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### From Principal's Desk



M V Mandali's Colleges of Commerce and Science organized One Day National Multidisciplinary Conference on 30th April, 2022 on theme "New Education Policy 2020- Issues & Challenges." The Conference was sponsored by Western Region Centre – Indian Council of Social Science Research.

The purpose of conference was to make the educationalist, academician and researchers enlightened about New Education Policy, 2020. The discussion outcomes of the conference were that the key features of New Education Policy, 2020 was highlighted, as an approach for making education system multidisciplinary in nature. Academic Bank of credit was explained and its importance was described for making the learning more flexible for the learners. Level of outcomes and level of competency was covered and how these changes will assist in improvement of employability skill was covered that is new education system will help in providing more industry ready students. Revamping of the education system from the roots is to be done for training the young minds better. Importance to research will move the learning from theoretical concept building to practical application of the learned concepts. The conference discussion concluded with end note that the policy will lead to the survival of the fittest.

National Education Policy 2020 (NEP) has marked an epoch development in the educational landscape of India. The policy envisions an India centred education system compatible to transform India to a vibrant knowledge society.

Remarkably, the thrust area of the new education policy is to make the system of education well-resourced and multidisciplinary by the consolidation of multiple educational institutions and disciplines. The proposed creative combination of study and multiple entry and exit makes the system highly flexible and accessible. The traditional rigidity of the formal system and standalone institutions will be replaced with high-quality liberal education that provides an optimal learning environment and multidisciplinary education that provides adequate provision for student mobility.

New National Education Policy 2020: Facts at a Glance

#### **School Education: Facts**

The aim of the new policy is the universalization of education from pre-school to secondary level with 100% Gross Enrolment Ratio (GER) in school education by 2030.

- Through the open schooling system, the NEP 2020 will bring 2 crores out of school children back into the mainstream.
- The current 10+2 system in the school will be replaced by a new 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. Under the school curriculum, this new system will bring an uncovered age group of 3 to 6 years. This is the age that has been recognised globally as the crucial stage for the development of mental faculties of a child.
- As per the new policy, there will be 12 years of schooling with three years of Anganwadi/ pre-schooling.
- The new policy emphasises on Foundational Literacy and Numeracy. There will be no rigid separation between academic streams, extracurricular, vocational streams in schools. From class 6, Vocational Education will start with internships.
- As per the New Education Policy teaching up to at least Grade 5 will be in mother tongue or regional language. No language will be imposed on any student.

- Assessment reforms with Holistic Progress Card (360 degree) and for achieving learning outcomes progress of the students will be tracked.
- NCTE in consultation with NCERT will formulate a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021. The minimum degree of qualification for teaching will be 4-year integrated B.Ed. degree by 2030.

### **Higher Education: Facts**

- In higher education, Gross Enrolment Ratio to be raised to 50% by 2035 and 3.5 crore seats to be added in higher education.
- Higher Education curriculum to possess Flexibility of Subjects.
- Various Entry/ Exit to be allowed with relevant certification.
- To facilitate Transfer of Credits, the Academic Bank of Credits will be established.
- For fostering a strong research culture and building research capacity across higher education, National Research Foundation will be created as an apex body.
- Higher Education Commission of India (HECI) will be set up for the entire higher education, excluding medical and legal education. It will be a single overarching umbrella body.
- Higher Education Commission of India (HECI) will have four independent verticals namely National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC ) for standard-setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council ( NAC) for accreditation.
- In 15 years, Affiliation System to be phased out with graded autonomy to colleges.

### **Some other facts**

- NEP 2020 will also emphasise in setting up of the Gender Inclusion Fund, Special Education Zones for disadvantaged regions, and groups.
- To increase the public investment in the education sector to reach 6% of GDP at the earliest and for this, both the Centre and the States will work together.
- In both schools and higher education, NEP will promote Multilingualism. Therefore, the National Institute for Pali, Persian, and Prakrit, Indian Institute of Translation and Interpretation to be set up.

So these are some important points about India's New National Education Policy (NEP), 2020. Hoping that this policy will boost employment in the country and will radically transform our educational ecosystem.

**Dr Gopal Kalkoti**

Principal

### Message from Vice Principal



New Education Policy 2020 aims to bring fundamental changes in the present educational system. Similarly, it also aims to make all universities and colleges multi-disciplinary by the year 2040.

This policy is an essential initiative to help in the all-around development of our society and country as a whole. However, the implementation of this policy will greatly determine its success. Nonetheless, with a youth dominant population, India can truly achieve a better state with the proper implementation of this education policy. We can say that this policy will strive to make the country of India a global knowledge superpower.

This conference based on theme- “New Education Policy 2020- Issues & Challenges “will highlight the changes brought in by this new policy and challenges in its implementation.

We appreciate the initiative taken by IQAC of the college to organise this conference and efforts put behind publication of this conference proceeding.

We also acknowledge the contribution made by all research scholars, academicians and all other associated stakeholders of the conference.

**Dr. Seema Rawat**

Vice Principal

M V Mandali's Colleges of Commerce & Science

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**A REVIEW OF NATIONAL EDUCATION POLICY ON VOCATIONAL EDUCATION**

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**Dr. Nitin Agarwal**

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**ABSTRACT**

*The Central government announced the National Education policy 2020 newly brings hope for near positivity by holding it as vital for the holistic development of students who will enter the future labor force. Although the National Education policy 2020 has proposed significant changes in school and higher education, it has also given life skills and Vocational Education a seminal position. However, various studies specify that the Vocational Education program has not responded well in India. Therefore, this paper tries to review challenges, outcomes, and present circumstances in Vocational Education programs for The National Education policy 2020. Therefore, by considering the status of such education, this paper is conducted to detect the Vocational Education courses essential.*

*Keywords: vocational education, education, National Education policy.*

**INTRODUCTION**

Education is not only the provision of information from teacher to student, but the point is that the student requires practical education for some of their tasks. By seeing this theory, National Education policy 2020 has finally seen the light of day, providing India with a new education policy after 34 years.

The vocational education program emphasizes actual trades and conveys practical skills that allow individuals to be involved in a specific occupational activity. Vocational Education is essential in providing employment openings to individuals and helps enhance the efficiency of firms. A Vocational Education program includes all formal and informal skill transfers, which are required to develop the productive activities of a society.

Over the next decade, vocational education will be integrated into all schools and higher education establishments. Focus areas for vocational education will be selected based on skills gap analysis and mapping of local prospects. MHRD will establish a National Committee for the Integration of Vocational Education (NCIVE), comprising professionals in vocational education and representatives from across Departments in association with the industry, to oversee this effort.

Individual institutions that are pioneers must develop and share outstanding methods and practices with other institutions through channels established by NCIVE to aid in the expansion of vocational education. Institutions of higher learning will also put multiple forms of vocational education and apprenticeships to the test. In addition, incubation centers in institutions of higher learning will be established in collaboration with the industry.

**NEED FOR THE STUDY**

In 1976, the National Council of Educational Research and Training (NCERT) documented Higher Secondary Education and its Vocational education was presented, setting out a model conceptual framework for implementation. The program for vocational education of higher secondary education was initiated in 1976. Since then, it has been implemented in ten States and five Union Territories. Several other states are likely to introduce vocational education in the academic year 1986-87.

Despite all these efforts, the vocational education scheme of education has not yet been chosen. There have been many aspects responsible for the slow progress, such as the absence of a well-coordinated management system, unemployability of vocational pass-outs, mismatch between demand and supply, reluctance in accepting the concept by the society, lack of proper provisions for professional growth and career advancement for the vocational pass-outs, etc. New efforts are being made in many states to accelerate progress. Vital steps to strengthen the vocational education system are therefore imperative.

This paper debates the current scenario, challenges, outcomes, and policy actions taken in India's vocational education programs for National Education Policy 2020. The article relies on the existing literature and does not attempt to provide a comparison among these policies

**The Primary Objectives of the Study Are**

- To determine the level of a Vocational Education program for National Education Policy 2020.
- To assess whether the previous education policy and the National Education Policy 2020 for Vocational Education system differ.

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**The National Education Policy 2020 and Vocational Education**

Vocational education is viewed as inferior to traditional education and is mainly intended for students who cannot cope with it. This is a perspective that impacts the decisions that students make. It's a significant problem that can only be solved by a comprehensive rethinking of how students receive vocational education.

According to the National Education Policy, at least 50% of students in the school and higher education systems should be exposed to vocational education. It also states that quality vocational education will be seamlessly incorporated into higher education, beginning with a vocational orientation at an early age in middle and secondary school. Furthermore, the National Education Policy specifies that from classes 6 to 8, vital vocational skills such as carpentry, electric work, metalwork, gardening, pottery making, and so on shall be sampled as determined by States and local communities.

The policy proposes that every child learn at least one vocation and be exposed to several more. The approach also encourages a 10-day bagless with local vocational experts to help the students better understand the vocation. National Education Policy also proposes similar internship opportunities for students between Classes 6 to 12.

The policy also debates introducing vocational courses in secondary schools in a phased manner over the following decade. National Education Policy also talks about setting up skill labs collaborating with polytechnics and local industries. There is also a proposal to set up vocational courses through online mode. National Education Policy states, A concerted national effort will be made to ensure universal access and affordable opportunity to all children of the nation to obtain quality all-inclusive education including vocational education - from preschool to Class 12

Local educators, where local resource persons can be employed by schools for shorter courses on vocational crafts, are also suggested in the proposal. As recommended in the National Education Policy 2020, the proposed National Committee for the Integration of Vocational Education (NCIVE) would have to fine-tune the National Skills Qualification Framework (NSQF). This committee must also interact with the National Higher Education Qualification Framework (NHEQF) to ensure that horizontal credit transfers and equivalence are possible.

The National Skills Qualifications Framework will be broken further by vocation and profession for each discipline. In addition, Indian standards will be aligned with the International Labour Organization's International Standard Classification of Occupations. This Framework will give a general overview.

**FINDINGS**

The National Education policy of 2020 has left several curious about the success of its implementation. Though, it has categorically reflected the objectives that our nation seeks to achieve based on the challenges we have faced until now. So, the task is to identify pre-requisites and establish the path to realize what has been drafted

The 12th Five-Year Plan (2012–2017) assessed that only a tiny percentage of the Indian workforce in 19–24 (less than 5percent) received prescribed vocational education. These numbers only underline the urgency of the necessity to speed the spread of vocational education in India. One of the primary motives for the small numbers of students receiving vocational education is that vocational education has focused mainly on Grades 11 & 12 and dropouts in Grade 8 and up. Besides, students passing out from Grades 11 & 12 with vocational subjects often did not have well-defined paths to continue their chosen higher education vocations.

By 2025, at least fifty percent of students through the school and higher education system shall be acquainted with vocational education. An apparent act plan with targets and timelines will be developed. This is in arrangement with Sustainable Development Goal and will support to the realization of 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 'academic' or other capabilities. Vocational education will be combined into the educational offerings of all secondary schools in a phased manner over the next decade. 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, allowing other schools to use the facility. Higher education institutions will offer vocational education independently or in partnership with industry and NGOs. The B.Voc. degrees introduced in 2013 will continue to be, but vocational courses will also be available to students enrolled in other Bachelor's degree programs, including the four-year multidisciplinary Bachelor's programs. HEIs will also be allowed to conduct short-term certificate courses in various skills, including soft skills. Lok Vidya, i.e., crucial vocational knowledge developed in India, will be accessible to students through

integration into vocational education courses. The possibility of offering vocational courses through ODL mode will also be explored.

Providing vocational training in schools will make that person more employable in the long term, but it will also allow students to discover and pursue their passion. When a person recognizes their love, it becomes easy and much more meaningful to participate in economic activity to earn a living and support the family and, by extension, the country. Schools must plan their extracurricular activities with this in mind. Activities aren't meant to be used as a way to kill time, and they shouldn't be. Instead, they can be purposefully designed to give our prodigy the best of all worlds, i.e., vocational skill development and purposeful pastime.

### **RECOMMENDATIONS**

As per the recommendation in the National Education Policy 2020, the proposed "National Committee for the Integration of Vocational Education (NCIVE)" will be accountable for further outlining the National Skills Qualification Framework (NSQF). While doing so, the committee must also communicate with the NHEQF to ensure that horizontal credit transfers and equivalence are viable.

The National Education Policy 2020 has made vocational education problematic by stating that it is perceived as inferior to mainstream education. It further says that the policy intentions to overcome the social status hierarchy related to vocational education by integrating it with conventional education in a 'phased manner.' This has been projected by creating a National Higher Education Qualification Framework (NHEQF), coordinated with the National Skills Qualification Framework (NSQF) to ease mobility among streams. This integration has been prearranged from the upper primary segment by offering short-term internships with indigenous artists, craftspeople, and blue-collar professionals. The policy also perceives it as 'In addition, the National Education Policy mentions promoting and creating additional apprenticeships and other possibilities for students to receive work-integrated training. While this is a realistic suggestion, it would be evaluated in light of the National Apprenticeship Promotion Scheme (NAPS) implemented in 2016. Until 2018, the NAP had only trained 2.9 lakh apprentices out of 20 lakh. With only 15% of the target achieved, the total goal of teaching 50 lakh apprentices by 2020 appears improbable. Furthermore, according to statistics reviewed by Salaam Bombay Foundation in June 2019 from the Ministry of Skill Development and Entrepreneurship NAPS portal, only 10,8195 of the 64,390 establishments registered had one or more apprentices enrolled with them.' emphasizing the dignity of labor.'

### **CONCLUSION**

The discussion above indicates that Vocational Education programs have played a significant role in economic development. However, the Vocational Education program has not been very successful in developing countries like India. Although governments have given much more attention to this sector in recent years, the results are still poor. The Vocational Education program faces several challenges; the quality of institutions and the lack of linkages between Vocational Education providers and industries are two major problems. Vocational Education program programs could serve this purpose by providing marketable skills to individuals.

This, however, does not have to be repeated in India. Instead, the NSQF and NHEQF should strive to include higher-level abilities, and the government can help by providing means to recognize them. The current pandemic, for example, has highlighted the scarcity of healthcare workers, emphasizing the need to promote healthcare careers while also paying them fairly in the market.

The National Education Policy 2020 precisely acknowledges the need to meet the objectives of access and lifelong learning. However, it needs to be supported by robust operational changes to ensure the holistic development of learners. This will consequently lead to a greater possibility of global and domestic mobility of skilled human capital, as aspired by the NSQF initially.

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## ONLINE AND DIGITAL EDUCATION: ENSURING EQUITABLE USE OF TECHNOLOGY

Sarita Sharma<sup>1</sup> and Dr. Alpna Sharma<sup>2</sup><sup>1</sup>Research Scholar and <sup>2</sup>Research Guide, Apex University, Jaipur**ABSTRACT**

*Education is fundamental for achieving full human potential, developing an equitable society, and promoting national development. India is a global leader in information and communication technology and in other cutting-edge domains. The Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. Education on one hand will play a critical role in this transformation, technology itself on the other hand, will play an important role in the improvement of educational processes and outcomes. Thus, the relationship between technology and education at all levels is bidirectional. The proliferation of digital technologies in recent times is bringing radical changes in the way education is being delivered and received. The outreach of educational programs is improving day by day with the digitalization of education. However, the benefits of online/digital education cannot be leveraged unless the digital divide is eliminated. It is important that the use of technology for online and digital education adequately addresses concerns of equity. This paper delves into the trends of digital education in India, equitable access to technology for eliminating the digital divide and the various blockers that hinders and enablers that promote acquisition of equitable digital education.*

*Keywords: Equitable Society, National Development, Information and Communication Technology.*

**INTRODUCTION**

The global education development agenda reflected in the 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. In this regard, the National Education Policy 2020 recognizes the importance of leveraging the advantages of technology to improve multiple aspects of education to meet the current and future challenges in providing quality education for all. New circumstances and realities require new initiatives. The recent rise in epidemics and pandemics necessitates alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. This has brought ‘Digital education’ into prominence that is providing both teachers and students new opportunities to teach and learn thereby ensuring greater participation in the overall learning process.

**Digital Education**

It is the innovative use of tools and technologies during teaching and learning to enhance the learning experience. It is a combination of technology with digital content and instruction that gives students an element of control over time, pace and place.

**Background of Digital Education**

The roots of early forms of digital/online learning has been traced back to translating a complete classroom course syllabus into a distance education environment, including similar content and assignments that could be accessed through the print materials, CD-ROMS, and video conferencing to facilitate communication. It then gradually grew to the use of television later on to the use of computers along with teacher-student interactions in a traditional classroom. Digital learning evolved with the advancement of the Internet in the beginning of 21st century. Various online courses were developed for students that proliferated across the boundaries. The impact of the Internet on education as a paradigm shift, has helped digital education to take up space and its present form. Ph.D., Research Scholar, Department of Education, Himachal Pradesh University, Summer Hill, Shimla, H.P., India.

**Trends of Digital Education in India**

**Social Media:** Social Media as a learning tool has progressed in a big way. It is a vital platform to share and exchange information anywhere, anytime. Majority of students and teachers use social media as an integral part of the whole e-learning experience. It is also an important source of generating networking opportunities to build social activities and prospective employment on a cost-effective basis.

