30 per cent scholarship leading to the mobilisation of intelligent and self-motivated students.

CONCLUSION

India's NEP 2020 has comprehensive potential for establishing an overwhelming impact on the socio-economic aspect 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. By alienating SDG targets into NEP, the government has ensured the provision of equal education for all. Following the principles of SDG4, NEP 2020 is based on five pillars: Access, Affordability, Equity, Quality and Accountability. Furthermore, this education policy talks about the complete transformation in the Indian education system from primary to higher education along with curricular reform to institutional reform in a phased manner, which will help the nation to achieve SDG objectives. 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.

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New Education Policy of India 2020 : A Comparative Analysis of 1986 Education Policy

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To say Education is important is an understatement. Education is a weapon to improve one's life. It is probably the most important tool to change one's life. Education for a child begins at home. It is a lifelong process that ends with death. Education certainly determines the quality of an individual's life. Education improves one's knowledge, skills and develops the personality and attitude. Most noteworthy, Education affects the chances of employment for people. A highly educated individual is probably very likely to get a good job. In this essay on the importance of education, we will tell you about the value of education in life and society. Recently Government of India announced its new Education policy which is based on the recommendations by an expert committee headed by Dr. Kasturirangan, Former chairman of the Indian Space Research Organization (ISRO). This paper deciphers the importance of education and on various policies announced in the higher education system and compares them with the currently adopted system. 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: Vision, vocational training, implementation, comprehensive framework, highlighting.

The **National Education Policy 2020 (NEP 2020)**, which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The 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. Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language. The language policy in NEP is a broad *guideline* and *advisory* in nature; and it is up to the states, institutions, and schools to decide on the implementation. Education in India is a Concurrent List subject.

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1. RESEARCH METHODOLOGY

The methodology consists of a conceptual discussion on highlighting the gist of the national educational policy framework, highlighting various sections of the policy of NEP 2020 and comparing it with the currently adopted education policy. Identifying the innovations made using the focus group discussion method. The implications of the policy are analysed using the predictive analysis technique. Many suggestions are given based on Focus group analysis.

2. RESULTS AND DISCUSSION

The highlight of New Education Policy 2020

- (1) Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12;
- (2) Ensuring quality early childhood care and education for all children between 3-6 years;
- (3) New Curricular and Pedagogical Structure (5+3+3+4);
- (4) No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;
- (5) Establishing National Mission on Foundational Literacy and Numeracy;
- (6) Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother-tongue/local language/regional language.
- (7) Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired;
- (8) Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);
- (9) Equitable and inclusive education - Special emphasis is given on Socially and Economically Disadvantaged Groups (SEDGs);
- (10) A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;
- (11) Robust and transparent processes for recruitment of teachers and merit-based performance;
- (12) Ensuring availability of all resources through school complexes and clusters;
- (13) Setting up of State School Standards Authority (SSSA);
- (14) Exposure of vocational education in school and higher education system;
- (15) Increasing GER in higher education to 50 per cent;
- (16) Holistic Multidisciplinary Education with multiple entry/exit options;
- (17) NTA to offer Common Entrance Exam for Admission to HEIs;
- (18) Establishment of Academic Bank of Credit;
- (19) Setting up of Multidisciplinary Education and Research Universities (MERUs);
- (20) Setting up of National Research Foundation (NRF);
- (21) 'Light but Tight' regulation;

- (22) The single overarching umbrella body for the promotion of higher education sector including teacher education and excluding medical and legal education—the Higher Education Commission of India (HECI)—with independent bodies for standard-setting- the General Education Council; funding-Higher Education Grants Council (HEGC); accreditation—National Accreditation Council (NAC); and regulation—National Higher Education Regulatory Council (NHERC);
- (23) Expansion of open and distance learning to increase GER.
- (24) Internationalization of Education
- (25) Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.
- (26) Teacher Education—4-year integrated stage-specific, subject-specific Bachelor of Education
- (27) Establishing a National Mission for Mentoring.
- (28) Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.
- (29) Achieving 100 per cent youth and adult literacy.
- (30) Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.
- (31) All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity.
- (32) The Centre and the States will work together to increase the public investment in the Education sector to reach 6 per cent of GDP at the earliest.
- (33) Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.
- (34) Ministry of Education: To bring the focus back on education and learning, it may be desirable to re-designate MHRD as the Ministry of Education (MoE).

Table 1
Comparison of National Education Policy 1986 & National Education Policy 2020

<i>Sl. No. New Education Policy 1986</i>		<i>New Education Policy 2000</i>
<i>(1)</i>	<i>(2)</i>	<i>(3)</i>
1.	The role of education is the all-round development of students.	The objective is to provide Multidisciplinary & interdisciplinary liberal education.
2.	Common education structure of 10 (5+3+2) +2+3+2 is followed.	A common education structure of 5+3+3+4+4+1 is suggested.
3.	The first preliminary education starts in the 6 th year of a child at the Primary school level.	The first preliminary education starts at 3 rd year of a child as a Foundation stage.
4.	Two years higher secondary level and two years pre-university levels were	Four years Secondary education stage is designated by clubbing Two years higher

<p>separately considered and both had board exams.</p>	<p>secondary level and two years pre-university levels. Exams are suggested at the school level except for Board level exams at 10th and 12th.</p>
<p>5. Two years of higher secondary level, students choose specialization areas and subjects like Science subjects or Commerce subjects or Arts subjects</p>	<p>Four years Secondary education stage contains common subjects and elective subjects. The choice is based on liberal education policy.</p>
<p>6. All undergraduate and postgraduate admissions are based on the entrance exam conducted at the college level or state level except NITs & Medical Colleges.</p>	<p>All undergraduate and postgraduate admissions of public HEIs are based on National Testing Agency (NTA) scores conducted at the national level.</p>
<p>7. Undergraduate programmes are for three to four years.</p>	<p>Undergraduate programmes are of four years with a provision to exit after one year with a diploma, after two years with an advanced diploma, after three years with a pass degree, and after four years with a project-based degree.</p>
<p>8. Postgraduate education is of two years with a specialization focus.</p>	<p>Postgraduate education is of one to two years with more specialization & research focus.</p>
<p>9. Most of the Colleges in HEIs are affiliated with state universities and had no autonomy in curriculum and evaluation.</p>	<p>All HEIs including colleges are autonomous and there will be no affiliated colleges to state universities and autonomy in deciding curriculum and evaluation.</p>
<p>10. The examination is independent of teaching. All examination and evaluation are affiliating universities controlled. There is a little role of teaching faculty members in evaluating the Students directly.</p>	<p>The examination is a part of a continuous evaluation system. Faculty members who are teaching a subject are responsible for evaluation and examinations are departmental affairs.</p>
<p>11. The teaching-learning method mainly focuses on classroom training and fieldwork.</p>	<p>The teaching-learning method mainly focuses on classroom training, fieldwork, and research projects.</p>
<p>12. In the higher education system, the expected student-faculty ratio is 20:1.</p>	<p>In the higher education system, the expected student-faculty ratio is 30:1.</p>
<p>13. In HEIs faculty members are considered as facilitators of educating students to make them competent.</p>	<p>In HEIs faculty members are considered as collaborators and guides of educating students to make them innovators & creative thinkers.</p>
<p>14. Students have the freedom to choose subjects across their area of study.</p>	<p>Students have the freedom to choose subjects outside and across their area of study.</p>
<p>15. A one-year research degree leading to M.Phil. In any subject is offered to provide preliminary experience to do research.</p>	<p>A one-year research degree leading to M.Phil. Any subject is discontinued due to the reason that students are exposed to preliminary research in their undergraduate and post-graduate courses.</p>
<p>16. Pass in NET/SLET along with respective Masters degrees as an essential qualification to become an Assistant professor in any Three types of HEIs.</p>	<p>The Ph.D. degree is compulsory along with a pass in NET/SLET as an essential qualification to become an Assistant professor in any three types of HEIs.</p>

(Contd.)

Table 1 (Contd.)

(1)	(2)	(3)
17.	The support of research funds through UGC or any other agencies is mainly for Universities than Colleges.	The support of research funds through the National Research Foundation and any other agencies will be equally distributed to all three types of HEIs based on a fair evaluation of the research proposal.
18.	HEIs accreditation is compulsory for availing funds and government facilities only.	HEIs accreditation is compulsory for functioning and offering the degree. Compulsory accreditation is required once every five years for continuous operation.
19.	The graded accreditation model is followed.	A binary accreditation model will be followed which is a yes or no system instead of various grades for the institution.
20.	Faculty performance & accountability is linked to promotion but not linked to compensation.	Faculty performance & accountability is linked to promotion and compensation.
21.	The choice-based credit system.	Liberal education based on STEAM & Competency-based credit system.
22.	Only accredited & permitted Universities are allowed to offer Online Distance Learning (ODL) education.	All 3 types of HEIs which are accredited to offer ODL are permitted to offer ODL.
23.	Social engagement for every student as a part of the programme curriculum is optional.	Social engagement for each student is compulsory and should be equal to at least one full semester across the entire duration of the programme.
24.	Four years of Bachelor's degree holders are not eligible for direct admission to the Ph.D. programme unless they acquire a Master's degree.	Four years of Bachelor's degree holders with proven research performance during the fourth year can directly admit to the Ph.D. programme without a Masters's degree in both types of HEIs.

Source : Author's Study Area.

3. SUGGESTIONS

- There is a dire need to revisit The Right of Children to Free and Compulsory Education Act (RTE)-2009. RTE has been successful in providing universal access to elementary education, increasing retention and improving school infrastructure. But it has failed to improve the learning levels of children. The annual nationwide ASER (Annual Status of Education Report) shows that between 2009 and 2014, the reading levels across India (barring a few Southern states) have either declined or stagnated. The basic arithmetic abilities of children have largely worsened all across the country.
- Another mandate of RTE which needs careful rethinking is the one-size-fits-all approach of reserving 25 per cent of seats (Section 12 (1) (c)) in private schools for the weaker sections of the society. This clause was conceived to expand the options for poor parents to send their kids to private schools, an alibi for the voucher system. It reflects an implicit assumption by the government that private

schools are better than public schools. There is mixed evidence of whether private schools (barring a few elite schools in urban areas) fare better than public schools.

- The trend captured by ASER over ten years reveals that, although enrollment in private schools is increasing tremendously even among the poor in rural areas, learning levels have not shown any significant improvement. By mandating reservations in public schools, the Government is abdicating itself of its responsibility towards improving the quality of public schools. Contrary to its original intent of integrating students of different economic backgrounds, the reservation of seats in private schools has created segregation in schools.
- Many private schools show differential treatment towards these reserved students, and put them in different sections, citing lack of preparedness as a reason for not being to compete with their regular students. Way back in 1966, the Kothari Commission had recommended Common School System (CSS) where kids from all socio-economic backgrounds study together and learn from each other's life experiences.
- It is essential to bring back the trust in the public education system by improving its quality rather than turning blindly to private schools. The Government can learn from its success in schooling systems such as Kendriya Vidyalayas and Navodaya Vidyalayas, which have a proven track record of getting excellent results.
- To improve the schooling system, budgetary allocations have to be increased. Right from the time of the Kothari Commission, there have been repeated calls by educationalists, NGOs and policy analysts that the governments should allocate 6 per cent of GDP towards education. However, Indian allocation for education has stuck between 3.5-4 per cent of GDP.
- India is close to achieving universal access to elementary education. However, elementary education is too basic to provide any life skills or vocational skills for productive employment. The next logical step for the government should be to universalize secondary education. The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was started in 2009 with the main objective to make secondary education of good quality available, accessible and affordable to all by 2020. One major initiative of RMSA was to set up 6000 Model Schools (one in every block) through state and public-private partnerships, as a benchmark of excellence for providing quality education. Unfortunately, because of the steep budget cuts, this fiscal year, secondary education has received diminished attention. In a major setback this year, the centre has delinked itself from the Model schools program, thereby widening the gap between promise and reality.
- Replicate successful Government school systems to provide quality secondary education, the Government can look back at the successful system of Jawahar Navodaya Vidyalayas. Rajiv Gandhi had mooted the idea of setting up NVs in 1986, as part of the National Policy on Education (NPE) to nurture bright rural

children. Navodaya Vidyalayas are fully residential rural schools with classes from VI-XIIth.

4. CONCLUSION

It is a good education system that may bring a revolutionary change in society. Higher education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behavior in every country. Improving GER to include every citizen of the country in higher education offerings is the responsibility of the education department of the country's government. National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, 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. By encouraging merit-based admissions with free-ships& scholarships, merit and research-based continuous performers as faculty members, and merit-based proved leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfill its objectives by 2030.

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Identify the Value, Attitudes and Motivation for a Plunge in Entrepreneurship

Pradeep Kumar*

The term 'entrepreneur' was first introduced in economics by the early 18th-century French economist Richard Canutillo. In his writings, he formally defined the entrepreneur as the "agent who buys means of production at certain prices to sell the produce at uncertain prices in the future". Since then a perusal of the usage of the term in economics shows that entrepreneurship implies risk/uncertainty bearing; coordination of productive resources; introduction of innovations; and the provision of capital. Entrepreneurship is creative also in the sense that it involves innovation—the introduction of new products, the discovery of new markets and sources of supply of inputs, technological breakthroughs as well as the introduction of newer organisational forms for doing things better, cheaper, faster and, in the present context, in a manner that causes the least harm to the ecology/environment.⁴ It is possible that entrepreneurs in developing countries may not be pioneering/innovative in introducing pathbreaking, radical innovations. They may be the first or second adopters of technologies developed elsewhere. As the entrepreneur contracts for an assured supply of the various inputs for his project, he incurs the risk of paying them off whether or not the venture succeeds. Thus, the landowner gets the contracted rent, capital providers get the contracted interest, and the workforce gets the contracted wages and salaries. However, there is no assurance of profit to the entrepreneur. It may be pointed out that the possibility of absolute ruin may be rare as the entrepreneur does everything within his control to de-risk the business. For example, he may enter into a prior contract with the customers of his production. So much so that he may just be a contract manufacturer or marketer of someone else's products! What is generally implied by risk-taking is that realised profit may be less than the expected profit. It is generally believed that entrepreneurs take high risks.

There may be quite a large distribution of alternative returns from an investment decision, we have taken just 4 observations to keep it simple. In other words, the expected returns from the entrepreneurial decision, in this case, are 17.5 per cent. Risk can be measured in terms of a measure of variation around this expectation, more precisely it is the standard deviation of the distribution of returns or σ_R . In this case, it works out to be 1.8 per cent. In other words, actual or realised returns may deviate from expected returns to the extent of 1.8 per cent. Higher the value of standard deviation, the larger the risk.

Keywords: *Entrepreneur, uncertain prices, landowner, customers alternative, risk*

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Entrepreneurship is the process of setting up one's own business as distinct from pursuing any other economic activity, be it employment or practicing some profession. The person who set-up his business is called an entrepreneur. The output of the process, that is, the business unit is called an enterprise. You may invoke the 'Subject-Verb-Object (SVO)' relationship in English grammar to clearly understand these terms. **(See Figure on SVO Analogy)** It is interesting to note that entrepreneurship besides providing self-employment to the entrepreneur is responsible to a great extent for the creation and expansion of opportunities for the other two economic activities, that is, employment and profession.¹ Further, each business gives rise to other businesses– the suppliers of raw materials and components, service providers.

And, in the process, entrepreneurship becomes crucial for the overall economic development of a nation. Given its important role in the overall scheme of economic development, it is interesting to note that not many persons opt for a career in entrepreneurship. Traditionally, it was believed that entrepreneurs are born. No society can wait for the chance of 'birth' of entrepreneurs to pursue its developmental plans.² In fact, plans for economic development would bear little fruit unless entrepreneurship development is regarded as a deliberate process of making people aware of entrepreneurship as a career at an early age and creating situations where they may choose to become entrepreneurs. When you make this choice, you become a job-provider rather than a job-seeker, besides enjoying a host of other financial and psychological rewards. Taking to entrepreneurship is surely more a matter of aspiring to become an entrepreneur rather than being born as one.³

The term 'entrepreneur' was first introduced in economics by the early 18th-century French economist Richard Canutillo. In his writings, he formally defined the entrepreneur as the "agent who buys means of production at certain prices to sell the produce at uncertain prices in the future". Since then a perusal of the usage of the term in economics shows that entrepreneurship implies risk/uncertainty bearing; coordination of productive resources; introduction of innovations; and the provision of capital.

Entrepreneurship is creative also in the sense that it involves innovation- the introduction of new products, the discovery of new markets and sources of supply of inputs, technological breakthroughs as well as the introduction of newer organisational forms for doing things better, cheaper, faster and, in the present context, in a manner that causes the least harm to the ecology/environment.⁴ It is possible that entrepreneurs in developing countries may not be pioneering/innovative in introducing pathbreaking, radical innovations. They may be the first or second adopters of technologies developed elsewhere. That does not make their achievement small. Imitating technologies from the developed world to the indigenous setting is quite challenging. A lady entrepreneur wanting to introduce thermal pads for industrial heating faced tremendous reluctance from the owners of chemical and sugar mills despite the established superiority of her products over the conventional heating of the vessels by burning of wood/coke or using LPG.⁵ Moreover, there is no need to suffer from "it was not invented here" complex– there is no need to reinvent the wheel.

Production, implying the creation of form, place, time personal utility, requires the combined utilisation of diverse factors of production, land, labour, capital and technology. Entrepreneur, in response to a perceived business opportunity, mobilises these resources into a productive enterprise or firm. It may be pointed out that the entrepreneur may not be possessing any of these resources; he may just have the 'idea' that he promotes among the resource providers. In an economy with a well-developed financial system, he has to convince just the funding institutions and with the capital so arranged he may enter into contracts of supply of equipment, materials, utilities and technology. What lies at the core of the organisation of production is the knowledge about the availability and location of the resources as well as the optimum way to combine them. An entrepreneur needs negotiation skills to raise these in the best interests of the enterprise.⁶ Organisation of production also involves product development and development of the market for the product. Besides, the entrepreneur may be required to develop even the sources of supply of requisite inputs.

For example, whether it is a matter of putting together an automobile manufacturing unit or manufacture of burger/pizza, besides cultivating a market and developing products to suit its tastes and preferences, there would be a need to develop a pool of suppliers of the diverse components or elements that go into their manufacture.⁷

As the entrepreneur contracts for an assured supply of the various inputs for his project, he incurs the risk of paying them off whether or not the venture succeeds. Thus, the landowner gets the contracted rent, capital providers get the contracted interest, and the workforce gets the contracted wages and salaries. However, there is no assurance of profit to the entrepreneur. It may be pointed out that the possibility of absolute ruin may be rare as the entrepreneur does everything within his control to de-risk the business. For example, he may enter into a prior contract with the customers of his production. So much so that he may just be a contract manufacturer or marketer of someone else's products! What is generally implied by risk-taking is that realised profit may be less than the expected profit. It is generally believed that entrepreneurs take high risks. Yes, individuals opting for a career in entrepreneurship take a bigger risk than those involved in a career in employment or practice of a profession as there is no "assured" payoff. (See Box above) In practice, for example, when a person quits a job to start on his own, he tries to calculate whether he or she would be able to earn the same level of income or not. To an observer, the risk of quitting a well-entrenched and promising career seems a "high" risk.⁸

Entrepreneurial returns are based on a mathematical expectation, $E(R_i)$ where the subscript 'i' shows that there are several possible rates of return from a business decision, say, 20 per cent, 18 per cent, 17 per cent and 15 per cent. There may be quite a large distribution of alternative returns from an investment decision, we have taken just 4 observations to keep it simple. In other words, the expected returns from the entrepreneurial decision, in this case, are 17.5 per cent. Risk can be measured in terms of a measure of variation around this expectation, more precisely it is the standard deviation of the distribution of returns or σR_i . In this case, it works out to be 1.8 per cent. In other words,

actual or realised returns may deviate from expected returns to the extent of 1.8 per cent. Higher the value of standard deviation, the larger the risk. It is often said that the higher the risk greater the returns. What this means is as under: (a) for a given risk, a rational person would prefer a higher than or equal to the expected returns. (b) for a given return, a rational person would prefer a lower risk. (c) should the risk increase, there should be at least a proportional increase in returns. (d) because the risk runs, either way, that is, realised returns may be more or less than the expected returns, entrepreneurs who are incorrigibly optimistic, tend to believe that variation would only be one-sided, that is, on the higher side.⁹

Every country, whether developed or developing, needs entrepreneurs. Whereas a developing country needs entrepreneurs to initiate the process of development, the developed one needs entrepreneurship to sustain it. In the present Indian context, where on the one hand, employment opportunities in the public sector and large-scale sector are shrinking, and on the other, vast opportunities arising from globalisation are waiting to be exploited; entrepreneurship can take India to the heights of becoming a super economic power.¹⁰

It needs them for two reasons: to capitalise on new opportunities and to create wealth and new jobs. A McKinsey and Company–Nasscom report estimates that India needs at least 8,000 new businesses to achieve its target of building a \$ 87 billion IT sector by 2008. Similarly, in the next 10 years, 110-130 million Indian citizens will be searching for jobs, including 80-100 million looking for their first jobs; that's seven times Australia's population. This does not include disguised unemployment of over 50 per cent among the 230 million employed in rural India. Since traditional large employers – including the government and the old economy players – may find it difficult to sustain this level of employment in the future, it is entrepreneurs who will create these new jobs and opportunities.¹¹

The entrepreneurial decision, in effect, is an investment decision that augments the productive capacity of the economy and hence results in capital formation. GDP and capital formation are related to each other via Capital Output Ratio (COR); more precisely Incremental Capital Output Ratio (ICOR) that measures the percentage increase in capital formation required obtaining a percentage increase in GDP. So, if a country desires to grow @ 10.0 per cent p.a. and its ICOR is 2.6, then it must ensure capital formation @ 26.0 per cent p.a. Entrepreneurs, by investing their savings and informally mobilising the savings of their friends and relatives contribute to the process of capital formation. This informal funding supplements the funds made available by the formal means of raising resources from banks, financial institutions and capital markets.¹²

Every new business creates opportunities for the suppliers of inputs (this is referred to as backward linkages) and the marketers of the output (what is referred to as forwarding linkages). As a pen manufacturer, you would create opportunities for refill manufacturers as well as wholesalers and retailers of stationery products. These immediate linkages induce further linkages. For example, greater opportunities for refill manufacturers would

mean an expansion of business for ink manufacturers. In general, there are greater opportunities for transporters, advertisers, and, so on. So, *via* a chain-reaction, entrepreneurship provides a spur to the level of economic activity.¹³

You are aware that underdeveloped countries are caught in the vicious cycles on the demand as well as supply side. Entrepreneurs penetrate and break these cycles, for example, by organising and orienting domestic production for exports. Thus, production (and thereby generation of income) is not constrained by the inadequacy of domestic demand. (Demand-side Vicious Cycle). In today's context, you are aware that India is poised to become a manufacturing hub for the global markets for diverse products. Economic development is also constrained by the supply-side pressures resulting in absence of capacity to meet the demand whether domestic or overseas. Entrepreneurs mobilise local and even overseas resources to augment the productive capacity of a country.¹⁴ Indian Multinational Giants is fast becoming a reality.

Entrepreneurship, in its natural habitat, that is, small business is a great leveler. That small-scale entrepreneurship enables such marginalised groups as women, SC, ST and OBC to pursue their economic dreams. As there are no entry barriers in terms of educational qualifications, entrepreneurship is an even more attractive career option for such marginalised groups. Agro-based rural industries and craft-based cottage industries can catapult local communities to socio-economic success stories. Local governments do their bit in developing these entrepreneurship clusters to encourage inter-firm collaboration and development of common facilities. entitled, 'Entrepreneurship Clusters in India.' Regarding the development of entrepreneurship for impacting local communities, some corporate-sector initiatives also deserve a mention.

CONCLUSION

Entrepreneurs play important roles both concerning economic development and about the enterprise. Regarding economic development, entrepreneurs contribute to growth in GDP, capital formation and employment generation besides creating business opportunities for others and bringing about an improvement in the quality of life in the community in which they operate. About the enterprise, they perform several roles right from the conception of a business idea, examining its feasibility and mobilisation of resources for its eventual realisation as a business firm. They bear the uncertainties and risks associated with the business activity, introduce the product, market, technological and a host of other innovations. In the developing country context, they also assume the responsibility for the day-to-day management of the enterprise. Given its critical role in economic development at a broader level and business start-ups at the micro-level, a conscious effort must be made to popularise entrepreneurship as a career option. In this regard, EAPs and EDPs can play an important role. Besides, there is a need to create an entrepreneurship-friendly environment. Since entrepreneurship is the outcome of a dynamic interaction between the person and the environment, there is need also for developing entrepreneurial competencies, motivations, values and attitudes.

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An Overview of National Education Policy 2020

Veena Kumari*

“We aim to achieve 100 per cent Gross Enrolment Ratio in preschool to secondary level by 2030. Once infrastructure/participation are in place, ensuring quality #education will be the key in the retention of students so that students do not lose interest in attending school”.

—Dr. Ramesh Pokhriyal “Nishank”

National education policy plays a very important role in national development by maximising the potential of human capacity. Universal high-quality education is the best way for 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.

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 aspirational goals of 21st-century education, including SDG4, while building upon India’s traditions and value systems. The National 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.

EVOLUTION OF EDUCATION POLICY IN INDIA

1. University Education Commission (1948-49)

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2. Secondary Education Commission (1952-53)
3. Education Commission (1964-66) under Dr. D. S. Kothari
4. National Policy on Education, 1968
5. 42nd Constitutional Amendment, 1976- Education in Concurrent List
6. National Policy on Education (NPE), 1986
7. NPE 1986 Modified in 1992 (Programme of Action, 1992)
8. T.S.R. Subramaniam Committee Report (May 27, 2016)
9. Dr. K. Kasturirangan Committee Report (May 31, 2019)

The new system will cover four stages — Foundational Stage (three years of Anganwadi or pre-school followed by classes 1-2), Preparatory Stage (classes 3-5), Middle Stage (classes 6-8) and Secondary Stage (classes 9-12).

NEP 2020 aims at the revision and revamping the present system of regulation and governance and to create a new system that is aligned with the SDG4 while building upon India's traditions and value systems. salient features of the NEP 2020 are Self-reliant on India, SDG4, reinforcing and boosting the economy through entrepreneurship, internationalization of higher education, digital educational infrastructure empowering society and knowledge economy and a new layered accreditation system and many more. NEP-2020 is planned to encourage programs and initiatives such as make in India, skill India, start-up India and the latest being Atma- Nirbhar India. The Covid19 crisis has shown the need for a self-reliant society and it aims to provide opportunities to the unemployed through a self-sustained skill-based model.

Board exams are aimed to encourage holistic development and to test 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. Students will take school examinations in classes 3, 5, and 8 which will be conducted by the appropriate authority. Students can opt for subjects across the streams. All subjects will be offered at two levels of proficiency.

Vocational education will start in schools from the 6th grade and will include informal internships.

The new policy introduces an undergraduate degree of either 3 or 4-year duration. Mid-term dropouts will be given credit with the option to complete a degree after a break. Major reforms in higher education include a target of 50 per cent Gross Enrolment Ratio (GER) by 2035 and provision for multiple entry and exits.

SPECIAL FEATURES OF NEP 2020

Ministry of Education has announced the National Education Policy 2020 (NEP 2020) on 29.07.2020

Special Features of NEP 2020 Includes:

- i. Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12;

- ii. Ensuring quality early childhood care and education for all children between 3-6 years;
- iii. New Curricular and Pedagogical Structure (5+3+3+4);
- iv. No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;
- v. Establishing National Mission on Foundational Literacy and Numeracy;
- vi. Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother-tongue/local language/regional language.
- vii. Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired;
- viii. Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);
- ix. Equitable and inclusive education - Special emphasis is given on Socially and Economically Disadvantaged Groups (SEDGs);
- x. A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;
- xi. Robust and transparent processes for recruitment of teachers and merit-based performance;
- xii. Ensuring availability of all resources through school complexes and clusters;
- xiii. Setting up of State School Standards Authority (SSSA);
- xiv. Exposure of vocational education in school and higher education system;
- xv. Increasing GER in higher education to 50 per cent;
- xvi. Holistic Multidisciplinary Education with multiple entry/exit options;
- xvii. NTA to offer Common Entrance Exam for Admission to HEIs;
- xviii. Establishment of Academic Bank of Credit;
- xix. Setting up of Multidisciplinary Education and Research Universities (MERUs);
- xx. Setting up of National Research Foundation (NRF);
- xxi. 'Light but Tight' regulation;
- xxii. Single overarching umbrella body for the promotion of higher education sector including teacher education and excluding medical and legal education- the Higher Education Commission of India (HECI)-with independent bodies for standard-setting—the General Education Council; funding-Higher Education Grants Council (HEGC); accreditation—National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC);
- xxiii. Expansion of open and distance learning to increase GER.
- xxiv. Internationalization of Education
- xxv. Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.

- xxvi. Teacher Education—4-year integrated stage-specific, subject-specific Bachelor of Education
- xxvii. Establishing a National Mission for Mentoring.
- xxviii. Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.
- xxix. Achieving 100 per cent youth and adult literacy.
- xxx. Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.
- xxxi. All education institutions will be held to similar standards of audit and disclosure as a 'not forprofit' entity.
- xxxii. The Centre and the States will work together to increase the public investment in the Education sector to reach 6 per cent of GDP at the earliest.
- xxxiii. Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.
- xxxiv. Ministry of Education: To bring the focus back on education and learning, it may be desirable to re-designate MHRD as the Ministry of Education (MoE).

REFORMS IN EDUCATION POLICY BY NEP 2020

This policy aims to overcome the social status hierarchy associated with vocational education and requires the integration of vocational education programmes into mainstream education in all educational institutions in a phased manner. Towards this, secondary schools will also collaborate with ITIs, polytechnics, local industry, etc. Skill labs will also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility.

Improving the quality of education across all levels from primary to university level is a continuous and ongoing process. Several initiatives are currently being undertaken in this direction. The Samagra Shiksha, an integral scheme for School Education as a Centrally Sponsored Scheme is being implemented and aims to ensure inclusive and equitable quality education at all levels of school education. It envisages the 'school' as a continuum from pre-school, primary, upper primary, secondary to senior secondary levels. In higher education also, various schemes, namely, Rashtriya Uchchar Shiksha Abhiyan (RUSA), Scheme for promotion of Academic and Research Collaboration (SPARC), Global Initiative for Academics Network (GIAN), Impacting Research, Innovation & Technology (IMPRINT), Technical Education Quality Improvement Programme (TEQIP), Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM), National Digital Library, campus connect programme, Uchchar Avishkar Abhiyan, Unnat Bharat Abhiyan, Impactful Research in Social Sciences (IMPRESS), Atal Ranking of Institutions on Innovation Achievements (ARIIA), National Institutional Ranking Framework (NIRF) are being implemented to improve the quality of higher education. Several initiatives are also undertaken by UGC and AICTE for quality improvement in higher and technical education.

NEP 2020 unequivocally endorses and envisions a substantial increase in public investment in education by both the Central government and all State Governments. The Centre and the States will work together to increase the public investment in the Education sector to reach 6 per cent of GDP at the earliest.

The pedagogical structure of the newly introduced NEP 2020 is believed to bring a sea of changes in the current educational system. This has been approved recently by the Union Cabinet so that the development and interests of the school students at different stages are kept in mind.

Through the principle of SDG-4, the NEP aims holistic development of an individual through positive inclusive education from school education to higher education extended to climate, culture, values and environmental awareness. The purpose is to formulate the students' think and adopt an eco-friendly lifestyle since the primary level of education.

This new education policy framed by the Government of India replaced the existing National Policy on Education which was formulated in the year 1986. Under the new policy, five aspects have been held in high esteem and they are- accessibility, quality, accountability, affordability and equity. The National Education Policy has been designed in such a way so that it aligns with the Agenda for Sustainable Development in 2030.

NEP 2020 Comprises 5+3+3+4 Structure

<i>Level of course</i>	<i>Existing academic structure</i>	<i>The new academic structure under NEP 2020</i>	<i>What students will get?</i>
Secondary	2 years (16-18 years of age)	4 years(class 9-12)	Greater critical thinking, the flexibility of studying, getting a degree, and choosing one's interest subject
Middle	10 years (6 to 16 years of age)	3 years (class 6 to 8)	Experimental learning
Preparatory	—	3 years (Class 3-5)	Interactive classrooms, activity-based learning
Foundation	—	2 years (class 1-2) 3 years (preschool education or Anganwadi)	Play-based learning

With the help of the new education policy devised by the Government of India, education will be made available to everyone in the country from the pre-school to the secondary school level. The present 10+2 structure will be replaced by the 5+3+3+4 structure which will focus on the formative years of learning of a student. The structure of the age groups in the new system are:

- (a) 3 to 8 years of age group-Foundation Stage
- (b) 8 to 11 years of age group-Preparatory stage
- (c) 11 to 14 years of age group-Middle stage
- (d) 14 to 18 years of age group- Secondary stage

- It will have 12 years in school and 2 years in pre-school for each student.
- School examinations will be only be held in classes 3, 5 and 8, and the other classes will be assessed by the school authorities.
- Under NEP 2020, a school student in any school will have to take examinations in classes 3, 5 and 8. For classes 4, 6 and 7, the competency of the students will be checked. This has been done so that proper learning and analytical, critical thought processes can be promoted for the particular student.
- NCERT has been given the job to design and develop the National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE). This will be for the children within eight years.
- +The different ministries namely Health and Family Welfare (HFW), HRD, Tribal Affairs, Women and Child Development (WCD) will join hands to complete plans and implement these plans of Early Childhood Care and Education (ECCE).
- NEP 2020 is beneficial as it will help about two crore school students to come back to educational institutions.
- There will be a formation of a National Book promotion Policy in India.
- Under this new education policy, National Mission on Foundational Literacy and Numeracy by the Education Ministry will be set up soon. The states in India will be responsible for the successful implementation of achieving the foundation of numeracy and literacy for all students. This is applicable for students till class three and this has to be done by 2025.
- There will be board examinations like before in class 10 and class 12. But they will have lesser stakes and more stress will be given on the holistic upgrading of the student.
- It has been announced that PARAKH will be set up soon. This will be a National Assessment Centre set up by the Government under the new education policy.
- Emphasis has been given to setting up Gender Inclusion Fund and Special Education Zones. This will be beneficial for underprivileged people.
- Bal Bhavans will be established in every state. This will be a boarding school where the students can take part in art, play or career-related activities.
- All States and UTs will set up independent State School Standards Authority (SSSA) has to develop a school Quality Assessment and Accreditation Framework (SQAAF) through consultation with all stakeholders
- It has also been announced that a National Professional Standards for Teachers (NPST) will be formulated by the National Council for Teacher Education by the year 2022. This will be done after consulting with SCERTs, NCERT, teachers and institutions.
- There will be an establishment of an Academic Bank of Credit where the credits earned by the students will be stored so that they can be later on counted when the final degree is completed.

