



NEW EDUCATION POLICY 2020: NEEDFUL ADDENDUMS

Suhrid Sinha,

Ex Student of Master's, Department of Education, I.G.N.O.U

Email: suhrid.sinha591@gmail.com

Mob: 6001472395

Subhash Sinha,

Assistant Professor, Department of Economics, Swami Vivekananda College,

Chandkhira, Karimganj, Assam

Email: soobhashsinha24@gmail.com

Abstract:

This study refers to the new education policy 2020 and some needful addendums to it. After going through the NEP 2020, the study focusses on some shortfalls of the NEP 2020 and gave some related and needful addendums to it. The study suggests some ways for equal accessibility and equal opportunity for all irrespective of the caste, creed, sex and religion. The study also put emphasis on the national integration, patriotism and nationalism above all. The study gave some suggestions to include lessons on constitutional duties of a citizen in each and every level of the education a student pursue in the nation. Again, the study gave some suggestion for the wellbeing of students and teachers. The study mentions some new aspects to get considered in view of the current educational scenario of the educational institutions in India. After giving a suitable conclusion in the end the study tries to draw the attention of the stake holders, the policy makers and the concerned authorities of the education system in India.

Key Words: NEP 2020, shortfalls, addendums, equality.

Introduction:

Bhagavat Gita: Education is the process of cultivating completeness in human being. It inculcates ability, knowledge, skill and wisdom for Dharmik and Karmic life. According to Bhagavad Gita the meaning of education is "To formulate the principles of education the divine teacher Lord Krishna has not imparted his wisdom to his student as a dictation like others".

Our academia is familiar with the educational theories and life skills thoughts developed in the West. However, we have inadequate information about our own historical and cultural thoughts in relation to life skills and education, despite their importance and comprehensiveness. In the Bhagavad Gita, it is noticed that some of the life skills in educational philosophy are present.

Chanakya Niti says: "Education will be considered useless until it is not put to some practical use. The life of an uneducated person is a total waste. Similar is the case with an army without a commander".

Hrishi Aurobindo: “Education is nothing but bringing out and nurturing the latent potentialities; it is but to integrate oneself with self, harmonious living of individual with society, country and humanity to make oneself a complete being or integral human being”.

Swami Vivekananda believed “Education is the manifestation of perfection already in men. He thought it is a pity that the existing system of education did not enable a person to stand on his own feet, nor did it teach him self-confidence and self-respect”.

Dr. B.R. Ambedkar strongly believed “Education should be provided without any discrimination to all the citizens of independent India. Education is something which ought to be brought within the reach of every one.”

John Dewey defined education "As the process of the reconstruction of experience, giving it a more socialized value through the medium of increased individual efficiency".

Time to time various educational policies were implemented, some of which are:

Right To education (RTE) (April 2010): To offer free and compulsory education to all children belonging to any age group and economic class as a Fundamental Right.

Rashtriya Uchchatar Shiksha Abhiyan (RUSA): For multi-facet improvements in the system of higher education and related procedure.

Samagra Shiksha Abhiyan (SSA): Predominant program for the school education to safeguard equitable learning.

District Primary Education Program (DPEP): The main initiative is to revitalize primary education and uniformisation of education at the primary level.

Draft National Policy on Education 2019 (New Education Policy 2020): For cognitive development and enable reflective procedural development of children.

All of the above cited quotations and policies are made for the purpose of constructive and fruitful education for any country. The time to time policies brought forward in the upliftment of education in the education could not able to bring the necessary changes in the country. But in current scenario the government of India not only has to uplift the educational status of the nation but also vocational, professional, humanistic and global citizen making is the ultimate challenge for it.

Importance of The Study:

This study is very much important as the new education policy will be the schema following which the future of the nation will built. So, it has become very much essential to pass the knowledge of each and every research scholar and educationist to the policy makers and the stakeholders associated with policy implications before it's too late. It is also important because after launching the draft in 2019 the government gave a time of 2 months to the teachers and other stakeholders to put their suggestions but due to lack of awareness or publicity or lethargic or negligent attitude of some concerned persons the policy making related information was not spread to all and so most of the people who could be associated with it could not give their valuable input. Moreover, this policy is basically made for making our nation a global leader, so contribution of each and every-one in every possibly known aspect in making and implementing this policy is very much essential. The study is important as it includes many untouched issues and suggestions related to education, administration, infrastructure and health related issues of the major stakeholders of the system.