**Interactive learning Resources:** The proliferation of learning apps, learning is no longer confined to a conventional classroom set up. The learning process is being re-wired with these innovative digital aids. Interactive learning modules using the best of technology are being prepared by educators to enrich the teaching-learning process.



**Massive open Online Courses (MOOC's):** these platforms are enabling self-learning in a crucial way. It is facilitating the students and working professionals to study at their own convenience from anywhere and at any time. A variety of courses duly certified by institutes are offered under this platform. Growing trends in India indicate that there is an ever increasing desires among students to keep upgrading their skills, for which, learning based on MOOC's is a boon for them. MOOC's have been a successful trend in achieving the goal of self-learning by providing equitable access to high quality learning material and digital content to all.

**Audio-Video Based Learning:** this type of learning is becoming popular among school students since it combines learning with fun. This medium of teaching-learning is highly interactive in nature. Students are excited to learn new concepts using digital mediums like educational apps, podcasts, ebooks etc.

**Game Based Learning:** Game based learning is the next big thing that will redefine the digital future of education in India. This type of learning creates an environment where the learners can easily relate themselves to what is being taught to them in an engaging way.

### **Equitable Access to Technology**

The digital revolution is bringing radical changes in the way education is being delivered and received. However, all the students do not have equitable access to technology. Equitable access to technology refers to all students having access to technology and information regardless of their ethnicity, socio-economic status, age, physical ability, or any other quality. It's not only integral, but also a fundamental component to provide opportunities to every student to learn and acquire the knowledge and skills that they need to become digitally savvy citizens. A lack of equitable access to technology and information deprives students of learning experiences and limit their opportunities in future. It is important to mention here, that the access to technology is more than just providing devices and connectivity to students. It is also making sure that every student has the opportunity to learn how to use this technology. India has the world's second largest system of education. Therefore, the equitable access to technology matters because the push for digital mode of education has surfaced the 'digital divide' in the society more prominently in recent times. A substantial section of the population still persists whose digital access is highly limited. Digital learning in India is going to be the key face of future education, therefore efforts must be taken to ensure and promote equitable access to technology. National Education Policy 2020 addressed the concerns of equity in online and digital education and recommended the optimization and expansion of existing digital platforms and on-going ICT-based educational initiatives to meet the current and future challenges in providing quality digital education for all.

### **Blockers that Hinders Acquisition of Equitable Digital Education:**

The state of education in India is dismal, especially in rural areas. The outdated methods of teaching, shortage of teachers, inadequate student-teacher ratio and insufficient teaching resources are the major challenges in these areas. However, with digitization of education, students in these areas are being taught with the help of technology but some blockers still exist that hinders the acquisition of equitable digital education in these areas. The pre-requisite to digital education is uninterrupted power supply. Highly varying number of hours of power availability blocks the dissemination of quality digital education. The availability of internet connectivity also blocks the equitable use of technology for education. an accessible, uninterrupted and high speed connection is still a dream for many in rural, hard and remote areas. Due to economic disparity, weaker sections of the society are neither able to buy smartphones or laptops, nor able to subscribe high speed broadband internet. Thus, quality digital education is not possible.

The non-familiarity of teachers and students with digital tools and how to integrate and use them for teaching learning purpose only adds to the hindrance of ensuring equitable access to quality education. Enablers that will promote acquisition of Equitable Digital Education To achieve equitable digital education in future, focus must be given to the policies that bridge digital divide as well as addressing the challenges discussed above. Uninterrupted power supply to every house hold will ensure adoption of digital technology by one and all. Low data rates and availability of relatively cheaper handsets will help to address inequities. For productive adoption of technology in education, digital literacy also needs to be addressed. Faculty development programs covering digital pedagogy that combines digital skills with core principles of teaching-learning process should be arranged by the officials. Students should also be nurtured to develop a positive attitude towards digital technology, acquire basic proficiency to engage with digital tools, display safe online behaviors, and follow cyber-security protocols with digital literacy programs. It is only when digital technology finds a place in all curriculum areas that our learners will be able to fully benefit from an education enhanced by digital technology. The existing mass media, such as television, radio, and community radio should be extensively used for telecast and broadcasts for those whose digital access is highly limited. Such educational programmes should be made available 24/7 in different languages to cater to the varying needs of the student population.

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Suitable digital devices, such as tablets with pre-loaded content, should be considered, developed and provided to students and teachers.

**CONCLUSION**

To sum up, it can be said that digital education is the future for India and it is here to stay and will take the country to a new pedestal of socio-economic growth and prosperity. Thus, it is imperative to understand and be sensitive towards the digital disparity. Careful planning measures will have to be adopted to address these inequities. Closing the gap appears difficult due to its multi-faceted nature, but each step we take will bring us closer to attaining equitable digital education for all.

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**CRITICAL ANALYSIS OF NEW EDUCATION POLICY 2020 OF INDIA**

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**ABSTRACT**

*Education Policy is a tool of socio-economic transformation. It plays a crucial role in qualitative development of country's human resources. NEP 2020 is formulated with an ultimate objective of striving socio-economic balance by providing an edge for exploring skills, knowledge, and talent and promotion value-based education in the country.*

*Keywords: National Education Policy (NEP), Higher Education Institution (HEI), University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Council for Teacher Education (NCTE) and Higher Education Commission of India (HECI).*

**INTRODUCTION**

NEP 2020 is the 3<sup>rd</sup> education policy of the country. 1<sup>st</sup> education policy was introduced in the year 1968 under the leadership of late Prime Minister Smt. Indira Gandhi, followed by 2<sup>nd</sup> education policy formulated under the leadership of late Prime Minister Shri. Rajiv Gandhi in the year 1986. Later on, some amendments were made to his policy by Narsimha Rao Government in 1992. Country got the 3<sup>rd</sup> education policy after a long haul of 34 years. Policy aims at initiating drastic changes and revamping of entire education structure and system. Policy will revolutionize entire education frame work of the country having long lasting impact on teaching pedagogy at each phase of acquiring and imparting education.

Central government has constituted a committee in 2017 to formulate NEP under the chairmanship of Dr. K.K. Kasturirangan, policy draft was ready in 2019. It was approved on 29<sup>th</sup> July, 2020 currently in India higher education system is controlled by Statutory Bodies such as UGC, AICTE and NCTE. Under NEP 2020 HECI will be the nodal agency to control higher education in the country operating through its 4 sub-nodal agencies such as National Higher Education Regulatory Council (NHERC), General Education Council (GEC), National Accreditation Council (NAC) and Higher Education Grants Council (HEGC)

**Status of Sub-Nodal Agencies of HECI**

1. **Higher Education Regulatory Council (NHERC)** – It will act as a regulatory body, monitoring higher education as well as teacher education sector in the country.
2. **General Education Council (GEC)** – It will set the standards for the evaluation of learning outcome with respect to academic programs to be provided by higher education institute (HEI).
3. **National Accreditation Council (NAC)** – It will assess public self-disclosure, good governance and administration as well as academic performance of the institutes and universities imparting higher education in the country.
4. **Higher Education Grants Council (HEGC)** – it will provide grants and financial assistance for grant-in-aid institutes and universities.

**Need of NEP 2020**

- To impart holistic education in the country.
- To create knowledge and value-based society.
- To improve the quality of education through innovative practices of imparting education.
- To encourage research and development at all phases of imparting education.
- To make Indian educational system competitive as per global standards.
- To make the youth more employable by enhancing technical, managerial and holistic skills.

**Features of NEP 2020**

- Based on 4 pillars which are Access, Equity, Quality and Accountability.
- New curriculum is based on education pattern divided on the basis of 5+3+3+4 structure which includes twelve years of schooling and 3 years of pre-school (Anganwadi) replacing old 10+2 education pattern.

- Vocational education will start from 6<sup>th</sup> grade which also includes internships.
- Till 5<sup>th</sup> grade this policy emphasis on imparting education in local language / regional language / Mother-tongue as a medium of instruction.
- At school and higher education, Sanskrit will be included at all levels of education as an optional subject including 3 language formulas.
- Literature of India and other classical languages will be available as an optional subject.
- No compulsion on students to study any language.
- High degree of flexibility in selecting subjects.
- Their will multiple entries and exits options with appropriate certification in this period like certificate will be awarded after one year, advanced diploma after two years, degree will be awarded after three years, and bachelor with research degree after four years.
- Academic Bank of Credit (ABC) will be created digitally.
- Focus on E-learning.
- Imparting education based on critical thinking, discovery, inquiry, discussion and holistic learning methods.
- Allocation of 6% GDP to revamp and host educational system in the country.
- Phasing-out college affiliation system in next 15 years.
- Creating multi-disciplinary higher education institutions having more than 3000 students in each institute by the end of 2040.

#### **Four Phases NEP**

1. **Foundation Stage** - It is meant for 3 to 8 years children. In which 3 years of pre-school education will be done in Anganwadi and class 1 & 2 school education under which emphasis will be on language skills.
2. **Preparatory Stage** - The time duration of this stage is 3 years. It includes children from 8 to 11 years. Having schooling up to class 5 emphasizing on numerical skills and imparting education in regional language.
3. **Middle Stage** – The time duration of this stage is 3 years. Having schooling from 6<sup>th</sup> grade to 8<sup>th</sup> grade based on vocational training and internship. Imparting subject-based curriculum to create employability skills during school education.
4. **Secondary Stage** - The time duration of this stage is 4 years. Having schooling from 9<sup>th</sup> grade to 12<sup>th</sup> standard which covers educational curriculum with intensive study. Students have been given the freedom to choose subjects in the discipline of Arts or Commerce or Science. The examination will be conducted 2 times a year. There will be objective and subjective tests once a year. "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.

#### **Scope for Online and Digital Education**

National Educational Technological Farm will be created to promote digital education. It will carry out the work of coordination for digital infrastructure, materials, and capacity building.

E-content will be made available for study in regional languages.

#### **Protection and Promotion of Linguistic Diversity**

In the new education policy, many options have been kept regarding languages. Class 5 and class 8 Priority has been suggested to study mother tongue or regional language as a study. Students will be able to take foreign language from secondary level i.e., 9th grade. It will be compulsory to study at least two Indian languages in the tri language formula.

#### **Physical Education**

Under the new education policy 2020, skills will be developed in the areas of Horticulture, Yoga, Music, Dance, Sports, and Sculpture, etc.

#### **Problems and Challenges Related to NEP**

1. **Cooperation, Coordination and Unconditional Support** – It is essential from every state government and union territory for effective implementation of NEP 2020. But in reality, it is difficult because of the

resistance from state governments having their own educational board. NEP 2020 will open new avenues for the students aspiring to pursue education in foreign universities and institutes but it will not be affordable for all sections of societies such as middle class and lower middle class.

2. **Sanskritisation of education** – Most of the south Indian states have made an allegation that tri language formula will lead to saffronisation of education through use of Sanskrit in education system as Sanskrit as a subject is based on philosophy of Hinduism.
3. **Problems related to high fees and donations** - Such problems are existing in many metropolitan cities where expensive education is imparted by education mafia's providing lavish and high-tech infrastructure at a cost of high fees and donations. Resistance to this policy is oblivious from such education mafia's who are part of political system of our country. Having their own schools, private universities and institutions.
4. **Problem of Budgetary Allocation** - Implementation NEP 2020 will require around 6% of budgetary allocation of GDP. Which is practically impossible looking at the present fiscal deficit and fiscal imbalance of the country. In present times, government budgetary allocation is only 1.7 % of GDP for educational sector.

### SUGGESTIONS AND RECOMMENDATIONS NEP 2020

1. **Creation of Kids Zone** - first 5 years of early childhood care education must be imparted through kids' zone. By converting Angawadi (Pre-school) in to kids' zones which will help in faster physical and mental growth of the children.
2. **Moral Stories and Bagless education** – Education imparted in the schools for the children belonging to the age group 8 to 11 from grade 3 to grade 5 must be based on moral stories which helps in all round development with ethics to boost the process of developing a responsible citizen. Emphasising on bagless education by reducing the burden of number of subject text books and making the curriculum e-based.
3. **Evaluation System** – It must be based on 1:1 ratio i.e., 50% evaluation must be curriculum oriented (Text book based) and 50% evaluation should be based on promotion of rural fine arts, handi-crafts, culture, SSI and spirit of entrepreneurship.
4. **Vocational training and Internship** – It must be provided to the children in various areas to make them aware about the geographical environment.
5. **Strong Political Will and Effective Administration** – It is necessary for implementation of NEP 2020 at every phase and dimension.
6. **Better infrastructure** – It is essential for execution and achievement of the objectives of NEP 2020.
7. **Autonomy** – Major educational institutes and universities must be granted autonomy in terms of academic, administrative and finance assistance for improving the standard of education.
8. **Emphasis on R&D** – More funds must be allocated for imitating research and development programs in the institutions and universities.

### CONCLUSION

The new National Education Policy, 2020, if implemented effectively and efficiently it will revamp the entire educational system of the country by creating knowledge-based society based on the approach of holistic education. Improving the quality of education making it competitive in line with global standards set by the corporates and foreign universities.

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**TECHNOLOGY USE AND INTEGRATION**

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**ABSTRACT**

*The present world is trying to come out from the severe effect of the pandemic of Novel Coronavirus Disease (COVID-19). The outbreak of this novel disease across the world has brought changes in all walks of life. In the education system, it led to a complete paradigm shift from physical to virtual classroom. One of the most important policies of the 21st century is New Education Policy (NEP) that was drafted (revised) in 2019 and approved by Union Cabinet of India on 29 July 2020. The policy is revolutionary and far-reaching in every aspect and its focus is on various facets of education including the integration of ICT. In the 21st century, the requirement of usage of ICT in the field of education was speedily growing. Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. Educational technology will play an important role in the improvement of educational processes and outcomes. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.*

*Keywords: Thrust of technological interventions, Adoption of Emerging Technology, NETF (National Education Technology Forum), E-Content at DIKSHA, Online Teaching Assessment and Training, Three Modes of teaching Learning in HEIs*

**INTRODUCTION**

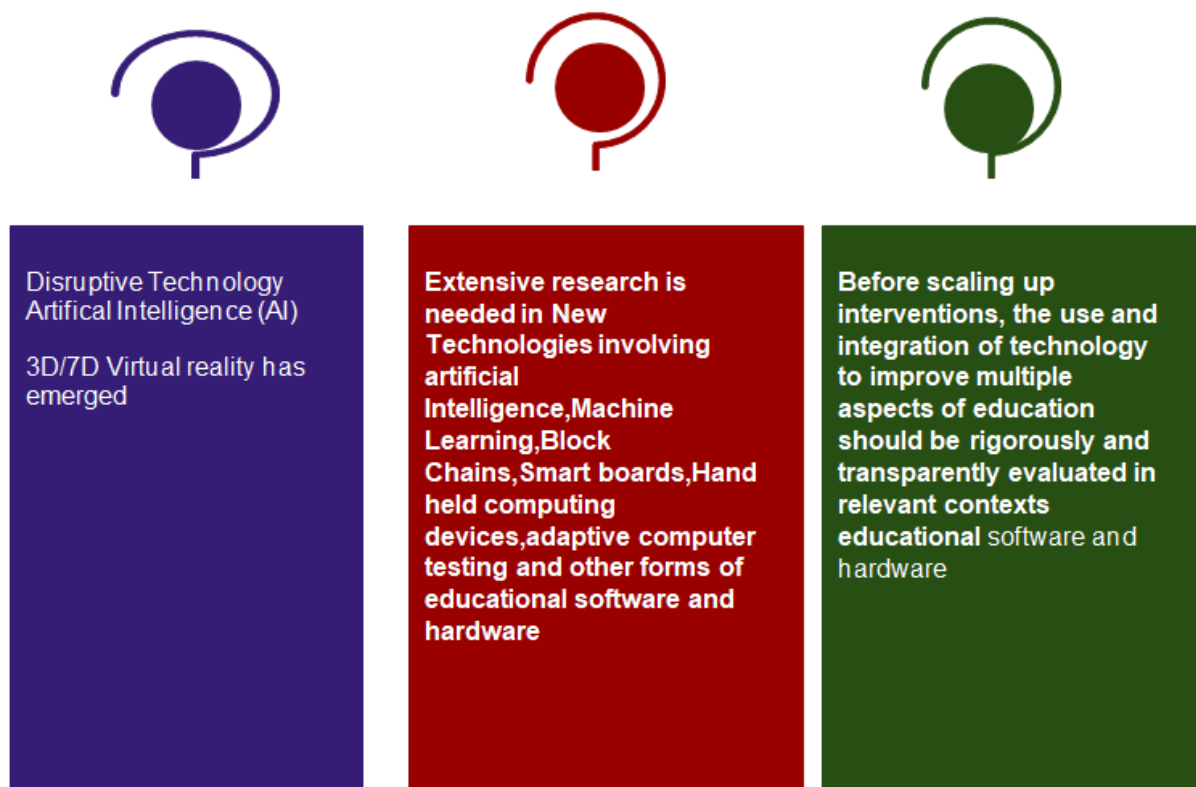
Education is indeed backbone and the real foundation of the development of a society and country from all perspectives. A country cannot develop unless it imparts education to its all citizens irrespective of class, race caste and region etc. education is a pre-requisite instrument to prepare individuals for their duties and to aware them about their rights. Unlike other countries, India has a long history of education and in ancient time it was a popular centre of education in the entire world. From Charter Act 1813 till today, countless education commissions were set up and policies were made notably English Education Act-1835, Hunter Commission-1882, University Commission-1902 & Calcutta University Commission-1917, Sargent Plan-1944, University Education Committee-1948, Secondary Education Commission-1952, Indian Education Commission-1964-66, National Education Policy-1968 and 1986, National Curriculum Framework-2005, National Knowledge Commission-2006, National Policy on Information and Communications Technology in School Education-2012 and New Education Policy-2020

The twenty-first century is the time of science and technology and all the societies all over the world have been transformed into information-intensive society. The growing requirement of ICT and usage of technological gazettes, Artificial Intelligence, E-learning, Virtual Classroom, Digital Platform, Digital Libraries and Digital Infrastructure etc. are some gifts of this century. Novel Coronavirus Disease (COVID-19) and its outbreak across the world geared up and gave a boost to the field of technology. The disease first broke out in December in Wuhan city of China. It was first reported to the World Health Organisation (WHO) country office on 31st December 2019, and on 30th January 2020 WHO declared a public health emergency of international concern (WHO, 2020). The integration of ICT with education provides better opportunities to learners, teachers and administrators to work better in the current scenario of the education system (Rausan A., 2020).