- Multidisciplinary Education and Research Universities (MERUs) will be set up in the country. These institutions will be at par with the existing IITs and IIMs and will aim to showcase multidisciplinary education for Indian students.
- The public and private academic bodies will be guided by the same list of accreditation and regulation rules.
- The policy aims to achieve 100 per cent youth and adult
- The college affiliation will be phased out and colleges will be granted autonomy.
- A four-year B. Ed degree will be recognised as a minimal degree for teaching by the year 2030.
- Online education will be promoted so that the students can be prepared for pandemic situations. This will also prepare the system while imparting quality education during such difficult times.

CHALLENGES OF NEP 2020

- Introducing mother languages in academic institutions for each subject is a problem. India has the problem of a jittery teacher and student ratio. This is simply because finding a competent teacher is a challenge at times.
- And now the challenge is to bring study material in mother languages. The Indian Government wanted to follow in the steps of other countries like China, Germany, France where the foreign student needs to learn the language of the country to understand the country better. And India has 22 active languages and not one national language like in the other countries.
- Education Policy 2020 will further increase the differences between the sections of society. While the students in the government schools will be taught in their respective regional languages, the students in private institutions will be introduced to English from the early classes. This will further increase students who will not be comfortable with English as they will be introduced to the subject about seven years later than the students in private schools.
- Under the new system, one has to study for four years to complete their graduation. However, the question arises as to why the student will continue with the program if he/she can get the diploma in two years? If he/she left the program mid-way after two years, then he/she could easily have two years of experience of work which will be valuable in the long run.

National Education Policy has more positives than negatives. However, it is only after the execution that the people will finally be able to judge its effectiveness.

CONCLUSION

Looks to be a great initiative to solve many shortcomings in our present education system. Several issues are being raised by several sections of society, but I feel they are to be

addressed in the implementing stages. The policy as such seems fine. It is a radical initiative to shape our existing education system to be competitive with the best-known education systems in the world. It is expected that this initiative will revamp our scattered education system, which will be beneficial not only for the students to enhance their ability and skill but will also be useful for increasing the teacher's efficiency and the relevance of the education system in India.

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Internationalisation of Higher Education

Manvi*

The internationalisation of higher education involves the easy mobility of students, faculty, programmes, institutions and other core elements across countries. While this can potentially transform the country's ailing higher education system, it is easier said than done. Internationalization of higher education, in theory, is "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education." Internationalization of higher education in practice is "the process of commercializing research and postsecondary education, and international competition for the recruitment of foreign students from wealthy and privileged countries to generate revenue, secure national profile, and build an international reputation." The main components of internationalization of higher education are recruitment of international students, development of international branch campuses, students, staff and scholars exchange programs, internationalization of the curriculum, and research and education partnerships between institutions regionally and internationally.

The internationalisation of higher education as part of key second-generation reform is long overdue since the country went for the pathbreaking economic liberalisation in the 1990s. Despite numerous efforts since 1995, coalition politics and political opportunism have prevented significant forward movement in India's highly controlled education sector which is poorly reflected in the country's low position in the global university ranking systems. With the full political majority, the BJP-led government appears to be determined to take the internationalisation of higher education forward. However, having enabling legislation on regulation and governance is the easy part. It has to be seen how the government of the day transforms a deeply entrenched education bureaucracy and a broken ecosystem that deters innovation and out-of-box thinking. In short, creating the right legal framework, effective regulation, enabling governance mechanisms, sustained financial support to the right ecosystem, internationalisation of the higher education sector and simultaneous overhauling of existing public universities would require imagination and strong political and administrative leadership.

The emergence of concepts as internationalization of educational policies, students-staff exchange programs, internationalization of the curriculum, internationalization at home (IAH) or even the emergence of multinational agencies to expedite global exchanges in the realm of Higher Education lead educational policy-makers to confess that segregation of the educational policies from nations' foreign affairs policies have no promising results than the failure of the nations' educational goals and priorities.

Keywords : Internationalisation, Higher Education, Curriculum, Exchange.

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Internationalization of higher education, in theory, is “the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.” Internationalization of higher education in practice is “the process of commercializing research and postsecondary education, and international competition for the recruitment of foreign students from wealthy and privileged countries to generate revenue, secure national profile, and build an international reputation.”^[2] The main components of internationalization of higher education are recruitment of international students, development of international branch campuses, students, staff and scholars exchange programs, internationalization of the curriculum, and research and education partnerships between institutions regionally and internationally.

There are specific rationales that are driving the internationalisation and strategies which are being used in the internationalisation of the high education institutions (HEIs).

One of the less debated yet most consequential recommendations of the recently released National Education Policy (NEP) 2020 is regarding the internationalisation of the higher education sector. With a clear goal of making India a “global study destination”—the NEP has charted an ambitious roadmap for making internationalisation of higher education a reality by 2030. This is very much evident when the NEP states that “selected universities, for example, those from among the top 100 universities in the world will be facilitated to operate in India. A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.” Accordingly, the Ministry of Education is preparing the Higher Education Commission of India (HECI) bill to pave way for foreign universities to open their branches in India. For instance, Clause 20(4) of the draft HECI Bill 2020, specifies that “the Commission may lay down norms and accord approvals for setting up campuses in India by highly reputed foreign universities in the manner prescribed.” Beyond facilitating foreign universities, the NEP aims at encouraging high performing Indian universities to set up campuses in other countries and forge collaboration and joint ventures with top global universities

There are pressing reasons behind the NEP’s strong pitch for opening up India’s higher education sector to the world. One, despite having the second-largest higher education system in the world, none of its 990 universities and 40,000 colleges figure in the World University Rankings. Further, the country ranks as low as 72 among 132 countries in the latest Global Talent Competitive Index which gauges the country’s current ability to grow and attract talents. One of the key reasons for this is the education bureaucracy’s prolonged stranglehold over the higher education system preventing innovation and expansion of the sector. Two, with gross ratio enrolment over 26 per cent and expected to grow further (50% by 2035 as per NEP projection), India’s mammoth higher education sector is ready for massification. Given the size and growth prospects, India has the potentials to emerge as a top destination for global universities. Three, top foreign universities would bring in capital, the latest education technology, innovative pedagogy and facilitate institution mobility that is missing in India. Their mere presence

let alone collaboration and partnerships can spur competition and innovation among Indian universities. Fourth, with a shortage of high-quality educational institutions, there is a steady flight of quality students to foreign countries for higher degrees. In 2019 alone, some 750,000 students went abroad to pursue higher studies. On average, students spend \$ 15 billion per year to earn these degrees. Therefore, by having top foreign institutions, students can obtain these degrees in the country at a much lower cost.

One of the key reasons for this is the education bureaucracy's prolonged stranglehold over the higher education system preventing innovation and expansion of the sector.

The idea of opening up India's higher education sector took its roots during the initial phase of the country's economic reforms. The Congress Party-led coalition government which ushered a series of economic reforms and liberalisation in 1991 brought up the Foreign Education Bill in 1995. However, due to stiff resistance from the opposition Bharatiya Janata Party (BJP) and strong reservations from its allies, the bill was shelved. The Congress-led United Progressive Alliance (UPA) tried to give a push again in 2006 with a fresh draft that could not make it beyond the Union Cabinet. The most recent attempt was by the UPA-II in 2010 in the shape of the Foreign Educational Institutions Bill, which too failed to see the light of day due to vociferous opposition from the BJP.

One of the key reasons for the BJP to vehemently oppose the bill was for the fact that the entry of foreign universities would raise the cost of education, rendering it out of reach for a large part of the population. Similar concerns were raised by the parliamentary standing committee in 2012 which warned that the higher education ecosystem of India would be significantly disrupted by the inclusion of foreign universities as autonomous institutions. The Committee further observed that foreign universities might not respond to the real needs of the nation as education for the masses will not receive the priority and the fee structures won't be inclusive if the incentive for the foreign universities is profit-making. Moreover, it could lead to an exodus of academicians from public universities to these foreign campuses. It would further deepen the crisis of the falling quality of education and funding in public universities. Ironically, the BJP which was part of the Standing Committee and opposed the entry of foreign universities is today facilitating the same narrative.

The Congress Party-led coalition government which ushered a series of economic reforms and liberalisation in 1991 brought up the Foreign Education Bill in 1995.

MAJOR CHALLENGES

The internationalisation of higher education involves the easy mobility of students, faculty, programmes, institutions and other core elements across countries. While this can potentially transform the country's ailing higher education system, it is easier said than done. First, will the proposed measures including a robust legislative framework that intends to provide greater clarity on regulatory, governance and related norms for foreign entities be sufficient incentives for top universities to set up their campuses in India? While the sheer size of India's higher education sector may look very attractive, most

Anglo-American universities are currently experiencing a significant drop in enrolments, financial crises, deep budget cuts among others. This apart, the experiences from Singapore, Malaysia and the Middle East suggest that funds for such ventures largely come from the respective governments or local partners. Thus, this is going to be a tough challenge. What further complicates such prospects however is the over-ambitious target of restricting entry to top 100 universities. Such criterion ignores the fact that so many top institutions do not participate in the QS World University ranking yet could take interest in India.

Second, a major hurdle to the NEP mission comes from curating a robust legal framework that can create a regulatory environment to the satisfaction of foreign institutions. India's education system is notoriously bureaucratic and inert. To be able to operate, foreign entities require adequate academic autonomy to decide course content, admission policies, fee structure, faculty recruitment policies, governance among others. Will the proposed HECI bill be able to address the tensions of regulation and institutional freedom in the higher education sector? Will it be able to dismantle the tightly homogenous structures and processes that promote rigid hierarchical governance, uniform thinking, lack of tolerance for diversity and little experimentation? Thus, legislation laying out regulatory norms and processes would not automatically ensure the required operational freedom for these universities.

Having enabling legislation on regulation and governance is the easy part. It has to be seen how the government of the day transforms a deeply entrenched education bureaucracy and a broken ecosystem that deters innovation and out-of-box thinking.

Third, while the entry of top foreign universities is likely to have a domino effect on the rigid and slothful manner in which most public universities operate in India, yet there is a high probability of the best faculty members from these universities being poached by the high paying foreign entities. This may further accelerate the flight of best faculty members from already stressed public universities. Again, there are legitimate apprehensions that were earlier raised by the Standing Committee report and the current ruling party while in opposition that opening up of branches by top foreign universities may not prevent the exodus of aspiring students. Several factors including the university's reputation, scholarship opportunities, foreign exposure and importantly post-study job opportunities would likely influence their decisions.

Finally, the key objective behind the public-funded universities has been to provide quality education at subsidized rates to the masses. The same fits in with the ideals of providing an inclusive pedagogy based on the welfare state ideals to create better opportunities for individuals from marginal groups who do not have accessibility to institutions in their locations. The entry of foreign universities is likely to impact the aspects of inclusion. Neither the NEP nor the HECI bill elaborate how India's public universities opening branches/campuses in other countries will help out the education system at home and what cost. Ironically, the state share of the budget for education in the GDP has fallen in recent years.

To conclude, internationalisation of higher education as part of key second-generation reform is long overdue since the country went for the pathbreaking economic liberalisation in the 1990s. Despite numerous efforts since 1995, coalition politics and political opportunism have prevented significant forward movement in India's highly controlled education sector which is poorly reflected in the country's low position in the global university ranking systems. With a full political majority, the BJP-led government appears to be determined to take the internationalisation of higher education forward. However, having enabling legislation on regulation and governance is the easy part. It has to be seen how the government of the day transforms a deeply entrenched education bureaucracy and a broken ecosystem that deters innovation and out-of-box thinking. In short, creating the right legal framework, effective regulation, enabling governance mechanisms, sustained financial support to the right ecosystem, internationalisation of the higher education sector and simultaneous overhauling of existing public universities would require imagination and strong political and administrative leadership.

INTERNATIONALIZATION RATIONALES

There are three rationales of internationalization: *idealism, instrumentalism and educationalism*.

Idealism

An idealist rationale of internationalization in higher education can generate a more democratic, fair and equal world about international cooperation.

Instrumentalism

The second rationale is consistent with its practical and economic goals. This rationale influences policy-makers on developing the level of transparency and mobilization between national educational systems, enabling and simplifying the mobility of people and integrating university degrees, grading systems, etc. According to instrumentalists, higher education is a way of increasing profit, ensuring economic boost and sustainable development and transferring ideologies of governments, transnational corporations, stakeholders, or supranational regimes.

Furthermore, higher education is required to meet the demands of the capitalist and global world. In this respect, universities espousing internationalization are more likely to promote their country's competitiveness in the global academic arena. Instrumentalism can be contrasted with idealism in terms of hidden intercultural goals.

Educationalism

Educationalists accept internationalization in higher education (HE) as a way of broadening the academic experiences of students and academic staff.

Internationalization Preparedness

Preparedness for *internationalization of higher education* can be understood better at

two levels; organizational and systemic^[disambiguation needed] Organizational preparedness includes structural preparedness, functional and administrative preparedness, academic preparedness and cultural preparedness. Systemic preparedness is about political will and support to internationalization, economic and financial support by the state, administrative and regulatory mechanism that is conducive for globalized outlook and importantly, social structures that enable.

INTERNATIONALIZATION STRATEGIES

Academic strategies

Academic strategies focus on academic programmes, research and scholarly collaboration, external relations: domestic and cross-border and extra-curricular activities.

Organizational strategies

Organisational strategies include governance, operations, services and human resources. Governance mainly focuses on the active participation of faculty and staff, recognition of the international dimension in institutional mission/mandate statements and planning, management. Additionally, it indicates the importance of operations which highlights appropriate organizational structures, systems for coordination, communication and cooperation, adequate financial support and resource allocation systems.

Internationalization Categories

The internationalization of higher education can be divided into two processes:

Internationalization at Home

As a response to domestic postsecondary students lacking opportunities with cross-cultural experiences, schools have developed on-campus internationalization efforts to promote a global student identity. Examples of on-campus cultural learning opportunities include: internationalizing the curriculum, developing inter-cultural research projects, collaborating with local minority groups, and promoting interactions amongst domestic and international students.

Crossborder Internationalization

Crossborder internationalization is “the movement of people, programs, providers, policies, knowledge, ideas, projects and services across national boundaries.” Traditionally, cross-border internationalization was demonstrated through student mobility, but now postsecondary institutions are borrowing and implementing foreign programs within their campus. This demonstrates how internationalization efforts involve the exchange of both people and ideas to new countries.

IMPACTS OF INTERNATIONALIZATION

Economic Impacts

Considered to be a product of and response to globalization, internationalization has an economic orientation. Within the Anglo-American tradition of higher education, internationalization is increasingly associated with the commodification and commercialization of postsecondary education. There is an international competition for recruitment amongst post-secondary institutions to recruit foreign students from privileged countries to generate revenue, secure national profile, and build an international reputation. Anglophone postsecondary institutions benefit from international students enrolling at their schools due to the higher tuition fees for foreign students.^[14] International students contribute to their host country's economy through their tuition fees and their living costs during their study period.

Social Impacts

Postsecondary institutions promote interactions between international and domestic students to develop their cultural fluency skills in preparation for a globalized future.^[14] The rise of internationalization has meant students from countries with limited access to domestic higher education opportunities can access and obtain their education in a foreign country. Postsecondary institutions that offer internationalization experiences, whether cross-border or within their campus, are viewed as more prestigious and competitive than schools that have limited international mobility initiatives.

The emergence of concepts as internationalization of educational policies, students-staff exchange programs, internationalization of the curriculum, internationalization at home (IAH) or even the emergence of multinational agencies to expedite global exchanges in the realm of Higher Education lead educational policy-makers to confess that segregation of the educational policies from nations' foreign affairs policies have no promising results than the failure of the nations' educational goals and priorities.

Academic Impacts

The rise of international students at postsecondary institutions has led to faculty adapting their teaching style and content delivery to better fit diverse student needs, especially language gaps, within the classroom. These academic modifications include providing diversity-focused materials, promoting cross-cultural collaboration in class, avoiding colloquial language, and presenting images/visual material to support lecture content.

Challenges of Internationalization

The internationalization of higher education can pose several challenges:

- Western postsecondary institutions have been tasked with developing culturally relevant support services for the rising diverse international student population.^[14]

- Cross-cultural research projects and research collaborations can be difficult when language barriers are present between the countries working together.
- At the institutional level, internationalization efforts can be hindered when senior staff does not reach a consensus about the definition of internationalization and the steps needed to undertake the process.
- International students pay inflated tuition fees when compared to domestic students in some countries, such as the UK, which can act as a barrier to international study opportunities.
- The popularity of internationalizing higher education has led to the creation of private and non-accredited education companies offering unregulated courses and programs.

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Structural Changes in Basic Education

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The Gita states that 'Sa Vidyam Vimukte' means vidya is that which frees from the shackles. Shackle means the social evils, superstitions and ignorance that are responsible for the downfall of any nation. The only education any nation can lead on the path of progress because education makes all-round development of man and educated man can build a civilized society and advanced nation. Therefore, the development of the country that education should be widely spread and people-to-people needed to reach education. The central Government has been bringing education policy from time to time. The first Education Policy was implemented in 1968, the biggest responsibility of which is the adoption of a 10+2+3 system by all states. Apart from this, it was important to give an equal education to students and to make science and mathematics a compulsory subject. Simultaneously, the process of changing the syllabus of the graduate-level classes also started and centers of higher studies were established for post-graduate education and research. But due to lack of clear responsibility, lack of financial and organization-related arrangements and not having a firm plan for implementation, most of the schemes of the education policy in 1968 did not become operational.

After this, the Second National Education Policy was implemented in 1986, which is still ongoing. Most of the government schemes like Sarva Shiksha Abhiyan, Mid Day Meal scheme, Navodaya Vidyalaya, Kendriya Vidyalaya and use of IT in the education sector were started under this education policy. Only after the announcement of this education policy was the Indira Gandhi National Open University established. As of 2012, 16 open universities have been opened. The system of training of teachers and equality in educational opportunities were also made available under this education policy. But to meet the growing development imperatives of the country in the changing global scenario a new education policy was needed to enhance the quality of education, promote innovation and research.

On 29 July 2020, the Government of India announced the Third New National Educational Policy. This Education Policy has attempted to modernize education. It has included some new policies and an extension of some old policies. The curriculum of elementary education which includes children from 3 years to 8 years has been made mainly sports and activity-based so that the creative development of children is done. Multiple entries and exit system has been adopted in the undergraduate curriculum under higher education so that any student even if he has stopped his studies, will be eligible for re-entry and continuing education at a higher level. Thus this new education policy has been made student-centric. With this, no student will have any obligation to choose the language, he can choose Hindi, English or any local language for his teaching. Thus these policies emphasize the spirit of innovation in students, encouraging logical decisions and creative thinking. At the same time, the

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emphasis has been given to promote the use of technology for technical education, vocational education removing linguistic compulsions, facilitates education for differently-abled students, etc. In this new education policy, the syllabus has been divided on basis of the 5+3+3+4 system instead of the currently active 10+2 education model.

Thus the objective of the new National Educational Policy 2020 is to meet the growing development imperatives of the country.

Given the changing social environment and current values, education has become a basic need of human beings. Just as human beings need air, water and food to live, education has also been considered an important element for the development of human life. Education not only makes human beings civilized but also cultured, practical, thoughtful, disciplined and qualified. No one can stop the development of a country where all its citizens are educated. Rigveda states that “Education is the thing that makes a man self-reliant”. The Gita states that “Sa vidyam Vimukte” means vidya is that which frees from the shackles. Shackles mean social evils, superstitions and ignorance.

Gandhi has also expressed the importance of education, saying that by education I mean that a complete picture of the best in the mind and soul of the child and the human body. It is the process of increasing the innate abilities and development of powers.

It is a life-long process that continuously from birth to death. Through this, the all-around development of the child is done. Proper education gives man the right opportunity to move forward in the future and also opens many advances. Apart from this, the way of living in society and gives many options to fight economic problems. A good education teaches man how to live. It is an expression of the perfection of human development.

The importance of education was recognized by the interest of the country and for the widespread dissemination of education across India, in 1964, the central government to give a new shape and new direction to the schooling system, headed the Kothari Commission under the chairmanship of Dr. Daulat Singh Kothari was formed. According to the Kothari Commission, “Education should be related to people’s lives, needs and aspirations as a powerful means of social, economic and cultural change.

NATIONAL EDUCATION POLICY 1968

India’s first National Education Policy was declared on 24 July 1968, which was an important step in post-independence history. It was entirely based on the report of the Kothari Commission. Its aim was set to increase the progress of the nation, social efficiency, national unity and socialistic society. In this, the emphasis was laid on the development of the 10+2+3 system by transforming the education system, development of Hindi as a contact language, equality of educational opportunities emphasis on science and technical education and development of moral and social values. Along with this, the emphasis was on the round reconstruction of the education system and raising the quality of education at all levels in the education policy. As a result, there was widespread education in the country after the implementation of the 1968 education policy. At present, primary schools are available within a distance of 1 km for more than 90 per cent of the people living in villages. Education facilities at other levels too have increased more

than ever before. Accepting the uniform structure of education throughout the country and the system of 10+2+3 by almost all the states is probably a major product of the 1968 education policy. According to this system, science and mathematics were made compulsory subjects and work experience was given an important place in the school curriculum besides giving uniform education to students. Apart from this, the process of changing the syllabus of the graduate-level classes also started and higher learning centers were established for postgraduate education and research.

Although these achievements are significant in their own right, most of the suggestions of the 1968 education policy could not be turned into action as a firm plan for implementation was not made. Neither explicit obligations were set nor financial organization-related arrangements could be made. As a result, important works like reaching, improving and expanding education to various sections and raising economic resources could not be done.

With time, India went through a political and social phase in which traditional values were declining, making it difficult to achieve the goals of socialism, secularism, democracy and business ethics. To achieve this every citizen of India needed to be educated because only an educated citizen can build a civilized society and advanced nation. Therefore, spreading adult education and adult education had become the demand of the times to reach the people. Then the fast-growing population was hindering the implementation of the schemes. Women's education seemed to be an effective measure as a way of controlling the population. In this way, it was necessary to educate girls as well. Also, there was a need to provide diverse and comprehensive means of employment in rural areas. To overcome this problem the spread of vocational education was also necessary. Apart from all coming generations to make new ideas with creativity. Therefore, this new challenges and social requirements were encouraged by the government to formulate and implement a new education policy.

NATIONAL EDUCATION POLICY 1986

The second new National Education Policy was implemented in May 1986. It introduced a comprehensive framework for the development of education in the country, with an emphasis on the modernization of education and providing basic facilities. At the same time, education teacher education restructuring, early childhood care, women empowerment and adult literacy rate received more attention. The rate of IT in this new education policy was also focused on. Most of the government schemes like Sarva Shiksha Abhiyan, Mid Day Meal Scheme, Navodaya Vidyalaya, Kendriya Vidyalaya and use of IT in the field of education were started in 1986. Along with this, the autonomy of universities and colleges was also accepted.

The new National Education Policy of 1986 was based on the following 5 principles:

- (a) *Development of language*—Under this, the three-language formula was implemented in which any state according to its region can use its language (Hindi, English, or regional language) could choose.

- (b) Women's education- This theory said that women have the right to receive an education like men.
- (c) Equality of opportunity for education- According to this principle, every area of the country is not reaching the rural, hills or areas where education is not accessible so that everyone gets equal opportunities to get an education.
- (d) Teacher training- To provide education to teachers in which teachers can teach easily to normal children as well as to disabled children.
- (e) Changes in teaching methods- Changes in teaching methods so that normal children in the same class, along with other children who are unable, can also read easily.

HIGHLIGHTS OF THE EDUCATION POLICY OF 1986

- (1) Education was considered a matter of national importance and a provision was made to give 6 per cent of the budget on it.
- (2) It was the first such education policy in which they plan to complete it was also presented together.
- (3) The 10+2+3 education structure announced in the National Education Policy was compulsorily implemented throughout the country.
- (4) The vocational course at +2 level has been arranged in all the provinces.
- (5) Efforts are being made for development in higher education, vocational education management education and technical education.
- (6) Primary education was made free and compulsory from 6 to 14 years of age.
- (7) Many schemes are going on for the care and early education of infants. About three and a half million Anganwadis and Kindergartens have been established in the country. About three and a half crore children are benefited from these.
- (8) 90 per cent of the schools have been benefited from the operation of the BlackBoard to improve primary education.
- (9) Speed assessment schools were opened in rural areas. By 2012, 566 Navodaya Vidyalaya are being set up.
- (10) After the announcement of this education policy, Indira Gandhi National Open University was established in Delhi in 1986. As of 2012, 16 open universities have been opened.
- (11) The salaries of teachers were increased and the conditions of service were also improved.
- (12) In this education policy, equality of educational opportunities was emphasized which made education accessible.
- (13) In the National Education Policy, the emphasis was on making examinations reliable and objective.

This education policy led to many changes in the education system, which led to positive results, but this education policy also had some shortcomings which are as follows:

- (i) The buildings built for primary schools under the operation Black Board Scheme were very cheapish and the furniture and other learning materials that were arranged were very low.
- (ii) The establishment of Navodaya Vidyalaya was to provide opportunities for the development of deserving children in rural areas, but this could not happen. Those for whom these schools were established are not able to take advantage of it.
- (iii) The vocational courses that were started at +2 level lacked resources and qualified teachers.
- (iv) Individual efforts for the system of education were said to be encouraged. But educational institutions charge a large amount of money in the name of admission fee which is a form of economic exploitation.
- (v) Internal education was emphasized in this education policy which led to the exploitation of students.

AMENDMENT IN NATIONAL EDUCATION POLICY 1986

The amendment in the National Education Policy was aimed at conducting a Common Entrance Examination on all Indian bases for admission to vocational and technical programs in the country. For admission in engineering and architecture programmes, the government has set the Joint Entrance Examination and All India Engineering Entrance Examination at the national level and the state level engineering entrance exam for state-level institutions. It solved the problems of reducing the physical, mental and financial burden on the student and their parents due to the multiplicity of entrance examinations.

NEED FOR NEW EDUCATION POLICY

A lot of economic, social and political changes took place in the long years from 1986 to 2020. In these changing global scenarios, changes in the existing education system were needed to cater to the needs of a knowledge-based economy. A new education policy was needed to enhance the quality of education, promote innovation and research. Changes in education policy were needed to adopt global standards of education to ensure access to the Indian educational system globally.

NEW NATIONAL EDUCATION POLICY 2020

The Government of India has announced the new National Education Policy 2020 on 29 July 2020. This education policy emphasizes encouraging creative thinking, logical decision making and a sense of innovation among the students. At the same time, the emphasis has been given to promote the use of technology for technical education, removing linguistic barriers, facilitating education for differently-abled students, etc. The government aimed to bring an education policy that equips students with the necessary skill and knowledge to cope with the changing scenario of quality education, innovation and research needs of the people and the shortage of people in the science technology academic sector and industry eliminating the country as a knowledge superpower. In this

new education policy, the education curriculum has been divided based on the 5+3+3+4 system instead of the currently active 10+2 educational model. Under this, the flexibility of the first 5 years will help to unify the different cognitive skills of children. This will be followed by an initial phase of basic education of 3 years (grades 3, 4 and 5). Which will include some textbooks as well as aspects of more formal classroom learning. The next 3 years of middle school education (grades 6,7 and 8) to the secondary education phase (grade 9, 10, 11 and 12) will involve more Abstract thinking and subject teaching. The phase of the last 4 years of secondary education will facilitate the early commencement of “Liberal Arts Education” with preparation for the next phase of a graduate program of study. Also, it will be easier to conduct multidisciplinary studies with suitable exit options. The new education policy, thus, has provided several exit and entry options for all students beginning the secondary education phase to go to undergraduate and postgraduate education and research. A student who may have stopped his studies will be eligible for re-entry and continuing education.

The following provisions have been incorporated under the National Education Policy 2020:

- (A) **Elementary Education:** Under this, education courses for children between 3 years to 8 years of age are divided into two parts – (a) Anganwadi/ Balvatika/ Pre-school for children between 3 years to 6 years, through which availability of free, safe and quality early childhood, care and education will be ensured; (b) Children from 6 years to 8 years was provided education in primary schools in classes 1 and 2.
- Priority will be given to make elementary education, multilevel sports and activity-based.
 - The NEP demands the establishment of a National Mission on Basic Literacy and Numerical knowledge by the MHRD.
- (B) **Protection of Linguistic Diversity:** Under this emphasis has been laid on adopting mother tongue/local/regional language as a medium of instruction in education up to class 5 in NEP 2020. Also, NEP has been suggested to give priority to mother tongue for class 8 and further education. Apart from this, the option of Sanskrit and other ancient Indian languages will be available for students in the scheme and higher education. But no student will have any obligation to choose a language.
- (C) **Improvement Related to the Teaching System:** (a) Promotion will be done based on the effective and transparent procedure in appointment of teachers and performance assessment take from time to time. (b) National Council for Teacher Education, National Professional Standards for Teachers will be developed by the year 2022. (c) The National Curriculum Framework for Teacher Education will be developed by the national council of Teacher Education based on consultation with NCERT. (d) The minimum degree qualification for teaching by the year 2030 will be mandatory for having a 4-year integrated B.Ed. degree.

- (D) **Curriculum and Evaluation Reforms** : (a) According to the proposed reforms in this policy, there will not be much difference between art and sciences, vocational and academic subjects and curriculum and extra curriculum activities. (b) Vocational education will be included in the academic curriculum from class 6 onwards and internship arrangements will also be provided in it. (c) The National Curriculum Framework for School Education will be prepared by the National Council of Educational Research and Training. (d) Changes will be made in class 10th and 12th examinations keeping in mind the goal of overall development of students. This may include future improvements such as summary or multiple choice questions, etc. (e) A National Assessment Center named 'Parakh' will be set up as a standard assessing body to evaluate the progress of students. (f) Artificial intelligence-based software will be used to evaluate the progress of the students and help the students to take decisions related to their future.
- (E) **Higher Education** : (a) Under NEP-2020, it is targeted to increase the gross enrollment ratio in higher educational institutions from 26.3 per cent (the year 2018) to 50 per cent. With this, 3.5 crore new seats will be added to higher educational institutions of the country. (b) Multiple entries and exit arrangements have been adopted in the undergraduate curriculum under this policy. Under this, students in the 3 or 4 years undergraduate program will be able to skip courses at many levels and they will be awarded degrees or certificates accordingly (certificate after 1 year, Advance diploma after 2 years, Graduate degree after 3 years and Bachelor with research after 4 years).
- (F) **Higher Education Commission of India** :
- (1) The Higher Education Commission will be set up as a single body for the entire higher education sector except for medical and legal education. 4 institutions have been earmarked for effectively implementing the functions of HECI—
 - (a) For regulation—National Higher education Regulatory Council (NHERC)
 - (b) Standard determination—General Education Council (GEC)
 - (c) Funding—Higher Education Grades Council (HEGC)
 - (d) Accreditation—National Accreditation Council (NAC)
 - (2) A Multidisciplinary Education and Research Universities (MERU) of global standards will be set up before the IITs and IIMs in the country.

Challenges

As such, in the new National Education Policy 2020, necessary changes have been made in all departments related to education. But this education policy may also face some challenges—such as expensive education, migration of teachers, lack of human resources, etc.

- **Expensive Education:** Indian education can become expensive due to the entry of foreign universities under the new education policy, which will make it challenging for lower-class students to get higher education.
- **The exodus of teachers:** with the admission of foreign universities, skilled teachers of India can also migrate for teaching in these universities.
- **Lack of human resources:** Currently there is a lack of skilled teachers in the field of elementary education. In such a situation, practical problems may arise in the implementation of the system for elementary education under the National Education Policy, 2020.

CONCLUSION

Third National Education Policy has been implemented in the country with special emphasis on modernization, innovation, creative thinking, logical decision, technical education which is compatible with the demand of the present times. At present, there is a demand for skilled and technically skilled employees in every field. Only schools with modern and technical education can fulfill this demand. The old system of education is completely unable to provide employment. The national education policy that was implemented in the country from time to time was in accordance with the demand of the time, be it the first National Education Policy of 1968 or the second National Education Policy of 1986. Before, the implementation of the education policy, illiteracy was widespread in the country. The number of schools was very small and there was also a shortage of teachers. In whatever school it was, only children of elite families were studying, and girls were not studying. The reason for this was that people lacked awareness about education. After the implementation of the 1968 education policy, schools were opened on a large scale and teachers were appointed in them so that children of every class could read easily. Special schools were also opened for girls. After this came the National Education Policy of 1986, in which the education of children from 6 to 14 years was made free. Emphasis was laid on co-education. Navodaya Vidyalaya was opened on a large scale for the development of deserving children in rural areas. Kendriya Vidyalayas were opened. The mid-Day-Meal scheme was implemented in every school to ensure nutrition among children. As a result, the literacy rate in the country increased and people aware of the imperative of Education. It can be concluded that the new National Education Policy 2020 is in line with the changing attitudes towards education in the current technological era that is committed to taking the country to the highest level of development if the provisions contained in it are properly implemented.

