NATIONAL EDUCATION POLICY 2020: MAKING EDUCATION MORE INCLUSIVE AND EMPLOYABLE

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Abstract

Keeping in mind the country's population, the Indian National Education Policy has been changed four times between 1968 and 2020 but to address the 38.5 million out-of-school children and 313 million adult illiterates in the most affected areas of Uttar Pradesh, Bihar and Rajasthan, the Indian National Education Policy need more efforts to solve the educational challenges. Since education is a condition for development, if the Ministry of Education collaborates with regional governments to implement the national education policy of 2020 holistically, then the quality of education and the number of children out of school will be reduced drastically. The objective of this study is to examine the national education policy 2020 and its implication for national development and analyze the "No hard separations" and "Elimination of silos" on education. A systematic review of published journals based on the secondary source of data collection was analyzed and evaluated. These journals were searched through Google and are related to the subject matter of the national education policy 2020 of India. The journals are published within the last decade. The finding reveals late enrolment of students in primary schools, financing challenges, and segregation of members of society amongst others. It is recommended that structural and process reorganization be made by the Ministry of Education, regional governments, and the management of the 3 tiers of educational institutions within the regions to achieve the goal of self-actualization that will help in social, economic, political, and human development of India and its people.

Key Words: *NEP 2020, Inclusive, Employable*

Introduction

Education forms the bedrock of development in any society and education policy is key to development planning. Planning is defined as the "conscious and continuous attempt to select the best alternative possible in achieving specific goals" (Akeredolu- Ale, 1975). With a population of 1.4 billion people according to Wikipedia (2022), India's education policy must be conscious of the fact that its education policy must be practical in meeting its national development plan to address issues within the formal and informal sectors of the economy. The lingering problem of unemployment and poverty in India can be argued to be associated with a lack of education and skills caused by a lack of education policy plan to curtail the 29.1% of the population who are in serious hunger level GHI, (2022). India's employment rate in 2021 stands at 5.98% with a decrease from the previous year 2020 of 2.02%. This represents 83.7 million unemployed people and with a multiplier effect of dependents, this can explain India's poverty and hunger levels. Education has always been identified as a mechanism for reducing poverty in society but adult illiteracy can only be fought with skills acquisition and training in the artisans to make for the handy work demand for the formal sector need which will help create jobs and eradicate

poverty and make society a healthier environment. Emphasis should be given to the theories of development to achieve the desired goal of educative inclusiveness in Indian society.

Objectives: The objectives of this paper are

1. To examine the Indian education policy 2020 and its implication for national development.
2. To analyze the impact of "No hard separations" and "Elimination of silos" on education.

Research Questions

1. What are the challenges of the Indian Education Policy 2020 on education?
2. What are the possible measures to address these challenges of education policy 2020 in India's national development?

Hypotheses

H_{01}: There is no significant relationship between the challenges of education policy 2020 and education development in India.

H_{02}: There is no significant relationship between the measures to address the education policy 2020 in the development of India

Literature Review: An Empirical Review

The purpose of the Indian National Education Policy, 2020 is the emphasis given to the use of the mother tongue or local languages as the medium of instruction in class in Indian schools from primary to tertiary institutions. The main aim is to provide access to universal basic education in India using the new education policy of 5+3+3+4 to replace the 10+2 education system, but India's historical education policies system from the first education policy in 1968 highlight the need for education for all children by the age of 14 years with an emphasis on teaching in Hindi, Sanskrit, and English languages, the second education policy was in 1986 and it focused on the removal of disparities in the education system and the inclusion of women, minorities in the educational system including non-formal education. The 3rd in 1992 focused on the upgrade teaching and exams. These observed issues of a lack of implementation can be argued to contribute to the 38.5 million children between the ages of 7-14 years out of school in India (EPDC, 2006) due to the negligence of education policy of enrolling children in primary school at the age of 6 in rural India. Comparative observation in Nigeria shows that children are enrolled in school at the age of 3 years to start pre-nursery classes to cover 3 years of pre-nursery and nursery school followed by 6 years of primary school and 6 years of secondary school and 4 years in the university based on the 6+3+3+4 system of education.