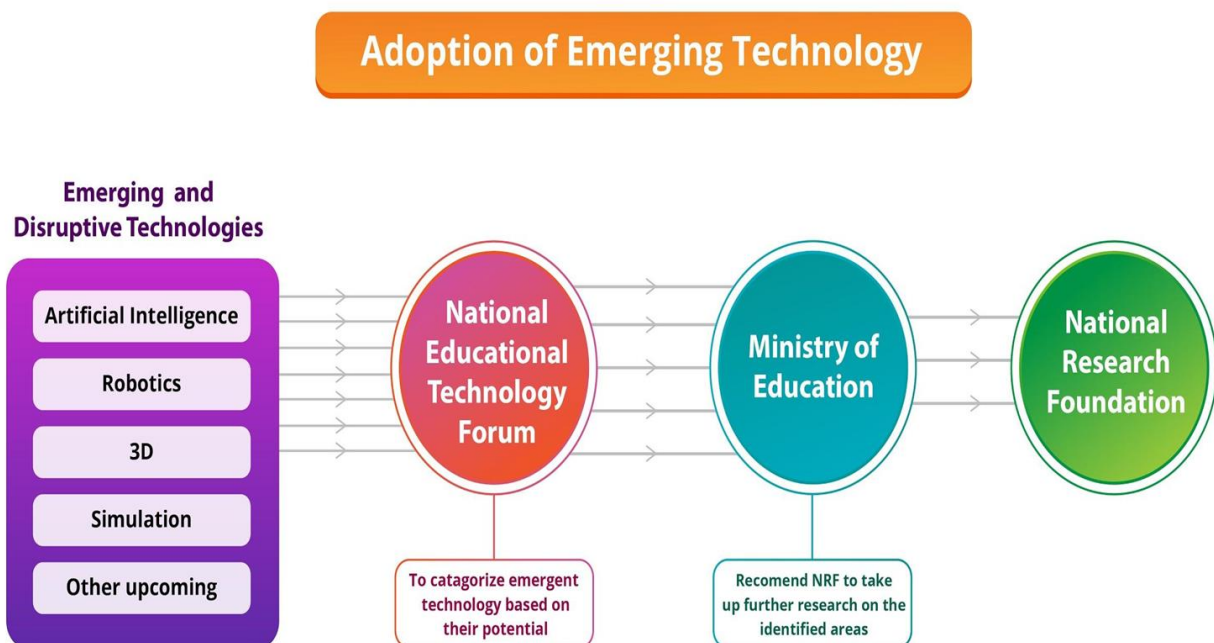
**Thrust of Technological Interventions**

The thrust of technological interventions will be for the purposes of improving teaching learning and 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.

### Thrust of Technological Interventions



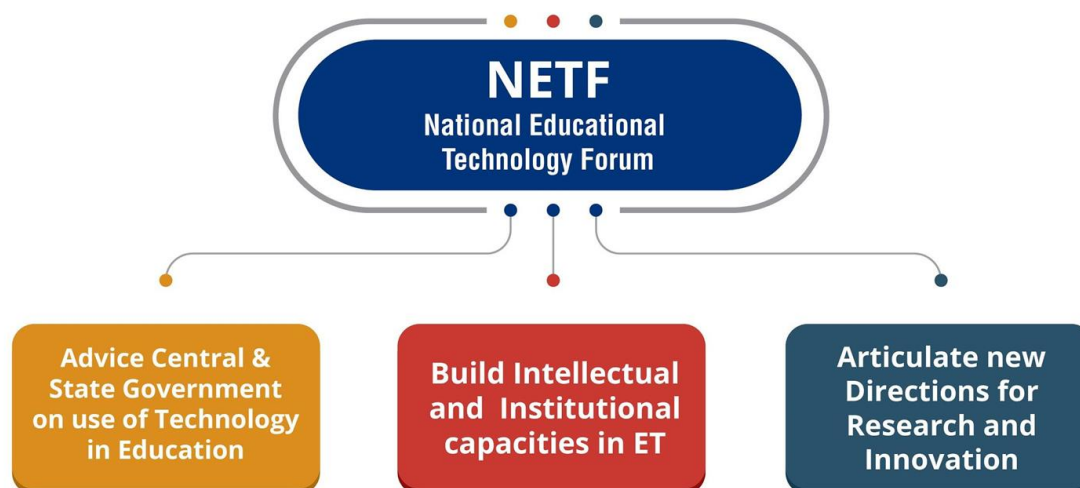
### Adoption of Emerging Technology



### National Education Technology Forum

National Educational Technology Forum (NETF) to provide a platform for free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration etc. The aim of the NETF will be to facilitate decision making on the induction, deployment and use of technology by providing to the leadership of education institutions, State and Central Governments and other Stakeholders the latest knowledge and research as well as the opportunity to consult and share best practices. It will suggest central and state governments regarding technology-based institutions build intellectual and institutional capacities in educational technology and visualise strategic thrust in this area. The NETF will have the following functions:

- a. Provide independent evidence-based advice to Central and State Government agencies on technology-based interventions;
- b. Build intellectual and institutional capacities in educational technology;
- c. Envision strategic thrust areas in this domain; and
- d. Articulate new directions for research and innovation.



### E-Content at DIKSHA

Educational software will be developed and made accessible in all major Indian languages to teachers and students at all levels. E-contents will be continuously developed in all regional languages by all states, NCERT, CIET, CBSE, NIOS and all other institutions that will be uploaded onto the DIKSHA platform. CIET will promote and expand this platform and other education technology initiatives. Equipment will be made available to school teachers to integrate e-content into teaching learning.

### Online Teaching Assessment and Training

Online teaching, assessment and training of teachers and administrators etc. especially at the time of pandemic of COVID-19 have been common across the world. Education system all over the world has adopted online practices and developing a virtual platform for all educational activities as an alternative with offline traditional practices in regard to online teaching-learning platform, existing e-education platforms such as SWAYAM, DIKSHA will be strengthened to provide teachers with well-structured, user-friendly and rich assistive tools to monitor the progress of learners using online platforms and tools. They will be initially trained for appropriate integration of ICT with education by utilising available technology-based resources at all levels. 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. Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across school and higher education, and will include ratings/reviews by users, so as to enable content developers create user friendly and qualitative content.

### Three Modes of Teaching Learning in HEIS

The policy suggested for compulsory three modes of teaching-learning in Higher Education Institutions of the country maximising the usage of ICT and minimising the barriers in the traditional model of the campus-based teaching-learning process. HEIs should provide exposure of online education to new generation students and adopt technology-based training that comprises

- (a) Weekly three days classroom-based classes,
- (b) Weekly two days online classes.
- (c) Weekly one day skill-based online/class-based classes and
- (d) Two subjects per semester through MOOCS like SWAYM/NPTEL or ODL etc.

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**CONCLUSION**

This is an undeniable fact that this century is the time of revolutionary interventions in the field of Information and Communications Technology. ICT has rooted in the present society and its information-intensive and it brought sudden changes across the world. Moreover, the pandemic created a favourable atmosphere for it in the entire world. The National Education Policy is the first and the most important education policy of this century and such a comprehensive national policy was drafted later thirty-four years in the country. The timing has never been better for using technology to enable and improve learning at all levels, in all places, and for people of all backgrounds. From the modernization of E-rate to the proliferation and adoption of openly licensed educational resources, the key pieces necessary to realize best the transformations made possible by technology in education are in place. Tools and data systems can be integrated seamlessly to provide information on student learning progress beyond the static and dated scores of traditional assessments.

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**GEN Z MINDSET AND RADICAL SHIFT IN CLASSROOM DYNAMICS**

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**ABSTRACT**

*The evolving generational mindsets have posed challenges on the education system to bring a radical shift in its curriculum designing, teaching pedagogy and classroom dynamics. Current and coming decade is about facilitating the digital natives who have access to information on click of a button, whose opinions can reach millions within seconds and who are expected to be the global citizens, famously known as the Gen Z or zoomers. This paper outlines a review on the behavioral characteristics of Gen Z's, the paradigm shift in the education system with reference to higher education and the need to adapt different strategies to match the requirements of this generation. In addition, the pandemic has brought us a decade closer to the developments in the education sector with asynchronous teaching patterns, virtual classrooms and online relationships which has made the educators' role even more challenging.*

*Keywords: Gen Z, classroom dynamics, divergent thinking, Indian ethos, knowledge exchange, learning approaches.*

**INTRODUCTION**

With some of the ground breaking events like the light-speed spread of the internet and disruption of the pandemic, technology driven approach has changed the face of how mankind is pursuing education, connecting with each other, building research and embracing change in every operating sector. However, the education sector has seen a massive shift from physical to online mode of learning and teaching, it still stays unprepared to adapt this fast paced change which also demands a need to cater a completely tech savvy, informed and competitive race of humans, known as Gen Z. With the youtube free education, the professors have become a secondary source of learning (Cain, Bryant, Buskey, Ferguson, 2022). By 2030, Gen Z will accommodate upto one third of the total workforce (Bureau of Labor Statistics, 2020). Their easy access to information at any time and place, average attention span of 8 seconds (Microsoft Study, 2015), individualistic approach and global interconnectedness demands the education system to rethink its curriculum, teaching methodology, student-teacher relationship equation, and value system which it would like to instill in the coming generation of leaders.

**Gen Z and their Characteristics:**

40 % of the Gen Z's are born to have at least 1 parent with a bachelor's degree and they are expected to be the most educated generations of all time (Fry & Parker, 2018). 25 % are having part time jobs, 23% are into seasonal jobs, 22% are benefiting from online earnings, 38% attend college and do jobs simultaneously (Mondres, 2019). This generation, unlike others, take education online continuously by clicking on various platforms, hold the capacity to be influencers for hundreds or thousands of audiences with little experience but appealing talent, post their opinions without a heck of fear and share emojis and gifs to express their emotions. They are informed, followed and monitored by artificial intelligence and driven by global social movements and causes which they passionately stand for. They are pursuing non-traditional career options or inventing them. 70 % said they want to do business and 15 % want to drop out of college (Tedx Talks, Beard). Gen Z cares less for hierarchy, values meaningful engagements in classroom, asks questions without getting embarrassed and bears an entrepreneurial mind. Gen Z are also known to have excessive media consumption upto 9 hours per day according to reports of Common Sense Census, 2015 (Tedx Talks, Justin Shaifer). Increasing online interaction and developing social awkwardness predicts isolation for this generation leading to higher risk of mental illness and attention deficit disorder. 6.7 million Gen Z's abandon a reloading page in just 2 seconds (Tedx Talks, Isabella Muri). They bear less patience, expect immediate feedback and seek instant gratification.

**Challenges to Education System in Dealing with Gen Z:**

My study identifies three major challenges for the education system dealing with Gen Z. The traditional learning system placed the education institutions and teachers at a highest pedestal and considered each and every word as an undoubtable guide. Gen Z no longer looks up to the teacher as the only source of education. They are just a 'google search' away for every problem and solution. They are probably in a better position to serve a live example for various theoretical concepts and can win over arguments and debates. The traditional methodology of lecturing, dictations and presentations do not serve the Gen Z. They prefer more involvement and knowledge exchange than just being observers and listeners in classrooms, instead being collaborative

participants in conversations. The first challenge is, how do we plan to hold the attention and interest of Gen Z's in the classroom even when they have a reservoir of information flowing out which they can easily access without support of the teachers?

The second challenge identified is the diminishing importance of Indian ethos among the Gen Z's. The National Education Policy 2020, envisions an education system deeply rooted in the values of Indian ethos. However, the higher education curriculum fails to add courses based on Indian ethos for every programme. Zoomers' exposure to different values, opinions, news and digital hate culture is eradicating the fundamental values which were embedded in their prior generations. The shared content online has no fact check maximum times. Cheating in online exams during a pandemic is also signaling towards diminishing ethics. Materialism and excessive consumption is a threat highlighting addictions, egoistic actions and less concern for the environment. Concepts such as altruism, sacrifice, collectivism, spiritual attainment, selfless action and guidance through consciousness will be sidelined as per current scenario. How as an education system do we make an effort to preserve these values ?

The Gen Z's are one generation which hold a strong sense of self from a very early age. They have social media accounts where they freely post images, share memes, entertain comments, choose arguments and go live whenever they wish. Their self esteem is driven from all of the above activities they do on social media. They exist in both the real and virtual world. This dualism makes Gen Z's more complex personalities inside out. It exposes them to high risk of mental burnout to cope with both worlds, leads to confused relationship statuses, lack of understanding between the truth and opinions, attachment to wrong role models online, unnecessary comparison with the online life of peers and state of doubt and distrust. Constant flashing content on politics, war, hate speech, poverty and atrocities in any part of the world make them question the existence of kindness and ethics. The third challenge is how as an education system we provide support to the Gen Z's to establish the right use of social media and information available and help them become more self aware.

#### **The Expected Paradigm Shift :**

The educator can no longer remain a distant ideal person. Gen Z's need mentors who are willing to invest their time in bringing practical experience in the classrooms. Anything generic is not enough, they believe in swiping on. More emphasis must be on divergent thinking leading to creativity. Educators will gain trust and cooperation from Gen Z when they are able to deliver the content in the most creative and clear manner. Gen Z are willing to contribute in both synchronous and asynchronous learning environments. They will require ample soft skills to get rightly placed in the corporate and that areas can be focused by the educators. Especially the soft skills like communication, interpersonal skills, leadership and teamwork. Zoomers can face challenges to develop these skills due to maximum online presence and less physical presence. Educators can play a great role in helping them enhance these skills. Internships and hands-on projects along with classroom education can be best for Gen Z. An independent self study can be encouraged amongst the youth with all the information available.

The second challenge can be dealt by making our curriculum inclusive of foundational courses on Indian ethos in every program. Concepts like Nishkama Karma, Vaisudaiva Kutumbakam, Purushartha must be discussed in classrooms. No matter how educated a person is, if the person has wrong value systems then their education will not be of any use to mankind. In coming generations, we shall be in need of not only an educated workforce but also an ethical one. Educational institutions must timely organize programs to discuss the Indian ethos values with the educators as well and deliberate training opportunities must be created. The Indian ethos values relevance in today's time need to be highlighted by identifying right case studies and corporate decision making.

The third issue is the most challenging aspect of how to develop a sense of self awareness and devise the right use of social media. There is an ever increasing need for discussion on media consumption habits, breaking behavioral patterns, digital detoxification and identification of self separate from the media portrayal. Education system needs to educate the students more in these areas. Gen Z attach to the online mentors and motivators as they make the content more attractive by calling it out to be more authentic and original. Educators need to develop a connection with students in a learning environment by sharing original content and stories. Discussions on mental health awareness, personal consent and privacy must be encouraged. Internet etiquettes must be established. Many educators might outcast Gen Z by stereotyping them as a generation wasting time on mobile or social media. Gen Z needs to be empathized and understood and believed that they hold more capacity to perform the best among all the generations given the resources and power of information they have.



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**CONCLUSION**

This study is an effort to highlight that changes in the National Education Policy needs to be in line with understanding the coming generation of learners, their characteristics, potentials and expectations. The rapid technological and cultural changes on a global level poses an ever challenging need for the education industry to play the right role. We as role models have the ability to shape the future of the generations. The three identified issues of this research : changing classroom dynamics, diminishing Indian ethical values and effect of social media in both positive and negative ways on Gen Z needs to be addressed. There is a need for educators to turn into mentors and use divergent and creative thinking, raise their own ethical values to nurture the Gen Z in the right environment and identify the right use of social media and raise awareness amongst Gen Z.