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Comparison of New National Education Policy 2020 with Existing National Education Policy and Highlights : An Overview

Lalan Kumar Rai* and Swati Kumari**

A well-defined and futuristic education policy is essential for a country at school and college levels 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 Government of India announced its new Education policy which is based on the recommendations by an expert committee headed by Dr. Kasturirangan, Former chairman of the Indian Space Research Organization (ISRO). The National Education Policy 2020 envisions an India-centered education system by considering its tradition, culture, values and ethos to contribute directly to transform the country into an equitable, sustainable, and vibrant knowledge society. By drawing inputs from its vast and long historical heritage and considering the contributions from many scholars to the world in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture, shipbuilding and navigation, yoga, fine arts, chess, etc., the entire Indian education system is founded and built. The objective of the currently announced NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every aspirant to raise the current gross enrolment ratio (GER) to 50 per cent by 2035.

Keywords: Higher Education, National Education Policy 2020, Transform, Values, Contributions

India, being a growing liberal country for educational reforms, currently has about 845 universities and approximately 40,000 higher education institutions (HEIs), 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 per cent of these small-sized institutions are running a single programme against the expected reform to a multidisciplinary style of higher education which is an essential requirement for the

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educational reforms in the country for the 21st century. It is also noted that over 20 per cent of the colleges have annual enrolment less than 100 students making them nonviable to improve the quality of education and only 4 per cent of colleges enroll more than 3,000 students annually due to regional imbalance as well as the quality of education they offer. 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.

HIGHLIGHTS OF NEP 2020 FOR HIGHER EDUCATION SYSTEM

1. HE monitoring and controlling institutions like UGC, AICTE, MCI, DCI, INC, 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. Consolidation of existing fragmented HEIs into two types of Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC) with the campus having more than 3,000 students. The Timeline to becoming multidisciplinary is by 2030 and to have 3,000 and more students by 2040.
5. Multidisciplinary Universities will be of two types as (i) Research-intensive Universities, and (ii) Teaching-intensive Universities.
6. 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.
7. The Gross Enrolment Ratio in HE including Vocational education will increase from the current 26.3 per cent (2018) to 50 per cent by 2035.
8. HEIs which deliver the highest quality will get more incentives from the Government.
9. 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.
10. 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.
11. The research will be included in UG, PG, level and have a holistic and multidisciplinary education approach.

12. Pedagogy in HEIs will focus on communication, presentation, discussion, debate, research, analysis, and interdisciplinary thinking.
13. 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.
14. 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.
15. Two years Master degree with full research in the second year, One year Master degree for four years Bachelor degree holders, and Five years integrated Bachelor/Master degree.
16. All HEIs will focus on research and innovation by setting up (i) Start-up incubation centres, (ii) Technology development centres, (iii) Centres in frontier areas of research, (iv) Centre for Industry-academic linkage, and (v) Interdisciplinary Research Centres including humanities and social sciences research.
17. student-centered teaching & learning process instead of Teacher centred teaching model.
18. Choice-Based Credit System is revised by an innovative and flexible Competency-Based Credit System.
19. The examination system will change from high-stakes examinations (Semester End system) towards a more continuous and comprehensive evaluation examination system.
20. All HEIs will have professional academic and career counseling centres with counsellors available to all students to ensure physical, psychological and emotional well-being.
21. All HEIs will develop, support, and fund for topic-centred 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.
22. Encouragement for Online Distance Learning (ODL) courses as a part of degree programmes to include the credit system.
23. 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.
24. 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.
25. 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.

COMPARISON OF NEW NEP 2020 WITH EXISTING NATIONAL EDUCATION POLICY 1986

The 1986 National Education policy focussed on the modernization of the education sector using information technology. More attention was given to restructuring teacher education, early childhood care, women’s empowerment, and adult literacy. It also proposed that the autonomy of universities and colleges will improve the quality of education services. But NEP 1986 failed to improve the quality of education in terms of creating graduates with employability skills and failed to generate research output in terms of patents and scholarly publications. To compensate for the failure of previous NEPs, NEP 2020 has proposals of a liberal education to support multidisciplinary and cross-disciplinary education and research in under-graduation and post-graduation levels. Table 1 compares the improvements of some of the features of National Education policy 2020 with its previous National Education policy 1986.

Table 1
National Education Policy 1986 & National Education Policy 2020

National Education Policy 1986		National Education Policy 2020
(1)	(2)	(3)
1.	The role of education is the all-round development of students.	The objective is to provide Multidisciplinary & interdisciplinary liberal education
2.	Common education structure of 10 (5+3+2)+2+3+2 is followed	A common education structure of 5+3+3+4+4+1 is suggested.
3.	The first preliminary education starts in the 6 th year of a child at the Primary school level.	The first preliminary education starts at 3rd year of a child as a Foundation stage.
4.	Two years higher secondary level and two years pre-university levels were separately considered and both had board exams.	Four years Secondary education stage is designated by clubbing Two years higher secondary level and two years pre-university levels. Exams are suggested at the school level except for Board level exams at 10th and 12th.
5.	Two years of higher secondary level, students choose specialization areas and subjects like Science subjects or Commerce subjects or Arts subjects	Four years Secondary education stage contains common subjects and elective subjects. The choice is based on liberal education policy.
6.	All undergraduate and postgraduate admissions are based on the entrance exam conducted at the college level or state level except NITs & Medical Colleges.	All undergraduate and postgraduate admissions of public HEIs are based on National Testing Agency (NTA) scores conducted at the national level.
7.	Undergraduate programmes are for three to four years.	Undergraduate programmes are of four years with a provision to exit after one year with a diploma, after two years with an advanced diploma, after three years with a pass degree, and after four years with a project-based degree.
8.	Postgraduate education is of two years with specialization focus.	Postgraduate education is of one to two years with more specialization & research focus.

(Contd.)

Table 1 (Contd.)

(1)	(2)	(3)
9.	Most of the Colleges in HEIs are affiliated with state universities and had no autonomy in curriculum and evaluation.	All HEIs including colleges are autonomous and there will be no affiliated colleges to state universities and autonomy in deciding curriculum and evaluation.
10.	The examination is independent of teaching. All examination and evaluation are affiliating universities controlled. There is a little role of teaching faculty members in evaluating the students directly.	The examination is a part of a continuous evaluation system. Faculty members who are teaching a subject are responsible for evaluation and examinations are departmental affairs.
11.	The teaching-learning method mainly focuses on classroom training and fieldwork.	The teaching-learning method mainly focuses on classroom training, fieldwork, and research projects.
12.	In the higher education system, the expected student-faculty ratio is 20:1.	In the higher education system, the expected student-faculty ratio is 30:1.
13.	In HEIs faculty members are considered as facilitators of educating students to make them competent.	In HEIs faculty members are considered as collaborators and guides of educating students to make them innovators & creative thinkers.
14.	Students have the freedom to choose subjects across their area of study.	Students have the freedom to choose subjects outside and across their area of study.
15.	A one-year research degree leading to M.Phil. in any subject is offered to provide preliminary experience to do research.	A one-year research degree leading to M.Phil. in any subject is discontinued due to the reason that students are exposed to preliminary research in their undergraduate and post-graduate courses
16.	Pass in NET/SLET along with respective Masters degrees as an essential qualification to become an Assistant professor in any three types of HEIs.	The Ph.D. degree is compulsory along with a pass in NET/SLET as an essential qualification to become an Assistant professor in any three types of HEIs.
17.	The support of research funds through UGC or any other agencies is mainly for Universities than Colleges.	The support of research funds through the National Research Foundation and any other agencies will be equally distributed to all three types of HEIs based on a fair evaluation of the research proposal.
18.	HEIs accreditation is compulsory for availing funds and government facilities only.	HEIs accreditation is compulsory for functioning and offering the degree. Compulsory accreditation is required once every five years for continuous operation.
19.	The graded accreditation model is followed.	A binary accreditation model will be followed which is a yes or no system instead of various grades for the institution.
20.	Faculty performance & accountability is linked to promotion but not linked to compensation.	Faculty performance & accountability is linked to promotion and compensation.
21.	The choice-based credit system.	Liberal education based on STEAM & Competency-based credit system.
22.	Only accredited & permitted Universities are allowed to offer Online Distance Learning (ODL) education.	All 3 types of HEIs which are accredited to offer ODL are permitted to offer ODL.

23.	Social engagement for every student as a part of the programme curriculum is optional.	Social engagement for each student is compulsory and should be equal to at least one full semester across the entire duration of the programme.
24.	Four years of Bachelor's degree holders are not eligible for direct admission to the Ph.D. programme unless they acquire a Masters's degree.	Four years of Bachelor's degree holders with proven research performance during the fourth year can directly admit to the Ph.D. programme without a Masters's degree in both types of HEIs.
25.	Lateral entry is offered in some programmes. But no Multiple entries and Multiple exit facilities are available in under graduation including medical and paramedical courses.	Multiple entries and Multiple exit facilities are available in under graduation including medical and paramedical courses.
26.	Undergraduate programmes of 3 years to 4 years depending on the type of the programme.	All undergraduate programmes are of 4 years with, in some cases, exit at 3 years is possible with a degree certificate.
27.	Currently, teacher's education comprises of two years B.Ed. programme after graduation. So secondary school teachers have to spend 5 years after their higher secondary education to teach at higher the secondary level.	The proposed teacher's education comprises four years integrated B.Ed. This degree is a compulsory requirement to become faculty in the School education Stages.
28.	Suggestion for improving physical library facility including books & journals	Suggestion for improving online library memberships including online books & online journals.
29.	Both single discipline and multi-discipline colleges are promoted.	Only multidisciplinary colleges and universities are promoted. All single-discipline colleges have to convert themselves autonomous multi-disciplinary colleges or will be closed and converted into monuments or public libraries.
30.	No foreign universities are allowed to function directly in India	About 100 top-ranked foreign universities will be allowed to function in India to compete with Indian universities
31.	The coursework of the Ph.D. programme comprises of research methodology and core subject related study	The coursework of the Ph.D. programme comprises research methodology, Teaching & curriculum development aspects along with core subject related study
32.	No systematic and authentic funding agencies for University and College research	National Research Foundation (NRF) will be formed to fund competitive and innovative research proposals of all types and across all disciplines.

MERITS OF HIGHER EDUCATION POLICIES (NEP-2020)

1. **Student Centric Model:** The current teacher-centric model where the teachers decide the subjects, curriculum, evaluation, etc will be replaced by a student-centric model where student gets 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 the teacher-centric education system with a student-centric system.

2. **Competency-based Continuous Evaluation System:** As against a choice-based credit system, a competency-based credit system has the advantages of evaluating the 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 & 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 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 transform the HE system from information-centric to new knowledge and innovation-centric.
4. **Improved STEM model of HE Curriculum:** To generalize higher education for the all-around 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 better than the 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 a 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 the higher education system depends on their research productivity for a given period.
6. **Autonomy at all Levels:** Higher education institutions that 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 the 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 & Promotion:** NEP 2020 stresses 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 the 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 the 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 suggests merit-based appointments and promotions, only role-models get further growth opportunities.
9. **Integrated Controlling & 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 :
 - (i) Implementation of spirit and intent of the policy
 - (ii) Implementation of policy initiatives in a phased manner
 - (iii) Prioritization and sequencing of policy points
 - (iv) Comprehensive full-fledged implementation to achieve the desired objectives
 - (v) Collaborative planning, monitoring, and implementation by both Centre and States
 - (vi) Timely supply of required resources by both Centre and States
 - (vii) 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:** The use of Information Communication and Computation Technologies (ICCT) including Education technology, Internet technology, Artificial intelligence, Virtual reality, etc are very essential in the 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 the classroom-based education system by adding more research components.
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 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 per cent free seats, 30 per cent 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 the GER of higher education in the country.

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 offerings is the responsibility of the education department of the country's government. National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, 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. By encouraging merit-based admissions with free-ships & scholarships, merit & research-based continuous performers as faculty members, and merit-based proved leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfill its objectives by 2030. HE system will transform itself as student-centric with the freedom to choose core and allied subjects within a discipline and across disciplines.

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National Education Policy 2020 : A Standard View in Globalised World

Rituraj*

'Whoever fights monsters should see to it that in the process he does not become a monster.'

—Friedrich Nietzsche

Geography has made us neighbors, history has made us friends & foes, economics has made us partners, necessities has made us allies. Last but not the least, Education has taught us how to be human in both formal and informal ways of life for the whole world because after the COVID-19 Crisis, ill-hearted nations like China, Turkey have shown their attitude. Therefore, there is a need for India to be a global leader to show the world great human values with all-around prosperity. What are needs that force the Government of India to formulate the NEP 2020?

- 1. High-end cost of education for all.*
- 2. Changing trends in the global world order that is being driven by china's specific supply chain in the world trade.*
- 3. Mismatching of the employment generation and education policy.*
- 4. Digital division in India.*
- 5. Demographic dividends would not become a demographic burden.*
- 6. India is to be a brain bank for the rest of the world to counter the ill-treated expansionist policy led by china driven by technology prowess.*
- 7. India's emergence as a 'global knowledge production centre' and 'reversal of brain drain' has made India an important source of skilled workers for the rest of the world. Only education has the in-built capacity to neutralize the ill-minded expansionist policy of China. "Brain Circulation" is the extended definition of brain gain with an emphasis on human capital circulation across nations in the global market, benefiting both the sending and receiving nations. Also, it is considered as a two-way flow of skill, capital, and technology, unlike brain drain and reverse brain drain.*

India should proliferate its NEP 2020 in the way Gandhiji has explained about seven sins:

*Wealth without work,
Pleasure without conscience,
Knowledge without character,*

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*Commerce (business) without morality,
Science without humanity,
Religion without sacrifice (development),
Politics without principles.*

The NEP 2020 has effectively tried to assimilate all the ten aspects of 2030 Sustainable Development Goals (SDG-4). But the target has extended till 2040 or more, depends on the effective implementation at all operational levels.

Any public policy tries to focus on three key challenges:

Accessibility to the poor, socially backward level society, gender neutrality, rural-urban divide, disabled, the digital divide in various levels of society.

Affordability: dimensions-poverty, higher costs of education in primary, secondary and higher education.

Quality is increasingly becoming an issue because of lower learning outcomes. It has been reported in ASER (Annual Survey of Education Report) in India.

The National Education Policy, 2020 is meant to provide an overarching vision and comprehensive framework for both school and higher education across the country. It is only a policy, not a law; implementation of its proposals depends on further regulations by both States and the Centre.

Education and public health are possibly the two most important development vectors in a democracy. The reality over the past decades is that these vectors have not received a fraction of the importance and focus they deserve.

What is New in the New Education Policy 2020? It tries effectively to found the principles like Access, Equity, Quality, Affordability and Accountability. The Policy believes that the education system should develop good human beings with rational thinking, compassion, empathy, courage, resilience, scientific temper, creative imagination, and ethical values.

The NEP 2020, the 21st Century's first education policy in India, has mentioned ancient scholars like Charaka & Susruta, Aryabhata, Bhaskaracharya, Chanakya, Madhava, Patanjali, Panini and Thiruvalluvar. It shows that India has a consistent leading capacity in the knowledge system.

Despite the launch of a plethora of educational programmes, the present status of education in India remains a weak spot in the world among developed countries. Most of the objectives and goals have not been realized in the way it was proposed in the previous education policies constituted in years like 1968, 1986, and 1992. Reasons may be the absence of a workable roadmap and continuing operational guidance, politicization at every level of operation from village level to the top level by ever-increasing corruption. These reasons have made education the byproduct of corruption.

The failure of government schools to provide education of essential quality has triggered the large-scale entry of private or 'aided' schools, colleges even in rural areas, but even these have not produced significantly better outcomes. The reason may be the profit motive rather than value-added ethical attitude along with organic aptitude. While the Right to Education (RTE) Act 2009, has been focusing on a significant increase in Gross Enrolment Ratio (GER), and also an emphasis on infrastructure. Almost all the new issues of concern in the implementation phase have been considered in the NEP 2020. There has been no clearly laid out policy, so far, for private participation in the

education system, both at the school and higher education levels. The exponential growth of higher education institutions in the past two decades has been fuelled by the 'capitation fee' phenomenon, which thrives on black money and shadowy financial transactions. Thus far, formal linking of the development of skills in vocational fields, and bringing in an academic equivalence for the vocational accomplishments, has not been seriously attempted. The advent of the IT sector has drastically proliferated the gravity of the education from primary level to the higher level at every step of the individual and the society along with that at the world level. New technologies are now available for information dissemination, enhancement of skills and so many other end-uses, but they are not yet suitably adopted or adapted to the needs of the education system in India. There is immense scope for harnessing technology to improve quality, preparation of teachers, aid to teachers in classrooms, remedial coaching-possibilities that have not yet been seriously addressed.

The key features of the NEP 2020 can be addressed in two categories: First, the Primary and the Secondary level educations and in the second category, the Higher Education System.

The biggest achievement of this policy is to primarily focus on the age group 3 to 6, in contrast, in the previous policy 1986 it was on the age group 6 to 14 (Right To Education Act). It is based on a scientific study that 80 per cent of the mental cognitive capacity is increased in the age group of 0 to 6 years. Therefore, the Right To Education Act 2009, will be extended to cover children of age 3 to 18 under the Constitution of India. Therefore, early childhood care has become an essential quality of the NEP 2020 with formal schooling.

Recognising the importance of the formative years by adopting a 5+3+3+4 model for the school education starting at the age of 3 to 18 with examinations only at classes 3, 5, and 8. In class 10th and 12th, the board examinations will be conducted twice a year. Ten Bagless schooling days to encourage activities involving arts, crafts, quizzes and sports in the schooling period for a student in every year for informal internship.

A 360-degree holistic progress report card to give a comprehensive report on skills and capabilities instead of just marks and grades. One of the prime goals is the universalization of education from Early Childhood Care Education (ECCE) to Secondary Level by achieving a 100 per cent gross enrolment ratio in school education by 2030. The mid-day meal scheme is to be extended to include breakfasts. The current 10+2 system will be restructured into 5 (3 to 8 years) + 3 (8 to 11 years) + 3 (11 to 14 years) + 4 (14 to 18 years) format.

A pragmatic aspect of secondary school education is a departure from silos mentality by breaking the strict divisions of arts, science and commerce streams. This can lay the foundation for a multi-disciplinary approach in higher education.

The integration of education with skills by introducing vocational courses with an internship during the schooling period may nudge the vulnerable sections of the society to send their children to the schools (Behavioural Economics). It would help in the realization of the goal of the Skill India Mission.

By making Hindi, English and regional languages as the medium of instruction for learning at least up to class five for the teacher-student duo, finally put an end to the discussion. Other major initiatives for secondary education are National Mission on Foundational Literacy and Numeracy, Free energy-rich breakfasts to be added to free lunches in government schools, Vocational education along with internships and coding from Class 6, etc.

In Higher Education, the present Gross Enrolment Ratio(GER) is 26.3 per cent which aims to be increased to 50 per cent by the year 2035. The possibility can be seemed by a multidisciplinary higher education framework with portable credits, and multiple exits with certificates, diplomas and degrees with common entrance examinations as an optional method rather than mandatory. The multidisciplinary education and research universities(MERUs) is to be set up at par with global standard. The National Research Foundation (NRF) will be created as an apex body for enhancement of capacity in research culture. The Higher Education Commission of India(HECI), as a single umbrella body for the entire higher education, excluding medical and legal study, will be set up to provide light but tight oversight. It will replace the existing National Council for Teacher Education (NCTE), All India Council for Technical Education (AICTE) and the University Grants Commission (UGC). The affiliation of colleges is to be phased out in the next 15 years by granting grade-wise autonomy with the help of a state-wise mechanism. This policy has a very crystal clear mandate to allow the foreign universities to establish their institutions in India to make Indian universities at par with the global standard in the education parameters. Here, the point of concern is that the establishment of foreign universities in India should not be of the dubious standard with dodgy students and their parents.

In the NEP 2020, the higher education policy has been trying to make a holistic system by making an organic attitude with end-to-end solutions. A great bounce by discontinuing Master of Philosophy (M.Phil) courses to emphasize more on research led the Ph.D. courses. The Establishment of an Academic Bank of Credits to facilitate the Transfer of Credits provides the learner to grab other opportunities based on the Theory of Second Best in Welfare Economics given by Richard Lipsey and Kelvin Lancaster. To reach the Gross Enrolment Ratio to 50 per cent, the addition of 3.5 crore seats in various levels of study period have been aimed. One of the prime pillars of higher education is the quality of education for the teachers at every vertical up-gradation during teaching periods. Therefore, a four-year integrated B.Ed. the degree program has been introduced in this policy. The National Council for Teacher Education (NCTE) is to formulate a new and comprehensive National Curriculum Framework for Teacher Education (NCFTE) 2021 and to frame National Professional Standards for Teachers (NPST) 2022. As far as integrated standard for higher education is concerned, the National Education Commission (NEC), Special Education Zones (SEZs) are to be set up to improve the status of education among underprivileged groups in disadvantaged regions. The Gender Inclusion Fund (GIF) is to provide education for trans-genders and females. The National Education Technology Forum (NETF) is ready to facilitate the free exchange of ideas for the use of

technology in education. The National Assessment Centre, PARAKH, will assess the students of the schools with various parameters at the national level. An institution for many languages, like pali, Prakrit, etc. is to be set up. The integration of higher education will be based on the massive usage of Information and Technology in 360 degrees of planning to reach the goal. Overall, the expenditure on education is to be increased up to 6 per cent from 4.6 per cent in the financial year 2019-2020.

If we look into the good and the bad of the NEP 2020, the persistent mismatching in knowledge—job ratio is continuing since independence. So far, only 4.69 per cent of the total generated employment in the financial year 2019-2020 is being fulfilled by the formally skilled and semiskilled workers in all the economic sectors including private sectors in India as compared to 24 per cent in China, 52 per cent in the US, and 96 per cent in South Korea. Along with that, less than 2 per cent of the total formally skilled workers are the super-skilled workers available in India for the financial year 2019-2020. It shows a huge gap of demand and supply in generating skilled workers at many steps of economic need in the Indian Economy. The NEP 2020 will bring two crores out of school children back into the mainstream. Its emphasis is to reduce unnecessary stress and the importance of the Board Examinations, which will reduce the panic button of suicides proliferating among the students. It has increased the importance of practice in education and skill development to promote value-based education.

The NEP2020 is silent on the education related to the emerging fields like IT and ITes(IT-enabled services), Artificial Intelligence, Cyber Space, Nanotechnology, Big Data Analytics, etc. Just by providing the public spending 6 per cent of the GDP is not sufficient to reach the goal. Mobilizing financial resources with corruption-free implementation will be a great challenge, subject to the lower tax-to-GDP ratio, huge expenditure on the health, national security and other key sectors especially after COVID-19 and China-led security concerns against India.

Even the use of available digital technologies is lagging in professionals for administration and management, integrated planning in education at every operational step, regulation- self-disclosure and minimum human interface, increasing access for disadvantaged groups especially Divyang friendly education software, electronic content in the regional language, virtual labs, etc.

In a federal system, the Government of India will have to perform a great effort to take support from States to make a consensus because of the big differences in the parameters and patterns of the education level in different states. The Policy, inter alia, aims to eliminate problems of pedagogy, structural inequities as well as inequalities, access asymmetries and rampant commercialisation.

If we consider the good values of the NEP 2020, it is the first omnibus policy in the 21st century to directly encounter multiple crises in the education system. The curriculum content will be reduced in each subject to its core essentials to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based and analysis-based learning. Many surface-level policy norms are needed to be explained step by step

holistically with well-planned inter-ministerial coordination between the ministries of Education, Skills, and Labour, along with the governments of the States.

The conclusion is that the NEP 2020 has the inbuilt capacity to cover the education system holistic, flexible, multi-disciplinary, aligned to the requirements of the 21st century and the 2030-Sustainable Development Goals (SDG-4). The intent of policy seems to be ideal in various ways but it is the implementation where lies the key to success. It aims to make “India a global superpower of knowledge to lead the world”.

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New Education Policy and Skill Development

Shalini Kumari*

Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and the world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. Also, it plays a very crucial role in securing economic and social progress and improving income distribution.

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After thirty-four years, the National Education Policy (NEP) for India has been updated, revised and approved on 29 July 2020. The policy signifies a huge milestone for India's Education system, which will certainly make India an attractive destination for higher education worldwide. The policy is based on the pillars of "Access, Equity, Quality, Affordability, Accountability" and will transform India into a vibrant knowledge hub. NEP 2020 emphasises systemic and institutional improvements to regulation, governance and promotion of multidisciplinary academics and research in Indian HEIs.

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,

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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.

The workforce is growing substantially. In 2011, India had a workforce of 477.9 million which increased to 502.4 in 2017. However, as per the 12th Plan, 85 per cent of the workforce has educational qualification up to secondary level, 55 per cent has educational qualification up to primary level and merely 2 per cent of the workforce has vocational training. As per 2014 data, on 4.9 lakh seats available for an apprenticeship, about 2.8 lakh apprentices were trained. According to the India Skills Report 2018, more than 12 million people between the ages of 15 and 29 years are expected to enter India's workforce every year leading to about 600 million workforces by 2022. However, by 2022, a more skilled workforce of 109 million would be required in 24 key sectors of the economy.

These figures and trends show two clear challenges that India is facing. Firstly, the workforce that is entering the market does not have the required skills. Secondly, the skilled workforce does not have the relevant skills as is evident from the data in the India Skills Report 2018, which says that the employability of the technically skilled workforce has increased from 33.95 per cent in 2014 to 45.60 per cent in 2018. Another key challenge is that as per the said report, from the current distribution of the workforce between the unorganised sector and organised sector at 92 per cent and 8 per cent respectively, it will change slightly to 90 per cent and 10 per cent respectively in 2022. This means that the unorganised sector will continue to power India's skilled workforce demand which will essentially require people with education up to secondary and senior secondary levels to be skilled and even non-technical graduates to be skilled in the relevant and focused areas.

About 90 per cent of employment opportunities require vocational skills. Only 20 per cent of our graduates get employed. The rest are unable to get suitable employment due to the lack of employable skills. In the present context of globalisation, the demand for skilled and multi-skilled workers has increased. Therefore, in the context of developing countries, such as India, there is a critical need for quality skill development and training.

OBJECTIVE

The objective of this paper is to study the challenges of Skill Development and give suggestions also.

METHODOLOGY

The methodology of the study is based on secondary sources and conceptual discussion on the provision of skill development under New Education Policy 2020.

VISION AND PROVISION OF THE NEW EDUCATION POLICY 2020 REGARDING SKILL DEVELOPMENT

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill 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.

The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn—and away from the culture of rote learning as is largely present today. The aim of education will not only be cognitive development but also building character and creating holistic and well-rounded individuals equipped with the key 21st-century skills. Ultimately, knowledge is a deep-seated treasure and education helps in its manifestation as the perfection which is already within an individual. All aspects of curriculum and pedagogy will be reoriented and revamped to attain these critical goals. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. Curriculum frameworks and transaction mechanisms will be developed for ensuring that these skills and values are imbibed through engaging processes of teaching and learning. NCERT will identify these required skill sets and include mechanisms for their transaction in the National Curriculum Framework for early childhood and school education.

Students will be given increased flexibility and choice of subjects to study, particularly in secondary school—including subjects in physical education, the arts and crafts, and vocational skills—so that they can design their paths of study and life plans. Holistic development and a wide choice of subjects and courses year to year will be the new distinguishing feature of secondary school education. There will be no hard separation among 'curricular', 'extracurricular', or 'co-curricular, among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams. Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum, with a consideration for what is interesting and safe at each age.

Curricular Integration of Essential Subjects, Skills, and Capacities

While students must have a large amount of flexibility in choosing their curricula, certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world. In addition to proficiency in languages, these skills include scientific temper and evidence-based thinking; creativity and innovativeness; a sense of aesthetics and art; oral and written communication; health and nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem-solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and computational thinking; ethical and moral reasoning; knowledge and practice of human and Constitutional values; gender sensitivity; Fundamental Duties; citizenship skills and values; knowledge of India; environmental awareness including water and resource conservation, sanitation and hygiene; and current affairs and knowledge of critical issues facing local communities, States, the country, and the world.

Every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metalwork, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs. A practice-based curriculum for Grades 6-8 will be appropriately designed by NCERT while framing the NCFSE 2020-21. All students will participate in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. Similar internship opportunities to learn vocational subjects may be made available to students throughout Grades 6-12, including holiday periods. Vocational courses through online mode will also be made available. Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. Children will be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits higher educational institutions in their village/Tehsil/District/State.

The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of the assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education.

One of the primary reasons for the small numbers of students receiving vocational education is the fact that vocational education has in the past focused largely on Grades 11-12 and dropouts in Grade 8 and upwards. Moreover, students passing out from Grades 11-12 with vocational subjects often did not have well-defined pathways to continue with their chosen vocations in higher education. The admission criteria for general higher education were also not designed to provide openings to students who had vocational

education qualifications, leaving them at a disadvantage relative to their compatriots from 'mainstream' or 'academic' education. This led to a complete lack of vertical mobility for students from the vocational education stream, an issue that has only been addressed recently through the announcement of the National Skills Qualifications Framework (NSQF) in 2013.

By 2025, at least 50 per cent of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed. This is in alignment with Sustainable Development Goal 4.4 and will help to realize the full potential of India's demographic dividend. The number of students in vocational education will be considered while arriving at the GER targets. The development of vocational capacities will go hand-in-hand with the development of 'academic' or other capacities. Vocational education will be integrated into the educational offerings of all secondary schools in a phased manner over the next decade. Towards this, secondary schools will also collaborate with ITIs, polytechnics, local industry, etc. Skill labs will also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility. Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs. The B.Voc. degrees introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's programmes. HEIs will also be allowed to conduct short-term certificate courses in various skills including soft skills. 'Lok Vidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses. The possibility of offering vocational courses through ODL mode will also be explored.

Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade. Focus areas for vocational education will be chosen based on skills gap analysis and mapping of local opportunities. MHRD will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort.

CHALLENGES

India is facing a lot of challenges. There are three most challenges faced in skill development listed below:

- **Insufficient training capacity:** Infrastructure facilities available in the educational institutions throughout the country are inadequate considering the huge demand for skilled labour. There are not many trained and highly skilled trainers available. The faculty needs to be motivated and skilled to take up higher responsibilities. The training was not sufficient to ensure a job for those who got the training—and this is why the employability rate remains very low.
- **Mobilization:** The outlook of people associated with skill development is still very traditional. The enrolment of students for vocational education and training

has become an extremely challenging task. The enrolment in skill institutes like ITIs, and polytechnics, remains low as compared to their enrolment capacity. This is due to the low awareness level among youths about the skill development programmes.

- **Low Industry interface:** Most of the training institutes have low industry interface as a result of which the performance of the skill development sector is poor in terms of placement records and salaries offered. Any model to be successful needs a lot of support from different stakeholders. Since there is limited buy-in from the corporate sector, the progress of such initiatives is slow.
- **Skills Mismatch:** There are a lot of issues related to the skills needed by the industry and the skills imparted by the educational and training institutes. There is a lack of industry-faculty interaction because of which the skill sets provided by the educational and training institutes do not end up suiting the employers' requirements. As a result, though the people may be skilled they do not get employment. It becomes extremely important that the industry professionals are also included in the design of the skill development curriculum.

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 make India the skill capital of the world, the school curricula will have to go through a dynamic change. Skill development should ideally begin at the age of 13 years, from the eighth standard, while in school. Integration of skill development and education is essential for skilling to take wings. Skill development will remain a dream if carried out in isolation through centres alone. It has to be imparted in schools alongside academics. If a student opts for motor repair as a skill development course while in school, at a later stage, he can opt for a diploma or degree in automobile engineering and like this many examples may be possible.

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Boosting the Education Sector by NEP 2020

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The National Education Policy 2020 (NEP:2020) has envisioned a substantial transformation in the entire education system at all stages right from Early Childhood Care and Education (ECCE) to higher education. It envisages education as a continuum without any segmentation and focuses on making education more experimental, holistic, integrated, character-building, inquiry-driven, discovery-oriented, learner-centre, discussion-based, flexible, and above all, more joyful. It clearly states that the purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical mooring and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive and plural society as envisaged by the Constitution.

The splendid vision of NEP-2020 requires a plethora of reforms at all level and active involvement of all stakeholders. Many international and national surveys have pointed towards the falling standards of education despite achieving universal access at elementary level. The belief that access is the first step to bring the child to the school and quality can follow, thereafter is a complete misnomer. In order to retain child in the school system, quality education is vital and both access and quality need to go together. The fundamental concept that quality education can play a catalytic role in developing an equitable, just and open-minded society, which is full of opportunities for each individual, is shadowed by the tendency of rote memorization and low learning levels of students in previous decades. The gap between the current state of learning outcomes is required to be bridged through undertaking major reforms that bring the highest quality,

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equity, and integrity into the entire system. We must reinforce the belief that Education is crucial for building character and values; it enables learners to be ethical, rational, compassionate, and prepares them to become responsible global citizens, also at the same time increases the chance of meaningful, employment.

The Budget 2021 touches upon the core foundation of school education and paves way to achieve the objective of NEP 2020. The budget announcements for school education can be categorised in core themes of Access to quality education, Teachers, Technology Innovative Pedagogies, Equity and Inclusivity, Transformation of Assessment and reinforcement to an Adult Education.

ACCESS TO QUALITY EDUCATION

The first and most important announcement is regarding 1500 exemplar school which will be qualitatively strengthened to include all components of National education policy. These schools will provide safe and stimulating learning environment where a wide range of learning experiences will be offered with good physical infrastructure and access to appropriate resources conducive for learning.