Objectives of The Study:

The main objectives of the study are:

- 1) To study the importance of New Education Policy 2020 in current era.
- 2) To discuss the relevance of the policy with the on-going academic scenario.
- 3) To evaluate the New Education Policy 2020.

- 4) To give some needful addendums for policy implications.

Shortfalls of New Education Policy 2020:

- Sufficient emphasis is not given on national integration.
- Sufficient emphasis is not given on parent or guardian awareness.
- Who is the concerned person to decide for the students to choose their respective subjects right from elementary classes?
- In reality do the schools equipped with laboratory, laboratory technicians, lab bearers, playground and clerical staffs to run and manage all office works?
- In Assam a new ordinance or notification or Education Minister Declaration was made regarding the medium of science and mathematics subjects learning in English medium which directly contradicts with the new education policy 2020 where promotion of multilingualism and the power of language are highlighted.
- Privatization: Privatization of any sector or any department is meant for the results or outcome. The private processes those are visible are mainly focusing on the ultimate delivery of the product in time. This delivery of product would sometimes lead to production of such a product or persons who may be literate on the basis of their curriculum but the needful culture, national integrity, moral values, respect for all may not be developed in them. This is due to the ownership of the private institutions. Various owners of private educational institutions or various organizations that run private institutions set some of their standards or mottos to meet their personal agendas' first and then the national and social interest in second position. This thing should also be kept in the minds of policy makers. Apart from that the education that we pursued so long in this country is under a great question mark as We know Jawaharlal Nehru University, Delhi University, Aligarh Muslim University are the top most educational institutions in India and the anti-national elements and slogans are raised from this institutions only. Moreover Mizoram, Kerala are the states where the literacy rates are higher than other states of India, but from these states only slogan like "Bye-Bye India, Welcome China" etc. are raised publicly and ISIS and other terrorists organizations hubs or connections are found regularly, so we as a nation should think again about the education system and the education itself we are acquiring. No education will lead a person to be anti-national, but the more the people of these states and educational institutions are getting educated the more they are going against the national integrity and nationalism. These also should be kept in the minds of policy makers that the education system that prevails in India should not only focus on products and more emphasis should be given on the person and personality.
- Provisions of vacations and pay structure in all states and all levels of educational institutions are not equal that promotes disparity and a sense of negligence towards the fellow teachers of the society.
- One nation one educational policy is not practiced and the NEP 2020 also have no such strong provisions in it.
- Teacher recruitment in some states is not as per the NCERT or UGC guidelines. This is because some states are not allowing the CTET qualified candidates to compete for a state government teacher job and in the appointment of Assistant professors also the UGC guidelines of academic, age, research work and experience related marking system are totally violated.

Discussion on Addendums to the New Education Policy 2020:

Education Related Factors

* The vision of the policy: The vision of the policy for instilling deep rooted nationalism, national pride, in terms of thoughts, actions, spirit and intellect among learners. Also the development of knowledge, values, skills, human rights and values, sustainable development, global well-being for reflecting global citizenship needs some modification with holistic and spiritual development for universal well-being, mutual respect, situational sense of action in right direction, a deep rooted understanding to choose between right or wrong, good or bad, lessons on use of social media and its effects should also be materially be taught to the students. This is because it is clearly visible in the current generation that if a person is struggling in any situation, in spite of helping that person people start posting photos or videos on social media, which is a degraded sign of humanism. The policy should also bring forward some instructions or needful changes in the laws

prevailing in the nation on the uses of various anti-social means by students or by their peers and also make some strict penalty based prohibitions on the uses of social media and other gaming or online platforms which divert the mood of young generation of India from the right path of development.

* Not only literacy of students, students and parents knowledge regarding subject matter needs to be developed otherwise it is baseless to get a new education policy specially for choosing vocations and other subjects for themselves in a multi-disciplinary system. For synergy in curriculum across all levels of education right from early childhood, well directed education should be provided to young learners and for this proper counseling of parents and children right from early childhood is needed the most.

* Teacher training: Teachers must learn local languages to teach the students about respecting diversity and also it will be a great media to recognize unrecognized languages and underprivileged sections of the society. And teachers must undergo at least 6 months management course in any mode as it will develop them professionally and this management course will be helpful in classroom management and institutional management. Apart from that scheduled faculty or development training should be there for the development of teachers.

* A rootedness and pride in India: Are the contents ready to deliver? Do the text books or needful staffs already be prepared or under process. As we drop the current texts then we should deliver the next replaceable products in time for the learners. It is also be noted to analyze the writings of the literature books, so that any content written on them should not slam or target or defame any religion in any sense.