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**CURBING COMMERCIALIZATION OF EDUCATION IN INDIA**

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**ABSTRACT**

*Education is the shield of Civilization. Accelerating the pace of Civilization is the duty e of the government of particular country. If the education will be vested in private hands it will lead to commercialisation of education which will degrade the norms of education. All-round advancement of character is the motivation behind education, but commercialized education system is churning out money making youth who rather than serving the society try to make up the money spend on expensive education.*

*Keywords: Human rights, plight, civilization, Indian Constitution, responsible citizen, materialistic*

**INTRODUCTION**

Commercialisation is defined as the process by which a product is introduced in the general market. Commercialisation of education means advertising the product (School, Play Schools, universities) in a way that appeals to the consumers (parents and students). The education history of India is very rich and there is no doubt about it as Nalanda University was one of the first universities in the world founded in 5th century BC. Education is one of the human rights as it is essential for civilization without which human survival will be at stake. The 4th chapter of Indian Constitution provide for a set of Directive principles to the central and state governments, article 41 states about the right to education, provision of which has to be made by the government within the limits of its economic capacity.

**OBJECTIVES**

1. To examine the ill effects of commercialisation of education
2. To examine the plight of poor students due to commercialisation of education
3. To suggest ways to curb the commercialization of education in India

**METHODOLOGY**

This research paper is descriptive and analytical in nature. Attempt has been made to analyse the problem of commercialization of education in India. secondary sources of data have been taken according to the need of the study.

**Commercialization of Education in India**

Education is the fundamental pillar of an equitable Society. An excellent education will be equipping our children and youth with the knowledge, skills, values and mind set which is necessary for them to become a responsible citizen. This will not only benefit the youth of India but also will play a will constructive role in development and progress of our country." Right to education" act makes it obligatory on the part of the government to ensure admission, attendance and completion of elementary education of children falling in the age bracket of 6 to 14 years.

**III Effects of Commercialization of Education**

- The commercialisation of education leads to more emphasis on marks rather than focus on the development of children. In the race of securing good marks for their kids parents blindfoldedly run towards highly charged tuition classes which not only increases their stress but also compel the children to borne the stress which is unknowingly passed by the parents to the children.
- Commercialisation of education can't keep up the rule of equality. In any society there are three classes of individuals- high class, working class and low class of individuals. Because of the commercialization of schooling framework, the lower-class children which is the most fragile segment of the general public in India, do not have the option to get a quality education as they don't have the capacity to bear heavy expenses of private schools. Mis management of public schools have resulted in low quality of education in most of the states especially in rural areas
- The commercialisation of education focuses on profit making ability of education sector as it has transformed it into a business. For example, many schools provide canteens and cafe as a part of schooling which gives them an opportunity to make more money.

- With the advent of commercialization of the education sector, students are merely seen as consumers. Many schools make every possible effort to make their consumers happy. On misconduct of students the teachers are instructed not to question the students instead to ignore their misconduct so that their so-called customers will be happy.
- Commercialisation of education has led to develop a materialistic outlook which tends to develop selfish attitude of students rather than focusing on development of country.

In 16 states of the Indian union, more than half of the children in K-12 education are in private schools, in Goa over 80%, and in urban India 75%. In terms of aggregate enrolment, India's private school system is the 3<sup>rd</sup> largest K-12 system in the world.

### Government School Enrolment.

The percentage of students attending government schools has declined steadily from 2012-13 when it was 57.3%

Session	% of students
2019-20	49.5
2018-19	50.4
2017-18	51.3
2016-17	53.22
2015-16	53.72
2014-15	54.4
2013-14	52.2
2012-13	57.3

The emptying of public schools and growth of private schools in India, calls for an account of the changing trends in education sector. Ignoring these trends involves the risk of poor policies and legislation. Government should strictly monitor the working, efficiency and management of public schools so that the poor students can also has access to quality education. Good education can enhance the cognitive abilities of poor students which will give them a chance to secure high marks and avail scholarship benefits for higher education.

### RECOMMENDATIONS

- Each human action require commitment from specialists to establish a learning society. The government should set itself for more funding for training the faculties and at the same time measures should be taken to broaden and redesign advanced education and examination program
- There is a need to relate the fee structure of higher education to the student's capacity to pay. Students of lower economic levels should be given fully subsidised education.
- A blend of expression subjects and software engineering, science and humanities should be provided by the government so that such courses could be helpful for the students to deliver their responsibilities smoothly when they are enlisted in any organisation.

### CONCLUSION

Privatization and Commercialization of education is affecting the society adversely. Instead of an education temple it has become more of business. Businessman are investing in the education sector to make huge profit out of it. Curbing commercialization of education is responsibility of government which should be effectively dealt with. Privatization of education will be helpful and constructive for the society if they are strictly monitored by concern authorities also a check has to be kept on the fee structure of private schools and universities.

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**A STUDY ON E-LEARNING DURING COVID CRISIS WITH REFERENCE TO WEB-LEARNING PLATFORMS**

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**ABSTRACT**

*Covid-19 as a global pandemic has called for social distancing making work from home, study from home etc. As this pandemic has made education an web-based learning from last one complete year its high time that a student should opt for in-add courses apart from regular course studies, like students working professionals can also upgrade their knowledge or acquire new knowledge in order to stay one step ahead from others in today's competitive market.*

*The government of India wanted its citizen especially to the students to upgrade their knowledge and learn new things that's why along with Ministry of HRD and UGC launched many free websites and apps where one can not only get e-material, learn from professions but also give exam and get certification which will be recognized. Portals like SWAYAM, MOOC, Shodhganga etc. provides sea of knowledge, plus the courses provide by these are the once which industries expects from a fresh graduate so on the basis of certification one can easily get internship and get practical experience also which will have of immense benefit for the student 'scareer. like classroom teaching, e-learning also have few advantages and disadvantages but one can surely not ignore the perks of web-based teachings. Since many private learners have also web-based learning market so in order to gain more learners most of the sites provides 60-70% of data for free of course, which is again beneficial for the learners as they can study for free just with a phone and internet facility.*

**OBJECTIVES**

*The objective of the present paper is to put light on current e-learning happening in educational institution and how one can maximize the utilization of available knowledge on web-learning platforms like SWAYM, MOOC, Shodhganga Etc.,*

**REVIEW OF LITERATURE**

- *Opinion Of Students On Online Education During Covid-19 Pandemic By Pinaki Chakraborty, Prabhat Mittal, Manu Sheel Gupta, Savita Yadav And Anshika Arora Published On 17<sup>th</sup> December 2020*
- *Online Learning During Lockdown Period for Covid-19 In India By Pravat Kumar Jena*
- *SWAYAM: The Dream Initiative of India And Its Uses in Education by Chiranjit Majumdar.*
- *E-learning Through SWAYAM MOOCs-Awareness and Motivation Among Commerce Students by Rupali S Ambedkar*

**HYPOTHESIS**

*In current covid situation, how e-learning can utilize the time of students and making them industry-ready*

**RESEARCH METHODOLOGY**

*The present research is a descriptive research based on the secondary data collected from various websites, journals, newspapers, books etc.*

**SCOPE OF STUDY**

*The present study highlights the scope, reach and significance of e-learning platforms in India.*

*This study also gives many examples of government and private website for reference with their SUV's.*

**SIGNIFICANCE OF STUDY**

*The present study is helpful to student, working professionals and teachers in exploring web-study platforms and choosing industry needed courses at their own preferred timings.*

**LIMITATIONS OF STUDY**

*This study is limited only with online learning and not with classroom learnings This study only covers e-learning platforms on India and not foreign platforms.*

*Keywords: e-learning, web-based learning, SWAYAM , MOOC, Apps, free, etc.,*

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**INTRODUCTION**

Online education is a form of education, where students use their home computers through the internet and acquire learning.

In the year 2020, when covid-19 hit India and put restrictions on the traditionally practiced classroom-based teaching learning in schools, colleges, and other educational institutions. These Institutions had to transfer to electronic based education disparities by reducing opportunities for many of the most vulnerable children, youth and adults-those living in poor or rural areas, girls, refugees, person with disabilities and forcibly displaced person-to continue their learning.

Approx. 23.8 million additional children and youth from pre-primary to tertiary may drop out or not have access to school next year due to the pandemic in our economy.

For those in the higher education sector the disruption has been significant as a large number of Indian students, second only to china enroll in university abroad especially in countries worst affected by the pandemic like US, UK, Australia and China

Furthermore, the Covid-crisis has affected the employment rate too. Recent graduates in India are fearing withdrawal of job offers from corporates because currently the demand for goods and services has reduced so the Corporates have also reduced production which reduces the employability in Corporates.

Therefore, web learning platforms like MOOC, SWAYAM Etc., comes to the rescue by providing online open learning with Corporate-required courses.

**ADVANTAGES OF E-LEARNING**

- You can learn from anywhere, anytime just with a laptop or mobile phone and stable internet connection.
- E-learning is cost-effective as well as saves time of travelling
- A learner can always learn from his pace and time-availability especially for working students.
- In India, MHRD (Ministry of Human Resource Development) and UGC (University Grant Commission) has introduced most of the web-learning so its accredited and approves by DEC (Distance Education Council)

**Web-learning platforms in India**

As education sector was worst hit during the covid pandemic, to overcome this crisis the government had taken several ICT (Information and Communication Technology) initiatives through the Ministry of Education and UGC to launch free e-learning platforms for learners for broadening their horizon of learning.

These platforms are available for students, researches, learners and teachers where they can interact with each other in a classroom setting, clear their doubts and can obtain certificates also by giving the exam (after paying the nominal charges for the exam).

Below is the list for few top e-learning platforms launched by the Government of India and Ministry of HRD

**1. SWAYAM (Study Webs of Active Learning for Young Aspiring Minds)**

SWAYAM was launched on 9th July 2017 by the Ministry of Education. It is an initiative under the “Digital India” campaign undertaken by the Government of India in 2015. The platform has been designed to impart quality education to school students, undergraduate, as well as post-graduate students in India. The portal offers free printable and downloadable study materials, video lectures, discussion forums, and online tests from over 1600 courses. After successful completion of the course, students can get a certificate in exchange for a token fee. Students can access the web version at <https://swayam.gov.in> or download the mobile application from Google Play Store or AppStore. Registration at Swayam is quite simple. You can simply register through a valid email ID or Facebook or Google plus account. The Swayam portal is accredited by:

- AICTE.
- IGNOU.
- NCERT.
- UGC.

- NIOS.
- CEC.
- NITTTR.
- IIMB.

## **2. DIKSHA**

DIKSHA, an initiative taken by the Ministry of Education was launched in September 2017 to facilitate advanced digital learning for teachers from classes 1 to 12. The digital portal has been mainly designed for teacher education but is also available for students who want to connect to the teacher's community. DIKSHA offers training courses, worksheets, lesson videos, curriculum, and assessment tests for teachers. One of the unique features of this platform is the QR code which can be scanned to gain access to a plethora of learning materials and eBooks.

More than 80,000 eBooks are available for class 12th students in multiple languages. Android and the iOS users can download the application from the Google Play Store and iOS app store. Web users can visit and register at the official website at **disha.gov.in**.

## **3. E-PG Pathshala**

e-PG Pathshala is an online portal for postgraduate courses started by the Ministry of Education under NME-ICT (National Mission on Education through ICT) and the UGC. Under this initiative, over 700 e-books in over 68 postgraduate courses will be available for free for students. The online portal is loaded with high-quality text contents, illustrations, videos, tutorials, documents, PDFs, etc. There are three quadrants under e-PG Pathshala module namely:

- E-Adhyayan consists of e-books and video contents.
- MOOC (Massive Open Online Courses) UGC courses offered under the SWAYAM portal.
- E-Pathya offers offline and distance-learning courses for postgraduate students.

## **4. Swayam Prabha**

Swayam Prabha was conceptualized by the Ministry of Education that consists of a collection of 32 DTH channels that will telecast educational contents 24x7 for students across India. Each day, the channel will telecast a new content of 4-hours duration. The content will be shown 5 times a day so that students can select the time and watch the programs at their convenience. Contents are available for class 12th, UG, and PG students. Detailed courses are offered through SWAYAM on multiple disciplines as well as MOOCs courses. Students can visit [www.swayamprabha.gov.in](http://www.swayamprabha.gov.in) for details regarding the free installation of a set-top box and other information.

## **5. National Digital Library of India (NDLI)**

The National Digital Library (NDLI) developed under NME-ICT by the Ministry of Education through NME-ICT is a virtual repository consisting of academic contents in multiple disciplines from school to post graduation level. It is an all-purpose platform designed for students of all ages, teachers, learners, researchers, librarians, professionals, and other users. The online platform is available 24x7 in more than 70 Indian languages. A wide variety of learning resources are available including eBooks, videos, thesis, manuscripts, documents, and many more. For the web version, users can visit **[ndl.iitkgp.ac.in](http://ndl.iitkgp.ac.in)**

Apart from the above mentioned government websites there are few private apps and websites also which provide free e-learning

### **1. EdX**

Founded by Harvard university and MIT, this app offers 2,000 courses from 140 institutions. With certificate programs, in-app purchase facility, it is home to learners worldwide looking to upgrade their skills. In the new updated version, one can access videos on a large screen with Chromecast and can log in with a Microsoft account.

### **2. Unacademy**

With live test series, quizzes, practice section and more, this gives students aspiring for the civil services, medical, engineering, banking and armed forces a distinctive edge.



Available in over 12 languages, it boasts interactive live classes and weekly mock tests. With its scorecard feature, it lends competitiveness with in-app purchase options.

### **3. Testbook**

This app provides end-to-end preparation for government and banking recruitment exams. Besides, it also has a job alert and vacancy notification feature. There is a 24x7 discussion portal to address all doubts. Study material is available in both Hindi and English, and it has a 'night mode' for round-the-clock availability.

### **4. StudyIQ**

It's the perfect app for those looking at polishing their general knowledge for various competitive exams — from banking and civil services to law and UGC NET. Smart Courses for foundation level studies for various competitive exams and Micro Course for targeted and in-depth approach address all needs.

### **5. Udemmy**

Boasting a vast bank of 1,30,000 video courses, it also focuses on development courses such as design, drawing, writing, Photoshop and yoga. Not just that, it also caters to those looking for cutting-edge skills with courses such as machine learning, artificial intelligence and blockchain. With In-app purchases facilities

### **6. Meritnation**

With its motto 'School must go on', it focuses on CBSE and ICSE students between Class VI and Class XII with free basic classes. A godsend for many during the lockdown, it provides study material through video lessons, besides preparing students for upcoming exams through sample papers. It also prepares one for Olympiads and scholarships.

### **7. Vedantu**

It is a big help for students following the NCERT curriculum for free of cost. The app offers guidance to students from Class I onwards and also helps them with preparations for board exams, medical and engineering entrances. Besides, it also covers co-curricular courses such as Turbo Math's, Rocket Pro, Photography, Coding and more.

### **8. Harappa**

Comprising a unique curriculum of 25 skills, it aims to equip professionals for a better understanding of their chosen careers. It largely addresses a core gap in higher education and focuses on cognitive, social and behavioral skills. Rooted in academic research, it boasts an international faculty that too free of cost.

### **9. Stepik**

For those inclined towards Computer Science, it teaches data structures, Python, statistics and more. Lectures are downloadable. One can earn certificates of proficiency. The basic classes are free.

### **Limitations of Web-Based Trading**

Apart from many benefits and convenience of web-based learning there are few problems also associated with it and they are

1. Conducting assessment and restricting cheating instances.
2. Internet connection strength.
3. Online security of personal data.
4. Monotony and lack of in-depth knowledge.

### **CONCLUSION**

Practice makes man perfect can be said for constantly upgrading one's knowledge.

From the above information, one can get sea of knowledge on online platform to widen the horizon of knowledge and constantly upgrading oneself. In today's cut throat competition market where each person is striving to do better a new course, some upgraded knowledge will not only assure employment but also one-step ahead from others.

Therefore, one should utilize the time of this pandemic and do new certification courses.

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**IMPLEMENTATION OF NEP 2020 – A CRITICAL REVIEW FROM EMPLOYABILITY PERSPECTIVE**

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**ABSTRACT**

*Education systems around the world are buzzing “Change is needed, change is happening, and more change is on the way.” Will a multidisciplinary education recommended by NEP2020, that is an integration of academic and vocational streams with a focus on skill-building through competency-based education prepare Indian youth for the new world of work?*

*This paper outlines the key features of NEP and analyses how challenging it will be to implement it at ground level. Paper also focus on the future and analyse whether NEP 2020 will be able to address the problem of employability of youth.*

**1. INTRODUCTION**

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 first NEP 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.

The National Education Policy (NEP 2020) is expected to bring changes to higher education in the country and will play a crucial role in making the students industry ready professionals. One of the key objectives of NEP is to impart skill development to the students, especially those who are pursuing their higher education. The higher education curriculum will be designed to empower youth with mandatory technical & soft skills at graduation & post-graduation levels.

**2. OBJECTIVES OF THE STUDY:**

1. To understand key features of NEP 2020
2. To understand the problem of employability of youth in current scenario
3. To analyze challenges in implementation of NEP 2020 from employability perspective.
4. To provide suggestions for effective implementation of NEP 2020.

**3. RESEARCH METHODOLOGY**

This research is a descriptive study. The necessary secondary data was collected from various

websites including those of Government of India, magazines, journals, other publications, etc. This data was then analysed and reviewed to arrive at the inferences and conclusions.