Exemplar schools will be developed as a centre of excellence where children will have access to an equitable and inclusive school environment which would take care of their diverse background, multilingual needs and different academic abilities and make them active participants in learning process. The focus of these schools would be on holistic development of learners. Teachers would be trained to adopt experiential learning including hands-on learning, arts – integrated and sports-integrated education, story-telling and activity-toy based pedagogy. The concept of these exemplar schools will be finalized after the intensive consultations with State/UTs and other stakeholders. In addition to the above, 100 New Sainik Schools will be set-up in tribal areas to create robust infrastructure facilities for our tribal students.

Teacher

Teacher play a pivotal role in shaping the future generation of the country . The expectations from teachers have increased manifolds, not only they are expected to update their knowledge base and use technology wherever possible, but also they should also be able to act as first level counselors to cater to the socio-emotional needs of the students and ensure their mental health and wellbeing. Keeping in view these expectations from teachers Budget-2021 lays a lot of emphasis on capacity building of teachers. It has been mentioned that 56 lakh school teachers will be trained through the National Initiative for School. Heads and Teachers for Holistic Advancement (NISHTHA).

NISHTHA was launched by the department of School Education and Literacy, Government of India as a National Mission to improve learning out comes at the Elementary level through an Integrated Teacher Training programme on 21st August 2019. The aim of this integrated teacher training programme was to build the capacities of around 42 lakh teachers and Heads of School, faculty members of SCERTs and DIETs and Block Resource Coordinator and Cluster Resource Coordinator. The prominent feature

of this integrated programme is the activity based modules including educational games and quizzes, social emotional learning, motivational interactions, term building preparation for school based assessment, in-build continuous feedback mechanism online monitoring and support system, training gaps and impact analysis(Pre and Post training).

A total of 23, 137, KRPs, and SRPs and 16, 99, 931 School Heads and Teachers of elementary School have been trained under NISHTHA in 2019-20 in the pre-Lockdown period. During the pandemic, all 18 modules were made online: they were contextualised and translated in 10 regional languages and have been uploaded on DIKSHA 27 States and 7 autonomous (CBSE, KVS, NVS, AEES, Sainik School CTSA and CICSE) organization under MoE and MoD began conducting online NISHTHA courses in 10 languages (Assamese, Bengali, Bodo ,English, Gujarati, Hindi, kannada, Odia, Telugu and Urdu) for approximately 24 lakhs elementary school teachers. After the Budget-2021 announcement, NISHTHA training will further be extended to the Secondary teachers and a specialized online NISHTHA training is being designed for primary grade teachers to train them on foundational Literacy and Numeracy.

In order to equip teachers in this rapidly changing era, it has been decided to formulate National Professional Standards for Teachers (NPST). NEP 2020 talks about the common guiding set of principles which will be developed after wide stakeholder consultation. The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage. It will also comprise standards for performance appraisal, for each stage, that would be carried out on a periodic basis. As on today, we only have minimum qualifications for appointment of teachers which are prescribed by the NCTE. However, NPST will be a much more comprehensive set of norms encompassing the expectations of all participants; it will also include planning the career of a teacher in a systemic manner.

Further, a National Mission for Mentoring, 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, as envisaged in NEP 2020 has also been announced. Mentoring is a process that includes psychological support, informal communication, usually face-to-face during a sustained period of time, between the mentor and recipient. Therefore setting up a pool of mentors to support teachers and educators would play a vital role in realizing the developmental goals of our nation.

TECHNOLOGY

NEP 2020 puts lots of emphasis on increased use of technology at all levels including improving teaching-learning, evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc. In this context, it has been envisaged to set up a National Digital Educational Architecture (NDEAR) as diverse education. Eco-system architecture for development of digital infrastructure, a federated but interoperable system that will ensure autonomy of all stakeholders, specially States and UTs.

INNOVATIVE PEDAGOGY

As visualized in NEP 2020, Pedagogy must evolve to make education more experimental, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and enjoyable. NEP clearly articulates that in all stages, experimental learning should be adopted, including hands—on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy etc. Further it also gives autonomy to the teachers to choose the pedagogy in classrooms. The basic aim of underlining the importance of above-mentioned pedagogies is to ultimately shift, towards competency-based learning and education. Budget 2021 truly captures this spirit and propagates the unique indigenous toy-based learning—pedagogy for all levels of school education.

Toys helps understanding social and cultural aspects of our country, strengthen psychomotor and emotional aspects of child’s personality. For pre-schoolers, toys are used for making children ready to learn. However, they can be used from pre-school to higher secondary education. Toy as a teaching-learning resource has a potential to transform classroom pedagogy. Story-telling, drama-show, enacting real life situations, etc. can easily be done using toys linking with themes in the syllabus and learning outcomes. Toy based pedagogy can easily be used by parents as well to make their children learn. An expert committee has been constituted to finalise the concept of toy-based pedagogy which will be suitably incorporated in NCF for School Education NCF for ECCE, NCF for Teacher Education and framework of Foundational Literacy and Numeracy.

EQUITY AND INCLUSIVITY

The National Education Policy also highlights the importance of Sustainable Development Goal 4 (SDG4) adopted by India in 2015, which seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. In order to ensure equal opportunities for children, it has been announced in Budget 2021 that Indian Sign Language (ISL) will be standardized so that quality content is available to such children. The standardization of ISL also provides an opportunity to collaborate and contribute towards making society inclusive and to bring some cohesiveness in the many dialects of sign language in practice across India. This will also promote the learning of children with hearing impairment thereby providing them an equal opportunity to unfold their potential. All children will be able to communicate with each other with ease and know each other better. This will help to promote inclusion in the impressionable period of development during the school years.

Further, Post Matric Scholarship Scheme for the welfare of Scheduled Castes has been enhanced in this regard. In budget 2021, Rs. 35,219 crores for 6 years, beginning 2021-22, has been allotted for the benefits of over 4 crores students belonging to the Scheduled caste category.

TRANSFORMATION IN ASSESSMENT

The very high level of marks being obtained in school board exams is a symptom of an

education system, which relies almost totally on rote learning under which, students are not encouraged to think. The teaching in the classroom therefore, as well as the methods of assessment (question setting and evaluation) all reflect this emphasis on rote learning. Apart from creating generations of young people who have been not encouraged to think, this also leads to unfair situation where the same students have to sit for entrance tests to the IITs, Defence on Services, Law Universities, which are often based on competencies and higher order thinking level question. This anomaly has encouraged coaching to flourish, filling the vacuum created by school system.

Therefore, the need was felt to transform the pattern of assessment to ensure competency-based learning, whole child approach, awareness about the diverse and multilingual needs of students and to carry out assessments accordingly. NEP 2020 recommends that the aim of assessment in the culture of our schooling system to shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our student, and tests higher order skills, such as analysis, critical thinking, and conceptual clarity. It also points out the need to redesign Board Exams to encourage holistic development; and to make Board exams 'easier' in the sense that they will test primarily core capacities/competencies and rather than months of coaching and memorization; any student who has been going to and making a basic effort in a school class will be able to pass and do well in the corresponding subject Board Exam without much additional effort.

In order to change the nature of board exams, Budget 2021 advocates reforms in CBSE board examination. Accordingly, CBSE has started modifying the design of its question papers by adding questions that are context/case based. Question in multiple formats to include both objective as well as subjective question have begun for different subject. In 2022 Board exams, CBSE will have 20 per cent application-oriented/Source/Case-based questions for class X and 10 per cent for class XII.

Further, Holistic Progress Card (HPC) for students, as announced in Budget and envisioned in NEP 2020, is a paradigm shift from traditional way of assessment. The progress card of all students for school-based assessment will be completely redesigned. The progress card will be a holistic, 360 degree, multidimensional report that reflects in great details the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. Holistic Progress Card will also provide students with valuable information on their strengths, areas of interest, needed areas of focus and thereby helping them in making optimal career choices.

The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimise learning and development for all students. This will be the underlying principle for assessment at all levels of education.

REINFORCEMENT TO ADULT EDUCATION

The Sustainable Development Goal 4.6 of the United Nations mandates that “By 2030 ensure that all youth and adults, both men and women, achieve literacy numeracy”. The importance of Adult literacy is also emphasized in NEP 2020 which states that the opportunity to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as basic rights of every citizen. Literacy and basic education open up whole new worlds of personal, civic, economic, and lifelong-learning opportunities for individuals that enable them to progress personally and professionally. At the level of society and the nation, literacy and basic education are powerful force multipliers which greatly enhance the success of all other developmental efforts. Worldwide data on nations indicate extremely high correlations between literacy rates and per capita GDP. Budget 2021 announces increased access of resources, and introduction of online modules covering the entire gamut of adult education. Technological leverage, community participation, and access quality content will be crucial in achieving the goal of the adult literacy by 2030.

The above announcements have come at a time when we are at a cusp of transformation and preparing ourselves to witness the implementation of some of the major transformative ideas propagated by National Education Policy 2020. NEP 2020 has provided the much needed vivacity and progressive vision which has generated immense curiosity and vibrancy in the entire education system. With various scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, the entire education system is required to showcase its capabilities in integrating technology in the teaching learning process, also at the same time adapting and equipping learners to think critically and solve problems in a creative and innovative manner. Budget 2021 treats education holistically and indents to achieve the vision of NEP 2020 which is “to instill 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.”

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National Education Policy 2020 : Issues, Challenges and Opportunities

Anjana Kumari*

Education is the single greatest tool achieving social justice and equality. Inclusive and equitable education—while indeed an essential goal in its own right – is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive and contribute to the nation. The education system must aim to benefit India’s children so that no child loses any opportunity to learn and excel because of circumstances of birth or background. After along interlude of 34 years, a sincere and serious effort has been made to transform the Indian education system. The new National Education Policy of 2020, which was approved by the Union Cabinet in the month of July-2020, is the third National Education Policy (NEP) in the history of independent India, after 1968 and 1986. We cannot be rigid in our thinking as far as education is concerned. We need to change our curriculum as per the ever-changing needs of the society. Hence, in this background the present paper has been examine to challenge and opportunities in New Education Policy 2020 (NEP-2020).

SIGNIFICANCE OF THE STUDY

In the development programmes, any policy reforms that bridging the social category gaps in access, participation and learning outcomes in school education will continue to be one of the major goals of all education sector dependent programmes. While overall enrolments in schools decline steadily from Grade 1 to Grade 12, this decline in enrolments is significantly more pronounced for may of socio-economically disadvantaged groups, with even greater declines for female students within each of theses vulnerable and often even steps in higher education. While the Indian education system and successive

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government policies have made steady progress towards bridging gender and social category gaps in all level of school education, large disparities still remain especially at the secondary level particularly for socio-economically disadvantaged groups that have been historically underrepresented in education. There is an urgent need for additional special education for certain areas of school education.

NEED OF THE STUDY

According to the Annual Status of Education Report (ASER) 2018, 35% of rural private school students in grade 5 cannot read a basic grade 2 level paragraph. ASER -2019 report also show that private schools continue to be more inaccessible to girls through boys with 47.91% of boys attending private schools against 39% girls. Considering the exclusion, profiteering and discrimination by private schools that continues even modern days, a legally enforceable comprehensive regulatory and enforcement framework for private school is missing in national education policy. Hence there is an need to new policy for education in India.

OBJECTIVES

The following are the main objectives in the present paper.

1. To study the new education policy NEP 2020, and understand its inclusiveness.
2. To examine new education policy and its challenges and opportunities.
3. To offer the suitable solutions for implementating the new education policy.

Now its is interest to analyse the some highlights of modern education in India.

(1) Education under British Rule

Modern education began in India under British rule. Before the British, India had its own education system like the Gurukulas and the Madarsas. The East India Company, during their first 60 years of rule didn't care much for the education of those they ruled in India. The modern education system was first developed in the three presidencies i.e. Bombay, Calcutta and Madras. By linking entrance and advancement in government service to academic education, colonial rule contributed to the legacy of an education system geared to preserving the position and prerogatives of the more privileged. Charles Grant and William Wilberforce, who was missionary activists, compelled the East India Company to give up its non-invention policy and make way for spreading education through 1813 Act & Education. In 1835, Lord Macaulay's education policy was an attempt to create a system of education that educates only the upper strata of society through English. There are Woods's Dispatch, in 1854, Hunter Commission 1882-83 and Sadler Commission are worked for British rule in India, their policies and measures breached the legacies of traditional schools of learning which resulted in the need for creating a class of modern system. In the early 1900's the Indian national Congress called for national education, placing an emphasis on technical and vocational education. In 1920 congress initiated a

boycott of government aided, government controlled schools and founded several 'national' schools and colleges.

(2) Jawaharlal Nehru and His Views on Education

Nehru was a staunch advocate of state support for quality education. He strongly believed in scientific knowledge and propagated reasoning and rationality as the basis of all learning. Nehru believed that the role of education in an individual's life was not restricted to academics alone but extended to one's economic ambitions and social contributions as well. During Nehru's time, the focus was on science and technology and special emphasis was given on higher education in the country. The most notable feature is the entrenchment of the pluralist/secularist perspective in the minds of the Indian people. Subsidized quality higher education through institutions such as the IIT's and IIM's formed a major contribution to the Nehruvian vision of a self-reliant and modern Indian state. In addition, policies of positive discrimination in education and employment furthered the case for access by hitherto unprivileged social groups to quality education.

(3) The Kothari Commission

Education for modernization, national unity and literacy drawing on Nehru's vision and articulating most of his key themes, the Kothari Commission (1964-1966) was a setup to formulate a coherent education policy for India. According to the commission, education was intended to increase productivity, development social and national unity, consolidate democracy, modernize the country and develop social moral and spiritual values. To achieve this, the main pillar of Indian education policy was to be free and compulsory education for all children up to the age of 14. Important features include the development of languages (Hindi, Sanskrit, regional languages and the three-language formula equality of educational opportunities particularly regional, tribal and gender in balances to be addressed and the development and prioritization of scientific education and research. The commission also emphasized the need to eradicate illiteracy and provide adult education.

(4) National Policy on Education-1986

In 1986 the government led by Rajiv Gandhi introduced a new National Policy on education. The policy emphasized the need for change "Education in India stands at the cross roads today. Neither normal linear expansion nor the existing pace and nature of improvement can meet the needs of the situation". According to the new policy the 1968 policy goals had largely been achieved, more than 90 percent of the country's rural population were within a kilometer of schooling facilities and most states had adopted a common education structure. The prioritization of science and technology had also been effective. However, change was required to increase financial and organizational support for the education system to tackle problems of access and quality. The NPE '86 has lucidly explained: "special emphasis on the removal of to equalize educational opportunity", especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC)

communities. The NPE gives an unqualified priority to Universalization of Elementary Education (UEE). The thrust in elementary education emphasizes universal enrolment and universal retention of children up to 14 years of age and a substantial improvement in the quality of education.

In addition to this, some other important initiatives were taken the Government of India. There are operation black board 1987-88 aimed to improve the human and physical resources available in primary schools . In 1987 restructuring and reorganization of teacher education created a resource for the continuous upgrading of teachers knowledge and competence. In 1991 laid down levels of achievement at various stages and revised textbooks under the program of minimum levels of learning. Provided a cooked meal every day for children in classes 1-5 of all government, government aided and local body schools under national programme for nutritional support to primary education, District Primary Education Programme (DPEP-1993) emphasized decentralized planning and management, improved teaching and learning materials and school effectiveness. Movement to educate all 2000 aimed to achieve universal primary education by 2010 through micro planning and school mapping exercises, bridging gender and social gaps, and fundamental Right 2001 involved the provision of free and compulsory education, declared to be a basic right for children aged between 6 and 14 years.

(5) National Education Policy-2020

The new National Education Policy of 2020, which was approved by the Union Cabinet, is the third NEP in the history of independent India, after 1968 and 1986. Before making the changes the centre consulted all state governments and took feedback from over 2.5 lakh grama panchayats, 6,600 blocks, 6000 urban local bodies and 676 districts. The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive and contributing citizens for building an equitable, inclusive and plural society as envisaged by our constitution. The following are main points of the new education policy-2020.

- The 10+2 format has been scrapped in the new education policy and along with simplifying the board examination, emphasis will be laid on reducing the burden of the syllabus on the students. The school syllabus will now be replaced with a new curriculum structure of 5+3+3+4 instead of 10+2. Under this, in the first five years of school, three years of the pre-primary school along with classes 1 and 2 have been included as foundations stage. With this, classes 3 to 5 have been included in the next three-year phase. In the subsequent three years, classes 6 to 8 are placed in the middle phase, and classes 9 to 12 in the four years of secondary stage. Apart from this, there will be no strict adherence to arts, commerce, science stream in schools students can now take whatever courses they want.

- Board exams will continue for 10th and 12th classes but the existing system of the board and entrance examinations will be improved. According to the new policy, students will be able to choose the subjects for which they want to take the board examination.
- Curriculum content in each subject will reduce rote learning and emphasize critical thinking and a more holistic, inquiry-based, discovery-based, discussion-based and analytics-based approaches to learning.
- E-content will be available in regional languages. To join the e-course available in Hindi and English is to start with 8 major languages—Bengali, Kannada, Odia.
- Exclusively free boarding facilities will be constructed at Jawahar Navodaya Vidyalaya for students from socio-economically disadvantaged backgrounds.
- The National Scholarship portal will be promoted to improve education policy as well as to encourage the qualification of students belonging to SC, ST, OBC and other SEDGs.
- For public and private HEIs, the fee will be fixed within the regulatory framework as per the normal criteria and no additional charges over the cap will be charged.
- Only one exam will be conducted by NTA for admission in all colleges. This exam will be optional, it is not necessary.
- Multiple entry and exit systems have been implemented in higher education. In today's system, in four years in engineering, if after 6 semesters, you are unable to study for any reason, then there is no solution, but in the multiple entry and exit system, after 1 year, you will get a certificate, diploma after 2 years and degree after 3-4 years. This is a big decision in the interest of students.
- There will be a 4-year degree program for students who want to go into research. While a three-year degree program will be enough for those who want to get into a job. But those who want to go into research can do Ph.D with one year MA after four years degree program for which M.Phil will not be required.
- Emphasis will be laid on establishing departments of language, literature, music, philosophy, art, dance, theater, education, mathematics, statistics, pure and applied science, sociology, economics, sports, translation and interpretation, etc, in all higher education institutions.
- By 2030, the minimum degree qualification for teaching is 4-year integrated B.Ed, Degree.

At the same time strict action will be taken against substandard stand-alone teacher education institutions (TEIs).

- An Academic Bank of Credit (ABC) will be set up which will digitally collect academic credits earned from various recognized HEIs. Through the credit savings of this bank, students can use them at any time to complete the degree.
- Vocational education will be integrated into all schools and higher education institutions in a phased manner over the next decade. By 2025, a plan to reach at

least 50% of the learner s vocational education through the school and higher education system will be developed.

- ‘Lok Vidya’ this is, critical vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses. The BVoc degree launched in 2013 will also continue, but vocational courses will also be available to students enrolled in all other Bachelor degree programs, including the four-year multi-disciplinary Bachelor programs.

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Comparison of NEP 1986 and NEP 2020 : A Fresh Look

Gunjan Kumar* and Mani Bhushan**

Recently Government of India announced its new Education policy which is based on the recommendations by an expert committee headed by Dr. Kasturirangan, Former chairman of the Indian Space Research Organization (ISRO). 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 National Education policy 2020 has many initiatives to improve the quality and the broadness of the education system in India.

The 1986 National Education policy focussed on the modernization of the education sector using information technology. More attention was given to restructuring teacher education, early childhood care, women's empowerment, and adult literacy. It also proposed that the autonomy of universities and colleges will improve the quality of education services. But NEP 1986 failed to improve the quality of education in terms of creating graduates with employability skills and failed to generate research output in

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terms of patents and scholarly publications. To compensate for the failure of previous NEPs, NEP 2020 has proposals of a liberal education to support multidisciplinary and cross-disciplinary education and research in under-graduation and post-graduation levels. Table 1 compares the improvements of some of the features of National Education policy 2020 with its previous National Education policy 1986

Table 1
Comparison of National Education Policy 1986 & National Education Policy 2020

Sl. No.	NEP 1986	NEP 2020
(1)	(2)	(3)
1.	The role of education is the all-round development of students.	Objective is to provide Multidisciplinary & interdisciplinary liberal education.
2.	Common education structure of 10 (5+3+2)+2+3+2 is followed.	Common education structure of 5+3+3+4+4+1 is suggested.
3.	The first preliminary education starts at 6 th year of a child as Primary school level.	The first preliminary education starts at 3 rd year of a child as a Foundation stage.
4.	Two years higher secondary level and two years pre-university levels were separately considered and both had board exams.	Four years Secondary education stage is designated by clubbing Two years higher secondary level and two years pre-university levels. Exams are suggested at the school level except for Board level exams at 10 th and 12 th .
5.	Two years of higher secondary level, students choose specialization areas and subjects like Science subjects or Commerce subjects or Arts subjects	Four years Secondary education stage contains common subjects and elective subjects. Choice is based on liberal education policy.
6.	All undergraduate and postgraduate admissions are based on the entrance exam conducted at the college level or state level except NITs & Medical Colleges	All undergraduate and postgraduate admissions of public HEIs are based on National Testing Agency (NTA) scores conducted by the national level.
7.	Undergraduate programmes are for three to four years.	Undergraduate programmes are of four years with a provision to exit after one year with a diploma, after two years with an advanced diploma, after three years with a pass degree, and after four years with project based degree.
8.	Postgraduate education is of two years with specialization focus.	Postgraduate education is of one to two years with more specialization & research focus.
9.	Most of the Colleges in HEIs are affiliated to state universities and had no autonomy in curriculum and evaluation.	All HEIs including colleges are autonomous and there will be no affiliated colleges to state universities and autonomy in deciding curriculum and evaluation.
10.	Examination is independent of teaching. All examination and evaluation is affiliating university controlled. There is a little role of teaching faculty members in evaluating the students directly.	Examination is a part of a continuous evaluation system. Faculty members who are teaching a subject are responsible for evaluation and examinations are departmental affairs.

(Contd.)

Table 1 (Contd.)

(1)	(2)	(3)
11.	Teaching-learning method mainly focuses on classroom training and fieldwork.	Teaching-learning method mainly focuses on classroom training, fieldwork, and research projects.
12.	In the higher education system, the expected student-faculty ratio is 20:1.	In higher education system, the expected student- faculty ratio is 30:1.
13.	In HEIs faculty members are considered as facilitators of educating students to make them competent.	In HEIs faculty members are considered as collaborators and guide of educating students to make them as innovators & creative thinkers.
14.	Students have the freedom to choose subjects across their area of study.	Students have the freedom to choose subjects outside and across their area of study.
15.	A one year research degree leading to M.Phil. in any subject is offered to provide preliminary experience to do research.	A one year research degree leading to M.Phil. in any subject is discontinued due to the reason that students are exposed to preliminary research in their undergraduate and post-graduate courses.
16.	Pass in NET/SLET along with respective Masters degrees as an essential qualification to become an Assistant professor in any three types of HEIs.	Ph.D. degree is compulsory along with pass in NET/SLET as an essential qualification to become an Assistant professor in any three types of HEIs.
17.	The support of research funds through UGC or any other agencies is mainly for Universities than Colleges.	The support of research funds through the National Research Foundation and any other agencies will be equally distributed to all three types of HEIs based on a fair evaluation of the research proposal.
18.	HEIs accreditation is compulsory for availing funds and government facilities only.	HEIs accreditation is compulsory for functioning and offering the degree. Compulsory accreditation is required once for every five years for continuous operation.
19.	The graded accreditation model is followed.	Binary accreditation model will be followed which is yes or no system instead of various grades for institution.
20.	Faculty performance & accountability is linked to promotion but not linked to compensation.	Faculty performance & accountability is linked to promotion and compensation.
21.	Choice based credit system.	Liberal education based on STEAM & Competency based credit system.
22.	Only accredited & permitted Universities are allowed to offer Online Distance Learning (ODL) education.	All 3 types of HEIs which are accredited to offer ODL are permitted to offer ODL.
23.	Social engagement for every student as a part of the programme curriculum is optional.	Social engagement for each student is compulsory and should be equal to at least one full semester across the entire duration of the programme.
24.	Four years of Bachelor degree holders are not eligible for direct admission to Ph.D.	Four years of Bachelor degree holders with proven research performance during the

	programme unless they acquire Masters degree.	fourth year can directly admit to Ph.D. programme without Masters degree in both types of HEIs.
25.	Lateral entry is offered in some programmes. But no Multiple entries and Multiple exit facilities are available in under graduation including medical and paramedical courses.	Multiple entries and Multiple exit facilities are available in under graduation including medical and paramedical courses.
26.	Undergraduate programmes of 3 years to 4 years depending on the type of the programme.	All undergraduate programmes are of 4 years with, in some cases, exit at 3 years is possible with a degree certificate.
27.	Currently, teacher's education comprises of two years B.Ed. programme after graduation. So secondary school teachers have to spend 5 years after their higher secondary education to teach at higher the secondary level.	The proposed teacher's education comprises of four years integrated B.Ed. This degree is a compulsory requirement to become faculty in School education Stages.
28.	Suggestion for improving physical library facility including books & journals	Suggestion for improving online library memberships including online books & online journals.
29.	Both single discipline and multidiscipline colleges are promoted.	Only multidisciplinary colleges and universities are promoted. All single discipline colleges have to convert themselves autonomous multidisciplinary
	colleges or will be closed and converted	35
		into monuments or public libraries.
30.	No foreign universities are allowed to function directly in India	About 100 top ranked foreign universities will be allowed to function in India to compete with Indian universities
31.	The coursework of Ph.D. programme comprises of research methodology and core subject related study	The coursework of Ph.D. programme comprises of research methodology, Teaching & curriculum development aspects along with core subject related study
32.	No systematic and authentic funding agencies for University and College research	National Research Foundation (NRF) will be formed to fund for competitive and innovative research proposals of all types and across all disciplines.

CONCLUSION

India has gone through two major education policy after independence, first in 1968 and second in 1986 this is the third change that is proposed in 2020. The changes are made according to the need of the time. The main objective of the education policy after independence to make literate and educate the people of India made the skill set improved to the world level. National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, 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. By encouraging merit-based admissions with free-ships and scholarships, merit & research based continuous performers as faculty members, and merit based proven leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfill its objectives by 2030.

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New Education Policy 2020 and Study of Social and Economic Status of Educated Unemployed Women in Bihar in the Context of Narkatiaganj City

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Employment is a need or way of survival in today's growing world. People are not employed due to lack of qualification and unskilled. In our country women are highly educated but they are not paid enough, female are paid less compared to male. Many of the girls are getting a dead end degree which is of no use, some are married early. That's why they end their careers. Even after getting married woman plans to get a job. Although India has nine months paid maternity leave still many of them get tired when they become pregnant. There is an inadequate college system brings out thousand of graduates every year but are not capable of providing placement, half of the colleges are not even making their students to have some Job Oriented Skills and remain unemployed.

THE NATIONAL EDUCATION POLICY 2020

The National Education policy 2020 which was approved by the Union cabinet of India on 29 July 2020 outline the vision of India's new education system. The new policy replaces the previous national policy on education 1986. The policy is a comprehensive from work for elementary education to higher education as well as vocational training in both rural and urban India for all gender. national Education Policy 2020 envisions on India centric education system that contributes directly to transforming our nation sustainably in to an equitable and vibrant knowledge society by providing high quality education to all.

Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language.

The 10+2 structure will be replaced with 5 + 3 + 3 +4 model implemented as fundamental stage, preparatory stage, middle stage secondary stage and higher stage.

Foundational Stage: This further subdivided into two parts: 3 years of preschool or anganwadi, followed by classes 1 and 2 in primary school. This will cover children of ages 3-8 years. The focus of studies will be in activity based learning.

Preparatory Stage: Classes 3 to 5, which will cover the ages of 8-11 years. It will gradually introduce subjects like speaking, reading, writing, physical education, languages, art, science and mathematics.

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Middle Stage: Classes 6 to 8, covering children between ages 11 and 14. It will introduce students to the more abstract concepts in subjects of mathematics, sciences, social sciences, arts and humanities. Secondary Stage: Classes 9 to 12, covering the ages of 14-19 years. It is again subdivided into two parts: classes 9 and 10 covering the first phase while classes 11 and 12 covering the second phase. These 4 years of study are intended to inculcate multidisciplinary study, coupled with depth and critical thinking. Multiple options of subjects will be provided.

- *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)*
- *To make them easier, these exams would be conducted twice a year, with students being offered up to two attempts. The exam itself would have two parts, namely the objective and the descriptive.*
- *This policy aims at reducing the curriculum load of students and allowing them to be more “inter-disciplinary” and “multi-lingual”. One example was given “If a student wants to pursue fashion studies with physics, or if one wants to learn bakery with chemistry, they’ll be allowed to do so. “Report cards will be “holistic”, offering information about the student’s skills.*
- *Coding will be introduced from class 6 and experiential learning will be adopted.*
- *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.*

HIGHER EDUCATION

- *It proposes a 4-year multi-disciplinary bachelor’s degree in an undergraduate program with multiple exit options. These will include professional and vocational areas and will be implemented as follows:*
- *A certificate after completing 1 year of study*
- *A diploma after completing 2 years of study*
- *A Bachelor’s degree after completion of a 3-year programme*
- *A 4-year multidisciplinary Bachelor’s degree (the preferred option)*

National education policy 2020 has been designed by the scientist K. Kasturirangan committee. The Government of India will constitute a “Gender inclusion fund” to provide to quality and equitable Education for all girls. The fund will focus on ensuring 100 per cent enrolment 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.

So now, I am going to describe here about my topic : Study of social and economic status of Educated unemployed women in Bihar, in the context of Narkatiaganj

Unemployment is one of the major hurdles in the development of any country. Unemployment is a serious issue in India. Lack of Education, lack of employment, opportunities and performance problems are some of the factors the lead to unemployment

Women have always been at the centre of discussion when it comes to employment and unemployment in India. In India, more educated women are unemployed than before as the push for them to go out and work is missing the idea of ??a working female is still not very widely accepted in Indian while most women to aspire to build their career, time constraints and family pressure have always been a reason to Shun them away from taking up good opportunities today, India’s women are less active professionally than women in our own neighbouring countries. In China 43.5 per cent women are in the

workforce, in Sri Lanka 34.5 per cent, Bangladesh 29.5 per cent, and in India 24.3 per cent according to world Bank data.

According to the recent NSSO survey 2017-18 in urban areas unemployment among educated women was twice their male counterparts. The rate went up to high of 19.8 per cent in 2017-18 from 10.3 per cent in 2011-12. For rural educated women unemployment stood at 17.3 per cent in 2017-18 increasing sharply from 9.7 per cent in 2011-12. According to the NSSO a person is educated if he or she has completed school studies at least till the secondary level.

IMPORTANCE

The present study will be helpful to find out the reasons of unemployment in highly educated women and will provide guidelines to improve the situation of employment

CONCEPTUAL FRAMEWORK

Narkatiaganj is a Nagar parishad city in district of west Champaran, Bihar. The Narkatiaganj city is divided into 25 wards for which elections are held every 5 years. The Narkatiaganj Nagar parishad has population of 49,507 of which 26,273 are males while 23,234 are females as per report released by census India 2011. Male literacy is around 83.60 per cent, while female literacy rate is 69.89 per cent. The working women ratio is too low in Narkatiaganj. In Narkatiaganj there are so many economic and social factors that influences the women not to participate in the work so Scenario Narkatiaganj is shackled in the old customs and traditions. They are still seen in the home Woman, who is meant for house-hold work, child care and engaged in taking care of other well-being. In Society, women should not go out, should ask for money must not have a career or independent life and whatever she does should ask from the in-laws or husband not only this even sometimes the women wants to work when She reaches at middle age do not find the job as her education become outdated. There are so many reasons for the women not to work even though she is educated. But this is a dominant problem in Narkatiaganj. These non-working women are really frustrated and has no social network. In spite of this they cannot fulfil their dreams. Some of them may fall in severe depression.

STATEMENT OF THE PROBLEM

The female work participation rate across Narkatiaganj is very low. Most of the rural women in the Narkatiaganj are engaged in cultivation, labour work and house hold industry and the urban women are engaged in services and are self-employed. The untouched problem in Narkatiaganj is that and do not want to work. There are so many causes restraining educated women to work like family burden, health customs and traditions, child care and many more. Narkatiaganj is still stuck in old customs and beliefs today also the women in Narkatiaganj are not free. Educated women are intelligent and judgmental, still living in the cage of wrong beliefs. They cannot be able to fulfil their lots of needs that can be physical, psychological, social, security, self-esteem, self actualization.

OBJECTIVES OF THE STUDY

The main objective of the study is to analyse the status of non-working educated women in Narkatiaganj. For this purpose the causes restraining women to work and its effect on their life is studied and also aims to find the analyse the effect on economic growth if they would be employed.

1. To Study, the impact of unemployment of educated women on their life.
2. To analyse the economic and sociological causes restraining women to work.

METHODOLOGY

The data collected for this study belong to two categories: primary and secondary sources. The primary data was collected with the help of a survey method and secondary data consists of published and unpublished materials in the form of books, reports, journals and periodicals related to women.

SUGGESTIONS

The following are the suggestions to solve the problem of educated female unemployment.

There is a clear need to focus on eliminating female youth unemployment in India by spreading awareness on women empowerment.

There must be a change in the educational system such that vocational and job oriented education should be given during the period of schooling.

The best solution to solve the problem is to increase self-employment opportunities.

Financial and technical assistance should be made available without hand course to encourage self-employment opportunities.

CONCLUSION

Employment is a need or way of survival in today's growing world. Educated young man and women on whose shoulder lies with a great responsibility of making India an ideal socialist state.

“It women empowered means mother India will be empowered”. These are the words said by Pandit Jawaharlal Nehru- which should come true.