literacy rate in India is as high as 73.2% but 313 million adult people mostly women are still illiterate (Chandra, 2019) while one may argue that literacy in India is exceptionally good considering the population size of India, the education policies from 1968- 2020 rarely focus on skills acquisition and training for the marginalized group of people that constitutes mostly women and minorities. Facts remain that challenges faced by Indian society in literacy education include economic, social, and cultural factors. The rural population of India houses 30.9 million out-of-school children while the urban area houses 7.587 million children out of school with 21.8 million children representing 22% female children and 16.7 million children representing 16% of male children. In addition, the Uttar Pradesh region has the highest number of out-of-school children in India with 9.3 million children followed by the Bihar region with 7.4 million, and then the Rajasthan region with 3.5 million. 62% of the children between the ages of 7-14 years come from the poorest of families with 18% coming from middle-class families and 16% of the children between the ages of 7-14 years coming from rich families see Chandra, (2019). This explains the impact of the economic factor on families that impedes children's school fees and needs and the central government's inability to invest heavily in the education sector in the regions.

India's constitution can also be argued to limit educational participation by the disparities it provides in the caste system approach where marginalized groups are stereotyped and stagnated from the pursuit of education because of their beliefs, race, or cultural affiliation. Article 46 promotes the

educational and economic interest of Scheduled Castes and Scheduled Tribes, and other weaker sections of the society and saves them from social injustice and exploitation. Article 330 and 332, provides the reservation of seats in Lok Sabha for scheduled castes and tribes and the State Assembly. These laws are pieces of evidence that support the imperfection of the constitution of India as any other man-made constitution. In a recent study (Bar, 2021) argued that India has one of the best constitutions but the implementation of laws remains a challenge. Culture plays an important role in shaping the lives of people but cultural domination must not be a tool to infringe on the right of others because they are minorities or classified castes. The Indian constitution has specified the civil rights and liberty of the SC and ST under the protection of the civil rights Act 1976 but are the SC and ST really at liberty when they are being controlled by the powerful in the state? The Fundamental Rights which state that the first right is the right to equality are also at stake. Are the SC and ST share the same right to equality? Does Article 14 ensure equality before the law with the SC and ST in place? Does Article 17 abolish the untouchables?

If these constitutional sections are faulty, what is the possibility that the SC and ST Act- 1989 can prevent the SC and ST against all forms of atrocities? How can Article 15 prohibit the discrimination of these SC, ST, and other minorities when the divide is enforced toward them? The right to freedom and to partake in educational and economic activities within equal laws will give Indians the rights in Article 16 for equal opportunity in public employment. This will ensure the statement of Article 38 promotes the people's welfare by securing a social order permeated by justice to promote social, economic, and political development and minimize inequalities in income, status, facilities, and opportunities. The abolishment of the slave trade by the British Parliament Act in 1807 and the abolishment of slavery in the world by the British Empire through the British Parliament Act in 1833 except for India and the abolishment of the East India Company in 1843 in the practice of slavery by the Indian Slavery Act, for instance, can give India a bigger picture of the need to develop their people in facing the challenges of 21st century.