**4. Key features of NEP 2020 :**

- Colleges would either fully be integrated into a university or converted into an autonomous degree-giving institution. Colleges will become multidisciplinary institutions by providing a wide choice of subjects.
- There will be multiple entry and exit options for those who wish to leave the course in the middle. Their credits will be transferred through Academic Bank of Credits.
- India will be transformed as a global study destination by allowing top 100 universities of the world to open colleges in India.
- Currently, higher education bodies are regulated through bodies like University Grants Commission (UGC), All India Council for Technical Education (AICTE) and National Council for Teacher Education (NCTE). In place of UGC, AICTE, NCTE in higher education, there will now be the single regulatory body Higher Education Commission of India that will direct institutions.
- The common Entrance exam for all higher education institutes to be held by National Testing Agency (NTA).
- To promote high-quality research in educational institutes, ‘National Research Foundation’ (NRF) will be established to support and to fund research.

**5. Challenges in Employability:**

Various surveys have suggested that most of the passing graduates don't feel ready for their first job and they always remain in the dilemma of staying or leaving the job. Freshers are not fully prepared for their working life and lack of proper education is one of the main reasons. Industry-Academia gap is biggest challenge for NEP 2020 to achieve.

India has traditionally been a degree hungry nation. For those who complete higher secondary level education, obtaining a bachelor's degree, at a minimum, has been the focus. However, the reality is that the curriculum of these programs often does not match the desires of how students want to learn, nor the requirements of the job market. With outdated curriculum and approach to teaching, students end up holding the degrees that they wanted but are left unemployed or stagnating at entry-level roles in the industry.

The problem with current education system is twofold – firstly, the typical choice of streams -science, commerce and humanities offered at senior secondary level makes many students vie for a very small genre of jobs leading to overcrowding and cut-throat competition in certain sectors. Secondly, the theoretical, bookish, knowledge-based curriculum gives students hardly any job skills to be able to enter the job market based on what they have studied in school and college.

With NEP 2020 students will now have ample opportunity during their schooling to pursue their own areas of interest and develop their skills accordingly. The con to this lies in the fact that inspite of skill training to students is done, employment would become a huge issue, until and unless industries are developed and the demand for jobs is created. The NEP 2020 aims to revolutionise education, but will this mean guaranteed employment for the educated?

**6. FINDINGS OF THE STUDY:**

- Program for International Student Assessment (**PISA**) is a worldwide study to evaluate educational systems of member nations by measuring a 15-year-old students' scholastic performance on reading, mathematics, and science literacy. Last time Indian schools participated in it they were ranked 72nd out of 73 nations, outranking only Kyrgyzstan. This brought to attention the fact that despite being in the formal education system most students have failed to acquire literacy and numeracy skills commensurate to their age.
- In India, the students are lacking the required skills even after completing the professional course that is the main reason why many students having a professional degree remain unemployed. The NEP has its vision to empower the youth through the set of vocational, employable & entrepreneurial skills provided to them at different stages of training & education. The skill development will help the students in getting better employment opportunities and also help them in becoming self employed professionals.
- The policy definitely seeks to turn India into a global knowledge superpower, but until and unless fresh graduates 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).
- The NEP 2020 should result in a new approach, which should allow students to obtain the right skills and practical experience needed to excel in the job market. However, a simple change in policy isn't enough to deliver these positive outcomes. And it will take time to rebuild the system and change the approach to learning. We need concrete action and a serious change in mindset across the entire country to make sure that India, and especially our youth, truly benefit from our education system.
- This policy mentioned online education, but still many people do not have access to digital devices and internet connectivity. Poor infrastructure in educational institutions and shortage of teachers are not addressed in NEP 2020.

**7. SUGGESTIONS**

- NEP2020's thrust is majorly on vocational and skill education of students to prepare employable youth. Hence Internships through vocational training and entrepreneurship should be given so that students get industry exposure.
- NEP 2020 focuses on skill development. Again it will be matter of concern that how will these skills be taught and what teaching methods should be used by all? Uniformity of learning methodology is an important element to ensure that each and every student/emerging job seeker gets equal exposure. Tis issue need to be addressed.

- Most of the colleges in India, lack basic infrastructure including internet and other IT facilities. Digitalisation of education system is not possible without basic infrastructure equipped with technology. Implementing all the declarations requires the strong political will as well as basic infrastructure.
- To improve education, universities must be made autonomous. 200 top ranked universities should be given full academic administrative financial autonomy to diversify the updated curriculum to promote global innovation.
- Our continued participation in international assessments such as PISA will keep us informed how competent Indian students are vis-à-vis other nations.
- Education is a concurrent list item in India; therefore it is going to require a significant effort by multiple state governments and the union government to achieve some form of uniformity in the application of the NEP 2020 across the country. But if implemented effectively, the policy can help reshape the future of the workforce and help the emerging job seekers become more job-ready.
- In general, some companies do not prefer recruiting the students that are graduated through distance learning courses. So, employability value of open learning courses should be addressed.
- The objectives of NEP 2020 can be achieved only by increasing the value and quality of teachers. Teachers will have to play more important role in the education system. If the quality of a teacher is lacking then the future of thousands of students will be spoiled. Teacher need to be prepared to provide such education to the students where they could be prepared for the future challenges.

## **8. CONCLUSION**

At present, the Indian education system is criticised by many due to many reasons such as its rote learning methods, outdated curriculum etc. India is ranking 35th in global education rankings of 2020. National Education Policy 2020 can completely change our education system for good because it crafted well according to the requirements of the 21st century. The NEP 2020 aims to create an education system that is more student-centric, giving flexibility to students to pursue their passion while at the same time enhancing their skills. If implemented properly, this policy will ultimately enable our youth to become more employable.

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**A CRITICAL STUDY OF NEP 2020: ISSUES, APPROACHES, CHALLENGES, OPPORTUNITIES AND CRITICISM**

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*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. 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.[3] 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. Himachal Pradesh has become the first state to implement New Education Policy 2020. The national educational policy should be implemented in all schools over India by 2022.*

*Keywords: Higher Education, National Education Policy 2020, NEP-2020, Overview & Analysis, Implementation Strategies, Approaches, Challenges, Opportunities of NEP 2020.*

**BACKGROUND**

The NEP 2020 replaces the National Policy on Education of 1986. In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organization (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019 was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP was 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received."

**INTRODUCTION**

India, being a growing liberal country for educational reforms, currently has about 845 universities and approximately 40,000 higher education institutions (HIEs), reflecting the overall high fragmentation and many small sized HEIs in the country which are affiliated to these universities. It is found that over 40% of these small sized institutions are running single program me 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% of the colleges have annual enrolment less than 100 students making them nonviable to improve the quality of education and only 4% of colleges enroll more than 3,000 students annually due to regional imbalance as well as the quality of education they offer. Some of the reasons found for the fragmentation of the higher education (HE) system in India are:

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 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 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.

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**ISSUES OF NEP 2020**

- Early streaming of students into different disciplines.
- Lack of access to HE, especially in socio-economically disadvantaged areas which resulted in the current gross enrolment ratio (GER) of 25% only.
- Lack of teacher and institutional autonomy to make innovations in HE to attract many students.
- Insufficient mechanisms for career management and progression of faculty and institutional leaders.
- The lack of research and innovations at most of the universities and colleges.
- Suboptimal levels of governance and leadership at higher education institutions.
- A corrupted regulatory system allowing fake colleges to thrive while constraining excellent, innovative institutions.

**APPROACHES OF NEP 2020:****1. Curriculum and Content**

The NEP seeks to introduce a shift from 10+2 structure to 5+3+3+4 structure, where early childhood education will be a part

of formal education. In addition, the NEP 2020 focuses on reducing the curriculum content to make space for critical thinking and in turn, develop individuals with 21st-century skills instilled in them. Hence, all aspects of the curriculum and pedagogy need to be restructured to attain these goals. The challenges in successfully implementing these changes include modifying the curriculum in accordance with the National Curriculum Framework. Also, educators need to rethink the learning content rubric and modify the textbooks accordingly.

**2. Teacher Availability and Training**

The policy envisages the redesign of the school curriculum. However, in order to deliver the curriculum effectively, schools and concerned authorities need to train teachers and understand the pedagogical needs to make a smooth transition to the new education system. Furthermore, they need to shift the focus from teacher-centred learning to student-centred learning to foster collaborative skills, critical thinking, and problem-solving and decision-making abilities in the youth. A study suggests that over 250 million students are estimated to enroll in K-12 schools in India by 2030. This means that we need nearly 7 million more teachers to handle this burgeoning student population. Since teaching is one of the low-paid professions in India, experiential learning and concept-oriented teaching will be a challenging task. Until the teacher remuneration is revised, the implementation of the NEP 2020 will be quite challenging.

**3. Technology**

The NEP 2020 lays emphasis on leveraging the advantage of technology in making the youth future-ready. But, developing digital infrastructure 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 schools don't have a proper set-up to support these tools. Also, the cost associated with building digital infrastructure might not be affordable for all schools across the country. Moreover, in rural areas of the country where the Internet connectivity is nearly absent, deploying digital learning tools is out of the question. Hence, the government should work on improving the basic infrastructure that will support the digital infrastructure in all areas.

**4. Examination Structure**

The NEP focuses on formative assessment for learning rather than summative assessment. The primary purpose of changing the assessment system is to promote continuous tracking of learning outcomes. However, continuous assessment requires schools and teachers to use innovative evaluation approaches and assignments. These approaches demand technological intervention and active involvement of teachers and students. According to a study, out of the 1.5 million schools in India, 75 per cent are run by the government. Of the remaining 400,000 private schools, nearly 80 per cent schools are 'budget private schools. Hence, deploying a continuous assessment framework is a challenging task in these schools.

**CHALLENGES OF NEP 2020:****1. Opening universities every week is a herculean task**

India today has around 1,000 universities across the country. Doubling the Gross Enrolment Ratio in higher education by 2035 which is one of the stated goals of the policy will mean that we must open one new

university every week, for the next 15 years. Opening one University every week on an ongoing basis is an undoubtedly massive challenge.

## **2. The numbers are no less daunting in reforms to our school system**

The National Education Policy 2020 intends to bring 2 crore children who are currently not in schools, back into the school system. Whichever way you look at it, accomplishing this over 15 years requires the setting up of around 50 schools every week.

## **3. 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% to 6% 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.

## **4. Current focus on healthcare and economic recovery to lower the execution speed**

Economists have been calling for large stimulus packages amounting to double-digit percentages of GDP, despite the strain on the exchequer.

## **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 in order to deliver this curriculum effectively, we need teachers who are trained in and understand the pedagogical needs. Many of the curricular changes require substantial mindset shifts on the part of teachers, as well as parents.

## **6. Inter-disciplinary higher education demands for a cultural shift**

In higher education, the National Education Policy 2020's focus on inter-disciplinary learning is a very welcome step. Universities, especially in India, have for decades been very silo-ed and departmentalized. The National Education policy 2020 has many initiatives to improve the quality and the broadness of the education system in India.

## **OBJECTIVE OF THE STUDY**

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.

## **TARGETS & TIMELINES:**

Here are the policy's key targets as well as the deadlines set for some:

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



**OPPORTUNITIES OF NEP 2020:**

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.

**1. School Education**

- Revamping of 10+2 structure to 5+3+3+4. New pedagogical and curricular structure to include pre-primary years. It's a good departure as this was ignored in education policy documents, and referred to in informal sense.
- NCERT will focus on the development of new curricular and pedagogical structure for ECCE. Policy also delves deep into the development and training of Anganwadi trainers through short-term and long-term programs. A positive thrust towards formalisation of ECCE structure and delivery.
- Focus on attaining foundational numeracy and literacy by grade 3. Ministry of Education (MoE) will strengthen this, and run it in a mission mode through a separate national mission.
- A separate national book policy to develop libraries around the country and instil love of reading in children. Public libraries in India are scarce. If this could be strengthened through the public education policy, it's a plus. Mid-day meals to see an up gradation in nutrition component, wherever possible, local alternatives to be provided. Eggs are still a contentious policy issue, policy plays it safe by steering clear to avoid any unnecessary controversy.
- Design of programs and interventions to alleviate issue of dropouts in conjunction with the Ministry of Social Justice and Empowerment. Medium of instruction section for some reason has received lot of undue attention. However, the section remains fairly flexible to avoid all sort of controversy. Half-baked understanding and market push towards English and paternal perception of 'quality' could've led to this flexibility. Policy also doesn't thrust/force/prefer any particular language over the other and encourages learning multiple languages. It also recommends teaching foreign languages at secondary level: Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian.
- Policy inserts a new term called SEDGs (socio-economically disadvantaged groups). This hitherto hasn't been used as a social category in technical documents. Though later sections highlight categories as caste, tribe, disability, trans genders and have passing references to term minority. Technical criticism aside, policy envisages ample initiatives to be targeted at these groups to increase enrolment and retention.
- PARAKH, a new body to focus on assessments as NAS (National Achievement Survey) and SAS (State Achievement Survey). PARAKH could be an important instrument to look at learning gaps and support targeting of various ministry goals and programs.

**2. Higher Education**

It's important to view the policy in context of what has been happening in public universities, and 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. Political appointments of university leaders who are at best the instruments of state, as opposed to being focused on teaching, learning, research or administration. Though the document highlights regulatory autonomy, it would be worrisome if the document also meant financial autonomy.

- This 'imagined' autonomy is envisaged through replacement of UGC (University Grants Commission) and AICTE (All India Council for Technical Education). New body Higher Education Commission of India is based on the idea of division of functions and separation of activities.
- Policy also argues against commercialization of education. However, in the same breadth allows for foreign universities to come to India. There has been significant increase in number of private universities by Indian providers. If the idea was to increase competition, it makes sense. However, insertion of the statement doesn't.

- Focus on futuristic curriculum makes sense, and a separate body dedicated to focus 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 gulf -markets. There is a huge demand for quality education by Indian diaspora.

**CRITICISM OF NEP 2020:**

Here is a list of criticisms which have been leveled, or which may be leveled, against the NEP 2020

- The NEP circumvented parliamentary oversight, discussion and scrutiny. Given it has been brought at the time when parliament is not functioning due to COVID-19, this is a rather hasty approach, one which seems to be aimed at scoring a political point. This is also not the first time this has happened. Members of Parliament have been repeatedly kept out of crucial discussions in the past 6 years, preventing them from examining policies critically or otherwise expressing their views and suggesting amendments.
- The policy is a vision document that fails to be inclusive of the bottom-most strata of society and provides little to no relief to the poor, women and caste and religious minorities, as it glosses over key concerns of access to education which have long prevailed. There is no comprehensive roadmap and coherent implementation strategy in place to execute this grand vision.
- Many milestones and a commitment to finances necessary to execute this plan aren't clearly defined. Take, for example, the line: "The Centre and the States will work together to increase the public investment in the Education sector to reach 6% of GDP at the earliest." There is no clear commitment that can hold the government accountable.
- Three Language formula: Though the policy does not compel this provision, it is crafted in a manner that leaves little choice and flexibility with the students/teachers/schools. It is also in direct contravention with a Supreme Court Judgment. The way this is laid out is bound to bring to mind the anti-Hindi agitation of 1965, against the central government's intention to make Hindi an official language. Political parties in the South see this as a move by the Modi government to impose Hindi in non-Hindi speaking states. This is, of course, despite the fact that the centre has clarified that it will not impose any language on any state and the final decision on this will be left to the state itself.
- The NEP 2020 is silent on the RTE Act and universalization of education will not be achieved without legal backing: There is no mechanism to link primary and secondary education with the RTE. This is not binding on the centre/state legally. As the RTE forum said, in a statement: "The final policy talks about the universalization of school education from 3-18 years, without making it a legal right. Hence there is no mandatory mechanism for the union and state governments to make it a reality. Without the RTE Act, universalization will be very difficult."

**CONCLUSION**

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 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

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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 too visible.

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**NATIONAL EDUCATION POLICY 2020: STUDENTS PERSPECTIVE IN RELATION TO HIGHER EDUCATION, PERSONALITY DEVELOPMENT AND EMPLOYABILITY**

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**ABSTRACT**

*Employability skills refer to the transferable skills that individuals utilise in their workplace. Employers often seek these diverse set of skills in candidates in addition to their academic qualifications. In order to stay relevant and improve their efficiency, employees should focus on building up their employability skills. In this article, we analyse the various employability skills that are much in demand in the workplace. Today's graduate jobs market is an extremely competitive one. This means it's no longer enough to achieve a degree in a valuable subject. If you want to stand out above all the other job applicants and you're serious about making the most of your career potential, you may need to put in a little extra work. There are courses could help you achieve those additional lucrative skills that are highly valued by today's employers.*

*Keywords: National Education Policy 2020 (NEP 2020), Higher Education, Quality Education, Education System, Paradigm Shift, Sustainable Development*

**INTRODUCTION**

Long back India's first Education Policy was introduced in the year 1986. About thirty-four years thereafter, a new policy called National Education Policy 2020 (NEP 2020) is introduced by the Government of India. NEP 2020 thus replaces National Policy on Education of 1986. The policy signifies a huge milestone for India's education system, which will certainly make India an attractive destination for higher education world-wide.

The Government of India had taken initiative in January 2015, and the actual consultation process for the New Education Policy was started under the chairmanship of former Cabinet Secretary Shri. T. S. R. Subramanian. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organisation (ISRO) Chairman Dr. K. Kasturirangan. The Draft New Education Policy (DNEP) 2019 was then released by the Ministry of Human Resource Development (MHRD), followed by a number of public consultations. Thereafter, the Ministry undertook a rigorous consultation process in formulating the draft policy. In the process of emergence the new policy document has been updated, revised and finally approved on 29th July, 2020.