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National Education Policy 2020— A Comparative Study

Manisha*

The Union Cabinet approved a new National Education Policy on July 29, after a 34-year gap. The National Education Policy, 2020 is meant to provide an overarching vision and comprehensive framework for both school and higher education across the country. The new NEP, approved by the cabinet, has not been presented in the parliament. It is the first one to be formulated by the Bhartiya Janata Party government and the first in the 21st century. It is only a policy, not a law; implementation of its proposals depends upon further regulations by both States and the Centre as education is a concurrent subject.

HIGHLIGHTS OF THE STAGES

The National Education Policy 2020 envisions an India centred education system by considering its tradition, culture, values and ethos to contribute directly to transform the country into an equitable, sustainable, and vibrant knowledge society. By drawing inputs from its vast and long historical heritage and considering the contributions from many scholars to the world in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture, shipbuilding and navigation, yoga, fine arts, chess, etc., the entire Indian education system is founded and built. The objective of the currently announced NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every aspirant to raise the current gross enrolment ratio (GER) to 50 per cent by 2035. The various educational lifecycle stages announced in the policy are listed in Table 1 along with their special features.

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Table 1

<i>Sl. No. Educational Life-Cycle Stage</i>	<i>Features</i>
1. Foundation Stage	Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based and discovery-based learning. Using time-tested Indian traditions and cultures, this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.
2. Preparatory Stage	The three years Preparatory stage consists of building on the play-, discovery-, and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights.
3. Middle School Education Stage	Three years of Middle school education focus on more Abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be adopted in specialised subjects with subject teachers. Students are exposed to the semester system and yearly two class level examinations will be conducted
4. Secondary Education Stage	Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-oriented pedagogical and curricular style with greater depth, greater flexibility, greater critical thinking, and attention to life aspirations, Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of the 10th and 12th standards.
5. Under-graduation Stage	The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing the first year, a diploma after passing the second year, or a Bachelor's degree after passing the third year. The four years undergraduate degree programme is preferred with majors, minors and research projects.
6. Post-graduation 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' degree will consist of a strong research component to strengthen competence in the professional area and to prepare students for a research degree.
7. Research Stage	The research stage consists of pursuing high-quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary 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 related to their chosen Ph.D. subject. The earlier one-year MPhil programme is discontinued.
8. Lifelong Learning	The NEP 2020 proposes lifelong learning and research avoid human beings becoming obsolete in society in terms of knowledge, skills, and experience to lead a comfortable life. It is believed that education and research at any stage of life will give further maturity for life satisfaction.

COMPARISON OF NEW NEP WITH EXISTING NEP

The 1986 National Education policy focussed on the modernization of the education sector using information technology. More attention was given to restructuring teacher education, early childhood care, women's empowerment, and adult literacy. It also proposed that the autonomy of universities and colleges will improve the quality of education services. But NEP 1986 failed to improve the quality of education in terms of creating graduates with employability skills and failed to generate research output in terms of patents and scholarly publications. To compensate for the failure of previous NEPs, NEP 2020 has proposals of a liberal education to support multidisciplinary and cross-disciplinary education and research in under-graduation and postgraduation levels. Table 2 compares the improvements of some of the features of National Education policy 2020 with its previous National Education policy 1986.

Table 2

<i>Sl. No.</i>	<i>NEP 1986</i>	<i>NEP 2020</i>
<i>(1)</i>	<i>(2)</i>	<i>(3)</i>
1.	The role of education is the all-round development of students.	Objective is to provide Multidisciplinary & interdisciplinary liberal education.
2.	A Common education structure of 10 (5+3+2)+2+3+2 is followed.	A Common education structure of 5+3+3+4+4+1 is suggested.
3.	The first preliminary education starts at 6th year of a child as Primary school level.	The first preliminary education starts at 3rd year of a child as a Foundation stage.
4.	Two years higher secondary level and two years pre-university levels were separately considered and both had board exams.	Four years Secondary education stage is designated by clubbing Two years higher secondary level and two years pre-university levels. Exams are suggested at the school level except for Board level exams at 10th and 12th.
5.	Two years of higher secondary level, students choose specialization areas and subjects like Science subjects or Commerce subjects or Arts subjects.	Four years Secondary education stage contains common subjects and elective subjects. Choice is based on liberal education policy.
6.	All undergraduate and postgraduate admissions are based on the entrance exam conducted at the college level or state level except NITs & Medical Colleges.	All undergraduate and postgraduate admissions of public HEIs are based on National Testing Agency (NTA) scores conducted by the national level.
7.	Undergraduate programmes are for three to four years.	Undergraduate programmes are of four years with a provision to exit after one year with a diploma, after two years with an advanced diploma, after three years with a pass degree, and after four years with project based degree.
8.	Postgraduate education is of two years with specialization focus.	Postgraduate education is of one to two years with more specialization & research focus.

(Contd.)

Table 2 (Contd.)

(1)	(2)	(3)
9.	Most of the Colleges in HEIs are affiliated to state universities and had no autonomy in curriculum and evaluation.	All HEIs including colleges are autonomous and there will be no affiliated colleges to state universities and autonomy in deciding curriculum and evaluation.
10.	Examination is independent of teaching. All examination and evaluation is affiliating university controlled. There is a little role of teaching faculty members in evaluating the students directly.	Examination is a part of a continuous evaluation system. Faculty members who are teaching a subject are responsible for evaluation and examinations are departmental affairs.
11.	Teaching-learning method mainly focuses on classroom training and fieldwork.	Teaching-learning method mainly focuses on classroom training, fieldwork, and research projects.
12.	In the higher education system, the expected student-faculty ratio is 20:1.	In higher education system, the expected student- faculty ratio is 30:1.
13.	In HEIs faculty members are considered as facilitators of educating students to make them competent.	In HEIs faculty members are considered as collaborators and guide of educating students to make them as innovators & creative thinkers.
14.	Students have the freedom to choose subjects across their area of study.	Students have the freedom to choose subjects outside and across their area of study.
15.	A one year research degree leading to M.Phil. in any subject is offered to provide preliminary experience to do research.	A one year research degree leading to M.Phil. in any subject is discontinued due to the reason that students are exposed to preliminary research in their undergraduate and post-graduate courses.
16.	Pass in NET/SLET along with respective Masters degrees as an essential qualification to become an Assistant professor in any three types of HEIs.	Ph.D. degree is compulsory along with pass in NET/SLET as an essential qualification to become an Assistant professor in any three types of HEIs.
17.	The support of research funds through UGC or any other agencies is mainly for Universities than Colleges.	The support of research funds through the National Research Foundation and any other agencies will be equally distributed to all three types of HEIs based on a fair evaluation of the research proposal.
18.	HEIs accreditation is compulsory for availing funds and government facilities only.	HEIs accreditation is compulsory for functioning and offering the degree. Compulsory accreditation is required once for every five years for continuous operation.
19.	The graded accreditation model is followed.	Binary accreditation model will be followed which is yes or no system instead of various grades for institution.
20.	Faculty performance & accountability is linked to promotion but not linked to compensation.	Faculty performance & accountability is linked to promotion and compensation.
21.	Choice based credit system.	Liberal education based on STEAM & Competency based credit system.

22.	Only accredited & permitted Universities are allowed to offer Online Distance Learning (ODL) education.	All 3 types of HEIs which are accredited to offer ODL are permitted to offer ODL.
23.	Social engagement for every student as a part of the programme curriculum is optional.	Social engagement for each student is compulsory and should be equal to at least one full semester across the entire duration of the programme.
24.	Four years of Bachelor degree holders are not eligible for direct admission to Ph.D. programme unless they acquire Masters degree.	Four years of Bachelor degree holders with proven research performance during the fourth year can directly admit to Ph.D. programme without Masters degree in both types of HEIs.
25.	Lateral entry is offered in some programmes. But no Multiple entries and Multiple exit facilities are available in under graduation including medical and paramedical courses.	Multiple entries and Multiple exit facilities are available in under graduation including medical and paramedical courses.
26.	Undergraduate programmes of 3 years to 4 years depending on the type of the programme.	All undergraduate programmes are of 4 years with, in some cases, exit at 3 years is possible with a degree certificate.
27.	Currently, teacher's education comprises of two years B.Ed. programme after graduation. So secondary school teachers have to spend 5 years after their higher secondary education to teach at higher the secondary level.	The proposed teacher's education comprises of four years integrated B.Ed. This degree is a compulsory requirement to become faculty in School education Stages.
28.	Suggestion for improving physical library facility including books & journals	Suggestion for improving online library memberships including online books & online journals.
29.	Both single discipline and multidiscipline colleges are promoted.	Only multidisciplinary colleges and universities are promoted. All single discipline colleges have to convert themselves autonomous multidisciplinary colleges or will be closed and converted into monuments or public libraries.
30.	No foreign universities are allowed to function directly in India	About 100 top ranked foreign universities will be allowed to function in India to compete with Indian universities
31.	The coursework of Ph.D. programme comprises of research methodology and core subject related study	The coursework of Ph.D. programme comprises of research methodology, Teaching & curriculum development aspects along with core subject related study
32.	No systematic and authentic funding agencies for University and College research	National Research Foundation (NRF) will be formed to fund for competitive and innovative research proposals of all types and across all disciplines.

As technological advancements, rapid globalisation and unprecedented developments such as the Covid-19 pandemic transform the future of work, the existing education models need to be reassessed in keeping with the challenges of the global economy.

To create a more inclusive, cohesive and productive nation, the recently unveiled National Education Policy 2020 (NEP) has come as a ground-breaking reform by the Ministry of Human Resource Development.

The NEP is a product of an extensive exercise that strives to achieve a 100 per cent Gross Enrolment Ratio (GER) by 2030. The policy intends to create a future where the child is at the heart of research-based, individualized learning.

Under the NEP 2020, the focus areas of the reforms seek to cultivate '21st-century skills among students, including critical thinking, problem-solving, creativity, and digital literacy. The policy has a balanced and inclusive outlook, with a diminished line of difference between arts and STEM courses, in addition to blended, multi-disciplinary learning. It recognises the need to bridge the gap in education through technology and digitisation.

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New Education Policy (2020) and its Challenges

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Education has a crucial role to play in making India Self reliant and prosperous and the New National Educational Policy has been introduced with these objectives by prime Minister Narendra Modi. Addressing the nation on India's 74th Independence Day from the ramparts of the Red Fort, the Prime Minister said the New Education Policy seeks to strengthen research and progress in a competitive world. "Education has an important role to play in making India Self reliant, happy and prosperous with these objectives, we have been able to give the country a new education policy after over three decades," Prime Minister Modi said. This will shape the India of the 21st Century. We will soon have citizens. Who shapes a new India one's who are global citizens but know and understand their roots. The new education policy also focuses on research and development to make India a key research and development definition for the world. The new education policy on the anvil should encourage academic talent and innovation to make the system of higher education more responsive to the needs of various stakeholders instead of just attempting to create a uniform standardised structure. To ensure this, political and bureaucratic interference in education, institutions, which have steadily eroded the quality of higher education in India, will have to be minimised, academic autonomy strengthened and diverse, opinions taken into account while building a new policy framework. In this paper, we have discussed the features and challenges of the new education policy 2020 adopted by the Indian Government.

The new education policy aims not just about bringing changes in the education system, but also to give direction and shape to India's vision of 'Atamirbhar Bharat' building a strong economy and make India a global destination for education. The new education policy replaces the 34-year-old National Policy on education framed in 1986. It is aimed at paving the way for transformational reforms in school and higher education systems to make India a global knowledge superpower. The prime minister also underlined the opportunity presented by the Covid-19 pandemic for the education sector in the form of online classes. The prolonged closure of educational institutions has mandated a shift from classroom teaching to online learning. According to the HRD ministry, the closure of schools has impacted over 240 million children in the country.

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Exhorting states to build on research and quality education, president Ram Nath Kovind said the success of National Education Policy 2020 depends upon the state's participation "Education comes under the concurrent list., He said asking the states to also resolve existing issues like filling vacancies and help make India a knowledge hub. 'Kovind' appreciated how the policy is distilled into a coherent and effective document by drawing inferences from Lakhs of suggestion from across the social spectrum. 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. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning. So that all of the critical targets and goals (SDG) of the 2030 Agenda for sustainable development can be achieved.

The Union Human Resource Development Minister Ramesh Pokhriyal Nishank has realized the new education policy for school education with policies for schools and higher education for colleges, universities, and other higher institutes. The Ministry of Human Resources Development will be renamed as Ministry of Education.

The policy lays special emphasis on the National Research Foundation because of innovation important for the country's progress. Only when we strengthen innovation and research will over country remain competitive and move ahead. The more innovation is strengthened in the country the more progress it will make in a competitive world.

METHODOLOGY

The methodology consists of a conceptual discussion on the main features of the New Education Policy 2020. This paper is the outcome of secondary data and to complete this report various books, journals have consulted.

Main Features of the New Education Policy 2020:

- New pedagogical and curricular structure of school education (5+3+3+4) : 3 years in Anganwadi/ Pre School and 12 years in school.
- For children of 3 to 6 years: Access to free safe, high-quality ECCE at Angawadis/ Pre School/Balvtika.
- Foundational Learning curriculum for the age group of 3-8 divided into two parts :
 1. From age 3-6 in ECCE.
 2. Before the age of age 5, every child will more to a "preparatory class" or Balvatika (that is before class-1):
- Age 6 to 8 Grade1-2: Foundational Stage.
- Age 8 to 11 Grade 3-5: Preparatory Stage, experiential learning in the sciences, mathematics, arts, social science and humanities.
- Age 14 to 18, Grade 9-12, secondary stage multi-disciplinary study-greater critical thinking, flexibility and student choice of subjects.
- The medium of instruction up to grade 5 and preferably till grade 8 and beyond will be home language, mother tongue local language.

- Beginning with Mathematics, all subjects to be offered at 2 levels
- School students will have 10 days fewer days during which they are taught a vocation of their choice informal internship.

Board Exam and School Exams

- School exams will be held only for 3 level classes 3,5 and 8. Assessment will shift to a formative style that encourages higher-order thinking skills, critical thinking and conceptual clarity.
- Board Exam to continue but these will design for holistic development. A new national assessment centre PARAKH (Performance Assessment, Review and Analysis of knowledge for Holistic Development) will be established.
- M. Phil's degree will be discontinued.
- By 2040, all higher education is an institution like ITTs will become multidisciplinary. There will be a greater inclusion of arts and humanities subjects for sciences students and vice-versa.
- Higher education and college entrance exam.
National Testing Agency will conduct a common college entrance exam twice a year. This will be implemented from the 2022 session.
- Bachelors degree will be of 4 years will exit option as follows:
 - * Exit after 1 year : Certificate.
 - * Exit after 2 years: Diploma.
- Bachelor's programs will be multi-disciplinary and there will be no rigid separation between arts and sciences.
- Indian arts, languages, and culture will be promoted at all levels.
- The system of affiliated colleges will be phased out in 15 years and colleges will be given greater autonomy and power to grant degrees. The deemed university status will end.

CHALLENGES OF NEP 2020

Here are 6 major challenges in the implantation of NEP 2020.

1. *Opening universities every week is an extremely difficult task:* India today has around 1000 universities across the country. Doubling the gross enrolment ratio in higher education by 2035 which is one of the stated goals of the policy we must open one new university every week, for the next 15 years.
2. *Funding is a big challenge in the Covid era:* from a funding standpoint, this is not a challenge for the faint-hearted The National Education policy 2020 envisages 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 well spent building schools and colleges across the country, appointing teachers and professors, and for operational expenses such as providing free breakfast to school children.

3. *The current focus on healthcare and economic recovery to lower the execution speed:* Economics have been calling for large stimulus package 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 of healthcare and economic recovery.
4. *Technology:* The NEP 2020 lays emphasis on leveraging the advantage of technology in making the youth future-ready. But, developing digital infrastructures such as digital classrooms, remote expertise-driven teaching models AR/VR tools to bridge gaps in physical teaching and laboratory infrastructure is a great challenge because the majority of the school don't have a proper set-up to support these tools. Moreover, in rural areas of the country where internet connectivity is nearly absent.
5. *Need to create a large pool of trained teachers:* In school education, the policy envisages 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 demand for a cultural shift:* In higher education, the National Education Policy 2020, focus on inter-disciplinary learning is a very welcome step, for the entire higher education system to be composed of "exception's professors who are curious about respect and lean into other disciplines while being experts in their own its no easy task. This requires a cultural shift in the entire higher education ecosystem, over the next 15-20 years.

CONCLUSION

The new education policy 2020 represents aspirations to become the knowledge powerhouse of the world inculcating the best of the global education experiments. The global education development agenda reflected in Goal 4 (SDG4) of 2030. Agenda for sustainable development, adopted by the Indian in 2015. The Education policy is a step in the right direction given it is implemented throughout the long period it targets.

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Effects of New Education Policy in SHG Through Microfinance

Anjali*

The New Education Policy (NEP) 2020 is the first step towards education taken by the government since 1986, replacing the National Policy on Education (NPE). It is safe to assume that over the past few decades, education has seen a growing need, and more importantly, demand, across the country. The NEP 2020 aims to revolutionise education, but will this mean guaranteed employment for the educated?

Yes, the NEP tackles several important gaps in the present education system—it creates a more holistic approach, dedicates a much higher investment, focuses on gross enrolment; it is, on paper, ideal in every manner. One of the major practical problems that arise from the same is employment. As per government statistics, the unemployment rate of educated persons in India was at 11.4 per cent. Considering that half of India's population is under 25 and about 66 per cent are younger than 35, this small percentage is a very large number. The United Nations (UN) even suggests that by 2027, India will represent almost one-fifth of the global workforce, which will automatically, and by far, be the largest in the world.

The policy seeks to turn India into a global knowledge superpower, but until and unless fresh-out-school 18-year-olds are employable, the expectation of increasing the Gross Enrolment Ratio will not necessarily translate to an increase in the nation's Gross Domestic Product (GDP).

India is in dire need of employment opportunities, and the heavily-debated New Education Policy plays a huge role in the creation of opportunities, in many ways.

Due to the rise in giving importance to vocational training, the significance of vocational jobs will also increase. For example, in Germany, vocational jobs are given the same respect as any other job. Once the condition of the Indian economy improves, and parents stop telling their children "if you don't study, you will become an electrician/carpenter/cleaner" the demand for skilled vocational jobs will also increase.

Microfinance is a widely promoted developmental initiative to provide poor women with affordable financial services for poverty alleviation. One popular adaption in South Asia is the Self-Help Group (SHG) model that India adopted in 2011 as part of a federal poverty alleviation program and as a secondary approach of integrating health literacy services for rural women. However, the evidence is limited on who joins and continues in SHG programs. This paper examines the determinants of membership and staying members (outcomes) in integrated microfinance and health literacy program

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from one of India's poorest and most populated states, Bihar across a range of explanatory variables related to economic, socio-demographic and area-level characteristics. Further, the new holistic approach that the NEP brings about gives the ed-tech industry a new space to explore and grow in, creating more and more employment opportunities in the country. In the best-case scenario, the NEP will truly revolutionise the education system of the country shortly, and the ed-tech industry will experience a huge boom in terms of method, reach, employment, opportunity and so much more. Altogether, the ed-tech industry will play a huge role in achieving the goals the NEP 2020 has set for the country in the coming years.

IMPORTANT KEY POINTS OF NEW EDUCATION POLICY

New education policy 2020 was announced on 29th July 2020.

1. 10+2 board structured is being dropped now. The new school structure will be 5+3+3+4.
2. Up to class 5 to be named as preschools, classes 6 to 8 mid school, classes 8 to 11 as high school, classes 12 onwards to be considered as graduation.
3. 6th standard onwards vocational courses available.
4. From 8th to 11th students can choose a subject.
5. All graduation courses will have major and minor also. Any combination he & she can choose.
6. All higher education will be governed by only one authority.
7. UGC AICTE will be merged.
8. All university government, Private, Open, Deemed, Vocational, etc. will have the same grading and other rules.
9. A new teacher training board will be set up for all kinds of teachers in the country, no state can change.
10. The same level of accreditation to any college, based on its rating college will get on autonomous rights and funds.
11. The new basic learning program will be created by the government for parents to teach children up to 3 yrs. at home and for pre-school 3 to 6.
12. Multiple entries and exit from any course.
13. Credit system for graduation for each year student will get some credits which he can utilise if he takes a break in the course and comes back again to complete the course.
14. All school exams will be semester-wise twice a year.
15. The syllabus will be reduced to core knowledge of any subject only more focused on student practical and application knowledge.
16. For any graduation course if a student completes only one year he will get a basic certificate, if he completes two years then he will get a diploma certificate and he completes the full course then he will get a degree certificate. So, no year of any student will be wasted if he breaks the course in between.
17. All the graduation course feed of all universities will be governed by a single authority with capping on each course.

AGENDA OF NEW EDUCATION POLICY 2020

1. 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 2020 emphasize setting of gender inclusion fund, special education zone for disadvantage regions and groups.
2. New policy promotes multilingualism in both schools and higher educations. National Institute for Pali, Persian and Prakrit, Indian Institute of Translation and interpretation to be set up.
3. The centre and the state will work together to increase the public investment in the education sector to reach 6 per cent of GDP at the earliest.

IMPORTANCE OF EDUCATION FOR SHG THROUGH MICROFINANCE

Women constitute half of the Indian population. But this section of a human being is not treated equally with their male counterparts. The principle of gender equality is enshrined in the constitution of India in the preamble and fundamental rights, where the constitution upholds and grants equality to women. The National Commission for women was set in Pedagogy of Learning. The 73rd and 74th Amendments of the Constitution of India in 1993 are landmarks to ensure the empowerment of women politically. However, political empowerment cannot be achieved in isolation without socio-economic and educational empowerment. Despite several efforts and measures empowerment of women has not been achieved yet, it has to go a long way. There is no difference in the lives of rural women in terms decision taking and asset making and even in household matters. In rural India women by and large remain bogged down with domestic work, rearing cattle, collecting forest produce and other support works. Even this is the situation of women all over the world - in the words UNDP report “While 67 per cent of the world’s work is done by women, only 10 per cent of global income is earning by women and mere 1 per cent of the global property is owned by women” Above statements depicts the worldwide position of women. Now, the empowerment of women is a big task before the nation to make them an active stakeholder. This requires economic opportunity, property rights, political representation, social equality, personal rights and many other rights against exploitation and violence. The condition of women in rural and tribal setups is deplorable and needs more strategic and systematic planning to address their issues. The reality is rural farm women are invisible in statistics, they remain unreached and unattended in planned development efforts and they are with no access and control on the resources. India has the second-largest tribal population in the world next to African countries. As many as 573 tribal groups live in different regions constituting 7.76 per cent of the total population. In Odisha 62 scheduled Tribes live out of which 13 are Primitive Tribal Group (PTG) with 22.21 per cent of the state population. The tribal people are characterized by their ethnic sensitivities and distinct socio-cultural and economic practices. Different tribal development programs have been launched since the first five-year plan to bring them to mainstreams. Several committees & commissions have been

appointed to assess the performance of these programmes by the government of India. As a part of poverty eradication schemes and welfare measures government of India has launched many programmes such as :

- (1) Self-employment Programme
- (2) Wage employment Programme
- (3) Area Development Programme
- (4) Social-Security Programme.

MNREGA Self-Employment Programme was launched in 1970 by the Government of India and in 1980 the focus was given on Schedule Castes and Scheduled Tribes, women and rural artisan's development. The largest of this scheme was the Integrated Rural Development Programme (IRDP) empowered the women by opening new vision day by day for broadening their activities and extending economic empowerment to socio-political and educational empowerment.

1. To find out the number of SHGs operating in the district concerning their activity and products.
2. To examine the role of SHGs in empowering women in terms of economic conditions.
3. To measure the difference in attitude and activities of illiterate and literate members.
4. To examine the relation of literacy with the functioning and achievement of SHG.
5. To study the role of literacy in the empowerment of women in tribal pockets.

Self-help Groups and economic empowerment Economic independence is an important element of empowerment. The SHGs were envisaged as units that would provide credit and alleviate poverty to provide economic power to women. The structure and functioning of the SHGs were also envisioned in such a way that it would promote solidarity between women and enable women to become successful entrepreneurs. Currently, the government's SHG Schemes sponsor as many as 2 million SHGs in India (Sharma and Parthasarathy, 2007) and these are the very schemes that have given 16 million poor households access to formal banking systems. The importance of the SHGs in poverty alleviation and women's empowerment is further emphasized by the fact that as many as 90 per cent of SHGs are entirely comprised of women. It is interesting to note that the SHG movement has its beginnings in the struggle led by women's collectives to demand microcredit in the 1970s, which was later on supported by the government. The SHGs began as savings and credit groups and, by the 1990s, after intervention from governmental and NGOs, and were transformed into powerful units that have a wide range of concerns from creating and marketing products to leading community movements against illegal country liquor trade.

The importance of education, as illustrated in the report, needs to be underlined.

- (1) Education needs to be highlighted as one of the indispensable factors on which

empowerment depends. The links between formal school education and livelihood need to be made stronger so that formal school education holds some kind of incentive for the children. There should be more stress on technical and vocational education, programs that will equip the children to earn a living for themselves later on. Adult literacy programs such as the National Literacy Mission need to be revived, with specific targets towards reaching out to the minority communities.

- (2) There should be a concerted effort on the part of the SHG to ensure that the children of the members do not drop out of school due to financial reasons or other social pressures. The organization should provide educational loans and extend other kinds of support to group members.
- (3) The group should conduct workshops for the children of group members to present the different career or livelihood options to them, and also discuss the means of accessing these options. At the same time, the groups should also take into account the education of the members themselves. Although functional literacy has symbolic importance, there should be concerted efforts to at least impart basic literacy and numeracy skills to members. Members interested in pursuing or restarting their education should be encouraged and supported.
- (4) The SHG members should interact more with the local Panchayats. Together with the PRI, they need to ensure that the children, especially the girl children in their area, are attending school regularly, and have access to books and other kinds of resources. They need to convince reluctant parents to send their children to school.
- (5) SHGs should function more as women's collectives and less as institutions that merely handle their savings. It is for the group to encourage communal activity and strengthen bonds between the members, to provide an alternative support system for the woman, besides her family.
- (6) Capacity-building training sessions need to be organized for the SHG members and not only for the group leaders.

CONCLUSION

The condition of women in the rural area particularly in tribal pockets needs more attention and strategic action suiting to their needs for bringing them to the mainstream. Govt. of India has launched several programs in which SGSY is one of the major poverty eradication schemes. Under this scheme, the people in rural, tribal and urban slum pockets are to come with groups for self-employment called Self-Help Group (SHG). Illiteracy is a stumbling block but not eliminating factor for SHG, but the impact of literacy is visible in the success of the SHG activities. In Koraput district has around 15,319 SHG working in different localities and SHG formation is become a common agenda among the rural and tribal poor women. Educated women not only leading their SHG but also creating another group and facilitating the formation of SHG. They prepare documents, papers and pursue the matter in Banks and other agencies for these activities. It is also seen some members without formal education have done their activities sincerely with

commitment and promise. These women were not only involved in economic activity but also social reformation like the campaign against alcohol, illiteracy and other forms of exploitation against women and children. SHGs as one of the key organizations at the grass-roots level have been doing a tremendous job for the empowerment of women. It is also observed that some of the SHG members are doing their work sincerely in the initial years but later on as their SHG grew old their sincerity in sustainable activity became loose and renders members inactive. Empowerment in terms of economic aspects became distant dreams. Women gradually pushed back to their earlier positions. As the numbers of SHG growing day by day, the number of defunct SHGs is also increasing in a parallel way. If the members are motivated for sustainable development through SHG by way of asset building and capacity building malfunctioning can be overcome. Once the women are economically, educationally and socially empowered, then the job is to retain them in the process with the same spirit and zeal by mobilizing them for sustainable development of the neighborhood. They turn to become an inspiration for others in their locality. Economic independence catches the view of others not only in the case of women but also illuminating their family members also. At last, it can be said that empowerment of women is ushering through SHG and the role of education is visible for making them empowered forever. The scheme will not empower them, the scheme will offer away, an avenue to acquire power through the application of knowledge, skill and education and empower themselves.

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Effect of NEP in Women Empowerment

Apoorva*

Education plays an important role in the holistic development of a child. It is the longest investment that yields its result after a long period of continuous effort, hard work and patient learning-teaching process. The following article explains how education can affect a country's economy and elaborated on different teaching methodologies all over the world. Many education systems of multiple countries have been studied and highlights of the New Education Policy which will be implemented in India by the next academic session i.e. 2021-22 have been discussed. The Global Education Development Agenda aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. This New Education Policy is a step towards the same mission. Although after a long period of 34 years, huge changes have been planned for the policy and the same way, great efforts are needed to execute it as the curriculum, teachers, books and all those which are directly or indirectly related to the knowledge procurement, knowledge collection and knowledge delivery has to be modified. After that, the role of women teachers in the execution of the NEP 2020 is explained and it also shows how the implementation of the new Education Policy can lead to economically and socially empowered women gender, not only the women teachers but also the female learners. Finally, some limitations have also been discussed.

LITERATURE REVIEW

If your plan is for 1 year, plant rice; If your plan is for 10years, plant trees and if your plan is for 100years, educate children. This famous saying is very true in its sense as also said once, the famous Nobel Peace Laureate, a South-African anti-apartheid revolutionary, political leader and philanthropist-Nelson Mandela "Education is the most powerful weapon which you can use to change the world". All around the world, imparting education has been considered a vital step in the process of the economy as well as for the development of the Nation. According to the Global Partnership for education, education plays a crucial role in human, social and economic development. Education can promote gender equality, reduce child marriage, promote peace and increase a person's chances of living a healthy life.

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According to Organisation for Economic Cooperation and Development (OECD), it has categorized the world's 10 most educated countries based on a country's adult education level which has been defined as the percentage of people between the ages 25 and 64 who have completed some kind of tertiary education in the form of either two-year degree or four-year degree or some vocational programs. Below is the list of the world's ten most educated countries with their adult education level:

1. Canada - 56.27%
2. Japan - 50.50
3. Israel - 49.90%
4. Korea - 46.86%
5. United Kingdom - 45.96%
6. United States - 45.67%
7. Australia - 43.74%
8. Finland - 43.60%
9. Norway - 43.02%
10. Luxembourg - 42.86%

Nations around the world have different levels of education. In more developed nations, most of the adults have at least a basic high school education while in the less developed nations opposite is the reality. In the under-developed or undeveloped nations, the quality of education is low and many people might not even get access to education at all. According to the 2017 UNESCO Report, the number of students worldwide attending higher education institutions has increased from 100 million in 2000 to 207 million in 2014.

In general, the lowest education rates are visible in underdeveloped countries. Education is considered to be a human right, one that grants every person more chances in life, such as employment opportunities, better health, knowledge, skills and abilities to participate even in the political and administrative processes. A country's education levels can be categorized into three tiers namely: Below upper secondary, upper secondary and tertiary.

Secondary education covers two phases on the international standard classification of education scale which is as follows:

- (a) Lower secondary education (final phase of basic education), and
- (b) Upper secondary education

Secondary education takes place after 6 years of primary education and is followed by higher education, vocational education, or employment. Secondary education is compulsory in most countries. Tertiary education or post-secondary education refers to any education pursued beyond the high school level such as certificate courses, graduation and post-graduation programs, etc.

The education system varies drastically around the world and different countries have a different set of rules.

Singapore has the highest performance in international education, the latest education reform in 2018 develops the system further to advocate mastery of skills, to encourage a future where students learn out of interest and not in compulsion.

Australia is the third-largest provider of international education whose education system focuses on student achievement, engagement and well-being. Its most recent policy “student first” launched in 2014 targets sound national curriculum, quality improvement of teaching, expanding principals’ autonomy and engaging parents and the wider community in the schooling. Its continued improvement in the education policies with the combined use of technology in learning is well reflected in its development over the years.

Finland’s education system focuses on bringing about a long-lasting impactful changes, not only in education but also for the overall development of the nation. It focuses on student-centered learning, teacher autonomy and life-skill rich as well as flexible curriculum. Finnish students rarely do homework until their teens.

The United States is known to have one of the most diverse education systems in the world. However, despite its literacy rate of 99 per cent, and the fact that the country spends more per student on education, as compared to any other country; it ranks relatively lower with regards to academic excellence. The education system is decentralized, with the primary responsibility of the same lies with the state and local government. The curriculum in each state differs, based on the accessibility, autonomy and diversity of that state. The federal government established a standardized curriculum called the Common Core, to ensure students graduate high school with the knowledge and skills required to succeed outside school, in later stages of life. The system also places equal importance on arts, sports, extracurricular activities, encouraging overall development.

Russia has one of the highest literacy rates at 99.7 per cent. General education in Russia comprises pre-school education, elementary education, lower-secondary, and upper-secondary education, with compulsory education until Grade 11. Education is state-owned, and regional authorities regulate education within the framework of federal laws. Compared to other OECD countries, Russia has the Russia smallest class sizes, and the shortest instruction hours per year. The distinct features of the education system are its focus on a high level of education, especially in technical areas, which has been instrumental in the development of its new economy.

Education in China is primarily managed by the state-run public education system. The first nine years of compulsory schooling are funded by the government. China’s Education Reform of 2017 focuses on promoting world-class universities, amending mending the Provisions on the Management of Students in Regular Institutions of Higher Education, reinforcing systematic work in higher studies, providing more autonomy to higher education institutions, campus safety and risk management, special education, reformation in medical education, development of special education, moral development in primary and secondary education, reformation in education mechanisms, and greater integration between industry and education.