* The government should also make some strong alternative provisions for the pandemic like COVID-19 and other war like situations so that the education of the children should not stop at any cost. It was seen mostly in the public schools that the students are not familiar with online classes and the attendance of students in online classes during COVID-19 was also not up to the mark. For that reason dependency on offline or face to face classes should be reduced by imparting online mode of classes and other modes where teachers can directly visit the students' locality for approaching students.

* Our students should mandatorily be trained in Physical Education and Yoga and other games through proper trainers. For these, trainers of particular discipline should be appointed prior to implementing NEP 2020 in ground level. These subjects should also be counted in their curricular marks.

* On what measures do we consider a student fast or slow learner, is it only in curricular activities or does it also include co-curricular activities? The measuring tools for the students to decide their learning skills needs modification with time for the complete use of our human resource in full potential.

But one thing is clear that most of the slow learners are good in co-curricular activities even from the fast learners. So, if the vocational subjects are considered as regular subjects and the physical or yoga education also be considered as regular subjects then the slow learners would also score good or high marks in those subjects and mentally the low feeling of them would also be erased from them and they actually would establish themselves in the society as proud and good students. Apart from that the language subjects in the elementary classes or the lower classes are or should always be mandatory as they are the foundation of learning for other subjects. Hence, more emphasis on learning of language subjects should be given and expert teachers from the existing employees or newly recruited trained and Master degree holders of the respective subjects should be appointed for teaching the language subjects with proper audio-visual use of teaching learning equipment's. Provisions for yoga and physical education for higher studies should also be made grossly by establishing more and more yoga and physical education institutions and universities to avail and to occupy those students who like to pursue in those subjects.

* No retention policy of students in the same class should be revoked. As it is seen that the slow learners could not cope up with the fast learners in the academics or curricular subjects and due to no retention policy they are given a three months of remedial teaching as per pen and paper. But this is not actually done in public schools and hence they are getting promoted along with other students. This certainly makes them promote to next classes till they face board exams. But in board exams they certainly fail. But the education or lessons they actually got or learned till board exam is almost equal to nil. This also makes some average or fast learners feel that if without learning those got promoted then why

should they learn so hard? And this negative psychology definitely impacts a lot of students. Moreover, the slow learners are generally truant and less attentive in the classroom making the classroom chaotic and tough to manage for the teachers. Apart from that those slow learners by the time would get recognition in the society as 9th or 10th passed making them a bit educated from the other rural persons. But the formal education they actually got was almost nothing. That is why the automatic promotion of students or the no retention policy of students in the same class should be revoked.

Again, the study is totally on formal education, whereas we are forgetting about the non-formal and informal mode of education. The non-formal and informal education systems in India needs more recognition and practice than it has currently. Specially, the non-formal mode of education persists in India covers almost all domains and subjects and levels of education in it. But the concerned authorities do not consider the courses pursued in non-formal mode of education, such as B.Ed. and Ph.D. pursued in non-formal mode are not considered valid in some states and in some cases. If it is so then why the government allow those subjects to be pursued in non-formal mode? This double standard and waste of money and time should be stopped if not allowed at any level and any time.

Students sometimes are not ready to learn due to lack of interest or social or socio-cultural background such as in the text books of science it is seen that various practical activities and equations based on chemistry, physics, biology are given but there is almost no way for science or mathematics teachers to explain those experiments practically to students due to unavailability of laboratory, lab technicians or lab bearers. Availability of this would make things more interesting, engaging, active and joyful to students.

Use of internet and mobile has some benefits for learners in sharing their study materials and discussions in study related subjects. But it is up to the parents and the teachers of the students to make the students understand about the wise uses and misuses of mobile and internet.

* Limitations, duties and lastly rights of democracy should be taught and evaluated at each and every level of their entire academic career. To maintain and to enjoy the privileges of continual democracy in true sense it should be made mandatory. Knowledge or skill development of any other subject or domain would result in nothing if the sense of national duty, integration etc. are not been there in the students and the future citizens of the nation.