National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29th July, 2020, outlines the vision of India's new education system. The policy envisions an India-centred education system that contributes directly to transforming the nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. The policy provides 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. The policy unequivocally endorses and envisions a substantial increase in public investment in education by both the Central government and the State government.

**NEP 2020 and Higher Education:** National Education Policy (NEP 2020) aims to transform education, keeping the learner at the centre. It builds on the recommendations of Education Commission (1964-66) and Justice J. S. Verma Commission (2012) as well as the previous versions of the policy i.e. National Policy on Education 1986, modified in 1992, Right of Children to Free and Compulsory Education Act, 2009 and Right of Persons with Disabilities Act, 2016. In fact, it is a huge stride in the right education. It mainly focuses on to the holistic development of students by ensuring access, relevance, equity, quality and strong foundational learning. The policy offers numerous benefits for education sector stakeholders. It envisages creating synergies in the curriculum across childhood care and education to school and the higher education segments. Major focus area of the policy is quality improvement in the learning outcomes. Another focus area is bringing assessment reforms, which remained much awaited change. Most importantly, NEP 2020 is expected to put India on the track to attain goals of 2030 agenda for sustainable development by promoting lifelong learning opportunity for all in the next decade to come.

NEP2020 saying this should begin as early as class VI with '*ten bagless days*' of exposure to present-day workplaces such as industrial manufacturing units, banks, retails stores, service industries and local cottage industries. One may wonder what has necessitated the need for exposure to workplace as early as class VI. To understand this fully schools and parents, need to take stock of the current job market and compare it to what our

children are studying in their classroom and see the grave mismatch! Also understand that NEP2020 has initiated the educational reforms to make Indian education system more suited to the 4IR workplace.

The problem with current education system is twofold – firstly, the typical choice of streams -science, commerce and humanities offered at senior secondary level makes many students vie for a very small genre of jobs leading to overcrowding and cut-throat competition in certain sectors. When we as school and parents push our children to make such stereotypical choices based on their marksheets, we are inadvertently setting them up for stress & anxiety due fear for failure and ultimately failure of many students. Secondly, the theoretical, bookish, knowledge-based curriculum gives students hardly any job skills to be able to enter the job market based on what they have studied in school and college.

Program for International Student Assessment (**PISA**) is a worldwide study to evaluate educational systems of member nations by measuring a 15-year-old students' scholastic performance on reading, mathematics, and science literacy. Last time Indian schools participated in it they were ranked 72nd out of 73 nations, outranking only Kyrgyzstan. This brought to attention the fact that despite being in the formal education system most students have failed to acquire literacy and numeracy skills commensurate to their age.

In 2018 **Ministry of Education, GOI** decided that Indian students will again participate in PISA Assessment in 2021 and a pilot will be conducted in 2020 to test their readiness. This decision was result of the realisation that avoiding **PISA** will not improve the academic competencies and skills of Indian youth but identifying shortcomings in our education system, correcting them by bringing in reforms will. Therefore, NEP2020 has brought in *pedagogical restructuring* with enhanced curricular focus on literacy and numeracy at foundational and preparatory stages and introduced hands-on learning and experiential pedagogy with mandatory testing at class III, V & VIII to keep a track of learner progress. Our continued participation in international assessments such as PISA will keep us informed how competent Indian students are vis-à-vis other nations. Finland has consistently carried out common-sense educational reforms that aim to create a happy, healthy, and harmonious learning environment where learner's innate intelligence and personality will flourish. The children study 2-3 subjects daily therefore the learning is more in-depth, hands-on, less regimented, more relaxed, and therefore an enjoyable and engrossing experience. Finland has totally given up standardized tests that lead to rote learning and exam focus in classroom. The teachers assess students using *individualized assessment* designed by them specifically for each student. The National Matriculation Exam is totally voluntary and conducted by government at the end of class X to facilitate admission to Universities. Most learners opt for three-year vocational courses for training in job or trade at the end of schooling and they do not need to take this exam.

### **Self- Reliance-The spirit of Entrepreneurship**

The new world of work is powered by the creativity, entrepreneurship, and networking. These values must be engrained in the learner through the learning process and environment. For teachers to bring ignitions of entrepreneurship n creativity to classrooms, Schools will have to give teachers the autonomy to design lessons that give learners opportunities to research, explore, experiment, and innovate while balancing the curricular load. Schools may even tie-up with Industry to start incubators. All vocational courses must be delivered with an underlying focus on inculcating financial literacy and skills of personal financial management in the learners with aim to make our learners *atmanirbhar*.

Finland's performance in PISA has created considerable interest in the country's education system, to ascertain what has made Finland so successful in the survey. In reference to the phenomenon, this chapter discusses cross-national attraction, policy borrowing, the effect of Finland in PISA, and its influence on education policy. This chapter explores at length the theoretical background of cross-national attraction and policy borrowing, also investigating cases that have already occurred. It discusses Finland's role as the new object of cross-national attraction and eventual policy borrowing. The chapter incorporates research into the reasons for Finland's success in PISA, the possibilities of policy transfer from Finland, and delves into the likelihood of policy implications as a result of Finland in PISA. This cross-national attraction denotes the first stage in policy borrowing; however, comparative educationalists, for years, have warned about the uncritical transfer of education policy. Research in Finland has revealed many reasons for the country's PISA success stem from contextual factors: those related to historical, cultural, societal, and political features of Finland. Therefore, policy borrowing from Finland needs to heed warnings of past comparativists. The new phenomenon of Finland in PISA has generated much curiosity from those in education, educational policy, and politics. Policymakers are keen to incorporate Finland's educational features into their education systems. PISA and Finland's performance in the survey influence educational policy. This illustrates the importance the warnings of past and present comparative educationalists in order to prevent uncritical policy borrowing.

**CONCLUDING REMARKS:**

National Education Policy 2020 (NEP 2020) is a welcome and ambitious re-imagination of India's education system into a modern, progressive and equitable one. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, NEP 2020 is aligned to the 2030 Agenda for Sustainable Development (SD). It aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multi-disciplinary, suited to 21st century needs. The policy calls for a large-scale implementation of a magnitude never before attempted anywhere in the world. The actual 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. The mission is aspirational but the successful implementation depends upon how would implementers understand the challenges and try to overcome it. It requires great deal of acceptance, commitment, optimism, change in attitude, and mind-set.

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**NEP-2020 & LIFELONG LEARNING (ADULT EDUCATION)**

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**ABSTRACT**

*Highlights of National Education Policy 2020 (NEP):*

*Institutional restructuring and reconsolidation, Three types of institutions, High-quality liberal education, Flexible curricular structure, Flexibility in Master's Programs, Conducive Learning Environment, Open learning and Internationalization, Empowering Faculty.*

*The points related with above highlights of NEP -2020, covered in the Adult Education and Lifelong Learning (chapter 21) are as under:*

*Foundational Literacy as a basic right of every citizen, Disadvantages – non – literate member of the community, Key success factors of Adult Literacy Programs, Strong and innovative govt. initiative for Adult Education, The curriculum frame work for Adult Education, Suitable infrastructure, The instructors / Educators, The participation of community members, The availability and Accessibility of Books, To provide technology to strengthen the above initiative.*

*Keywords – Adult Education, Lifelong Learning, Literacy, Community, Technology*

**INTRODUCTION**

Every citizen has a right to education and foundational literacy, obtain education and pursue livelihood are the basic rights of all the citizens in the country. Due to literacy and basic education a whole new world of personal, civic, economic and lifelong-learning opportunities for each and every citizen is opened which enables them to progress personally and professionally. Literacy and basic education are the powerful force multipliers that greatly enhance the success of all other development efforts at the society level and the Nation. Extremely high correlations between literacy rates and per capita GDP is indicated by worldwide data on Nations.

An illiterate individual of a community has innumerable advantages. He is unable to carry out basic financial transactions, compare the quality and quantity of goods purchased against the prices charged, fill out the forms to apply for jobs, loans, services etc. He cannot comprehend public circulars and articles in the news media, cannot make use of conventional and electronic mail to communicate and conduct business and also cannot make use of the Internet and other technology to improve one's life and profession. It is difficult for him to comprehend directions and safety directives on the street, on medicines etc. He cannot help his children with their education and is unaware of his basic rights and responsibilities as a citizen of India.

He cannot appreciate works on literature and pursue employment in medium or high productivity sectors that require literacy. But these abilities can be overcome through adoption of innovative measures of Adult Education.

Through the extensive field studies and analysis both in India and across the world, it is clearly demonstrated that volunteerism and community involvement and mobilization are the key success factors of adult literacy programs, in conjunction with the political will, organizational structure, proper planning, adequate financial support and high-quality capacity building of educators and volunteers. Successful literacy programs not only result in the growth of literacy among adults but also results in increase in demand for education for all children in the community as well as greater community contribution to positive social change. The national literacy mission launched in 1988, based largely on the voluntary involvement and support of the people, resulting in significant increases in national literacy during the period of 1991-2011, which included women and also initiated dialogue and discussions on pertinent social issues of the day.

Government has taken strong and innovative initiatives for adult education to facilitate community involvement and the smooth and beneficial integration of technology aiming at 100% literacy.

An outstanding adult education curriculum framework was developed by a new and well supported constituent body of the NCERT dedicated to adult education, to develop synergy with and build an outstanding curricula for literacy, numeracy, basic education, vocational skills and more than that.

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**FUNCTIONS**

The curriculum framework for adult education includes five types of programs clearly defining the outcomes.

- a) Foundational literacy and numeracy
- b) Critical life skills with outcome of Financial literacy digital literacy commercial skills healthcare and awareness childcare and education and family welfare.
- c) Vocational skills development with a view towards obtaining local employment.
- d) Basic education including preparatory middle and secondary stage equivalency
- e) Continuing education with outcomes of engaging holistic adult education courses in arts, sciences, technology, culture, sports and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills.

The curriculum framework was framed by keeping in mind the requirements (the teaching methods) of adults and children respectively.

Suitable infrastructure will be provided so that all interested adults will have access to adult education and lifelong learning. Main initiative in this direction will be to use schools / school complexes after school hours and on weekends and Public Library spaces for adult education courses which will be ICT equipped when possible and for other community engagement and enrichment activities. The sharing of infrastructure for school, higher, adult, and vocational education, and for other community and volunteer activities, will be critical for ensuring efficient use of both physical and human resources as well as for creating synergy among these five types of education and beyond. It is for these reasons at Adult Education Centres AECs could also be included with other public institutions such as HEIs vocational training centres, etc.

The instructors / educators will deliver the curriculum framework to mature learners for all five adult education types as described in the Adult Education Curriculum Framework. These instructors will be trained by the national state and district level resources supporting institutions so that they can organise and lead learning activities at adult education centres and also coordinate with volunteer instructors. Qualified community members including from HEIs as part of each HEIs mission to engage with their local communities will be encouraged to take a short training course and volunteer, as adult literacy instructors, or to serve as one on one volunteer tutors and will be recognised for their critical service to the nation. States will also work with the NGOs and other community organisations to enhance the efforts towards the literacy and education.

More efforts will be taken to ensure the participation of community members in adult education. Social workers / counsellors will be requested to track and ensure participation of non-enrolled students and dropouts while travelling to their communities. During their travels they will be requested to gather data of parents, adolescents, and others those who are interested in adult education opportunities both as learners and as teachers / tutors. Then they will be connected to the Adult Education Centres (AECs) by the social workers / counsellors. Opportunities for adult education will be publicized through advertisements, announcements and through events & initiatives of NGOs and other local organisations.

It is essential to inculcate the habit of reading within our communities and educational institutions and for this it is very much important to improve the availability and accessibility of books. The NEP recommends that all communities and educational institutions like schools, colleges, universities and public libraries will be strengthened and modernised to ensure adequate supply of books catering to the needs and interest of all students including persons with disabilities and other differently abled people. Steps will be taken by Central and State governments to ensure that books are made accessible and affordable to all the people across the country including socio economically disadvantaged areas and also those living rural and remote areas. To improve the quality and attractiveness of books published in all languages, both public and private sector agencies / institutions will frame strategies and also Steps will be taken to enhance online accessibility of library books and further broad basing of digital libraries. It will be imperative to make available adequate library staff and also device appropriate career pathways and CPD for them by ensuring vibrant libraries in communities and educational institutions. Other steps to be taken will be strengthening all existing libraries, to set up rural libraries and reading rooms in disadvantaged regions, to make available reading material in Indian languages on large scale, opening children's libraries and mobile libraries, establishing social book clubs across India and across subjects and to foster greater collaborations between educational institutions and libraries.



**SUMMARY:**

Technology will be advantageous to strengthen and undertake the above initiatives of NEP. Qualitative and technology based options for adult learning such as apps online courses modules satellite based TV channels online books and ICT equipped libraries and adult education centres etc will be developed with the help of government and philanthropic initiatives and also through crowd sourcing and competitions. Many a times quality adult education can be conducted in an online or blended mode. So the NEP 2020 is giving more weightage on field work / hands on experience during the studies, which is need of an hour today. Lifelong Learning, motto is ***Reach to Unreached*** is working on this for the last few decades, which is accepted by NEP now. If we evaluate the Extension Programs implemented by Dept of Lifelong Learning and Extension, University of Mumbai we will realize that 34786 college students from 314 colleges in Mumbai, Thane, Palghar, Raigad, Ratnagiri and Sindhudurg Districts are benefitted by it. Many students have started their own fruit processing business at their backyard in Ratnagiri and Sindhudurg district. Due to this, not only the students, but also their parents are more happy that their children are with them and earning.

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**A EDUCATION POLICY IN INDIA****Prof. Jigna Bhavesh Sadhu**

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**ABSTRACT**

*Education is very important as a human life. Without education we say that we are handicapped. Government formal a education policy for a public for a nation. If people are educated he knows everything about life. There are three type of education*

- a. Formal education
- b. Informal education
- c. Non formal education

Is education policies introduced by government that are changing the education sectors. There have been major changes in the education system of India. They promote education and skill development. There are main benefits of education policy in India. The system and structure of education is fixed in formal education national policy 1986. As per the act 2002 right to education is useful. Education is important for the all the age group people is this is not only for children. If people are educated they know how to behave, how to speak, know is rights. And education gives knowledge and skill and required quality education. There are top ten highest literate state of Indian rank. Government intrudes policy like digital payment, sport education etc. there are basic criteria for education like pre-primary, secondary, higher education, master etc. It is the link of education system.

**INTRODUCTION**

- The ministry of human resources and development of government of India sanitary announced its intense to stabilize a new national education policy.
- The current policy has been unchanged since 1992. Education system of India is very lower as compare to other country.
- The national policy of education is a formulated by the government of India to promote education amongst India people.
- The policy covers elementary education to college in both rural and urban area of India.
- India improved education system is often city as one of the main contributor to its education development at the primary and secondary level. India has a large private government run school system. "Education is the most powerful weapon". It is important for a country to growth and development in economic. Indian economy in much wider in scope that the rule of education and covers and higher level.

Education is a gradual process which brings positive change in the human life and behavior.

We can also define education as "a process of acquiring knowledge through study or imparting the knowledge by way of instructions or some other partials procedures".

**In India there are three Types of Education**

- a. Formal education
- b. Informal education
- c. Non formal education

**Formal Education**

This is a type of education which is provided in certain institution like school, college, university etc. It is designed with fixed aim and object and provided according to the curriculum.

It is fixed time table, examination system and discipline. It is provided as per rule, regulation of the school and college.

**Main Feature of Formal Education**

- It is fixed.
- It is decided in advanced as per the rule and regulation and level of education.

- It is age bounded.
- It is methodical in nature.

**Informal Education**

It is an education which is not fixed formal. It is decided as per situation, as per the requirement. It is one which occurs out of automaticity in the process of learning. It is received by one by learning with others such as cycling, horse riding, fishing etc.

**Main Feature Informal Education**

- It is not pre designed.
- There is no prescribed syllabus and time table.
- It is not age bound.
- This education is not confined to any institution

**Non Formal Education**

This is an education in any organized system educational activity carried outside the framework of the formal system. Non formal education is provided at the convenient place, time and level of understanding or mental growth of children, adult.

**Main Feature of Non Formal Education**

- It is consciously and deliberately organized and implemented.
- It is programmed to serve the need of the homogeneous group.
- Attendance in non formal education is voluntary.
- It is open ended non competitive.

**Benefit of Education Policy**

- a. Provide a tutor for every child performing.
- b. Get better opportunities.
- c. Higher wages.
- d. Personal growth.
- e. Chance to explore the field in detail.
- f. Access to highly qualified facility.

**RTE, Act 2009 Upheld By Supreme Court**

- On 12 April 2012, in its historical decision the supreme court of India threw its weight behind the right of children to free and compulsory education act, 2009
- The court upheld the constitutional validity of RTE act that guarantees children free and compulsory education for the age of six to fourteen years of age.
- The judgment makes it mandatory for the government, local authorities and private school to reserve 25% of their seats for weaker and disadvantaged sectors of society.