The National Curriculum established in 1988 provides a framework for education in England and Wales, between the ages of 5 and 18, making full-time education a compulsion. This education, however, may be academic or vocational. The national curriculum covers essential knowledge required to be educated citizens, focusing on appreciation of creativity and achievements. The curriculum also covers what subject has to be taught in which grade. The Education Act of 2002 advocates a curriculum that promotes spiritual, moral, cultural, mental and physical development of students, to help prepare students for opportunities, responsibilities, and experiences of later life. Schools have greater autonomy, although they are all subjected to assessments and inspection by the Office for Standards in Education, Children's Services and Skills). Here are some interesting facts mentioned as follows:

1. World's oldest school is in Canterbury, England—The King's School.
2. Dutch Students start school on their 4th birthday.
3. German schools strongly oppose uniforms.
4. In Brazil, having a meal with the family is an important part of the culture that is why the schools finish by noon.
5. The world's highest school is in Phumachangtang, Tibet.

With the approval of the New Education Policy 2020 in July, India is all set to witness a much-needed reformation in education, one that focuses on the essentials of learning in the present, while preparing students for a future they get to shape. The current system that has often been criticized to be rigid and redundant, focusing more on content and results, will now pave way for NEP that aims to encourage cognition and creativity. With its multidisciplinary approach, students will have the opportunities to innovate and adapt, allowing them to swiftly move between different interests and fields, enabling constant up-gradation of skills. The policy doesn't just change education for students, but the board and facilitators too, thus restructuring the entire system to be more learner-centered, based on the pillars of access, equity, quality, affordability, and accountability.

The last time the education policy was reformed before this, was in 1986. Despite the humungous changes across the world, concerning learning, skills, technology and careers, India has been following the same education system for 34 years, while education policies across the world continued to change dynamically, thus leaving out students here with less leverage, as compared to their counterparts globally. With the new policies in place, this aperture is reduced, ensuring the knowledge and opportunities students receive here, are on par with global standards.

Here's a comprehensive look at the NEP and education policies of a few other countries, to help understand the relevance, effectiveness and impact NEP will have not just on the education sector today, but on the country's economic and social progress in the future.

- 10+2 Structure to be modified to 5+3+3+4. Ages 3 to 8 will fall under the foundational stage, 8 to 11 under the preparatory stage, 11 to 14 under the middle stage, and 14 to 18 under the secondary stage.

- Promotion of multilingualism and native languages. The medium of instruction wherever possible, to be home language, until class V. Indian Arts of all kinds to be offered to students at all levels.
- Students to take school examinations in Grade 3, 5, 8 to track the progress of education throughout schooling, which will be overseen by an appropriate authority.
- Board exams in classes 10th and 12th are redesigned to be easier, testing primary competencies, along with the option of taking improvement board exams.
- Undergraduate degree with 3 or 4-year duration, with multiple exit options and appropriate certifications.
- No hard separation amongst curricular, extracurricular, co-curricular, amongst arts, humanities and sciences, or vocational and academic streams.
- All higher education institutions to become multidisciplinary by 2040
- Students to be given increased flexibility in the choice of subjects they wish to study, in the secondary stage.
- A large number of merit-based scholarships for studying quality four-year B-Ed program.
- Teacher Eligibility Tests to be strengthened, to include better test materials, to reflect a score that will be taken into consideration during recruitment.
- Teachers to be offered local, regional, state, national, and international workshops, to help develop their skills and knowledge. A minimum of 50 hours of participation in such CPD is required in a year.
- By 2030, teacher education to be moved to multidisciplinary universities.
- National Higher Education Regulatory Council (NHERC) to function as one single regulator for the higher education sector, including teacher education, but excluding medical and legal education.
- System of graded autonomy based on accreditation for colleges.
- High-performing Indian universities may set up campuses in other countries.
- Selected universities among the top 100 in the world, may operate in India.
- Regulatory System of Higher Education to be distinct for regulation, accreditation, funding and academic standard-setting, under Higher Education Commission of India or HECI.

ROLE OF WOMEN TEACHERS IN EXECUTION OF NEW EDUCATION POLICY 2020

Gender-sensitive, empowered women teachers can serve as positive role models for girls and pass on new values to all their students. Teachers' Empowerment Programme TEP's methodology relies on interactive participatory activities, such as singing and storytelling, "getting into the minds of children" and developing low-cost and low-tech products, such as hand-made pocket boards and language cards that the teachers can make themselves. UNICEF officials and women trainers and teachers demonstrate clearly that successful teacher education relies on exposing and understanding the impact of gender

bias -implicit and explicit. More women teachers are critical to increasing girls' school participation. But 'More' Isn't Enough: women teachers must also be empowered. As it has already been seen that female teachers are preferred for the nursery and primary classes as they tend to be more caring, passionate and affectionate while teaching-learning process. This not only creates a perfect psychological development of the little students but also shapes an ideal student for the further students. The basic development and child pedagogy are formed in the beginning years only so both for male and female students, the necessity of a perfectly trained teacher is inevitable. A teacher plays an important role in shaping the future of the child. Therefore for this foundational development, there is a need for a flexible training program where teachers adapt the teaching methodology as per the learning and grasping ability of the child. Nowadays with the help of digital media and social platforms, a lot of videos exposing the reality of the school teachers are blasting in front of us which shows that the corruption polluting even the Education System needs to be given a full stop as one imperfect teacher can eventually create hundreds and thousands of unskilled, underdeveloped and inefficient student which further leads to students having the only formal degree and no experience and abilities needed for the real-world employment opportunities. By all these, it is wished to be said that the beginning and foundational learning needs to be taken care of in a very tender and sophisticated manner, only then the future of a child could be made. Therefore, the new education policy of India somewhat tries to resume the old "Gurukul Pratha" of teaching where every child is given an equal opportunity to study all the subjects in an equal proportion and then further pursue in the area which he or she prefers or likes the most.

STEPS TO EMPOWER WOMEN TEACHERS

- It includes creating special education zones, Gender inclusion funds, the targeted scholarships, and formula-based and discretion funding of gender inclusionary projects in school. Reports also suggest meal scheme in schools which will incentivize women of poor households to access schools.
- Earlier the cycle distribution scheme of Bihar increased the school attendance rates among girl students. These girls facing the harsh societal pressure tend to struggle and many of them come up with developing their native regions and strive to develop their own as well as neighbouring villages. Schemes as such can further motivate the girls' involvement in schooling.
- It is necessary to promote digital access of women to promote greater mobility of ideas among women and mobility of greater opportunities among women.
- Streamlining of digital content through apps, websites, software, etc. targeted at women can also be adopted to provide women-centric services to girl children. This should include free distribution of digital gadgets and internet infrastructure meant to increase access to the below said services. Presence of IT centers in schools for guiding the girl children to use these gadgets including its repair, maintenance, up-gradation of the services. Further, the IT cells should be tasked with the job of helping girl children achieve greater digital skills through content

and process exposures. Further, IT cells should aid the girl children with applications for scholarships, other applications, etc.

- Now the COVID-19 has flushed out other challenges of inclusion that we were not prepared for. Education worldwide has been one of the biggest victims of COVID-19. According to UNESCO, the countrywide closure in India has affected 320 million children enrolled in schools. It has been estimated that of these, about 158 million are girl students. Even before the COVID-19-crisis, it was found that girls who were engaged in housework for more than two hours a day had less chance of completing school. Several studies show that during the pandemic, the girls have become fully engaged in household chores of cooking, cleaning and looking after younger siblings and most unlikely to go back to school once it opens. It is estimated that 10 million secondary-aged girls are likely to drop out by this process.

LIMITATIONS

1. With the implementation of the New Economic Policy, comes a huge challenge of training and development of the teachers who will be responsible for its proper implementation and execution. Although the teachers are very competent and skilled the objective of the new policy somewhere demands a practical, conceptual and real-time lecture delivery.
2. Synchronization of New Syllabus:- With the changes in education pattern and introduction of new topics like coding and computer languages in Std VI, there have to be changes in the pattern of the syllabus and the books allotted to classes as the previous structure is more tilted towards theoretical concepts rather than practical and job-yielding conceptual study, which is the need of the hour.

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Internationalisation of Higher Education

Bandana Shankar*

This article discusses the different aspects related to the internationalisation of higher education in the context of our country. In fact demand for international education is growing day by day. In light of these needs, institutions have started to take initiatives to come up to the level of international standard. Besides traditional providers of higher education, new knowledge providers from business houses have started developing innovative models for the delivery of higher education. As I think we have all the resources at our disposal; just we have to mobilise in a proper way to attract international institutions here in India.

No country in the world can remain isolated from global developments in education-related development as we are now living in a global environment. Knowledge is produced nationally but shared globally. Internet International collaborations and cooperation in knowledge production and its sharing becomes an important step towards enhanced visibility to gain international academic credibility. Internationalisation is a process by which nationally produced knowledge is transmitted to people and countries other than where it is produced. The most common direction of cross-border student flow is from developing to developed countries. The developed countries and their knowledge economies rely on migration of the highly skilled personnel from developing to developed countries. This 'internationalisation' promotes interactions within and between cultures so that the curriculum becomes cross-national and intercultural. India envisages enrolling an increasing number of international students in its universities, the target is to attract 5,00,000 international students by the year 2024. Through this article, I have tried to take a look at this issue which is going to have an impact on our education system very much.

In the present scenario, no country in the world can afford to deprive of internationalisation of academic activities in a different institution. Knowledge is produced nationally but shared globally. International collaborations and cooperation in knowledge production and its sharing become an important step towards enhanced visibility to gain international academic credibility. Internationalisation is a process by which nationally produced knowledge is transmitted to people and countries other than where it is produced. The most common direction of cross-border student flow is from developing to developed countries. The developed countries and their knowledge economies rely on migration of

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the highly skilled personnel from developing to developed countries. This 'internationalisation' promotes interactions within and between cultures so that the curriculum becomes cross-national and intercultural. India envisages enrolling an increasing number of international students in its universities, the target is to attract 5,00,000 international students by the year 2024.

The universities were convinced in the medieval period as international institutions. The newly independent countries in the post-world war II period were committed to nation-building and relied on universities to promote national development. Nationalising development in the new nation-states implied the replacement of expatriates in administration, developing capacities to design strategies for economic and social development, and developing a national education system. The higher education system helped national governments to achieve these objectives in the post-colonial period. The governments in developed countries relied on education as one of the means to build and sustain diplomatic relationships with the newly independent countries. These developed countries maintained their engagement with developing countries by internationalizing higher education. The most visible forms of internationalisation implied cross-border education taking place through cooperation projects, academic exchange programmes, and scholarships.

An adequate number of workers with the required skills and an education system with the capacity to produce a requisite number of graduates with these skills. Countries were left with two options (Varghese, 2011): (a) educate citizens at home; and (b) hunt for talents abroad. The former was very expensive and time-consuming. The latter option was easier, faster and cheaper. The developed countries and their knowledge economies relied on the migration of highly talented students. It was felt that the best way to attract talent to a country was to 'catch them young' and train them as per the requirements of the global labour market. Expanding the scope of study abroad programmes and promoting student flows became important strategies to promote faster growth of knowledge economies. In other words, cross-border education became a source of future labour supply in the developed world since an overwhelming majority of those who enrolled as students in the universities of the developed world did not return to their home countries after their studies. Many countries liberalised post-study visa provisions to retain global talents within the confines of the host country boundaries.

EMERGING TRENDS AND STRATEGIES

Higher education in India is in a stage of revival. The growth in student enrolment within the country and abroad is an indication of the revival of the sector. Indian higher education has transited from a slow-growing and low enrolment sector to a fast-growing system. In this century the growth rates in domestic enrolment in higher education accelerated to reach two digits, student number increased by more than 4.5 times to reach 36.8 million, the number of colleges more than quadrupled to 40,000 and the gross enrolment ratio reached 26.2 per cent in 2018 (Varghese, 2019).

Indian Students Abroad—The number of Indian students abroad increased by 5.2 times from 66.7 in 2000 to 305 thousand in 2017- accounting for an average annual rate of growth of 9.4 per cent. With more than 305 thousand Indian students studying abroad, India is the second-largest student-sending country after China. The USA remains the leader in hosting Indian students, although its share declined over some time. Four countries, namely, the USA, UK, Australia and Canada accounted for 73 per cent of the Indian students abroad in 2000 and the same countries account for the same share in 2017. However, the relative share of students hosted by these countries changed during this period—the student share decreased from 59 per cent to 45 per cent in the case of the USA; increased from 7 to 15 per cent in case of Australia; 1 to 7 per cent in case of Canada; and remained stable at 6 per cent in case of the UK (Choudaha, 2019). These changing trends in Indian student flows indicate a close association between choice of study destination and immigration policies followed by the countries. Ever since the financing of study abroad, programmes have been mainly from household budgets. Cross-border Indian students look for options that lower cost and increase career opportunities. The surge in Indian student flow to Canada can be attributed to the Post-Graduation Work Permit Program (PGWPP) introduced in 2006, which allowed students to gain permanent residency in Canada. Similarly, the point-based immigration policies increased Indian student flows to Australia. The student flow to the UK declined when it abolished post-study work visas (Choudaha, 2019). Further, when the UK revised the post-study visa rules, the flow of Indian students to the UK increased by 93 per cent in 2019. India ranks second in enrolment in MOOC courses after the USA. Similarly, a large number of Indian professors teach in foreign universities. However, the country does not permit foreign universities to open and operate independent branch campuses in India. As per the indications in the new policy on education (NEP), this position may be revised to permit foreign universities to operate independent branch campuses in India. It needs to be noted that as of now India is very favourably placed at Reimagining Indian Universities placed in terms of three out of four modes of cross-border mobility, namely, student programme and teacher mobility.

Foreign Students in India—Indian universities have traditionally been international institutions in their orientation. The ancient Indian university of Nalanda in the 7th century AD had the strength of 10,000 students and 2,000 professors. The Nalanda University attracted international students and teachers from China, Indonesia, Korea, Japan, Persia and Turkey. The international influence on Indian higher education continued even after independence since many of our universities are modeled after the Euro-American universities, relied on foreign-trained faculty, equipment and facilities, and continued active collaborations with institutions abroad. India attracts only around 46,000 international students. While Indian students abroad account for 6 per cent of the total, foreign students studying in India account for less than 1 per cent of internationally mobile students. Although there is provision for enrolling 15 per cent of foreign students in some of the Indian higher education institutions and 10 per cent in all higher education institutions, these targets remain a distant dream. The low enrolment of international students in Indian institutions is an area of concern for Indian policymakers.

INDIAN APPROACH AND INITIATIVES FOR INTERNATIONALISATION OF HIGHER EDUCATION

Internationalisation of higher education under the GATS framework is a market-mediated process to trade education. The Indian approach to the internationalisation of higher education stems neither from commercial interests nor from revenue generation motivation. Internationalisation of higher education is seen in India mainly from two promises: a) as a means to extend soft power and diplomatic relationship with foreign countries; and b) as a means to enhance the quality of domestic higher education to improve India's position in the global ranking of universities. The government has initiated various steps to expand the scope and operations of the internationalisation of higher education. The country's efforts to develop India as an education hub are a part of this strategy. To attract international students and to make India a favourable destination for international students, the government launched the 'Study in India' programme with 2500 scholarships. The study in India attracted around 6,000 students from over 30 countries in 2018. More and more countries are expected to be covered under this programme shortly. India envisages enrolling an increasing number of international students in its universities. The target is to attract 500,000 international students by the year 2024. The government is also expanding student support facilities. For example, the number of student scholarships will be 50,000 by the year 2024. India is also exploring possibilities of legislating to permit foreign universities to establish independent branch campuses in India. This may have an added incentive to attract foreign students to India. With a clear goal of making India a "global study destination"—the NEP has charted an ambitious roadmap for making internationalisation of higher education a reality by 2030. This is very much evident when the NEP states that "selected universities, for example, those from among the top 100 universities in the world will be facilitated to operate in India. Although India has a comparative advantage in terms of low fees and low cost of living, the student flow to India has been slow. It seems the quality of higher education offered and the future employability of international students play a more crucial role in influencing their choice of study destinations. Unfortunately, India is not an attractive destination on both these accounts. A majority of international students came from South Asian and African countries partly because of the relatively better quality of higher education in India compared to that in their own countries. Some of the private universities in India attract a good number of foreign students. The other factors that constrain foreign students seeking education in India are the absence of an internationally relevant curriculum, poor teaching methods, limited number of foreign faculty in the institutions of higher education, and limited exposure of the local faculty members to the international context. The inordinate delay in administrative processes including the declaration of results is also an important concern for many international students. Another programme was launched in 2017-18 to attract foreign faculty members to teach for short durations in Indian universities. The Global Initiatives for Academic Network (GIAN) attracted around 1800 scholars from 56 countries to offer courses in 2017-18 and 2018-19. In its extension in GIAN II, the government intends to promote the mobility of Indian faculty

members to teach in universities abroad. Several programs such as 'PM Scholars Return to India' are initiated to bring back Indian scholars settled abroad. This will increase the number of internationally trained professors offering courses in Indian universities. Similarly, the Scheme for Promotion of Academic Research and Collaboration (SPARC) is launched in 2018 to promote research collaborations between reputed institutions abroad and Indian institutions. The collaborations with foreign universities help internationalisation in several ways. The institutional collaboration enhances the academic credibility of domestic institutions, increases the number of international publications of Indian faculty members, gains international exposure and experience which self-pressures to maintain international standards in teaching and research, and helps to develop a comparative perspective and enhances analytical competencies. All these will certainly contribute to enhance the quality of higher education institutions in India. India developed its MOOC platform Study Web of Active Young Aspiring Minds (SWAYAM) and is gaining popularity. The SWAYAM courses are offered to foreign students. Similar to open universities in the UK and UNISA in South Africa, SWAYAM has the potential to attract the enrolment of foreign students in large numbers.

CONCLUSIONS

No country in the world can remain isolated from global developments in knowledge production and the academic influences they exert on national education systems. Knowledge is produced nationally but shared globally. Therefore, there is a need for Indian education institutions to remain globally connected and engaged. International collaborations and cooperation in knowledge production and its sharing become an important step towards enhanced visibility to gain international academic credibility. It is important to take advantage of the opportunities provided by international collaborations to place Indian higher education in a global context. This will certainly help India to play a more promising global role in education. Most of the discussions on the internationalisation of higher education centre around cross-border mobility of students, programmes, institutions and teachers. Cross-border mobility forms only a small part of the broader issue of internationalisation. For example, less than 1 per cent of Indian students in higher education cross borders and more than 99 per cent of students study in India. If internationalisation is to be a broad-based experiment and a successful experience, we need to focus on the students studying in Indian institutions. In other words, India needs to focus not only on internationalisation abroad but also on internationalisation at home. Internationalization takes place through curriculum changes, changes in teaching methods, learning strategies, student evaluation methods and socialisation process that take place in the campuses. The New Education Policy as per proposal envisages producing globally competitive and nationally grounded university graduates. The new initiatives such as GIAN and SPARC may help promote internationalisation at home by the foreign-trained professors and by establishing collaborations with foreign universities, by revising curriculum to make it globally relevant to produce globally competitive graduates from institutions of higher education in India.

Internationalisation needs investment—Investment in institutions and facilities, on individual faculty members and students. It seems that India plans to invest Rs. 93 billion (around USD 130 million) on internationalisation initiatives. This investment may help India emerge as an important global player in education if we succeed in internationalising curriculum contents and curriculum transaction methods, internationalisation of higher education as part of key second-generation reform is long overdue since the country went for the path-breaking economic liberalization in the 1990s. Despite numerous efforts since 1995, coalition politics and political opportunism have prevented significant forward movement in India's highly controlled education sector which is poorly reflected in the country's low position in the global university ranking system. With a full political majority, the BJP led government appears to be determined to take the internationalisation of higher education forward. However, having enabling legislation on regulation and governance is the easy part. It has to be seen how the government of the day transforms a deeply entrenched education bureaucracy and a broken ecosystem that deters innovation and out-of-box thinking. In short, creating the right legal framework, effective regulation, enabling governance mechanisms, sustained financial support to the right ecosystem, and internationalisation of the higher education sector and simultaneous overhauling of existing public universities would require imagination and strong political-administrative leadership. It's the beginning of a change; let's hope for a brighter future ahead for our educational system. As I think we should always try to move as like moving river water may have some obstacles inflow of water too but cannot prevent it to stop flowing completely. In the same manner, the new initiative can take some time in becoming reality but we should always look forward and hope for the better.

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Qualitative and Quantitative Challenges in the Implementation of the National Education Policy 2020

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Education is necessary for the complete development of human personality. The National Education Policy 2020 emphasizes teacher training, education curriculum, examination process improvement and investment. For this, the challenge is to set up schools, appoint trained teachers. The cost associated with building digital infrastructure to leverage technology will also be a challenge. A high-level testing and assessment culture to measure educational progress at all levels will motivate children to bring more marks, which may affect the purpose of reducing the coaching culture. (Vijay Kumar, Assistant Professor, Department of Economics, T. College, Muzaffarpur, Bihar).

Keywords: *The challenge of teacher training, establishing schools, leveraging technology, high-level testing and evaluation.*

Education is necessary for the complete development of human personality and freedom of human rights. The National Education Policy 2020 is a comprehensive framework to guide the development of education in the country. The National Education Policy (NEP) 2020 aims to transform India's education system into a modern, progressive and equitable one. The new policy focuses on improving poor literacy outcomes related to primary schools, reducing dropout levels in schools, and introducing a multi-disciplinary approach to the higher education system. Also, the policy emphasizes early education, restructuring of curriculum and pedagogy, improvement in the examination process and investment in teacher training. The major quantitative and qualitative challenges related to the implementation of these reforms are:

The National Education Policy 2020 intends to bring 2 crore children who are not currently in schools. To complete it in 15 years, 50 schools will have to be established every week, for this, 50 headmasters and at least 200-300 teachers will have to be appointed. Doubling the gross enrolment ratio in higher education by 2035, one of the stated goals of the policy, means that we will have to open a new university every week

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for the next 15 years. This would certainly require substantial investment. It is a particularly interesting challenge that many teaching positions are still running vacant in existing schools and colleges.

Along with testing in policy, there is an emphasis on initial assessment, peer assessment and overall progress report to measure educational progress at all levels of the school system. A high-level testing and evaluation culture will publicly motivate children to bring more marks, which may affect the purpose of reducing the coaching culture. Teachers and schools will begin teaching for the test, except for the learning objectives envisaged in the curriculum section as a whole.

The biggest challenge before us to implement this curriculum effectively is teacher training. A large number of in-service teachers have no professional qualifications. We need teachers who are trained and understand the educational requirements.

Since teaching is one of the lowest-paid professions in India, experiential learning and concept-oriented learning will be challenging tasks. Until the teacher remuneration is revised, implementing the NEP 2020 will be quite challenging.

Teachers are tasked with myriad administrative and social responsibilities, they are given very little time to teach hands-on, keeping them free from these tasks will also be a challenge. Many changes in the curriculum will require substantial mindset changes to teachers as well as parents.

NEP 2020 emphasizes leveraging technology in preparing youth for the future. However, the development of digital infrastructure, distance learning-driven learning models, physical education and laboratory infrastructure is a major challenge to bridge the gaps in the digital class as most schools do not have a proper set-up. Also, the cost associated with building digital infrastructure may not be affordable for all schools across the country. Deploying digital learning tools is out of the question in rural areas of the country where internet connectivity is almost absent. Therefore, the government should work on infrastructure improvements that will support digital infrastructure in all areas.

Thus, the National Education Policy 2020 emphasizes making the education system in line with the needs of 21st-century education. With a systematic phased approach to successfully implement this policy and provide quality education to all students, we must continuously overcome all performance challenges for years to come.

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National Education Policy 2020 : An Analysis

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The National Education Policy 2020 was approved by the Union Cabinet of India on 29 July 2020. It outlines the vision of India's new education system. The NEP 2020 replaces the National Policy on Education of 1986. The 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. NEP 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all. It aims to increase state expenditure on education from around 4 per cent to 6 per cent of the GDP as soon as possible. This Policy raises the importance of mother tongue and regional languages. The Policy states that no language will be imposed on the students. This Policy envisages that the extant "10+2" Structure in school education will be modified with a new pedagogical and curricular restructuring of "5+3+3+4" covering ages 3-18 years. This Policy aims to reducing the curriculum load of students and allowing them to be more "inter-disciplinary" and "multi-lingual". The teacher recruitment process will also be strengthened and made transparent. To become a teacher, a four-year Bachelor of Education degree will be the minimum requirement needed by 2030.

The Policy aims to "Ensure that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained and well-equipped teachers." In higher education, it proposes a four-year multi-disciplinary bachelor's degree in an undergraduate programme with multiple exit options. These will include vocational and professional areas. A Higher Education Council of India (HECI) will be set up to regulate higher education. The council's goal will be to increase the gross enrolment ratio by 50 per cent by 2035. Establishing National Research Foundation (NRF) to enable the culture of research among youth. Foreign Universities will be given special permissions and limited procedures to set up institutions in India. Government has to focus on digital infrastructure, digital content and capacity building for school and higher education. There will be no separation among curricular, extra-curricular or co-curricular activities in schools. The Policy also proposed to expand the Right to Free and compulsory education between 03 to 18 years. This Policy will make India a global knowledge superpower.

Keywords : National, Education, Policy, Systems, Curriculum, Disciplinary.

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The 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 aspirational goals of 21st-century education, including SDG4, while building upon India's traditions and value systems. The National 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 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. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

COMPARISON OF NEW NEP 2020 WITH EXISTING NEP

The 1986 National Education Policy focussed on the modernization of the education sector using information technology. More attention was given to restructuring teacher education, early childhood care, women's empowerment and adult literacy. It also proposed that the autonomy of universities and colleges will improve the quality of education services. But NEP 1986 failed to improve the quality of education in terms of creating graduates with employability skills and failed to generate research output in terms of patents and scholarly publications. To compensate for the failure of previous NEPs, NEP 2020 has proposals of a liberal education to support multidisciplinary and cross-disciplinary education and research in under-graduation and post-graduation levels.

PRINCIPLES OF THIS POLICY

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive and contributing citizens for building an equitable, inclusive and plural society as envisaged by our Constitution.

The fundamental principles that will guide both the education system at large as well as the individual institutions within it are:

- *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.
- *Flexibility*, so that learners can choose their learning trajectories and programs and thereby choose their paths in life according to their talents and interests.

- *No hard separations* between arts and sciences, between curricular and extracurricular activities, between vocational and academic streams, etc. to eliminate harmful hierarchies among different areas of learning.
- *Multidisciplinary and a holistic education* across the sciences, social sciences, arts, humanities and sports for a multidisciplinary world to ensure the unity and integrity of all knowledge.
- *Emphasis on conceptual understanding* rather than rote learning and learning-for-examinations.
- *Creativity and critical thinking* encourage logical decision-making and innovation.
- *Ethics and human & constitutional values* like empathy, respect for others, cleanliness, courtesy, democratic spirit, the spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality and justice.
- *Promoting multilingualism and the power of language* in teaching and learning.
- *Life skills* such as communication, co-operation, teamwork and resilience.
- *Focus on regular formative assessment for learning* rather than the summative assessment that encourages today's 'coaching culture'.
- *Extensive use of technology* in teaching and learning, removing language barriers, increasing access for Divyang students and educational planning and management.
- *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.
- *Full equity and inclusion* as the cornerstone of all educational decisions to ensure that all students can thrive in the education system.
- *Synergy in curriculum across all levels of education* from early childhood care and education to school education to higher education.
- *Teachers and faculty as the heart of the learning process* – their recruitment, continuous professional development, positive working environments and service conditions.
- *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.
- *Outstanding research* as a co-requisite for outstanding education and development.
- *Continuous review* of progress based on sustained research and regular assessment by educational experts.
- *A rootedness and pride in India* and its rich, diverse, ancient and modern culture and knowledge systems and traditions.
- *Education is a public service*; access to quality education must be considered a basic right of every child.
- *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 envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country and conscious awareness of one's roles and responsibilities in a changing world. The vision of the policy is to still 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.

HIGHLIGHTS OF THE NATIONAL EDUCATION POLICY 2020

The National Education Policy 2020 envisions an India-centered education system by considering its tradition, culture, values and ethos to contribute directly to transform the country into an equitable, sustainable and vibrant knowledge society. By drawing inputs from its vast and long historical heritage and considering the contributions from many scholars to the world in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture, shipbuilding and navigation, yoga, fine arts, chess, etc. the entire Indian education system is founded and built. The objective of the currently announced NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every aspirant to raise the current gross enrolment ratio (GER) to 50 per cent by 2035.

Higher Education

- HE monitoring and controlling institutions like UGC, AICTE, MCI, DCI, INC, etc will be merged with the Higher Education Commission of India (HECI) as a single regulator for HEI.
- The current Accreditation Institutions like NAAC and NAB will be replaced by a robust National Accreditation Council (NAC).
- Establishment of a National Research Foundation (NRF) to fund research in universities and colleges.
- Multidisciplinary Universities will be of two types as (i) Research-intensive Universities, and (ii) Teaching-intensive Universities.
- The Gross Enrolment Ratio in HE including Vocational education will increase from the current 26.3 per cent (2018) to 50 per cent by 2035.
- 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.
- The research will be included at UG, PG level and have a holistic and multidisciplinary education approach.
- Pedagogy in HEIs will focus on communication, presentation, discussion, debate, research, analysis and interdisciplinary thinking.

- 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.
- Two years Master Degree with full research in the second year, One year Master degree for four years Bachelor degree holders and Five years integrated Bachelor/Master degree.
- All HEIs will focus on research and innovation by setting up (i) Start-up incubation centres, (ii) Technology development centres, (iii) Centres in frontier areas of research, (iv) Centre for Industry-academic linkage and (v) Interdisciplinary Research Centres including humanities and social sciences research.
- student-centered teaching & learning process instead of Teacher centred teaching model.
- Choice-Based Credit System is revised by an innovative and flexible Competency-Based Credit System.
- The examination system will change from high-stakes examinations (Semester end system) towards a more continuous and comprehensive evaluation examination system.
- All HEIs will have professional academic and career counseling centers with counselors available to all students to ensure physical, psychological and emotional well-being.
- 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.
- 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.

Teachers Education

- All stand-alone Teachers Education Institutions should convert themselves as Multi-disciplinary HEIs by 2030 to offer only four years of integrated B.Ed. programme.
- 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).
- 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.
- 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.

PROFESSIONAL EDUCATION

- All stand-alone professional education institutions in any field shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education by 2030.
- HEIs will be encouraged to prepare professionals in agriculture and veterinary sciences through programmes integrated with general education. HEIs offering agricultural education must focus on the local community and involvement in setting up Agricultural Technology Parks in the region to promote technology incubation and dissemination.
- 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.
- Technical education should be offered within multidisciplinary education institutions and should focus on opportunities to engage deeply with other disciplines. The focus should be on offering Artificial Intelligence (AI), 3-D machining, big data analysis and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with applications to health, environment and sustainable living.

PRIVATE INSTITUTIONS

- All private universities are eligible for graded autonomy based on their accreditation status.
- All private universities/autonomous colleges have to maintain an openness in their financial dealings and the Board of Governor (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.
- All HEIs have autonomy in deciding their fee structure and surplus in any should be reinvested in the expansion projects with a transparent accounting system.
- 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.
- National Research Foundation will treat all private HEIs on par with public HEIs for granting research funds which are only based on the merit of the proposals.

INNOVATIONS IN NEP 2020

- 100 top Indian Universities will be encouraged to operate in foreign countries
- 100 top foreign Universities will be allowed and facilitated to operate in India.
- Every classroom shall have access to the latest educational technology that enables better learning experiences.

- Faculty members get curriculum and pedagogy freedom within an approved framework.
- A multiple parameter-based API policy with peers & students feedback, innovations in teaching & pedagogy, professional development activities, quality and impact research, contribution to an institution in terms of admission and social community contribution will be in place.
- Focus on achieving sustainable Education Development Goal (SEDG) & GER of 50 per cent by 2035.
- All students should be encouraged to take SWAYAM online courses at least two courses per semester.
- Plan to give B.Voc. as dual degree programme in ODL (Online Distance Learning) mode or 2 hours evening programme through skill labs & partnership with industry & NGOs.
- Currently, research & innovation investment in India is 0.69 per cent of GDP against a global average of 3 per cent of GDP
- The inclusion of research and internships in the undergraduate curriculum is a very essential component.
- Four functions of (i) regulation (NHERC), (ii) accreditation (NAC), (iii) funding/grants (HEGC), and (iv) academic standard setting (GEC) are controlled by an umbrella institution, the Higher Education Commission of India (HECI).
- Empower private HEIs to decide fees for their programmes independently, though within the laid-out norms
- Information Communication and Computation Technology (ICCT) & Nanotechnology (NT) will be introduced in undergraduate education to increase the employability of youths.
- Dual degrees in Education & Sanskrit (Dual degree in 4 years Degree programs), for example, BCA & BA in Language.
- AI Research Centres, Nanotechnology Research centers get support from NRF.
- Creation of Virtual Labs along with SWAYAM and Diksha to support MOOC education.
- The annual education expenditure of India has to increase from the current 4.43 per cent of GDP to 6 per cent of GDP.
- 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 HEIs for research and collaborations focus on creating IPR and improving stakeholder's perception are also suggested.

CHALLENGES IN THE CURRENT HIGHER EDUCATION SYSTEM

- The fragmented higher education ecosystem

- Poor learning outcomes and development of cognitive skills of students.
- Rigid, inflexible separation of disciplines for e.g.: An arts stream student can not study any science-related subject at HE.
- Lack of quality higher education in socio-economically challenged areas.
- Low teacher and institutional autonomy to innovate and excel.
- Inadequate career management and progression for faculty/institutional leaders.
- Lack of research funding across disciplines.
- Sub-optimal governance and leadership of HEIs.
- The poor regulatory mechanism inhibits the growth of excellent and innovative HEIs.
- A large number of affiliations to universities resulting in poor undergraduate performance.

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 offerings is the responsibility of the education department of the country's government. National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability 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. By encouraging merit-based admissions with free-ships & scholarships, merit & research-based continuous performers as faculty members, and merit-based proved leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfill its objectives by 2030.