*If the democracy of India is to be maintained properly then the government has to understand the mood of the people of India especially in education. In the 5+3+3+4 structure the first five years of the students should be taught in the children's mother tongue and from the next classes dual mediums should be provided where English should be kept as the common medium throughout the country and other mediums should be on the native populations' language. This would give the parents and the students to choose between mediums of learning. State language learning should be made mandatory for all till the completion of higher secondary. Adaptability with the time is the most crucial thing for survival for anybody and anything and hence the conversion of the government schools into English medium schools is also crucial for the survival of public schools in India. A suitable example of this is the conversion of some of the public schools of Tripura lead to the higher enrollment and higher performance of government schools in the state than the private schools. Because most of the parents would like their children to pursue in English medium schools which are generally available in private schools, now as the government by its own initiative starts any English School and is definitely not taking any fees and that is why the first preference of the parents is towards the government schools. And in this category most of the middle class families do fall and they are very curious about their children's growth, so they put good care of their children's teaching learning process and communicates with the stakeholders of the public schools regularly, which ultimately pushes the stakeholders of the schools, developing the educational scenario. Hence, the government should understand the situation with the government schools and go for its upgradation to multi-medium institution to stay alive.

* The skill based learning should be given more emphasis specifically the reading, writing, listening, comprehension and life skills need to be developed. Evaluations should also include these skills based questionnaire. But to teach and to evaluate the skills the teachers should be well trained and upgraded in their teaching skills for that various teacher training refresher courses in timely basis suitably in the start of the admission sessions and before the conduction of the final term end evaluation should be conducted for all levels of teachers. In public primary and secondary schools the school based

evaluations are mainly conducted by the institutions itself, leading to degradation of the standard of the question pattern, if the head of the institutions are well trained then they should help other teaching staffs set up question papers that include all the skill based questions along with the content. Out of all the skills, the listening skill should be given more importance, because in today's world people are more into expressing their views verbally or socially and less importance is given on listening. So, developing the listening skills will definitely bring better effects on organizational skills and other aspects in the society development and maintaining liaison and harmony. Proper meditation and Pranayama's should be done on daily basis in each and every educational institution for higher performance and balanced society.

* Regarding informal mode of education: It is seen that the new education policy is considering only the formal and non-formal mode of educations. But we are living in a country whose civilization is not some century years old, this land is bearing its culture and civilization since many thousands of years. Many historical lessons, culture, social norms, practices, languages, traditions, ethnicity and cultural values are transferred from generation to generation orally or verbally. This is the ultimate time to do something to preserve all these formally in record and if possible made some arrangements for studying. Because in this time of globalization and modernization many cultures, ethnicity, values, languages are going to get influenced by the majority or the superior and in a very short span of time these all will vanish one after another. It takes centuries to grow and develop a language, culture, and ethnicity and also with the advent of the new ages technology and social norms all are going to be vanished sooner or later. This is because even in this study also we are surrendering our local languages to English. Even the government also is emphasizing in English medium learning, though Sanskrit is the root or origin of almost all of the languages of the people of India. But Sanskrit is not given that much of importance as it should be given in this New Education Policy. It seems the Macaulay's Ghost is still hunting the education system of India.

* Regarding job oriented studies: It would be better for both the stake holders of educational planning departments or stakeholders of government of India and also the entrepreneurs and various departments of India to sit in a round table meet where the entrepreneurs and the various departmental experts will lay down the needful set up skills of their ventures and their future requirements. Based upon their requirements with some needful academic and some humanistic related subjects matter would be added as per the level and stream of study for the curriculum development of the nation. This should be done practically as of now various engineering and technical colleges or institutions are also contributing a lot of unemployed youths and are a very bad sign for the growth and development of the nation.

Administrative Reformation

* Teaching in elementary, secondary and higher secondary level is the most underrated and underprivileged service as there is no promotion or career opportunities and if it is then it is limited. Certain measures need to be taken for the career growth of eligible teachers. The government should bring some suitable measures to use the experience and knowledge of the meritorious teachers.

* Uniformity in true sense: Uniform dress, hair, mustache etc. (No symbol of religion outfit be provided/ allowed/ used) code for teachers and students should be given with no alteration or modification to maintain true democracy and secularism. Special permission for any prayer or etc. should not be given formally or casually in school or school hours', otherwise strict action should be taken. As in the office hours if anybody is worshipping a particular god then why the remuneration for that period is given from tax payers' money. Uniform dress codes for ladies and gents and use of dress during duty hours should be strictly maintained by all.

* Education is a public sector: Is it? Is education actually a public sector in India? Are we focusing on education or mere literacy? If it is education, then moral value based subjects must be there for socio-cultural, spiritual and all round development of the learners and value based education should be imbibed properly in the curriculum and curriculum framework to avoid unwanted incidences that we experienced in the past.