**Government Introduced the Following Policy**

- a. Digital payment
- b. Non detection policy
- c. Male student can also file for sexual harassment.
- d. Compulsory gender education
- e. Yoga classes
- f. Free higher education for special student
- g. No homework of student of class 1<sup>st</sup> & 2<sup>nd</sup>
- h. New education policy for girls

- i. Eklavyer schools
- j. Diksha scheme
- k. Sport education
- l. Reducing bag weight.

### **Implication and Interpreted in Sub Education Policy Greater Rule for the Union Government**

1. Reinforcing in the national integration chapter of education.
2. Maintaining quality and standard including those of teachers at all levels.

Promoting excellence at all levels of educational pyramid throughout the country by catering to the need of manpower development research at advanced studies international aspect of education and cultural development.

### **National Policy of Education 1986 Silent Feature**

- a. National system of education
- b. Education for equality
- c. Promotion of adult education
- d. Elementary education and operation black board
- e. Pace setting
- f. Raising the status of teacher
- g. Accountability in education

### **Top 10 high literate state of India ranking**

Ranking	State	literacy
1	Kerala	94.00
2	Lakshadweep	91.85
3	Mizoram	91.33
4	Goa	88.70
5	Tripura	87.22
6	Daman and Diu	87.10
7	Andaman and Nicobar	86.63
8	Delhi	86.21
9	Chandigarh	86.05
10	Pondicherry	85.85

### **RTE is useful**

#### **• Help to Poor Student: -**

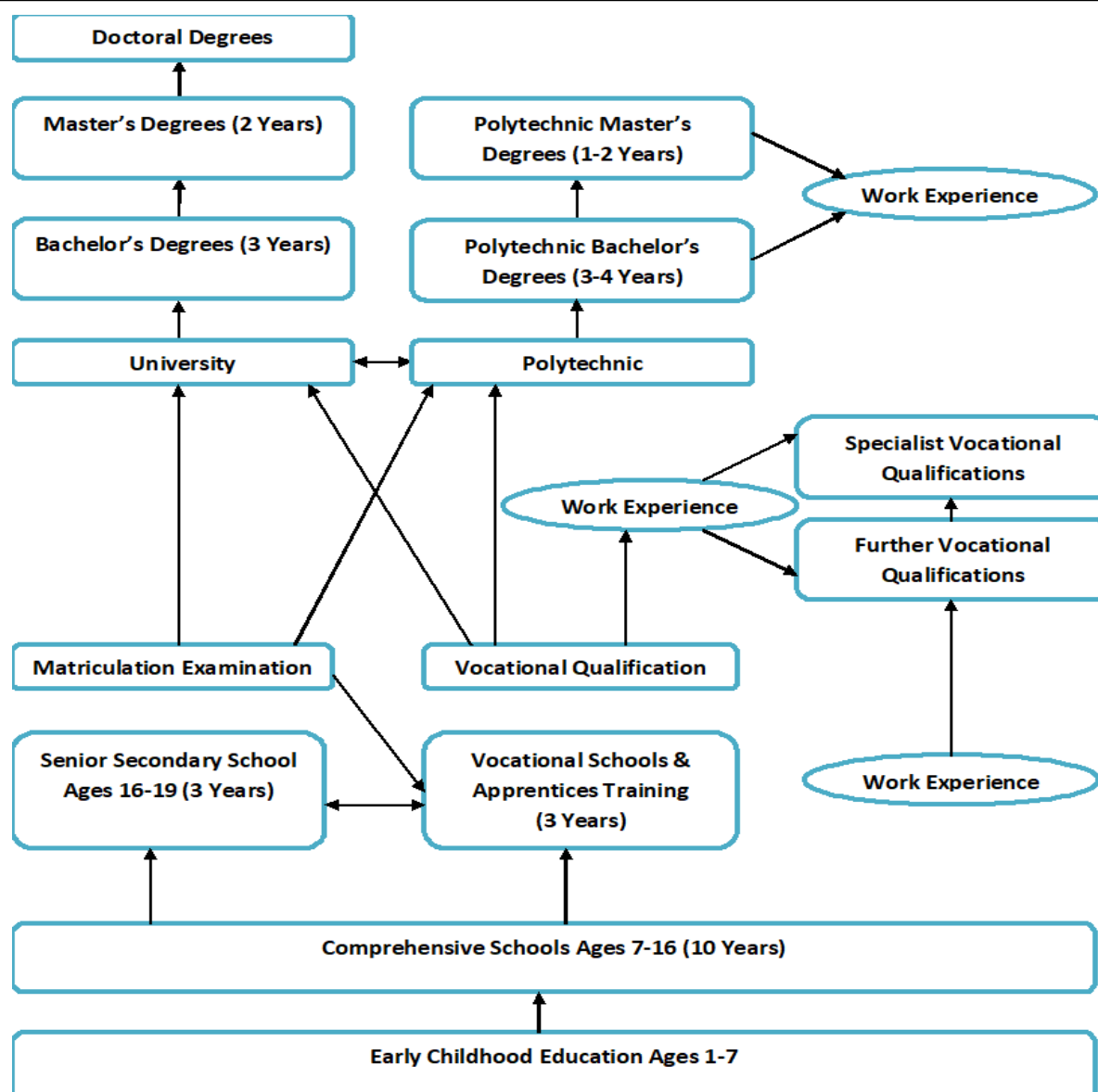
Now, any student can claim for education with the provision of required facilities, what he needs is a little support of the government and some enthusiastic social workers.

#### **• Expectations for Private School: -**

The act also orders the private educational institution to reserve 25% seats for children from the weaker and disadvantaged sections and their ratio is always expected to be check-a-block. Next, all the schools have been asked to admit such students without admissions tests and other documentary requisites. Also, the schools can't refuse the entry of students with reasons like late or early admission, full seats etc. however this decision is being followed by huge protests.

#### **• Financial Help from Government: -**

Furthermore, the finance commission has provided a sum Rs 25000 crore to the state for implementation of the act. Mr. Sibal has further announced that the government has full arrangements of the funds required for efficient implementation of the act.



## CONCLUSION

Education is important for the progress of nation which means we must equip ourselves with a good education. Education is self empowerment to able to sharper the skill. It is important for everyone to have education. The policy is cover the urban & ruler India.

Implemented successfully a deliberating dialogue program on education can help bring educators. Paley makes & members of the general public together with a common goal of ensuring that children the best education possible. It is completely change our mind, personality & help us to attain the positive attitudes. We can stand easily if we have proper knowledge about all the aspects of life. It is develop relationship that will enable students to work their peers thought-out their schooling and beyond. At the end of education is a most powerful weapon of life.

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**EVALUATION OF NEW EDUCATION POLICY -2020**

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**ABSTRACT**

*Education policy plays an important role in the socio-economic transformation of the country. It improves the quality of human resources in the economy. It initiates qualitative and sectoral development in the country. It acts as an engine of growth and development in the country. In India first education policy was introduced in the year 1968 under the leadership of former prime minister smt. Indira Gandhi. Second education policy was introduced in the year 1986 under the leadership of former prime minister shri. Rajiv Gandhi and followed by some amendments to the existing policy by the Narsimha Rao government in 1992*

**Keywords:** National Education Policy ( NEP ), University Grants Commission ( UGC ), All India Council of Technical Education ( AICTE ), National Council for Teacher Education (NCTE), and Higher Education Commission of India (HECI)

**INTRODUCTION**

NEP 2020 is the 3<sup>rd</sup> education policy of India introduced under the leadership of current prime minister Shri Narendra Modi on 29<sup>th</sup> July 2020. India got its 3<sup>rd</sup> education policy after a long haul of 34 years. The policy aims at initiating structural changes in the education system of the country with a holistic approach. In India, the higher education system is controlled by statutory bodies such as UGC, AICTE, and NCTE. Under NEP 2020 HECI will be the nodal agency to control the higher education system in the country through its parent bodies like NHERC, GEC, NAC, and HEGC.

**THE VISION OF THE POLICY:**

The policy will revolutionize the entire education system of the country bringing drastic and qualitative changes in teaching and learning methods. It emphasizes on E- content and bagless education. The vision statement of NEP 2020 is as follows:

1. Recognizing, identifying, and fostering the unique capabilities of each student through a holistic approach.
2. No hard distinctions
  - a) No distinction between Arts, Science and Commerce streams.
  - b) No difference between curricular and extracurricular activities and
  - c) No distinction between vocational and academic streams.
3. Emphasis on conceptual understanding
4. Promoting creativity and critical thinking.
5. Promoting multilingualism and the power of language.
6. Focus on regular formative assessment for learning.
7. Developing life skills programs.
8. Extensive use of technology.
9. Emphasis on diversity and respect for local content.
10. Synergy in curriculum.
11. To treat teachers and faculty as the heart of the learning process.
12. Light but a tight regulatory framework.
13. Continuous review of student progress.
14. Concentration on outstanding research.
15. Education is a public service.
16. Substantial investment.

**Features of NEP 2020**

1. NEP is based on four important pillars: Access, Equity, Quality, and Accountability.
2. Education pattern is based on a 5+3+3+4 structure.
3. Vocational education will be imparted from sixth grade.
4. Imparting education in local language/ mother-tongue till fifth grade.
5. Sanskrit will be an optional subject at all levels of education including the tri-language formula.
6. No compulsion on students to study any particular language.
7. Flexibility in the selection of subjects.
8. Multiple entries and exits option with appropriate certification at each phase of learning.
9. Academic bank of credit (ABC) will be created digitally.
10. Focus on e-learning.
11. Allocation of six percent GDP to the education sector.
12. Phasing out affiliation system in next fifteen years.

**Four Phases of NEP**

1. Foundation Stage. (meant for 3 to 8 years children)
2. Preparatory Stage. (8 to 11 years children)
3. Middle Stage. (Time duration 3 years from sixth grade to eighth grade)
4. Secondary Stage. (Time duration of 4 years 9th to 12th Grade)

**Challenges of New education policy**

1. Cooperation and support of state government. It is difficult to get 100 percent cooperation and unconditional support from all the state governments as they have their own educational boards.
2. Sanskritization of Education. The majority of the south Indian states are of the opinion the use of Sanskrit in the education system is based on the philosophy of Hinduism.
3. Problem related to high fees and donations. Metropolitan cities are supplemented by expensive education provided by education mafias extracting high fees and donations which will offer resistance to this policy. Education mafias are the part of the political system of our country running a large number of educational institutes.
4. Problems with budgetary allocations. Execution of NEP 2020 will require a 6 percent budgetary allocation which is practically impossible looking at the fiscal deficit of the country.
5. Problem of infrastructure. Implementation of NEP 2020 requires high-tech educational infrastructure to impart vocational training, e-learning, and extra co-curricular activities. Shortage of funds with the educational institutes in the area of concern.
6. Implementation of a proper pay scale for teaching faculties is nowhere mentioned in the policy.

**CONCLUSION**

Every coin has two sides similarly NEP 2020 has its own significance and limitations. It requires strong political will and effective administration for its universal implementation throughout the country. As it is rightly said, “A mad king misuses his powers and drags his kingdom to sewers.” If a policy is mishandled in terms of poor implementation it will prove to be a disaster.

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# MANUSCRIPT SUBMISSION

## GUIDELINES FOR CONTRIBUTORS

1. Manuscripts should be submitted preferably through email and the research article / paper should preferably not exceed 8 – 10 pages in all.
2. Book review must contain the name of the author and the book reviewed, the place of publication and publisher, date of publication, number of pages and price.
3. Manuscripts should be typed in 12 font-size, Times New Roman, single spaced with 1" margin on a standard A4 size paper. Manuscripts should be organized in the following order: title, name(s) of author(s) and his/her (their) complete affiliation(s) including zip code(s), Abstract (not exceeding 350 words), Introduction, Main body of paper, Conclusion and References.
4. The title of the paper should be in capital letters, bold, size 16" and centered at the top of the first page. The author(s) and affiliations(s) should be centered, bold, size 14" and single-spaced, beginning from the second line below the title.

**First Author Name1, Second Author Name2, Third Author Name3**

1 Author Designation, Department, Organization, City, email id

2 Author Designation, Department, Organization, City, email id

3 Author Designation, Department, Organization, City, email id

5. The abstract should summarize the context, content and conclusions of the paper in less than 350 words in 12 points italic Times New Roman. The abstract should have about five key words in alphabetical order separated by comma of 12 points italic Times New Roman.
6. Figures and tables should be centered, separately numbered, self explained. Please note that table titles must be above the table and sources of data should be mentioned below the table. The authors should ensure that tables and figures are referred to from the main text.

## EXAMPLES OF REFERENCES

All references must be arranged first alphabetically and then it may be further sorted chronologically also.

### • Single author journal article:

Fox, S. (1984). Empowerment as a catalyst for change: an example for the food industry. *Supply Chain Management*, 2(3), 29–33.

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S. Neelamegham," Marketing in India, Cases and Reading, Vikas Publishing House Pvt. Ltd, III Edition, 2000.

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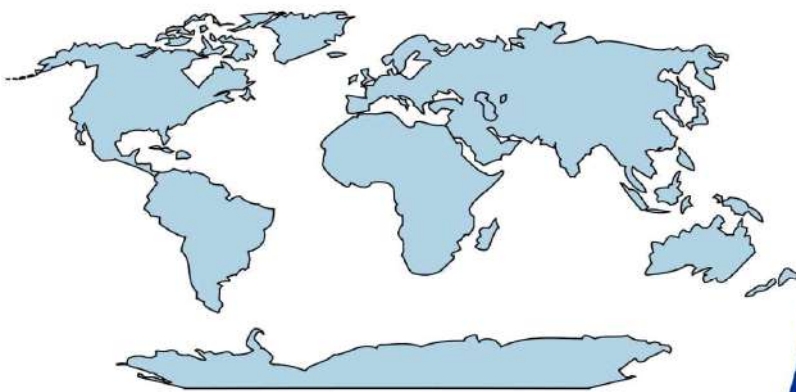
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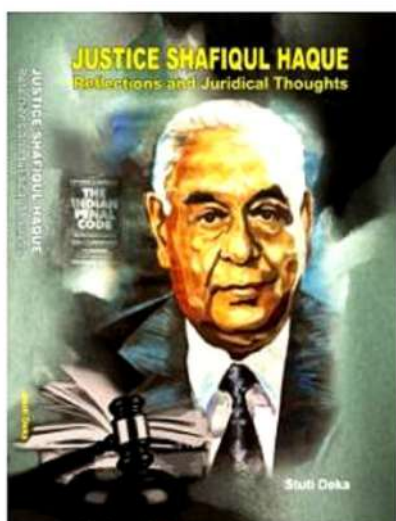