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NEP 2020 : Implementation of New Education Policy in Our Education System

Naresh Kumar*

The central cabinet in July 2020 approved the New Education Policy (NEP), Which aims at universalization of education from pre-school to secondary level. NEP would transform the education sector in the Country as it focuses on making education accessible, equitable, inclusive but only if implement at all levels.

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 per cent Gross Enrolment Ratio (GEER), in school education by 2030.

The survey was aimed at understanding how effectively the school system is working in the country based on student learning. It was conducted across the country on November 13,2017 for classes III, V and VIII in government and government—aided schools. It was by far the largest assessment survey conducted in the country and is also one of the largest conducted in the world. The findings stated that students across 12 states scored significantly below the national average in mathematics ability. NAS identifies learning as big challenge facing Indian education. The next few years are critical as India could lose 10 crore or more students because of learning losses and lead to illiteracy unless proper action is not taken soon.

Union minister of education Ramesh Pokhriyal said 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 2020. The mission will also take a holistic approach and involve all. Stakeholders activity for achieving the goals.

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CONTENT, CURRICUTUM AND PEDAGOGY

The 10+2 structure of school curricula is to be replaced by 5+3+3+4 curricular Structure corresponding to ages 3-8-, 8-11, 11-14, and 14-18 years respectively. The new system will have 12 years of schooling with three years of. Anganwadi or pre-schooling.

To implement the change at each level a through restructuring of the curriculum, pedagogy and the content needs to be down as per the NCF and content rubrics needs to be revisited to modify the textbooks.

BLENDING OF TECHNOLOGY WITH THE TEACHING AND LEARNING PROCESS

National Education Alliance for Technology (NEAT) a regulatory body will be created to use technology for better learning outcomes. NEAT aims to use artificial Intelligence to make learning more personalized and customized as per the learner's requirement. It even propose to create national alliance with Ed Tech companies for a better learning experience.

But a big challenge here is establishing a robust digital infrastructure that even caters to the remote areas.

ASSESSMENT

The proposal to set up a national assessment centre, the PARAKHP (performance Assessment, Review, and Analysis of Knowledge for Holistic Development) is to keep a regular check on the education system. Strengthening Teaching- learning and Results for States (STARS) project will include CERC (contingency Emergency Response Component) will help the Government tackle the learning losses due to school closures or any such emergency that arise in the state.

NEP 2020 recognizes now the need to evaluate "higher-order Skills, such as analysis, critical thinking and conceptual clarity ", and hence shifting the focus of assessments from marks based to competency based. The marking system should now be different, there will be a direct need to change the questions so as they have related answer, where based on the child's aptitude he answers and based on the answers the scores could be calculated.

HOW TO SUCCESSFULLY IMPLEMENT THE NEP?

01. To implement NEP successfully at all levels the government will need to create stake holder incentive so that the implementation is smooth and uniform.
02. Formulate instruments in the form of legal policy, regulatory and institutional mechanisms.
03. Build reliable information repositories.

04. Develop adaptability across HELS regulatory bodies and government agencies.
05. Develop credibility through transparent actions and participation of all stakeholders.
06. Develop sound principles of management.

Schools will actually needs to redefine the teaching and learning process for a proper implementation of NEP 2020 to actually witness a trajectory of transformation for a phenomenal outcome.

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. It's success, however, lies in uniform and transparent implementation at all levels, with an equitable distribution of resources. This mammoth task can be realized only when there is a 100 per cent cooperation and collaboration between the Central, State Government and the Ministry of Education.

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National Education Policy 2020 : Greater Emphasis on Technology for Educational Development

Naman Kumar* and Shatrughan Kumar**

Science and technology is in itself with no value judgement, it's up to human how to use it?

Socio-cultural concerns say that the learning environment is a complex system where the interplay and interactions of many things impact the outcome of learning.

In this era of IR 4.0 (Industrial Revolution 4.0), in the globalised world, education is one of the best armour which can help the economy to lead the world incessantly in the human development.

Although India has been a service led economy where knowledge potential has the capacity to drive the world at its own capacity.

Education Technology is the combined use of computer hardware, software, and educational theory with practice to facilitate learning. It is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources. It is not restricted to high technology but is anything that enhances learning in the utilization of blended, face to face and online learning.

As far as the technology in education is concerned India has been using technology, viz., Radio & Television past many decades after independence but was not in integrated ways with means . Radio has been covering almost 95 per cent of the whole geography of India. Even Television has been telecasting study materials since 1990s. But the knowledge parameters were without targeting the whole mass especially rural areas. We have seen that the Multiplier Effect of the education is highest in the poor section to overcome above their subsistence level.

With the help of technologies in education, the NEP 2020 has tries to reach out to the remotest section of the society to excel the application of knowledge without hindrance in the most cost effective way. Far-reaching innovation is needed to equip young people with the new knowledge and skills they need for the new economy, THE GREAT INDIA, to provide education to millions more children effectively and efficiently, and to take advantage of new technology and new understanding of how children learn.

Keywords: NEP, Socio-Cultural, The Great India

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Education Technology is a systematic approach to the processes and resources of teaching to utilize technology to improve the performance of students without any hindrance. It identifies the needs of individuals adapting technology to classroom instruction and in the tracking of students' development. Education technology is a fairly new field in the education sector and not all teachers are ready to start implementing such technologically-driven standard plans.

The longevity and durability of the technologies used in education has made it cost effective with increasing returns to scale and decreasing cost of scale. It has created options like online degrees and by eliminating the need to buy physical textbooks. By accessing scholarly articles from our University's database we can easily continue our study from anywhere. Because of Technology, education has been becoming more flexible and accessible. The COVID 19 pandemic has provided a stimulus in growing popularity of online degrees and mobile learning, physical boundaries have been removed. As teachers, a wide range of technologies as tools are used to enhance the classroom experience and motivate the engagement of students. For example:

Kahoot, a game based learning platform used as education technology in schools. Under it, students and/or teachers can create an interactive questionnaire in minutes, using a series of multiple choice questions. It is best played in a group setting, as players answer the questions on their devices with the results displayed on a shared screen to unify the lesson.

Trello, a collaboration tool that organizes our projects into boards. Basically, it tells what is being worked on what, who's working on what and where something is in a process. This project management tool is a way for educators to teach students how to stay organized and to streamline their assignments. Trello itself creates workflow charts, progress reports by both students and teachers to collaborate on the same project.

Nearpod is an all-in-one solution for the synchronized use of i-Pads in the classroom that makes lectures more engaging through interactive multimedia presentations. With the help of Nearpod, teachers can create mobile presentations, engage students in class, and assess them in real time. The lessons are easy to download and customize, choosing according to the students' needs.

Prezi is a presentation tool that can be used as an alternative to traditional slide making programs such as PowerPoint. It makes use of one large canvas to pan and zoom to various parts of the canvas and emphasize the ideas presented here.

Class Dojo is an educational technology company that is available through all-inclusive Apps including classroom music, a classroom timer, a random group generator, a morning meeting App and a random student selector. It connects primary school teachers, students and families through communication features, such as a feed for photos and videos from the school day and messaging in multiple languages.

The Education Technology has break the stereotype study pattern in off-campus learning at any time with much easier processes, by simplifying the jobs of teachers. It simplifies the ways and means of study to globalize the education, especially in the Third World. Now, its up to the Government of India to make easy access of these tools as early

as possible along with the governments of States, as Education is in Concurrent List of The Constitution of India.

For those unable to commit to full-time academic requirements but eager to advance their education, online-learning could be a great solution. Basically, by subsidizing the time intercept, these technology tools have stimulated the organic creativity of students, rather whole human being.

The NEP-2020 can be considered in the following parameters for education technology:

1. Use of Technologies

Audio and Video

- Computers Tablets and Multimedia Mobile Devices.
- Whiteboards Virtual Classrooms.
- Block Chain Technologies and Big Data Analytics.
- Artificial Intelligence.
- Virtual Reality and Augmented Reality.
- Cloud Computing and Three -Dimensional Printing.

2. Ethical Issues

- Data protection and data security breach along with data integrity.
- Media literacy: pre school to higher education.
- Analytics expenditure.
- Socio- cultural concerns with digital divide.
- Insufficient standard of teaching methods with misguided information.
- opportunity—for cheating.
- Disconnection from real world that eventually disaster for whole society.
- Extinction of good handwriting skills with creative writing skills.
- Last one that it can create a mental dependency on the technology.

Therefore we can summaries education technology as follows:

- View technology as a tool and not the solution.
- Support a diversity of approaches to supplement traditional education access.
- Increase access to internet and technological devices.
- Increase coordination and monitoring and evaluation of programmes.
- Ensure credibility of programmes through accreditation.
- Work with the policy and economic constraints of the host labour market.
- Prioritise open-source development and user-generated content.

The NEP 2020 could able to provide the platform to integrate dependence of technologies and the human endeavour in teaching and learning. It has given increased

focus on the use and integration of technology for professional education with the help of Digital India Campaign to transform the entire nation into a digitally empowered society and knowledge economy. It focuses on guaranteeing universal access to school education at all levels by equitable use of technology.

In this era of IR 4.0, this Policy has integrated state-of-the-art developed technologies as well as the best MNCs in software applications. An autonomous body, NETF (National Educational Technology Forum) will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning and administration. Along with that appropriate integration of technology into all levels of education will be done to improve classroom processes, support teacher professional development, increase educational access for disadvantaged groups.

When we feel engaged in learning, we learn better, remember better, and also apply knowledge better to real life. Lastly, technology makes education smarter, more effective, thus satisfying learners' needs more. True educators bring valuable knowledge to learners, both in theory and in real life. But smart educators can create teaching from what learners want to learn. According to the Policy, the government is to facilitate the infrastructure and administrative platform for it.

Distance learning, featured of time saving interactive learning platform, has become the top 2020 educational technology trend over night because of the rapid spread of COVID 19 and school closures. With the help of computers, tablets and smartphones the electronic learning contents could be easily delivered to the students in the animation, podcasts and videos that create a multi-model and practical learning experience. Still a large section of the remotest marginal students got carried away from this benefit. The students can be taught in real time (synchronous) via live stream or group meetings using Zoom or Microsoft Teams or recorded (asynchronous) methods or LMS (Learning Management System).

Video Assisted Learning with the help of internet videos, animated videos to enrich lessons and contents comprehensible. Since Indian education system is greatly facing huge shortage of smart teachers at every level of teaching, it improves students' outcomes and reduces teachers' workload.

The DLT (Distributed Ledger Technology) from Block-Chain Technology is helpful in data storage by making another new "BLOCK" to the system. Thus the storage is technically limitless, encrypted and distributed across multiple computers in the system. The NEP 2020 is greatly using it in MOOCs (Massive Open Online Courses) and electronic portfolios to verify skills and knowledge. It is also helpful in authentication scale and cost for e-Learning agencies. It is also helpful in job seeking phase. It is very essential to cater the needs of learners by personalizing the learning experiences. It's need has become bigger during and after COVID 19 pandemic.

AI (Artificial Intelligence), though, is in short of use at present but in near future it can automate basic activities in education, like grading of students' writing, as powerful assistant for in-class teaching.

Learning Analytics allows educators to measure and report student learning just by the web to better understand and optimize learning. It is highly useful in higher education. It allows educators to measure and report students learning just by the web. For example, teachers can view what type of information say, text, images, info-graphics or videos that students use most while learning. Learning Analytics helps educators to identify blocks of students who may have academic or behavioral challenges.

Gamification is most popular up to class 12 because of its quick engagement in gaming videos by getting higher scores in a game. Therefore, there has been a need to provide an administrative platform to smartly facilitate as well as regulate gaming.

(VR) Virtual Reality and (AR) Augmented Reality: VR provides a constructed reality on the other side AR provides an enhanced view of a real image. They explain complex concepts that are not easily possible in the laboratory and in any otherwise. It is like a simulation in 3-D approach with low risk environment. For example: in higher studies of Application of Biology, biochemistry & microbiology etc.

In the earlier education policy there were no any integrated as well as segregated approach about the medical science and engineering. As they have been just a narrow part of Physics Chemistry, Mathematics and Biology. This NEP 2020 has made STEAM (Science, Technology, Engineering, Arts and Math) content to solve real-world problems through hands-on learning activities and creative design. This policy would provide to invigorate real world mind about how to use applications of biology physics chemistry and mathematics. It will be helpful to create a safe environment for the learners to express and experience their ideas while thinking outside the track-records and tracks.

COVID 19 has shown a clear focused idea about the use of social media in learning. Students can share study materials, discuss with others in a group, or easily comment on someone else's post. Even an animated learning video could go viral on social media. It creates lessons worth sharing and posts them on YouTube to easily access, find and share the educational video. Social media can be helpful in building a culture of collaboration in addition to improve learning experience.

On the other hand, if we consider the Ethical Issues related to the educational technologies, it can be of various concerns.

Equity should be more preferable to equality, especially under the prime focus of the Government of India. It may be gender equity, poor section equity, remotely section equity. There should not be any discouragement in micro as well as macro level of uses, say, spent hours by girls not only in institution but also in house within family. Any type of inter specific and/or intra specific disparity will certainly harm creative behaviour at cognitive as well as constructive level.

The digital divide is the division that exists between the information rich and the information poor. Digital Inequities can exist along racial, economic, academic achievement (low achieving versus high achieving classes), and geographic (rural, urban, slums within urban societies and suburban) lines. Government of India along with local government agencies should provide a regulatory body to provide at least optimum level of internet and other facilities.

Media Literacy is the ability to access, evaluate, and produce information. Teachers themselves, not only need to be media literate, but they must also ensure that their students are able to access the information they need with merits. Media literacy has become an even greater teaching responsibility for educators, as the internet provides access to vast quantities of information, much of which is inaccurate by representing biased views.

In a major analysis of the NEP 2020, we find that four barriers to technology integration in instruction: Inadequate teacher training, A lack of vision for technology's potential, A lack of time to experiment, and Inadequate technical support. Each of these obstacles stems in part from weak or inconsistent financial support for technology. Technology funds have rarely become a part of the regular, operating budget of school systems like, teaching and non-teaching staffs salaries. For example, to keep equipment repaired and update, technology training for teachers for effective use should come under the school annual budget performance with grading system under Pooled Data Index for every year at India level.

This NEP 2020 has inclusively focused on the Indian students that are so far educated but are not employment-ready. This time it could able to keep education and education administration away from Indian politics and politicians.

Unfortunately the education technology has created enough space for cheating, like cheating in examinations, financial fraudulence, financial gambling (Jamtara Financial Scammers) etc. It has made learners disconnected from the real world. One of the disaster to the students has been seen in the recent past about Extinction of Good Handwriting qualitatively as well as quantitatively because of online chatting and shortcuts.

In my view, the administrative management of the school body at every level from top to bottom, at India level, should make rules and regulations for use of smartphones during school hours and by parent in house till mental maturity of the students. One basic discomfiture has created in students, lack of living creativity about the topic of study without smartphones or internet.

Patience is very precious virtue and its scarcity could deteriorate a person's Will. These days, students indulge themselves in internet, gaming or texting. These activities have affected their psyche negatively, consequently leading to increased exasperation. Their frustration has shattered many socio-cultural relationship among parents, parent-children and peer relationships.

CONCLUSION

Conclusion is that the COVID 19 pandemic has drastically changed the ways of teaching and learning. Big Data Analytics, Machine Learning and the IoT (INTERNET OF THINGS) were the biggest educational technology trends of the year 2019 and to date 2021. However Distance Learning has become the trend that rules them all. Online courses have drastically increased the enrolment in different subjects by more than 30 per cent.

Digital skills are necessary for taking part in the global economy. So far, we have seen that most new technologies are made for those who already have some access, rather than being designed and deployed in a manner that proactively prioritize the most

marginalized. Fortunately, a more reflective use of technology for education is emerging with the flexible efforts of the Government of India. A clear opportunity for entrepreneurs, pioneers and leaders in the technology sector to combine their efforts and ‘crowd source’ not just technology but combined technologies, expertise and shared risk. New collaborations between platforms, products, technologies and technology experts could accelerate innovation an access and lead to completely new ways to think about learning in the most difficult contexts.

The study does not negate the importance of the teacher. In fact, research says that “when professors have more ‘sophisticated’ ideas of teaching, they probably use teaching strategies that result in students being actively involved in the teaching and learning management.” Last but not the least, even though technology has some ethical concerns, it is undeniable that it has made the education system simple and flexible.

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National Education Policy 2020 : Execution and Challenges

Angur Kumari*

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. Given that 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.

Keywords: Education, Environment, Government, Opportunity, Challenges.

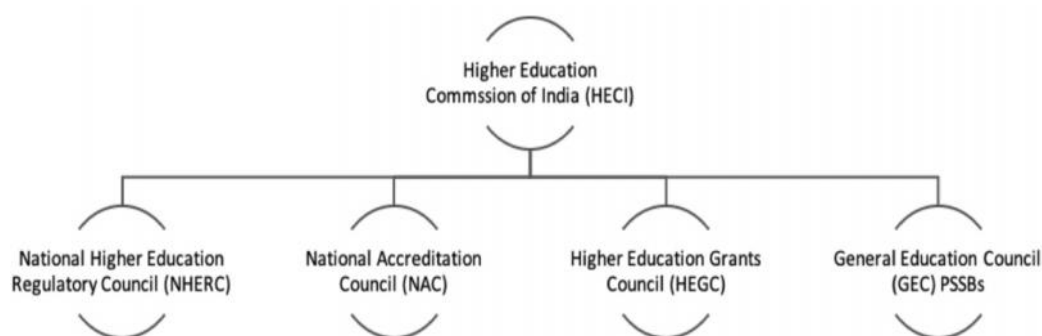
New education policy begins with the unfinished agenda of NEP—1986. NEP—1986 was rooted in a very different India. Over the years, remarkable strides have been made in terms of access and equity. Near universal levels of enrolment at primary levels, and subsequent increase in enrolment at higher education levels (GER: 26.3%) have been achieved. However, there has also been a drop in the quality of learning in public school systems, followed by an exodus of elite and middle classes. This also led to the weakening of accountability mechanisms. Despite poor returns on learning, the pay-structures in public systems have seen a gradual increase.

A public school teacher job in India is a good way to earn a living without teaching. In states like Uttar Pradesh and Haryana, recruitments and transfers offer opportunities for politicians and public officials to make money. Similar, practices are becoming common in public university systems (barring public institutions of repute as IITs, IIMs, central universities). These universities enjoy considerable autonomy and are insulated from political interference to a great degree. However, the recent spate of the institutional and political conflict suggests otherwise. I have tried to lay out some salient features of K-12 and higher education policy, and its feasibility as envisioned by NEP 2020.

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1. HIGHER EDUCATION AND NEW EDUCATION POLICY

It's important to view the policy in the context of what has been happening in public universities, and the recent debacle of universities of eminence. There has been continuous erosion of university autonomy by the state. Perverse state violence unleashed upon one of the best public universities in India didn't happen in some distant past. Though the document highlights regulatory autonomy, it would be worrisome if the document also meant financial autonomy. This 'imagined' autonomy is envisaged through the replacement of UGC (University Grants Commission) and AICTE (All India Council for Technical Education). The new body Higher Education Commission of India is based on the idea of division of functions and separation of activities.



The policy also argues against the commercialization of education. However, the same breadth allows for foreign universities to come to India. There has been a significant increase in the number of private universities by Indian providers. If the idea was to increase competition, it makes sense. However, the insertion of the statement doesn't.

Focus on futuristic curriculum makes sense, and a separate body dedicated to focusing on integrating technology in institutions is a necessary direction.

National Research Foundation is another great idea. However, if these spaces get filled by individuals who are driven by ideological agendas, little could be expected.

Indian Universities will be allowed to set up campuses elsewhere in the world — there is a strong potential for this to develop in the gulf—markets. There is a huge demand for quality education by the Indian diaspora.

Overall, the policy despite its tensions and contradictions is a great first step. A policy is as good as the realization of the ambitious goals and vision that it sets out to achieve. If the government can push through all of this in the current term, great progress will be made.

2. IMPEDIMENTS TO IMPLEMENTATION IN HIGHER EDUCATION

2.1 Learning or Certificate/Degree

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.

Orientation towards Multi-disciplinary Education

The existing education regime excludes formal training and orientation towards pedagogy for college and university educators. This urgently calls for an overhaul of the curriculum design to make it flexible and organic 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. The road to attaining this goal has been paved with good intentions.

2.2 Funding

It will be a feat to fully implement the proposals of NEP 2020 for higher education given the limited resources at hand. It requires private institutions to offer more scholarships to make admissions possible for students from low-income strata as well, 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. 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.

2.3 Digital connectivity

We require internet penetration in remote areas because e-learning is the way forward, as witnessed during the pandemic. Digital infrastructure for this purpose will include digital classrooms, expertise-driven online teaching models, AR/VR 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.

2.4 NEP and Teachers' development

Stand-alone Teacher Education institutions will be converted into multi-disciplinary institutions by 2030 offering a 4-year integrated teacher preparation programme.

All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period.

Ph.D. students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be reoriented for this purpose.

A National Mission for Mentoring will be established, with a large pool of outstanding senior/retired faculty—including those with the ability to teach in Indian languages to provide mentorship to university/college teachers.

UK India Alignment

MOBILITY

NEP Highlights

What it means for UK HEIs

Schools

The existing 10+2 board structure at schools is dropped, and the new structure will be 5+3+3+4 years of schooling. All schools' exams will be semester-wise twice a year.

The actual number of years remain the same and the new structure now includes playschool/nursery/kindergarten classes combined with classes 1 and 2. This gives a thrust to early childhood care and education, formalising early education into the formal system.

The new structure divides the structure into cognitive developmental stages of the child - early childhood, school years, and secondary stage.

Higher Education

All undergraduate degrees will be 3-4 years in duration with multiple exits and entry options within this period. If a student completes one year, they get a basic certificate, if they complete two years, they will get a diploma and if they complete the full course, the student receives a degree certificate. So, no year of any student will be wasted if students decide to break the course in between. An Academic Bank of Credit (ABC) system will allow a student to digitally store the academic credits earned from various HEIs so that the degree from an HEI can be awarded considering credits earned.

All programmes, courses, curricula, pedagogy across subjects, including those in in-class, in online and in ODL modes, as well as student support will aim to achieve global standards of quality. This will also help in having larger numbers of international students studying in India and provide greater mobility to students in India who may wish to visit, study at, transfer credits to, or

This new system should not affect UG admissions in the UK as the number of years Indians stay in school remain the same. The new policy does however allow students to exit at grade 10 and re-enter the system at grade 11 and this might offer opportunities for Indian students to finish their schooling in the UK and transition to the HE system there more seamlessly.

This means credit recognition/transfer agreements will become simpler for Indian students and HEIs will find it easier to accept students from Indian institutions at any point in their education journey. If students decide to defer going to the UK by a year (e.g. a pandemic situation like this one would make this a highly possible scenario) they can simply transfer credits and join later and continue their journey. Traditional mobility timelines are no longer the only options. UK HEIs will have the flexibility to admit students mid-way through their degrees perhaps even increasing their intake numbers.

This enables a standardised agreement on UK-India HEI partnerships and collaborations as well around credit transfer, making the process easier. Academic flexibility ensures students won't lose time, effort and money if they change their HEI or don't complete the full course.

This provides higher opportunities around partnership and collaboration between Indian and UK HEIs which could lead to higher mobility, research, joint programmes and more. Indian institutions will be comparable to international standards and that increases the various touchpoints for UK HEIs in India manifold. TNE could become more viable.

(Contd.)

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<i>NEP Highlights</i>	<i>What it means for UK HEIs</i>
carry out research at institutions abroad, and <i>vice versa</i> .	Equally outward mobility from the UK allows UK HEIs to offer diverse programme opportunities to their students through agreements with Indian HEIs.
<p>RESEARCH</p> <p>HEIs will have the flexibility to offer different designs of Masters programmes, (a) there may be a two-year programme with the second year devoted entirely to research for those who have completed the three-year Bachelor's programme; (b) for students completing a four-year Bachelors programme with Research there could be a one-year Masters programme and (c) there may be an integrated five-year Bachelor's/Masters programme. Undertaking a Ph.D. shall require either a master's degree or a 4-year bachelor's degree with Research. The M.Phil. the programme will be discontinued.</p>	<p>The acceptance of a one-year master's Programme after completing a 4-year bachelor's programme with Research will create opportunities for UK universities to promote and attract Indian students for the one-year masters', which has been in debate for many years. This will ensure confidence in Indian students studying PG in the UK and will further increase numbers to the UK. The Indian government's official recognition of the UK one-year masters too will be in focus now. It will be important for UK HEIs to align the subjects with the Research year in a 4 Year Degree programme. UK HEIs need to ensure they can accept Indian students at any point in the UG journey.</p>
<p>CONSULTANCY</p> <p>Model public universities for holistic education at par with the Indian Institute of Technology (IITs), Indian Institute of Management (IIMs), etc called Multidisciplinary Education and Research Universities (MERU) will be set up and will aim to reach the global status.</p>	<p>This will open paid consultancy opportunities in developing academic and accreditation frameworks at par with HEIs of the UK and other countries. Mobility can be encouraged as part of MoUs and long-term partnerships with the MERUs.</p>
<p>HEIs as part of multidisciplinary education will focus on research & innovation by setting up start-up incubation centres, technology development centers, centres in frontier areas of research, greater industry-academic linkages, and interdisciplinary research including humanities/social science research.</p>	<p>Opportunities around paid consultancy, faculty/student exchange and curriculum development and training to support the HEIs both at National and State levels. This will also encourage UK students to come and spend a semester/year and earn credits.</p>
<p>Effective learning requires a relevant curriculum, engaging pedagogy, continuous formative assessment and adequate student support. The curriculum to be updated regularly aligning with the latest knowledge requirements and shall meet specified learning outcomes. High-quality pedagogy is necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students—thus directly influencing learning outcomes. The assessment methods to be scientific in approach. Further, the development of capacities that promotes student wellness—such as fitness, good health, psycho-social well-being, and sound ethical grounding—is also critical for high-quality learning. Often,</p>	<p>These will open new avenues for UK HEIs to work closely with Indian counterparts for long-term consultancy, faculty development, online curriculum development and training. Many Indian HEIs would like to adopt and have access to world-class content and academician by initiating long-term and mutually beneficial partnerships in the space of the knowledge economy.</p>

higher education represents the first time in students' lives when they are living and working independently, leading to stress and pressures in student life leading to a threat to their wellness. Robust care and support systems are thus vital for maintaining beneficial conditions for student wellness and form an important precondition for effective learning.

Institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and equivalence across programmes, in the ODL (online distance learning), online and the traditional 'in-class modes (blended approach).

Important to Note Here

In February 2020, the government announced that the top 100 institutions in India's National Institutional Ranking Framework can apply to offer fully online degrees. Otherwise, however, Indian universities and colleges are not permitted to offer more than 20 per cent of a degree programme online.

PARTNERSHIPS

India to be promoted as a global study destination providing premium education at affordable costs and restore its role as a *Viswa Guru* (world leader). High-performing Indian universities to be encouraged to set up campuses in other countries, and similarly, select universities (e.g., those from among the top 100 universities in the world) to be permitted to operate in India. A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.

This is a historic step and will allow UK HEIs to open campus with 100 per cent FDI or in partnership with a local partner. This will allow UK HEIs to recruit students in India and offer flexibility to study part of the degree in the UK or India. Credits earned in both countries will contribute towards awarding a degree. This will ensure students have higher job opportunities.

3. 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 an aspiration but the implementation roadmap will decide if this will truly foster an all-inclusive education that makes learners industry and future-ready.

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Analysis of National Education Policy 2020 : Its Various Prospects and Implications

Nagendra K. Das*

Education is one of the most important multiplying factors for expansion of capacity building with respect to human work force as well as national development in the aggregate. Furthermore, education has played a very multi-dimensional role to provide all around employment and a positive interventionist role in correcting social and demographical regional imbalances in empowering men as well as women and securing a rightful place for the disadvantaged groups and minorities as well. Education has also eliminated disparities in access and provides equity to greater emphasis on the improvement of quality of life at all levels in the society.

In the words of Mahatma Gandhi, “If you educate the man, you educate the person but if you educate the woman, you educate the nation¹”. Human are the integral part of our socio-economic system. They up hold our rich cultural and traditional values as they have a strong bond with the society. Their progress is often equated with the nation’s progress and therefore, their participation in development activities of the societies is always a concern. The educational background of human has a direct bearing on their development. One can see that there is a great disparity in the distribution of employment between urban and rural areas. Formulating laws and policies are not enough as it is seen that most of the times these laws and policies just remain for the inaugural of the event.

The ground situation on the other hand just remains the same and in many instances worsens further. Addressing the malice of social discrimination of Higher Education in India, it becomes a long drawn battle for empowerment as well as employment against powerful structural forces in the society” Indeed, human are the integral part of society and plays significant role in the work force participation for the ultimate growth of Indian economy. The workforce participation in India has witnessed an impressive growth over the men workforce in the couple of decades past. Clearly, for the government, it necessarily

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has to pool the energies and resources needed to promote the workforce at all levels of the performance in the country. Most Indians do accept their traditional role of dependency on private sector. However, the possibility of economic independence, through respectable employment, it becomes a reality for the men. No doubt, there are many economic development indicator reveal the quality of life of Indian men is improving but the pace of development is heartbreaking low at the ground. The data show that the sex ratio of children as per 2011 census is 940 per 1000 males which is also point of concern. However, 70 per cent of the total population lives in rural areas, men in general are still considered as second member of family and not given equal status to that of their counterparts.

INFORMATION AND COMMUNICATION TECHNOLOGIES

Information and Communication Technologies should be harnessed to enrich teaching learning experience, as per National Education Policy 2020 to extend and diversify delivery, improve research quality and collaboration by making knowledge and information widely available, and ensure effective governance both at the institutional and systemic level. The Student services needs to be significantly improved and admissions should be streamlined as per the recommendations of the education commission. While most of our universities and colleges are required to build human resources to reach desired levels of competence, we also need to go beyond this to ensure that the country has several institutions of higher education that strive to achieve excellence in both teaching and research. The latter needs significantly large resources and, also much greater institutional autonomy and approval incentive structures. Realistically, India should aim to have at least a few universities in the global top-league. To achieve this as quickly as possible, the country should act on two fronts. It should create new top-end universities and also upgrade very good ones. A few new Innovation Universities could be established urgently, and several universities and institutions could be converted or upgraded by creating centres of excellence within the University, building on their existing strength. At the core of achieving excellence, is the ability of institutions to attract and retain high quality faculty from across the world. This not only requires providing them with competitive salaries but also ensuring a challenging works environment and a lot of flexibility. The Twelfth Plan should attempt to operationalize these objectives.

In addition, the idea of creating large education hubs on fallow lands at four or five locations in the country, anchored by large public sector enterprises (possibly with participation by the private sector) and funded through their allocations for corporate social responsibility needs to be explored. These could be models for industry-institute interface and would ensure local and regional development of areas where these are located.

HIGHER EDUCATION IS AN INCREASINGLY WORLDWIDE SCHEME

Furthermore, Indian institutions should embrace internationalization that could provide them with new opportunities. Country's rationale for internationalization would be to

enhance its soft power, improve standards of domestic provision and produce graduates with international competencies and skills. This can best be achieved by having more and more innovative partnerships. Given the historical advantage in higher education (particularly among emerging market economies) the wide spread use of English language and low cost living, India can potentially become a global hub for higher education. We need to provide greater autonomy to our Centres of excellence to enter into collaborative partnership with the best universities abroad. In sum, with new regulatory arrangements and focused action in key areas, particularly Access, expansion, equity and inclusion with quality improvement, we hope to build a robust higher education system that would sustain rapid economic growth, uphold global competitiveness, and while at the same time meet the rising expectations of the young innovative Indians.

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 per cent of these small sized institutions are running single programme against the expected reform to a multidisciplinary style of higher education which is an essential requirement for the educational reforms in the country for the 21st century.

It is also noted that over 25 per cent of the colleges have annual enrolment less than 100 students making them nonviable to improve the quality of education and only 6 per cent 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 as follows :- 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 per cent only. Lack of teacher and institutional autonomy to make innovations in HE to attract many students. The lack of research and innovations at most of the universities and colleges. 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. 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.

MODE OF FINANCING HIGHER EDUCATION IN INDIA

The higher education system in India has witnessed enormous and unprecedented expansion since independence. It is unfortunate that this expansion is not accompanied by commensurate financial allocations by allocations by the government, both at the central level as well as the state level. Nor have universities and colleges have been able to raise adequate finances of their own. New universities have been started without providing additional resources and the universities on their part have not generated much resources their own. There has been as a result an excessive dependence on the government for financing higher education. The government is finding increasingly difficult to shoulder the heavy responsibility of financing higher education on account of competing demands from other sectors of an expanding economy. Though the problems existed earlier too, its dimensions were different. While earlier the needs of the universities and colleges were limited to strengthening of department and taking up new programmes of development, in the present day scenario of the very existence of a large number of educational institutions is threatened on account of lack of fund. Many universities are finding it difficult to meet essential expenditures on account of payment of salaries, maintenance of building, purchases of book, journals, equipment etc.

The sources of finance of higher education can be broadly classified into public and private sources. Public sources include the Central, State government, the UGC and other agencies like CSIR, ICAR for specific projects. Private sources include fees, endowments and donation, internal sources of income like the press, university publications, income from movable property and sale of farm produce etc. Though a significant contribution can be made from these sources, the universities have not displayed enough dynamism in exploiting these sources to their advantages. As for the endowments and donations, their importance as a significant sources of income has dried up. This may be on account of inflationary trends, a change in the attitudes of the public towards charity, less significant tax advantages and so on. Their difficulties of inelastic sources of own income have led the universities to an unconditional and helpless dependence on the government and its agencies. Government funding has thus increased both in absolute and relative terms. There is also a strong justification of public fundings of higher education. University education is a merit good with large spill over benefits to society both in the present as well as in the future. Besides, non-rivalness in its consumption and non-excludability also render it fit for public provision. Thus, allocative efficiency as well as distributional consideration also justifies public funding of higher education. The sources of financing higher education can be broadly classified into : (a) Government grants, (b) Tuition fee and other charges, (c) Students loans, (d) Part-time employment and activities undertaken by the institution and their faculty members.