* Substantial investment in a strong, vibrant public education system: For sustaining educational democracy one and only one curriculum should be maintained for all and if the schools / colleges / universities need to be privatize then privatize it all or else make all the educational institutions public with similar curriculum for all with similar accessibility for all.

* All Govt./ Private institutions should be kept under 24X7 CCTV surveillance for online monitoring and that should be connected to a live website open for all. The installation and maintenance of CCTV's should be given to private but very professional organizations for keeping the system online all time. CCTV's should be installed in all classrooms, teachers' common room, learners common room, Head of the institutions room, aisle and campus of the educational institutions.

* Strict norms or laws should be brought forward for regulating private educational institutions which include appointment of teaching and non-teaching staffs, enrollment, classroom transactions and administration. Because the private school authorities sometimes for the sake of their business and enrollment in certain demographical areas influence the public and mislead the mass in anti-social and anti-national means by any name. It is not possible for the government to look after all the private educational institutions and their operations and management. Private institutions owners or managing authorities set different standards for their own benefits which may lead to disaster in the society and ultimately the nation. Education is the man making tool so it should be used very wisely and its uses should also be made by the law to maintain the law and order and harmony in the long run.

*Shuffling of Teaching and Non-Teaching staffs of all levels: In the final examinations of all levels, the head of the institutions and other staffs in random basis should be deputed to other institutions for maintaining accountability, accountability, academic development, transparency and fairness. The accommodation of the head of the educational institutions should be on campus. Time to time transfer of teachers should be done for the maintenance and development of teachers' cultural and professional values and for the exchange of experience gained from different institutions which ultimately is beneficial for the learners. The government of Assam already had initiated such transfer process but with a limited perspective, it should be done regularly. For maintaining teachers' data and other records automated online monitoring of teachers activity and online data storage of teachers records and salary portals should be used. Teachers having urban family backgrounds try to remain in urban educational institutions by several kinds of influence and thus teacher transfer is the most politically influenced and departmentally corrupt issue. Hence, no departmental influence or political influence should work in the case of teacher transfer and it should be a mandatory part of the job. Moreover, for any teacher service in urban areas should not be more than 10 years, rest of the tenure of the teachers should be spent in rural or remote areas as the rural and urban share of India is 68.84% and 31.16%. Once, a teacher is transferred from any educational institution then he or she should not render his/ her service in the same institution again if not promoted as head of the institution.

* If possible put provisions of getting minimal fees (if not monthly then at least for admission) from the students to make the parents more accountable and involved. This would definitely bring some sort of accountability to the teachers and some revenue would definitely generate from the education system. Compulsory education is good for the nation but 'free' is a term for which we are not yet ready. A learnable example of this is the current situation of Sri Lanka where students could not even sit for examination due to unavailability of writing papers resulted because of collapsed economy. If the performance of the student is good then his / her next year fees should be compensated. If the authority would follow the cooking gas subsidy model then it will become more transparent and known matter to the public about the investment of the government. This can be discussed in details with experts in the field.

* The dependence of the government on teachers in various other activities apart from education, such as election duty, survey duty, vaccination drives, National Registrar Certificate duty and other duties should be reduced to get the full time attention of the teachers in teaching as teaching learning is the primary need of a child, society and humanity.

* Some strict regulations should be bring forward on the usage of personal mobile and internet use of the teacher inside the school campus or inside the classroom during school hours.

* Teacher recruitment: In all levels of teachers' recruitment all the state, central and private educational institutions should follow the same norms as per the government guiding authorities. Such as in the recruitment of assistant professors many states are directly violating the standard procedure of their academic, research and experience marks and made addendums as per their will. This should be stopped to promote equality and obey the constitution in true sense. It is also seen that some state governments are not allowing the CTET qualified candidates in the appointment of teachers in the state

government jobs. This malpractice of various state governments should also be stopped by allowing all such CTET qualified candidates also in state level teaching jobs to get good quality teachers in the true sense.

Infrastructure

* Students who pursue their studies in govt. schools should be given first preference or only preference for government jobs of Gr-II, Gr-III and Gr-IV positions. Class-I jobs can be remained open for all as super meritorious or extra ordinary students of all backgrounds are needed in those sectors. This also promotes learning in government schools.

* Roaster on the basis of caste and religion should be maintained in private schools. Religion is included just to avoid incidences like Jammu and Kashmir, Mizoram, Nagaland, Kerala where religious conversion and persecutions are done time to time. Moreover, seeing the teachers from various religious backgrounds would inspire and motivate students in believing and practicing mutual respect and social harmony in true sense.