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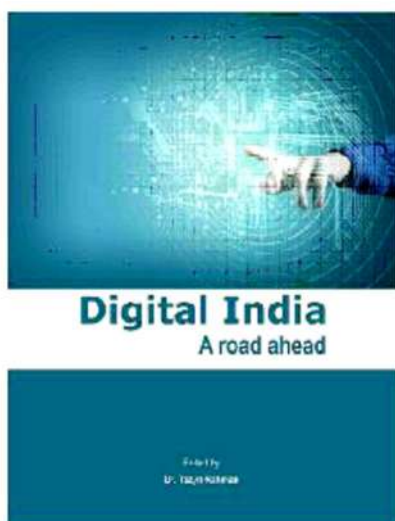
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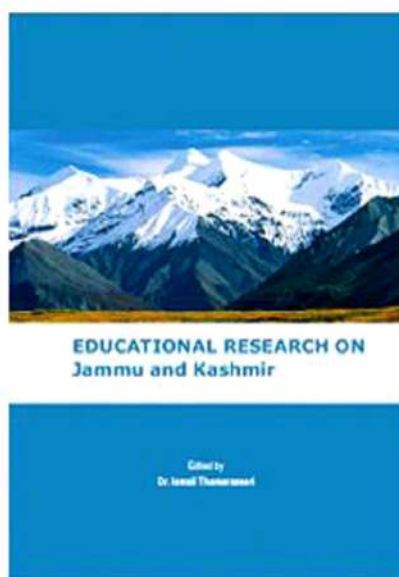
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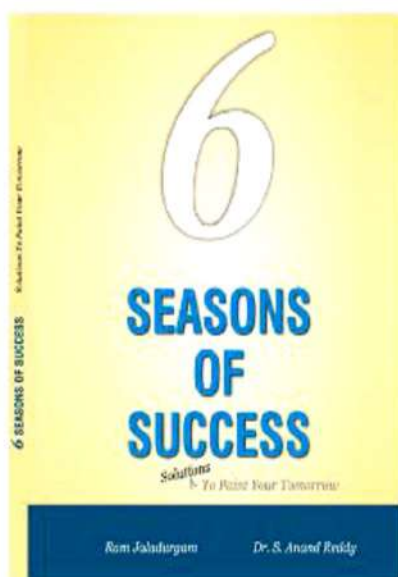
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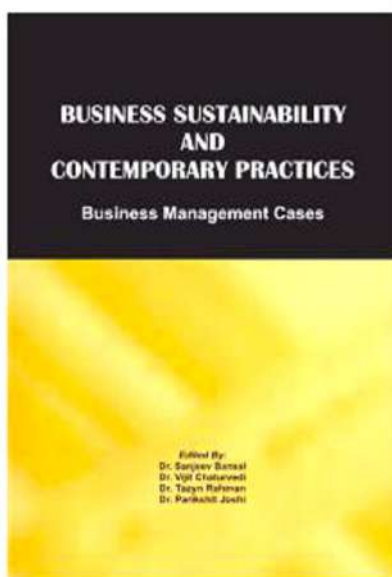
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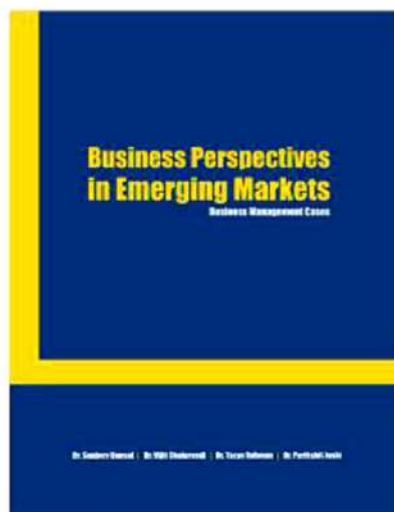
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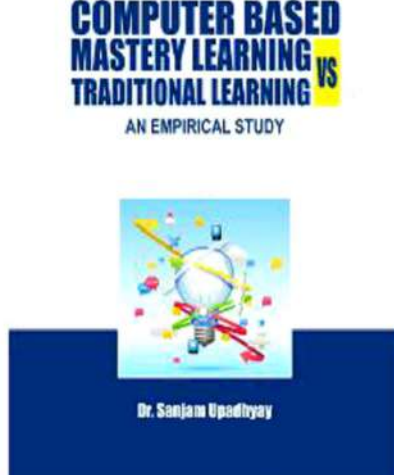
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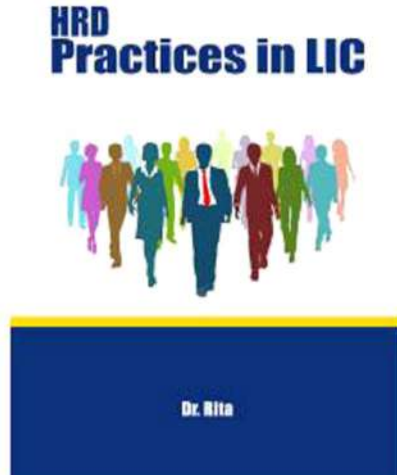
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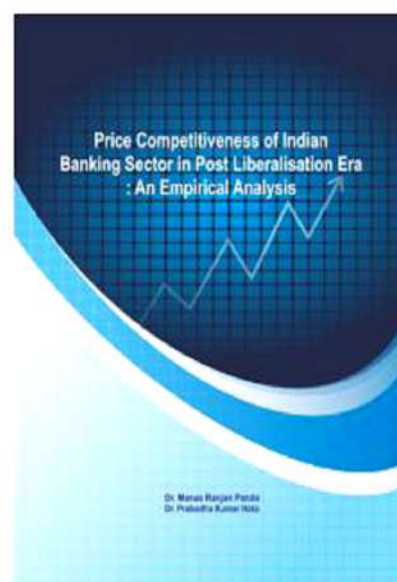
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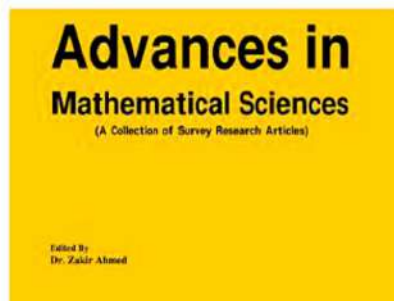
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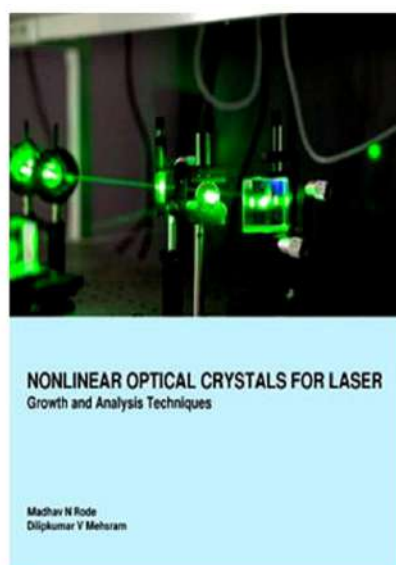


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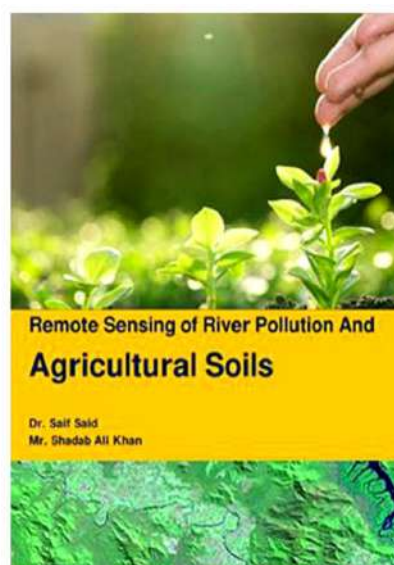
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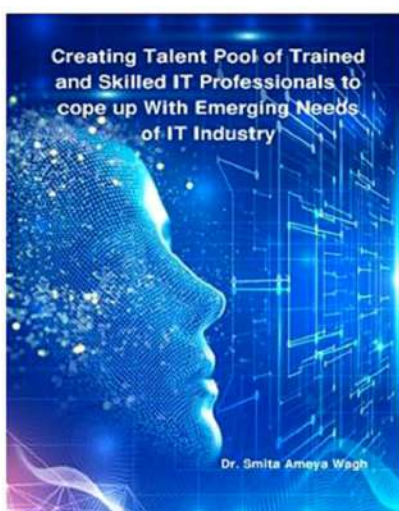
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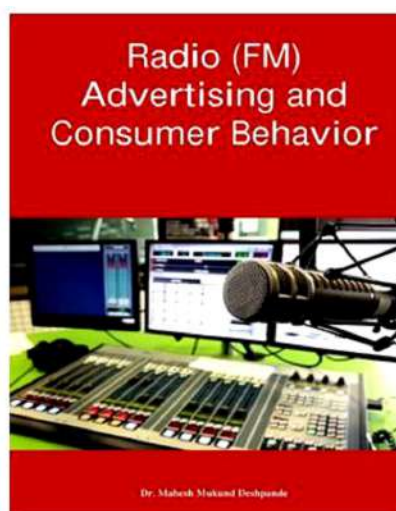
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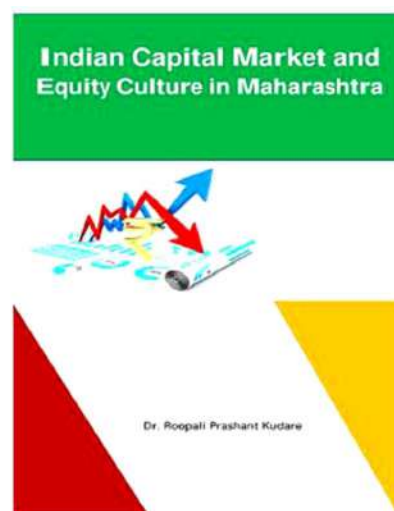
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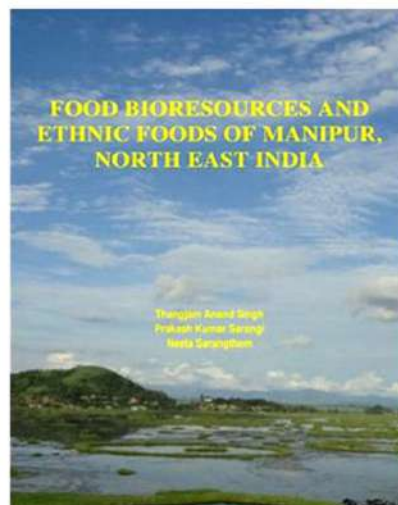
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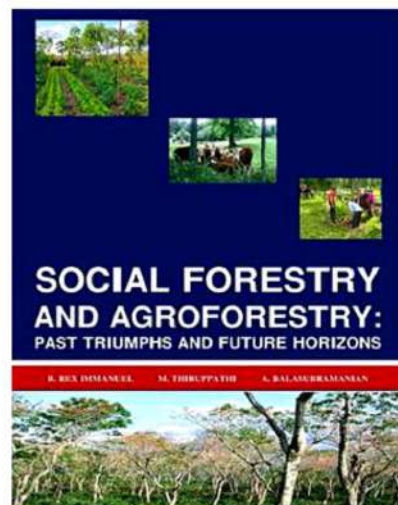




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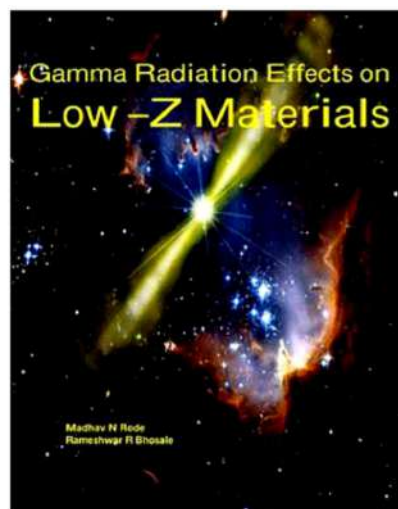
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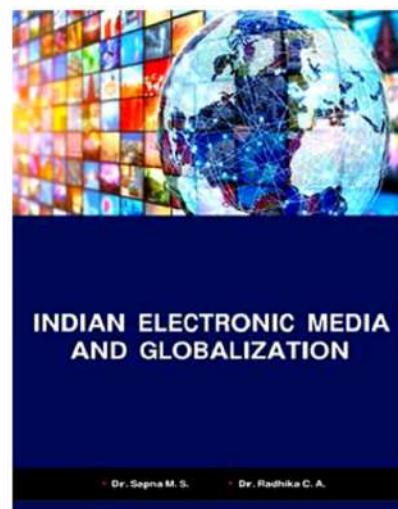
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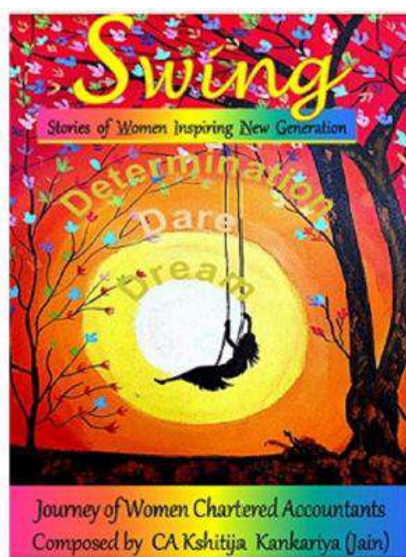
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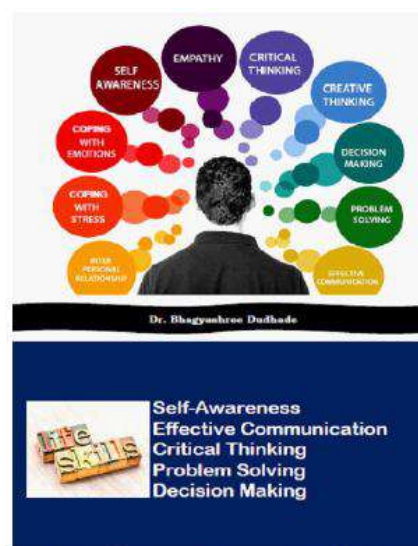
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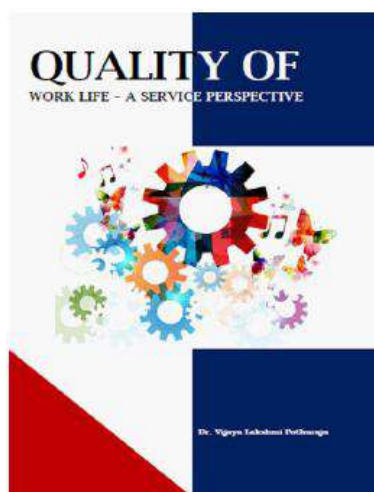


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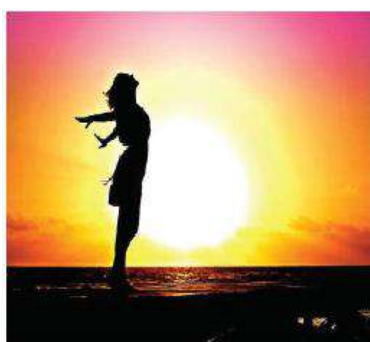
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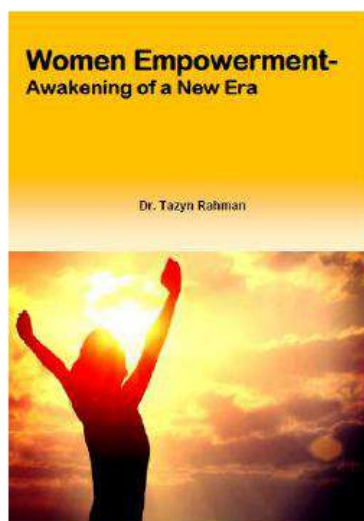


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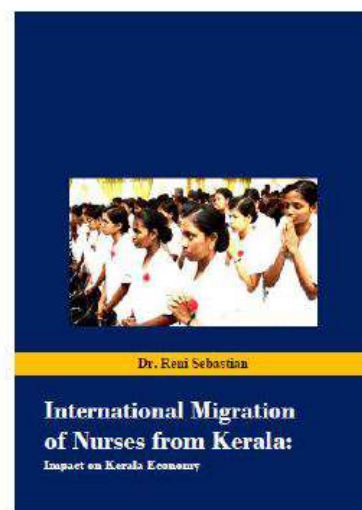


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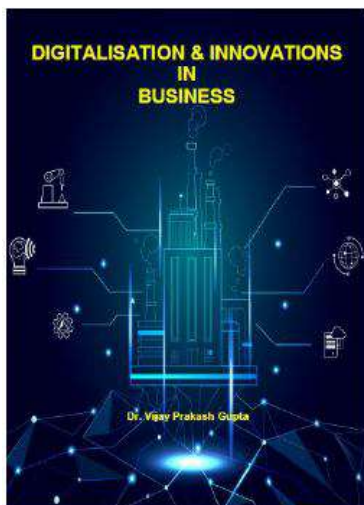
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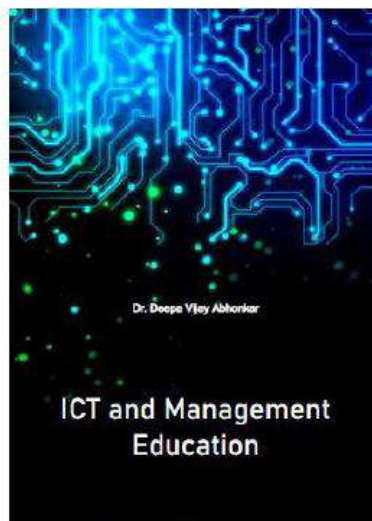
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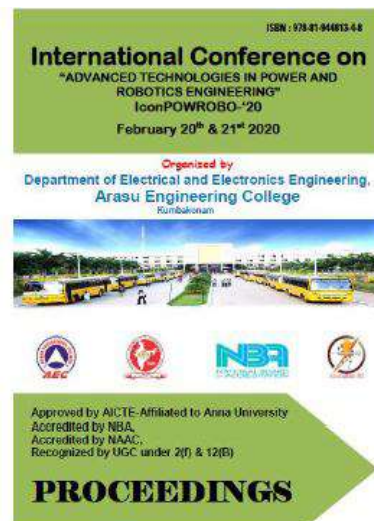




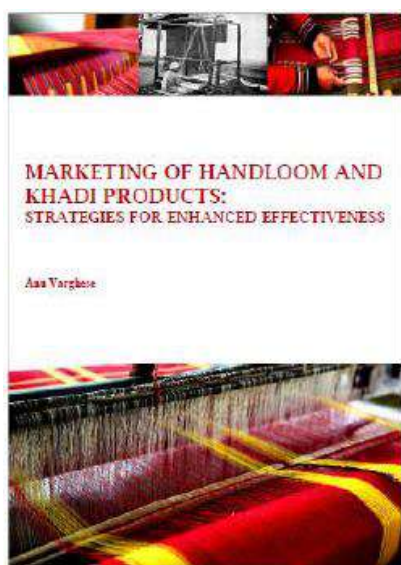
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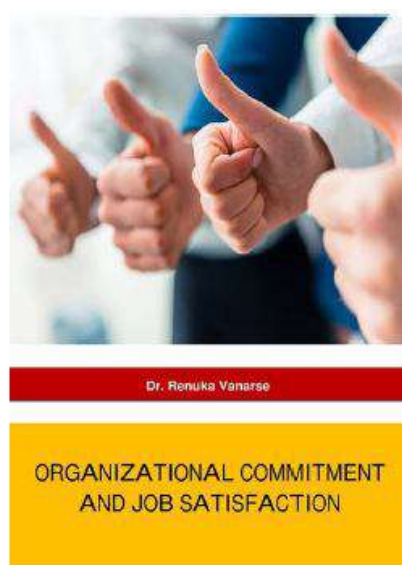
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