VARIOUS INITIATIVES OF NEP 2020

The National Education policy 2020 has many initiatives to improve the quality and the broadness of the education system in India. The objectives of this study on National

Education Policy 2020 are to highlights and overview the policies of the newly accepted higher education system (NEP 2020, and identify the innovations in new national higher education policy 2020. The prediction and implication of NEP 2020 on Indian higher education system as merit and demerit will emphasis the core new education policy 2020. The methodology consists of a conceptual discussion on highlighting the gist of the national educational policy framework, highlighting various sections of the policy of NEP 2020 and identifying the innovations made using the focus group discussion method. The implications of the policy are analysed using the predictive analysis technique.

The National Education Policy 2020 focuses on India centered education system by considering its tradition, culture, values and ethos to contribute directly to transform the country into an equitable, sustainable, and vibrant knowledge society. By drawing inputs from its vast and long historical heritage and considering the contributions from many scholars to the world in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture, shipbuilding and navigation, yoga, fine arts, chess, etc., the entire Indian education system is founded and built. The objective of the currently announced NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every aspirant to raise the current Gross Enrolment Ratio (GER) to 50 per cent by 2035.

EDUCATIONAL LIFE-CYCLE STAGE FEATURES

Foundation Stage : Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based, and discoverybased learning. Using time tested Indian traditions and cultures, this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.

Preparatory Stage : Three years Preparatory stage consists of building on the play-discovery-, and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights.

Middle School Education Stage : Three years of Middle school education focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be adopted in specialised subjects with subject teachers. Students are exposed to the semester system and yearly two class level examinations will be conducted.

Secondary education Stage : Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-oriented pedagogical and curricular style with greater depth, greater flexibility, greater critical thinking, and attention to life aspirations, Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10th and 12th standards.

Under-graduation Education Stage : The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing first year, a diploma after passing second year, or a Bachelor 's

degree after passing third year. The four years undergraduate degree programme is preferred with major, minors and research projects.

Post-graduation 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' degree will consist of a strong research component to strengthen competence in the professional area and to prepare students for a research degree.

Research Stage : Consists of pursuing high quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary 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 related to their chosen Ph.D. subject. The earlier one-year MPhil programme is discontinued.

Lifelong learning Stage : of National education policy—The NEP 2020 proposes lifelong learning and research to avoid human beings becoming obsolete in society in terms of knowledge, skills, and experience to lead a comfortable life. It is believed that education and research at any stage of life will give further maturity for satisfaction in life.

WHAT IS NEW IN NEP 2020

The comparison of national education policy 2020 and existing national education policy 1986 . The 1986 National Education policy focused on the modernization of the education sector using information technology. More attention was given to restructuring teacher education, early childhood care, women's empowerment, and adult literacy. It also proposed that the autonomy of universities and colleges will improve the quality of education services. But NEP 1986 failed to improve the quality of education in terms of creating graduates with employability skills and failed to generate research output in terms of patents and scholarly publications. To compensate for the failure of previous NEPs, NEP 2020 has proposals of a liberal education to support multidisciplinary and cross-disciplinary education and research in under-graduation and post-graduation levels.

The role of education is the all-round development of students. Objective is to provide Multidisciplinary & interdisciplinary liberal education. The Common education structure of 10 (5+3+2)+2+3+2) is followed. Common education structure of 5+3+3+4+4+1 has been suggested. The first preliminary education starts at 6th year of a child as Primary school level. The first preliminary education starts at 3rd year of a child as a Foundation stage. Two years higher secondary level and two years pre-university levels were separately considered and both had board exams. Four years Secondary education stage is designated by clubbing Two years higher secondary level and two years pre-university levels. Exams are suggested at the school level except for Board level exams at 10th and 12th. Two years of higher secondary level, students choose specialization areas and subjects like Science subjects or Commerce subjects or Arts subjects Four years Secondary education stage contains common subjects and elective subjects. Choice is based on liberal education

policy. All undergraduate and postgraduate admissions are based on the entrance exam conducted at the college level or state level except NITs & Medical Colleges. All undergraduate and postgraduate admissions of public HEIs are based on National Testing Agency (NTA) scores conducted by the national level. Undergraduate programmes are for three to four years. Undergraduate programmes are of four years with a provision to exit after one year with a diploma, after two years with an advanced diploma, after three years with a pass degree, and after four years with project based degree. Postgraduate education is of two years with specialization focus. Postgraduate education is of one to two years with more specialization & research focus. Most of the Colleges in HEIs are affiliated to state universities and had no autonomy in curriculum and evaluation.

All HEIs including colleges are autonomous and there will be no affiliated colleges to state universities and autonomy in deciding curriculum and evaluation. Examination is independent of teaching. All examination and evaluation is affiliating university controlled. There is a little role of teaching faculty members in evaluating the students directly. Examination is a part of a continuous evaluation system. Faculty members who are teaching a subject are responsible for evaluation and examinations are departmental affairs. Teaching-learning method mainly focuses on classroom training and fieldwork. Teaching-learning method mainly focuses on classroom training, fieldwork, and research projects. In the higher education system, the expected student-faculty ratio is 20:1. In higher education system, the expected student-faculty ratio is 30:1. In HEIs faculty members are considered as facilitators of educating students to make them competent.

In HEIs faculty members are considered as collaborators and guide of educating students to make them as innovators & creative thinkers. Students have the freedom to choose subjects across their area of study. Students have the freedom to choose subjects outside and across their area of study. A one year research degree leading to M.Phil. in any subject is offered to provide preliminary experience to do research. A one year research degree leading to M.Phil. in any subject is discontinued due to the reason that students are exposed to preliminary research in their undergraduate and post-graduate courses. Pass in NET/SLET along with respective Masters degrees as an essential qualification to become an Assistant professor in any three types of HEIs. Ph.D. degree is compulsory along with pass in NET/SLET as an essential qualification to become an Assistant professor in any three types of HEIs. The support of research funds through UGC or any other agencies is mainly for Universities than Colleges. The support of research funds through the National Research Foundation and any other agencies will be equally distributed to all three 5 types of HEIs based on a fair evaluation of the research proposal. 18 HEIs accreditation is compulsory for availing funds and government facilities only. HEIs accreditation is compulsory for functioning and offering the degree. Compulsory accreditation is required once for every five years for continuous operation.

The graded accreditation model is followed. Binary accreditation model will be followed which is yes or no system instead of various grades for institution. 20 Faculty performance & accountability is linked to promotion but not linked to compensation. Faculty performance & accountability is linked to promotion and compensation. The

Choice based credit system. Liberal education based on STEAM & Competency based credit system. Only accredited & permitted Universities are allowed to offer Online Distance Learning (ODL) education. All 3 types of HEIs which are accredited to offer ODL are permitted to offer ODL. Social engagement for every student as a part of the programme curriculum is optional. Social engagement for each student is compulsory and should be equal to at least one full semester across the entire duration of the programme.

Four years of Bachelor degree holders are not eligible for direct admission to Ph.D. programme unless they acquire Masters degree. Four years of Bachelor degree holders with proven research performance during the fourth year can directly admit to Ph.D. programme without Masters degree in both types of HEIs. Lateral entry is offered in some programmes. But no Multiple entries and Multiple exit facilities are available in under graduation including medical and paramedical courses. Multiple entries and Multiple exit facilities are available in under graduation including medical and paramedical courses. Undergraduate programmes of 3 years to 4 years depending on the type of the programme. All undergraduate programmes are of 4 years with, in some cases, exit at 3 years is possible with a degree certificate. Currently, teachers education comprises of two years B.Ed. programme after graduation. So secondary school teachers have to spend 5 years after their higher secondary education to teach at higher the secondary level. The proposed teachers education comprises of four years integrated B.Ed. This degree is a compulsory requirement to become faculty in School education Stages.

The suggestion for improving physical library facility including books & journals Suggestion for improving online library memberships including online books & online journals. Both single discipline and multidiscipline colleges are promoted. Only multidisciplinary colleges and universities are promoted. All single discipline colleges have to convert themselves autonomous multidisciplinary colleges or will be closed and converted into monuments or public libraries. No foreign universities are allowed to function directly in India About 100 top ranked foreign universities will be allowed to function in India to compete with Indian universities. The coursework of Ph.D. programme comprises of research methodology and core subject related study The coursework of Ph.D. programme comprises of research methodology, Teaching 6 & curriculum development aspects along with core subject related study. No systematic and authentic funding agencies for University and College research National Research Foundation (NRF) will be formed to fund for competitive and innovative research proposals of all types and across all disciplines.

The higher education monitoring and controlling institutions like UGC, AICTE, MCI, DCI, INC, etc will be merged with the Higher Education Commission of India (HECI) as a single regulator for HEI. The current Accreditation Institutions like NAAC and NAB will be replaced by a robust National Accreditation Council (NAC). Establishment of a National Research Foundation (NRF) to fund research in universities and colleges. Consolidation of existing fragmented HEIs into two types of Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC) with the campus having more

than 3,000 students. The Timeline to become multi-disciplinary is by 2030 and to have 3,000 and more students by 2040. Multidisciplinary Universities will be of two types as (1) Research-intensive Universities, and (2) Teaching-intensive Universities. 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.

MORE EXPECTATION IN INCREASE OF GER AND OTHER CRITERIA

The Gross Enrolment Ratio in HE including Vocational education will increase from current 26.3 per cent (2018) to 50 per cent by 2035. HEIs which deliver the highest quality will get more incentives from the Government. All existing affiliated Colleges will eventually grow autonomous degree-granting colleges with the mentoring support of affiliated University by improving and securing the prescribed accreditation level. 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. The Research will be included in UG, PG, level and have a holistic and multidisciplinary education approach. Pedagogy in HEIs will focus on communication, presentation, discussion, debate, research, analysis, and interdisciplinary thinking. 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.

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. Two years Master degree with full research in the second year, One year Master degree for four years Bachelor degree holders, and Five years integrated Bachelor/Master degree. All HEIs will focus on research and innovation by setting up (1) Start-up incubation centres, (2) Technology development centres, (3) Centres in frontier areas of research, (4) Centre for Industry academic linkage, and (5) Interdisciplinary Research Centres including humanities and social sciences research. Student Centred teaching and learning process instead of Teacher centred teaching model. Choice Based Credit System is revised by an innovative and flexible Competency Based Credit System.

Examination system will change from high-stakes examinations (Semester End system) towards a more continuous and comprehensive evaluation examination system. All HEIs will have professional academic and career counselling centres with counsellors available to all students to ensure physical, psychological and emotional well-being. All HEIs will develop, support, and fund for topic-centred 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. Encouragement for Online Distance Learning (ODL) courses as a part of degree programmes to include the credit system. The Degree programmes may contain in-class teaching, Online teaching components, and ODL components with 40:30:30 ratio model to achieve a global standard

of quality. The higher education quality will be improved to global quality level to attract more international students and the credits acquired in foreign universities will be counted for the award of a degree. 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. All stand-alone Teachers Education Institutions should convert themselves as Multi-disciplinary HETs by 2030 to offer only four years integrated B.Ed. programme. 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). 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. M.Ed. will be one year with research focus. The faculty profile in Departments of Education will be diverse with Ph.D.'s in different areas.

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. All stand-alone professional education institutions in any field shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education by 2030. HEIs will be encouraged to prepare professionals in agriculture and veterinary sciences through programmes integrated with general education. HEIs offering agricultural education must focus on the local community and involvement in setting up Agricultural Technology Parks in the region to promote technology incubation and dissemination. Universities/institutions offering law education must prefer to offer bilingual education for future lawyers and judges—in English and State language. 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. Technical education should be offered within multidisciplinary education institutions and should focus on opportunities to engage deeply with other disciplines. The focus should be on offering Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with applications to health, environment, and sustainable living.

All private universities are eligible for graded autonomy based on their accreditation status. 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. All HEIs have autonomy in deciding their fees structure and surplus if any should be reinvested in the expansion projects with a transparent accounting system. 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. National Research Foundation will treat all private HEIs in par with public HEIs for granting research funds which is only based on the merit of the proposals.

CHALLENGES AND OUTCOME OF THE NEP 2020

In the National Education Policy, there will be 100 top Indian Universities encouraged to operate in foreign countries. 100 top Foreign Universities will be allowed and facilitated to operate in India. 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 other institutions. Faculty members get curriculum and pedagogy freedom within an approved framework. Based on academic and research performance, faculty incentives & accountability will be fixed. Faculty fast-track promotion system for high impact research contributions will be offered. A multiple parameter-based API policy with peers & students' feedback, innovations in teaching & pedagogy, professional development activities, Quality and impact research, contribution to an institution in terms of admission, and social community contribution will be in place. The API policy will clearly be defined in the Institutional development plan. Focus on achieving sustainable Education Development Goal (SEDG) & GER of 50 per cent by 2035.

Only qualified role-models have the opportunity to elevate to the top to decision making role: Higher Education policy-making decisions and implementation of such policies may go out of bureaucrats and fake educationists who are enjoying top decision-making positions like Chairman's of UGC, AICTE, MCI, DCI, and Vice-Chancellors of Various Universities. For example, in present higher education system in India a person without a single scholarly publication can become Vice-Chancellor of Public Sector Universities and can elevate to various higher positions and even become the chairman of UGC. Similarly, a person without a single patent can become Director of Technical Institutions, and eventually can become the Chairman of AICTE. A person without a single IPR like scholarly publication or patent can reach decision making authority at Higher Education Divisions including the Association of Indian Universities. Cleaning of Higher Education Bureaucratic system : Merit-based appointments of Institutional leaders in Research & Innovations. Unlike the present system, professors without at least five first author scholarly publications or patents during the last five years will not become institutional leaders like Directors, Vice-Chancellors, etc.

Transformation of Single discipline Colleges into a multi-disciplinary autonomous degree awarding Colleges. This will again help to decrease corruption and lobbies in Colleges. Many colleges are unable to chart their own courses, controlled as they are by rigid bureaucratic norms of the affiliating University. All this deeply undermines the principle of local governance and the local pursuit of innovation and excellence. This must be addressed with urgency. This also develops more responsible leaders to work in HE administration along with research so that they can make better innovations in imparting higher educational services. The Responsibility of maintaining Quality lies

with the Board of Governors: The BoG shall be responsible and accountable for the outcomes of the HEI to the stakeholders through transparent disclosures of relevant records. BOG has to meet all regulatory guidelines mandated by the National Higher Education Regulatory Authority (NHERA). Single Regulator for entire HEIs: National Higher Education Regulatory Authority (NHERA) a single HEIs regulator setup leads to effective regulation of financial probity of HEIs, governance, open disclosure of financials, faculty/staff, courses, and educational qualities.

The affiliated colleges to public universities which have one or two courses, a small piece of land without enough physical infrastructure (like single building colleges), less than 300 annual admissions, etc. Such colleges can not expand their operations to become multi-disciplinary colleges and hence cannot transform themselves into autonomous colleges. Even though the UGC has made it mandatory to have a minimum of 5 acres of land to give and continue affiliation to the colleges, many universities have not strictly followed such conditions. All such government owned colleges can be converted into constituent colleges but privately owner small colleges will be either close their operation or shift to a bigger land with an acceptable level of physical infrastructure. Transforming Undergraduate and Postgraduate courses into Research based Courses : To transform current UG and PG courses with information oriented into research oriented is a cumbersome process. For this, first, faculty members of HEIs should develop research skills, the HEIs should develop research infrastructure, and students should be prepared as independent thinkers to create new knowledge or new analysis of existing information. Changing the mindset of all stakeholders takes time and effort from HEI administrators. Preparing the faculty members for implementing research-oriented curriculum is the first step for which research experienced faculty Affiliating University Affiliated Government Colleges Affiliated Private Colleges Multi-disciplinary Autonomous Multi-disciplinary Autonomous Joining with a Private Cluster Constituent College Closure/Constituent College 11 appointments is crucial. The minimum qualification for faculty appointments in HEIs should be a quality Ph.D. with at least 5 IPR in the form of either scholarly publications or patents.

Maintaining quality & accountability in Public/Government Universities & Colleges : Many currently available faculty members and administrative leaders in public universities are below average due to the fact of non-compliance of merit-based appointments and promotions. The National Education Policy stress on merit-based appointments and promotion in all levels of HE system which is difficult to follow in countries like India. In such a scenario, maintaining quality and accountability is difficult in public sector HEIs. Merit-based appointment & Promotion is a nightmare: In the name of social justice, the country government allows to appoint persons for teaching, research, and administrative positions without the required merits. For example, persons without scholarly publications during last 10 years can become chairman of UGC which is a highest policy making body in HE system of the country, a person without single patent can become chairman of AICTE, and people without single scholarly publication/patent during last 5 years can become Vice Chancellors of universities and members of various

HE policy committees. With such a situation, how National Education Policy 2020 with stress to merit based appointment & promotion can be successful to realize its goal?

INFLUENCES AND LOBBIES IN THE ACCREDITATION PROCESS

Accreditation is the primary mechanism to regulate the quality and monitor the functions of HEIs through a meta-accrediting body called the National Accreditation Council (NAC). The accreditation process checks the quality, self-governance, and autonomy against a standard benchmark and awards graded accreditation status to use enhanced autonomy and findings to grow further. Since accreditation status is an important requirement for HE organizations, influence, lobbies related corruptions will be possible. By making the criteria and parameters in such a way that only tangible matric systems should be followed to avoid illegal practices in the accreditation process. Inequality and lobbies in granting Research Funding without proper accountability : All research funding will be granted and regulated by the National Research Foundation. There should be a proper monitoring system to avoid injustice to many genuine researchers with novel ideas due to partiality in granting funds.

A proper monitory system to curb the lobbies and influences by many organizations. Also, the granted research project funds should be utilized fully with the expected outcome and the expenditures should be made open to the public to avoid misuse. Decreasing wastage of tax paid money in HEIs in the name of quality : In the name of quality, HE & Research Institutions will import research facilities that fail to utilize optimally. Many imported research instruments are not utilized properly and multiplied in many universities. NRF should start many central common research facilities installed in four regions of the country. Currently, many costly research equipment in many universities and research laboratories are not functioning due to lack of maintenance. Through sincere efforts on formulating policies, NRF agency should focus on decreasing the wastage of money in the name of research and quality. Higher education institutions including universities should stop the waste of money collected from students or taxpayers to subscribe to journals and books from international agencies independently. Instead, they should subscribe to them through Integrated National Digital Library as a common facility for the entire country.

MORE PREFERENCE OF NEP 2020 DUE TO ITS CONNOTATION

The merit of nation education policy 2020 is 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 gets 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. 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. Research & 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.

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. The 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. The 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.

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 13 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 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 of Integrated Controlling & 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.

The 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. 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. 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 per cent free seats, 30 per cent 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.

The doctorate degree should be a compulsory qualification for a permanent teaching position in Colleges & Universities: Like Integrated B.Ed. is compulsory qualification to Foundation, preparatory, middle, and secondary school education teaching, Ph.D. research should be a compulsory degree for College and University teaching. This is due to the reason that, research is going to be an integral part of bachelor's and master's degrees as per NEP 2020. In order to maintain sustainable quality and to avoid faculty obsolescence in Colleges and Universities, the IPR generation should be compulsory. In this regard, the college faculties should publish at least two open access scholarly research papers with copyright certificates from Govt. of India or at least two proof of patent submissions

annually, failed to which the annual increment should be suspended. Use of Services of Retired Professors as Research Guides : The requirement of huge Ph.D. degree holders in autonomous colleges due to changes in policies of NEP 2020, the demand for research guides is increasing. The optimum solution for solving this shortage is the utilization of services of retired professors with good research experience. It is suggested that the universities should use the services of retired professors as research guides. Thus, retired professors should be used as Research Professors irrespective of their age to guide the research scholars for their Ph.D. Such an idea will eliminate the scarcity of research guides.

A multidisciplinary Institution should have a minimum of Five disciplines (not five Courses) belonging to different faculty areas. The real essence of the objective of studying in a Multidisciplinary campus to provide multidisciplinary choice and experience of campus comes only if the number of subject disciplines in operations are at least five in number. For example, (1) Languages, (2) Basic Sciences, (3) Social Sciences, (4) Engineering, (5) Education, (6) Medical Sciences, (7) Dental Sciences, (8) Paramedical sciences, (9) Business Management & Commerce, (10) Computer Science, (11) Agriculture & Veterinary Science, (12) Law & Legal Studies, (13) Indian Medicines, (14) Indology. Higher Education Leaders should be Role Models in Research & Innovations : The heads & members of all Committees of HE Departments and controlling agencies should be selected based on their active research contribution during the last five years. Obsolete deadwood professors/bureaucrats should be kept outside from decision making positions strictly. There should not be any political or bureaucratic interference or appointments to these committees. Age should not be constraints but performance should be criteria. Accordingly, various committees like NHERC, NAC, HEGC, GEC, HECI, NRF, ICAR, VCI, NCTE, CoA, NCVET, etc should have highly qualified and proven researchers who are role models for young generation researchers and active researchers. Compulsory three modes of Teaching–Learning processes in HEIs : The HEIs should maximize the use of technology and minimize the brick and mortar model of the campus-based teaching-learning process. To give exposure of online education to tech-generation students the HEIs should adopt technology based training methods.

Compulsory Publication/Patent during Post-graduation Courses be expected to do research based on industry internship and publish scholarly papers/own patents compulsorily as a part of their degree requirement. The awareness related to IPR should be provided during their undergraduate programme so that imposing compulsory copyright/patent during the postgraduation period is possible. Fixing the target and continuous follow-up through inspiration leads to success. Universities should have their own Publication Unit : At HEIs level, the objective of academic research is publication or patent. One of the reasons for reduced research interest in India is the frustration of researchers in the process of scholarly publication or to own a patent is time and expenditure or loss of copyright to so-called international publishers without any financial benefits forever. To avoid such loss to the researchers and to the country, it is suggested all Universities should start their own digital publication units in a systematic way to

publish high quality research and sharing with global indexing agencies. Such a university publication model stops predatory journals which follow the illegal or unethical procedure of publication. (9) Vocational Training based Earn while Learn Encouragement : To encourage self-dependency after 18 years of age, students should be encouraged to develop skills in their interested area and involve in some kind of economic/productive activities thereby their dependency on parents can be reduced. This is possible through vocational training and building their confidence to earn while learn programmes. The vocational training based earn while learn can be strengthened at HE level through offering additional credits to Academic Bank of Credits (ABC).

The evaluation scheme for these skill based subjects should be continuous internal assessment without holding semester end exams. Such an innovative model gives confidence for the students to choose an entrepreneur career. Faculty Accountability to Boost Performance : API based increments & Promotion : According to NEP-2020, both public and Private HEIs are quality focussed and merit based. All faculty and leader's appointments are based on merit based performance and dedication. To maintain sustainability and growth in quality, a compulsory assessment based on a tangible scale is essential. Through the Annual Performance Indicator (API) score, Academic performance can be monitored and awareness on academic achievements can be created. Strict Evaluation of Projects funded by National Research Foundation by creating Research Output Based Credit bank for every NRF members : Currently, the projects funded by UGC, DST, CSIR, etc are not evaluated in terms of research output and IPR. These outputs should be available publicly as open reports. But it is strongly urged the National Research Foundation (NRF) to watch the output of the research projects it funded and create a National Research Credit Bank (NRCB) of all members of NRF who received funding for their research in the form of an open public document.

In the concluding remarks, it may be said that the 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 offerings is the responsibility of the education department of the country government. National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, 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. By encouraging merit-based admissions with free-ships & scholarships, merit & research based continuous performers as faculty members, and merit based proven leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfill its objectives by 2030.

All higher education institutions with current nomenclature of affiliated colleges will expand as multi-disciplinary autonomous colleges with degree giving power in their name or becomes constituent colleges of their affiliated universities. An impartial agency National Research Foundation will fund for innovative projects in priority research areas

of basic sciences, applied sciences, and social sciences & humanities. HE system will transform itself as student centric with the freedom to choose core and allied subjects within a discipline and across disciplines. Faculty members also get autonomy to choose curriculum, methodology, pedagogy and evaluation models within the given policy framework.

These transformations will start from the academic year 2021-22 and will continue until the year 2030 where the first level of transformation is expected to be visible. Hence, 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.

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National Education Policy, 2020 : Objectives and Features

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The government of India recently announced a new, reformed National Education Policy (NEP 2020) on 29th July 2020. It was a long—awaited decision to reform the National Education Policy which was framed in 1986 and modified in 1992. The new education policy is framed to make it suitable to current educational, economical and societal changes. The first National Education Policy was introduced by Rajiv Gandhi led government in 1986. The policy emphasized the removal of disparities and to equalise educational opportunities, especially for Indian women, Scheduled Tribes and Scheduled Caste communities. To improve the primary school across the country, NPE called for a “child-centred approach” in primary education and launched “Operation Blackboard”. The policy also called for the creation of the “rural university” model to promote economic and social development at rural India. The 1986 National Education Policy was again modified in 1992 by the government led by P.V. Narsimha Rao. It was formulated by consulting teachers, parents, students, scholars, lawyers, journalists, etc. It also emphasised on women education.

OBJECTIVES OF THE NEW EDUCATION POLICY, 2020

1. This new education policy has been implemented only to reduce the burden of students higher education and mental stress.
2. This new education 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.
3. Board exams will be held twice a year to reduce the stress of board exam from

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the students and there will be a comprehensive report of skills and abilities in place of marks in the report card.

4. A target has been set under this policy to provide quality education to children between the ages of 3 to 18 by the year 2030.
5. Under the New Education Policy 2020, a rule has been made to educate the students from pre-primary to fifth standard in mother tongue and vernacular. This will keep children connected to their mother tongue and culture.
6. Sanskrit, Tamil and regional languages are also included along with English and Hindi languages. So that the student can study easily.
7. Students will be given the opportunity to choose Sanskrit as an option in all school stages and higher education levels. There will be no pressure on any student to choose a language.
8. The sole objective of this new education policy is to make India a global knowledge superpower.

NATIONAL EDUCATION POLICY NEP 2020: FACTS AND HIGHLIGHTS

Here are some of the main highlights and facts about National Education Policy NEP 2020.

- Human Resources Development (HRD) Ministry to be renamed as Education Ministry.
- Best universities will be setting up campuses in other countries.
- A national committee for integration of vocation education—Lok Vidya.
- A National Research Foundation (NRF) will be established which will enable an ecosystem of research through universities.
- A proposal to set up Indian Institute of Translation and Interpretation (IITI) while emphasizing Sanskrit and other Indian languages.
- The education policy is modified after 34 years.
- Multiple entries and exit programmes for those who wish to leave a course in the middle to join another course, to transfer their credits.
- A new pedagogical and curricular structure of 5+3+3+4 to cover the ages 3 to 18, from the old 10+2 structure.
- In the 10+2 structure age group of 3 to 6 was not covered as class 1 begins at age 6. According to new 5+3+3+4 structure, a strong foundation of Early Childhood Care and Education (ECCE) from age 3 is also included.
- E-content in 8 major regional languages other than English and Hindi.
- Financial autonomy to 45,000 affiliated colleges.
- Students from 6 onwards will be taught coding.
- To reduce the stress and importance of board exams, the exam will be conducted in 2 parts: Objective and Descriptive.
- 360-degree holistic report card for students which will not only included the marks in academic subjects but also mention the students' skills and other points.

- A high-quality common entrance exam offered by the National Testing Agency (NTA).
- Technology-based options for adult education through apps, online courses, modules online books, ICT- equipped libraries and satellite-based TV channels.
- Viable models such as an annual, semester, modular board exams.
- Preparatory class or *Balvatika* to teach every child before the age of 5, conducted by an ECCE-qualified teacher.
- National Mission on Foundational Literacy and Numeracy to be established.
- Regular health checkups for students and nutrition and health cards to be issued.
- Content of the curriculum will be reduced to the only inquiry-based, discussion-based, analysis-based, discovery-based holistic curriculum to encourage critical thinking.
- Students will be given the flexibility and freedom to choose the subject to study, including physical education, arts and crafts and vocational skills.
- There will be no hard separation among curricular, extracurricular, co-curricular.
- Indian sign language to be standardised across the country.
- Mother tongue to be the medium of instructions till grade 8.
- Bagless days to encourage activities involving arts, crafts, quizzes and sports.
- Education field will get 6% of GDP which is 1.7% now.
- New provisions for students with disabilities.
- 4 year integrated B.Ed to be the minimum qualification for teaching.
- Dedicated units for online and digital education.
- Free boarding facilities in Jawahar Navodaya Vidyalayas.
- NCC wings in the secondary and higher secondary schools.
- Preschool sections in Kendriya Vidyalayas.
- More focus on vocational studies to encourage skills like electric work, metalwork carpentry, gardening, pottery making etc.
- School premises to be used for adult education courses after school hours.
- Internships included from class 6.

BENEFITS, ADVANTAGES OF NATIONAL EDUCATION POLICY NEP 2020

Here are some of the benefits and advantages of the new National Education Policy of 2020.

- NEP 2020 will bring 2 crores out of school children back into the mainstream.
- Reduced unnecessary stress and the importance of boards exams might reduce the number of student suicides.
- Infusion of technology and online learning into mainstream education.
- Inclusion of adult education.
- More qualified teachers.
- Nationwide common entrance exam.
- Music, art and literature to be taught in all colleges.

- Vocational skills to be taught to improve employability.
- No rigid separation between streams.
- Internships included from class 6.
- Importance to practicals and skill development.
- Multiple entries and exit options.
- More budget for education.
- Promotion of value-based education.

These were some of the benefits, advantages of the new National Education Policy of 2020.

PROBLEMS, CHALLENGES, DISADVANTAGES OF NATIONAL EDUCATION POLICY OF 2020

Here are some of the drawbacks, challenges, and problems with the National Education Policy of 2020.

- The implementation of the new Education Policy of 2020 will be challenging in rural India, where the basic technological infrastructure is missing.
- It will be a big challenge to fight the stigma around adult education and hence the implementation of adult courses can be a little challenging across the country.
- There will be a learning curve for students and teachers to adapt to the new learning system.
- A lack of qualified teachers according to the new requirements.

CONCLUSION

The reform of National Education Policy was a long-awaited decision. It has filled the students, teachers and parents with new hope and encouragement. It is praiseworthy that the new education policy is introduced according to the much needed 21st century standards and socio-economic changes. We all hope that it will be implemented as it is promised and India will rise as a knowledge superpower in the coming years.

1. The policy seeks to restructure school curricula and pedagogy in a new '5+3+3+4' design, so that school education can be made relevant to the needs and interests of learners at different developmental stages—a 'Foundational Stage' (five years), a 'Preparatory Stage' (three years), a 'Middle Stage' (three years) and the 'High Stage' (four years, covering grades nine, 10, 11 and 12).
2. It aims to achieve 'universal foundational literacy and numeracy' in primary schools by 2025. For this, the Ministry of Human Resource Development shall set up a National Mission on Foundational Literacy and Numeracy.
3. Public and private schools—except the schools that are managed, aided or controlled, by the central government—will be assessed and accredited on the same criteria, benchmarks, and processes.
4. The Gross Enrolment Ratio from preschool to secondary education should be

100 per cent by 2030. (GER is defined as the ratio of the total enrolment in education—regardless of age—to the official population in a given school year, expressed as percentage.) The policy states that universal participation in schools shall be achieved by tracking students and their learning levels to ensure they are enrolled and attending school, and have suitable opportunities to re-join or catch up at school in case they have dropped out or fallen behind.

5. The medium of expression until at least grade five—but preferably till grade eight or beyond—shall be the student’s mother tongue, or the local or regional language. The ‘three-language formula’ will continue to be implemented in schools, where two of the three languages shall be native to India.
6. The policy seeks to standardise the school curriculum for Indian Sign Language across the country.
7. The government of India shall constitute a ‘Gender-Inclusion Fund’ to provide equitable and quality education to all girls and transgender students. States shall use this fund to implement the central government’s policies for assisting female and transgender students, such as provisions for toilets and sanitation, conditional cash transfers and bicycles. The fund will enable states to support ‘community-based’ interventions.
8. The policy suggests establishing ‘school complexes’ consisting of a secondary school and other schools offering lower grades of education—including *anganwadi* centres—in a radius of 5 to 10 kilometers. Such a complex will have “greater resource efficiency and more effective functioning, coordination, leadership, governance, and management of schools in a cluster.”
9. All education institutions shall be held to similar standards of audit and disclosure as a ‘not-for-profit’ entity, says this policy. If the institution generates a surplus, it shall be reinvested in the educational sector.
10. The policy says that all ‘higher education institutions’ (HEIs) shall aim to be multidisciplinary by 2040. By 2030, there shall be at least one multidisciplinary HEI in or near every district. The policy aims for the Gross Enrolment Ratio in higher education to increase to 50 per cent by 2035 from 26.3 per cent in 2018.
11. HEIs shall have the flexibility to offer Master’s programmes of two years for those who have completed a three-year undergraduate programme, of one year for students who have completed a four-year undergraduate programme, or five-year integrated Bachelor’s and Master’s programmes.
12. M.Phil. programmes shall be discontinued.
13. The policy says that ‘high performing’ Indian universities shall be encouraged to set up campuses in other countries. Similarly, selected universities—such as those from among the top 100 universities in the world—shall be encouraged to operate in India.
14. A National Research Foundation shall be established to facilitate “merit-based but equitable” peer-reviewed research funding.

15. The policy says that the centre and states shall work together to increase public investment in education to 6 per cent of the gross domestic product, from the current 4.43 per cent.

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