* No religious educational institutions (government or private) should run or allowed to run to attain a true and actual democracy, modernization and secular state. Religion should stay out of the way of education in all respect and all aspects. The govt. should totally stop this double standard and take bold decisions in this regard for all religions.

The government should make provisions for career guided counseling and coaching for the government school going students to compete in the government competitive jobs.

The pre-matric scholarships and other scholarships in the name of minority, SC, ST, OBC, M-OBC should be stopped to promote equality and eradicate the sense of caste system from the society the related funds can directly be utilized in laboratory, infrastructure development of the educational institutions from various experiences of irregularity regarding such scholarships in states like Uttarakhand and Assam. Moreover, scholarship is needed for the EWS and meritorious students, if a student is from the reserved category then also they can go for the EWS category or if the student is meritorious then his/ her result will response in favor of him/ her not the caste. The eradication of the sense of caste system would also demote the conversion of marginalized or disadvantaged groups in the society. Again, some easy means should be made available by the government for giving facilities to disadvantaged or marginalized sections. Less documentation should be entertained for the micro but ethnic communities across the country at least for the education related purposes. **This initiative would definitely promote a sense of gratefulness, belongingness to the country and would demotivate the ethnic groups from conversion in the name of education, home and health by the evil forces from and outside the society and against the nation and also will maintain the cultural diversity. The government needs to work more on the ethnic groups who are still intact with their originality and culture by establishing competitive, well equipped, modern schools for the up-gradation of the ethnic communities where they actually exist in pure sense and practicality with their ancestral culture.** Because people of the ethnic groups actually represent the culture and diversity of our nation and luckily as we have got first ever a President of the Country Smt. Draupadi Murmu from one of the ethnic group of the country after 75 years of independence, it is high time for the President of India also to look after the above cited ethnic communities for their development in education, home and health at least.

*** Rather than giving laptops, scooters to students give public vehicles to students and also for teaching and non-teaching staffs.**

The limitation of age should be revoked from all levels of teaching jobs across India. As the more the person is aged the more effective the teacher would become in the sense of maturity, experience (both job and life), psychologically. The minimum age of marriage in our country is 21 years. But a person can complete his 10+2 at the age of 18 and two years for D.El.Ed. and if at the same time he/ she got the job of an elementary teacher then the maturity level of the teacher both physically and psychologically and psychosocially would be a great matter of concern as it is before 21 years, and it directly contradicts with the marriage act. Moreover, if a person is getting a job in his/ her early maturity ages then that person is definitely brighter than the others, so if the government is keep on hiring such brilliant students at so tender age even before completion of their studies then would it be not a waste of our own human resources? Even if appointment at early age is considered as it is now then at least give those meritorious candidates a valid and supportive chance to get

their education completed and pursue for higher and brighter careers ahead. This would create a sense of openness among the youth also. So, the minimum age of a teacher should at least be 21 years. But as per new education policy all elementary teachers should be minimum graduates, so to be a graduate with teacher training it would definitely be 23 years for the candidates for lower primary section and so it is minimum 25 years for upper primary and secondary section as for secondary section the needful educational criteria is of Master's degree. So, the entry age for Assistant Professor would be minimum 28 (with Ph.D.) years as per new education policy and without Ph.D. it would be 27 years. But the students that the professor would teach would be among the ages of minimum 18-23, almost of equal age group with the students, so isn't it needful to increase the minimum age limit for the post of Assistant professor to at least 30 years which include a training period of at least 3 years after 27 years in any educational institutions and with no maximum age limit.

It is very ironic to state that the marks or grades of N.C.C. are considered in many government jobs but the N.C.C. facilities are not available in most of the educational institutions across the country. **So, when a student having no N.C.C. facility in his/ her educational institution applies to any job or any post for pursuing higher education then seeking the N.C.C. scores from him/ her would be how much authentic and justifiable?** Thus, for the students or applicants across the country who do not have N.C.C. facilities and apply for any job or any educational courses then their N.C.C. marks should be provided by default to maintain the equality, as it is not his/ her fault to be born in an underprivileged locality or family. Govt. should make provisions for availing N.C.C. facilities in every school across the country.

* Educational institutions for specially-abled students: For specially-abled students at least one school in every district preferably residential school should be established for attaining education for all.