Literature Review: A Conceptual Review

The concept of the National Education Policy 2020 will draw and be discussed based on the "No hard separations" and "elimination of silos" in the Indian educational system. Dudley Seers argued that one of the conditions for the application of development theories in any study is the lack of or inadequate literary education in society. "No hard separations" are verbal abstractions drawn from the situation and behaviours of the National Educational Policy, 2020 and the government-implemented programs that show disparities that affect the search for knowledge in established schools. A holistic approach to this issue must be provided to understand the failures of national education policy and national development in general. The segregation of pupils based on scheduled caste and tribes by the government is a contributory factor to the out-of-school children in the regions of India and in addition to the unity and educational growth of the children in schools. Talcott Parson argued that for any institution to achieve its goals it must have the ability to provide an enabling adaptable environment and in the context of this study, maintaining cohesion based on equality of the law is the first step to national development. The goals to be achieved must be spelled out in the educational policy plan so that the quality of teaching provided must match the quality of knowledge understood. As diverse as the people of India are Integration of the people is fundamental to achieving national development. If India focuses on the disparities that separate society and mitigate the latent problems to improve cultures and values based on agency and structures, then literacy will improve and out-of-school children will be cared for and enrolled in schools.

"Elimination of silos" on the other hand tries to provide a unified approach to solving a problem and Todaro argued that reorganization and reorientation of structures and processes will help in improving the social system of society. Robert K. Merton's postulates of 1. Functional Unity, Universal

Functionalism, and Indispensability in the context of this study will be used to explain the National Education Policy, 2020 and its implication for the national development of the overall society. Functional unity can only be achieved when the structures and processes of institutions and society as social structures work Pari Passu recognizing norms and values that will improve effectiveness and efficiency. The Indian Ministry of Education based on the National Education Policy, 2020 set its priorities in line with the regional governments' educational obstacles and the management of the 3 tiers of schools within the regions. This process will help in planning for what schools from primary, secondary, and tertiary levels will need and identify challenges not seen, and help rectify existing problems of funding which is at the forefront of providing education in India. In planning, consideration should be given to less privileged children whose parents have low income or no income at all and the orphans on the streets and orphanages. Universal functionalism will only be achieved through the collaboration between the Ministry of Education, the regional governments, and the management of 3 tiers of schools on one hand and the indispensability of all related issues identified to provide for both quality education and reducing drastically on yearly basis the quantity of out of school children on one hand and introducing skills acquisition for both children and students through internship training and skills acquisition in adult education. Improving the structures and processes of management will help improve national development.

Methodology: The methodology used for this study is the systematic review of published journals' which provides a secondary source of information designed to provide insight into the findings of the challenges of the national education policy 2020 in India. 5 articles Google searched that relate to education policy and education development in India. These articles were published in the English language and published within the last decade.

Findings : From the review of the literature, it is observed that teaching in local languages has No hard separation between the school and pupils, pupils are mandated to take English as a foreign language of communication. The education policy 2020 makes separations for those who want to opt out of learning English or find it difficult. Children at the age of 7 start primary school will find it difficult to learn English and understand what they are taught as shown in the (EPDC, 2006) report. The decision of the national education policy to enroll pupils at the age of 3 will help boost mental capacity and reduce the abuse and exploitation of children in farms and homes. With 38.5 million children out of school shown in the (EPDC, 2006) indicate that social and economic problems are strong factors that limit parents' capacity to educate their children. The government is also responsible for not providing social security services for the children and parents of these vulnerable children. Illiteracy in India could rise for as long as the marginalized groups which represent 189 million women are not engaged in small and medium enterprises activities and are provided some form of adult education to improve their lives as shown (Chandra, 2019). The lack of implementation of the constitution (Chandra, 2019) and further amendments to the constitution to address the issues that limit the rights of the people because of their birth, race, caste, and tribe status and make sure they have equal rights and freedom to work and partake in economic and social activities will contribute immensely to the national development of India and all these starts from providing quality education to the 3 tiers of education which are primary, secondary, and tertiary levels including the support staff of teachers and faculties to ensure the goal to optimal education is provided in India.

Conclusion: Changes to the national education policy 2020 are inevitable and will always be continuous but the lack of "No hard separation" and "Elimination of silos" limit the ability to provide a change in the education sector. The education policy is a guide that will lead to achieving the goal of a successful education system in India once the structural-functional issues of the Ministry of Education in collaboration with the regional governments and the board and management of educational

institutions in India come together to make the necessary adjustments in ensuring quality education is provided for the sake of national development and growth.

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