* About the Pension Scheme: If the government wants equality then one pension scheme should be improvised across the country with strict rules. If some state governments would allow the old pension schemes and some the new, then the right to equality do not persist in the country. So, it is high time to declare whatever the statement of the government regarding pension of teachers across the country.

Health

* MDM should be provided by NGO's or third party because making MDM in the school campus is directly hampering the effectiveness and performance of the teachers, specially the head of the institutions. Apart from that other infrastructural related works also be done by local contractors with or without contract license but with certification from G.P. level about their non-political background. Non-political background of contractors will minimize the influence of politics in educational institutions. Otherwise, make some strict provisions for making educational institutions construction committees along with school management committees at the same time for the construction works only. The existing cook cum helpers of the schools could be used for distributing the packaged MDM. This is also because the monthly remuneration that they are getting is only Rs. 1000/- only for a month, which is self-explanatory about the exploitation of their labour.

Health cards of students: Students of public schools should be provided free health cards having coverage of all kinds of illness across the country. Even the expenses of the treatment in the private hospitals should born by the government itself. This is because complete social security and development cannot be possible without the combined development of health and education.

For providing all these facilities and other facilities to students, if possible make some provisions for providing green cards to students, in which the government would refill the respective green card accounts and the students can only use those green cards for educational or study related purposes or medical purposes. Connecting this green card with Adhar card should also be made mandatory. The issuing and regulating of green card should be directly under the central government of India. And if any 18+ student found involved in any minimal sort of anti-social element then his/ her green card facilities should immediately be revoked without any further notice. Most importantly, if anybody has more than two children then no one from that family should be entitled to these facilities. If only one student is available from one family then one of the students living parents should get the facilities of health services. This may sound as discrimination to

some but one who is obeying the constitutional duties should get some rewards from the system and it will encourage others also in the process. But, in no condition the green card facilities should be regulated by the states to avoid any sort of manipulation.

* Critical illness cover for teachers through the Group Insurance or other insurance coverage should be made available as early as possible because the cost of critical illness treatments in India is above the income level of teachers. Moreover, it is also seen that if a teacher in the time of his / her in-service days got paralyzed partially or completely then also our education system does not cover the teachers' wellbeing. So, in the new education policy if the welfare of teachers is seen in true sense by employing secure norms and laws then also the teaching society will become thankful to the system.

* Regular psychological tests of teachers should be done in yearly basis. This is due to not only the psychological or psycho-social background check of the teacher, but also teacher's self-willingness and motivation also crucial factors for this. Because it is also observed that teachers who are less competent as per the new educational scenario and those with truant tendencies and also with other business running side by side always complain about the facilities, infrastructure, less compatibility of students, students backgrounds, superiority of themselves upon students and also with fellow staffs, unwillingness of rendering services properly or lack of self-motivation to serve and many more things are going on. So, psychological tests on timely basis for counseling about various professional traits would bring some positive changes in the education system. But that psychological test should also be done in the CCTV surveillance with proper audio-visual facilities. And in the psychology tests if any problem is found with the teacher then send him or her for proper psychological counseling.

Regarding vacations: To be unbiased and equal for all education departments and the respective state and central governments should made equal provisions in case of number of days for the winter, summer, Puja vacations. The vacations are needful for the teachers and the students' psycho-social wellbeing. In some states the provisions of vacations are not equal among the lower and upper level of educational institutions. This kind of practice not only promotes disparity among the employees of the same government but also a sense of neglect being generates among the government employees. The government should take necessary and immediate step to eradicate such a kind of disparity.

Time management:

The NEP 2020 should have some provisions of setting up short targets to be achieved within not more than 3 years and also should have another contingency plan if the ongoing policies are meeting the required demands. Moreover, the time to make another educational policy should be mentioned clearly in this new educational policy.

Conclusion:

As we know education is a dynamic issue and needs to change with time and place. A good student with a healthy mind and body and most importantly scientific and patriotic from inner-self will only lead our country to the glory we are looking for and also for becoming the world leader. The education policy in our students should imbibe such a mentality which would teach the students the nationality, mutual respect and humanity above religion and caste or region. That is why right from giving various views of education from different personalities of different space and time to give suitable and needful addendums in the fields of education, administration, health and infrastructural modification in the new education policy the study tries to draw attention of the concerned stakeholders, the policy makers and the concerned authorities.

Bibliography:

- Aithal, P and Aithal, S (2020). "Analysis of Higher Education on in Indian National I Education Policy Proposal 2019 and it ts Implementation Challenges", Zenodo, 2020. [Online]. Available: <http://doi.org/10.5281/Zenodo.3271330>. [Accessed: 02- Oct- 2020].
- Aithal, P and Aithal, S (2020). Building World-Class Universities: Some Insights & Predictions, Zenodo, 2020. [Online]. Available: <http://doi.org/10.5281/zenodo.3377097>. [Accessed: 02- Oct- 2020].

- Deccan Chronicle (2020). One nation, one syllabus' can break barriers. [Online]. Available: <https://www.deccanchronicle.com/nation/current-affairs/280919/one-nation-one-syllabus-can-break-barriers.html>. [Accessed: 02- Oct- 2020].
- Draft National Education Policy (2019). <https://innovate.mygov.in/wpcontent/uploads/2019/06/mygov15596510111.pdf>, 2019. [Accessed 2 October 2020].
- Gupta, P (2019). "How much India spends on education: Hint, it's less than rich countries' average", The Financial Express, 2019. [Online]. Available: <https://www.financialexpress.com/economy/how-much-india-spends-on-education-hint-its-less-than-rich-countries-average/1772269/>. [Accessed: 02- Oct- 2020].
- National Education Policy (2020). https://www.mhrd.gov.in/sites/upload_files/mhrd/files/nep/NEP_Final_English.pdf. [Accessed 2 October 2020].
- Scheef, A; Walker,Z and Barrio, B (2017). Salient employability skills for youth with intellectual and developmental disabilities in Singapore: the perspectives of job developers, *International Journal of Developmental Disabilities*, vol. 65, no. 1, pp. 1-9. Available: 10.1080/20473869.2017.1335479. [Accessed 10 December 2020].
- The Hindu (2011). Common syllabus, curriculum will help achieve RTE objectives, The Hindu, p. 1, 2011.
- UNESCO (2016). Available: <https://unesdoc.unesco.org/images/0024/002481/248107E.pdf>. [Accessed: 02- Oct- 2020].
- Yashpal (1992). The Committee to Advise on Renovation and Rejuvenation of Higher Education, AICTE, GOI, New Delhi, 1992.
- Kumar, D. (2020). A critical analysis and a glimpse of new education policy-2020. *International Journal of Scientific & Engineering Research*, 11(10), 248-253.
- Kaurav, R. P. S., Suresh, K. G., Narula, S., & Baber, R. (2020). New education policy: qualitative (contents) analysis and Twitter mining (sentiment analysis). *Journal of Content, Community and Communication*, 12(1), 4-13.
- Kumar, K., Prakash, A., & Singh, K. (2021). How National Education Policy 2020 can be a lodestar to transform future generation in India. *Journal of Public affairs*, 21(3), e2500.
- Aithal, P. S., & Aithal, S. (2020). Analysis of the Indian National Education Policy 2020 towards achieving its objectives. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, 5(2), 19-41.
- Muralidharan, K., Shanmugan, K., & Klochkov, Y. (2022). The New Education Policy 2020, Digitalization and Quality of Life in India: Some Reflections. *Education Sciences*, 12(2), 75.
- Maruthavanan, M. (2020). A Study on the Awareness on New Education Policy (2019) among the Secondary School Teachers in Madurai District. *Shanlax International Journal of Education*, 8(3), 67-71.
- Kumar, A. (2021). New education policy (NEP) 2020: A roadmap for India 2.0. *University of South Florida M3 Center Publishing*, 3(2021), 36.
- Gopalan, K. R., Nivithra, S., & Vezhaventhan, D. (2022). Public opinion on the new education policy 2020.
- Sinha, S & Sinha, S. (2022), Effectiveness of Teachers in Public Schools: A Case Study of The Pataharkandi Educational Block in Karimganj District of Assam, *International Journal of Early Childhood Special Education (INT-JECSE)*, ISSN: 1308-5581 Vol. 14, Issue 05 2022
- Sinha, S (2022), Various Loopholes of Education System in Assam, *International Journal of Noval Research and Development (INT-JNRD)*, ISSN: 2456-4184.
- Sinha, S & Sinha S. (2022), School Amalgamation and Related Issues in Assam, *International Journal of Current Science (IJCS PUB) IJCS PUB*, ISSN: 2250-1770.
- Agc.ac.in (2020). [Online]. Available: <https://agc.ac.in/php/boards.pdf>. [Accessed: 02- Oct- 2020].
- https://www.mygov.in/newindia/wp-content/uploads/2017/10/newindia285254_1507102842.pdf