

# A Lucid Analysis of the New Education Policy 2020

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### ABSTRACT

**Purpose:** *To understand in a nutshell educational policy carried out after the independence of India. To accumulate information about educational reforms carried out in the last seven decades. To interpret the problems of the education sector. To find the existing gap between educational delivery and market demand. To find opportunities and avenues to effectively implement the new education policy in 2020.*

**Research Design:** *The study uses descriptive research design by using secondary data including research articles published in international journals and books published from 2012 to 2023, which are available for search in the google scholar database.*

**Result/Outcome/Findings of the Study:** *The paper highlights various educational policies and their lacunas. The study elucidates the evolution of education policies, a comparative analysis of various policies and ways forward to implement National Education Policy (NEP) 2020. The SWOC analysis of NEP determines the existing gap and suggests measures for the country's effective inception, adoption and implementation of NEP 2020.*

**Originality/Value:** *The selection of relevant content for exploration based on the literature survey, segregation of dimensions of old educational policies based on the literature survey and SWOC analysis upon the New Education Policy 2020 is unique in content, review and analysis bringing originality to the derived conclusions.*

**Paper type:** *A Case Study*

**Keywords:** Education Policy, New Education Policy 2020, Educational Reforms, Problems in Education Sector, Student Centric Education, Experiential Learning Model.

### 1. INTRODUCTION :

Education begins from the early stages of one's life but sustains till the end [1]. The child's growth begins and continues to flourish with education. Education moves mostly along all lives in the present, but being highly educated seems to be a privilege blessed to very few [2]. Life without education seems to be less meaningful and infertile from the layman's perspective. Achieving equal opportunity for education to all has become the need of the century. The ancient scriptures to modern legal depositories testify to the demand for equal opportunity in education over the years. Education is not just learning from schools and colleges but more important lessons of life taught through life itself. Therefore, education is considered a wholesome package with various experiences and continuous learning. New Education Policy 2020 (here onwards depicted as NEP 2020) is a building block for a continuous lifelong learning process that aims for real education to build a quality life for the social betterment of all [3].

### 2. RELATED WORK :

2.1. Related work on the Significance of NEP-2020 based on the published literature (Google Scholar, published between 2020-2022, Keywords "New Education Policy 2020, changes in the Indian education, limitations of new education policy, problems in teacher's quality, higher learning system, futuristic education")

**Table 1:** Related published research work

S. No.	Focus of Study	Contribution	References
1.	Changes in the Indian education system will bring a brighter future to the nation.	Positive changes in education can be brought through accountability and effectiveness	Kumar, (2021). [4]
2.	Discussion on the limitations of the new education policy.	There is a need for efficient training infrastructure and qualitative teachers to meet the education demands of the schools.	Zahedi et al., (2021). [5]
3.	Analyses the problems and chances for improving teachers' quality.	Effective professional training must be given to teachers to properly implement the new education policy in 2020.	Smitha, (2020). [6]
4.	Critical analysis of the dimensions of NEP-2020	A proper time frame is needed for the application of new policy based on the existing educational process.	Govinda, (2020). [7]
5.	Autonomy of educational institutions	The policy has greater scope for research, innovations, accountability, quality, accreditation and independence of higher education.	Gupta, et al., (2021). [8]
6.	Implementation of a higher learning system with focus.	Integration of various systems with time correspondence is the essential urge to implement the holistic approach of the policy.	Rao, et al., (2020). [9]
7.	Comparison of new education policy with the present education system.	The policy aims at student-centric, experiential, research-focused and accountable so, it requires proper training to achieve its first phase by 2030.	Aithal, et al., (2020). [10]
8.	Imbibing the ideologies from Bhagwad Gita to decide on pedagogy for implementing the NEP-2020.	Bhagwad Gita has an infinite source of potential to provide learner-centric pedagogy	Maharaj, et al., (2021). [11]
9.	Digital modification of the education system.	Perseverance must be bridged to cover loopholes existing in the recent system.	Khatak, et al., (2022). [12]
10.	An integrated document matching to future requirements of society.	The policy aims to meet future needs for comprehensive education with all-around development through collaborative efforts.	Anita, et al., (2020). [13]

2.2. Related work on the National Policy on Education-1968 with published literature (Google Scholar, published between 2015-2022, Keyword “National Policy on Education, Quality, Independence, Infrastructure”)

**Table 2:** Related published research work

S. No.	Focus of study	Contribution	References
1.	Education policy before and After the Independence	Enrichment of education with a focus on primary education.	Pandey, (2019). [14]

2.	Problems, confrontations, and developments	Quality of education is recommended.	Mandal, (2021). [15]
3.	Improvement of the determinants of infrastructure	Physical and Learning Infrastructure need to be improved further.	Ambika, (2022). [16]
4.	Comparative study of educational policies across different periods.	The National Education Policy of 1968 had given a firm foundation for the education system.	Pallathadka, et al., (2021). [17]
5.	Analysis of education upon its path of delivery of higher education to the tribal communities of India	Along with the policy of Universal Education for All government intervention facilitated the education of tribal communities.	Behera, (2015). [18]
6.	Narrates the path of education by highlighting the development of Women through education.	Prominence was given for Women's education during post-Independent India.	Sikder, (2017). [19]
7.	Narrates that Traditional education is effective.	Remodelling of the education system as per the Kothari Commission is the basis of the education policy of 1968.	Goyal, et al., (2015). [20]
8.	1968 policy is the blueprint for the progress of the education system in India.	Education for all by the government of India will accelerate the advancement of education.	Sen, (2016). [21]
9	Examines the role of education.	The pedagogical aspects are highlighted.	Pandit, (2017). [22]
10.	Based on Social and Economic factors the scope of primary and secondary. School education is determined.	More investment is desired for the secondary school level for all development.	Jain, et al., (2016). [23]

2.3. Related work on the National Policy on Education-1986 with published literature (Google Scholar, published between 1992-2022, Keywords "National Policy on Education 1986, training, development, teachers")

**Table 3:** Related published research work

S. No.	Focus of study	Contribution	References
1.	Training the Teachers for a Better Society.	The educational Policy of 1986 has given Prime importance to training teachers as per the need.	Khatun, et al., (2018). [24]
2.	Focuses on the path of development of the Indian education sector along with certain challenges.	Need for enhancement in the quality of education with Public-Private Partnerships and the participation of foreign varsities.	Misra, et al., (2015). [25]

3.	Problems in achieving Universal Education.	Revision of the policy is required to meet education for all with all the basic amenities to reduce the drop-out rate of children.	Chauhan, (2009). [26]
4.	Government action to improve the Study of Library Science and its utility.	Advancement in Library and Information Sciences is seen, but a gap must be filled with proper human and material resources.	Joshi, (2010). [27]
5.	The Teacher's competence and the curriculum revision are described progressively.	A structured teacher education program needs to be developed to enrich the Productive learning process.	Bhattacharjee, (2015). [28]
6.	Starting Self-Independent Colleges.	Increasing the Number of Colleges with more independence to frame their own rules and regulations.	Sankaran, et al., (2016). [29]
7.	Education beyond the four walls is broader, open-minded, and inclusive of building a positive personality.	A comprehensive approach can face the challenges in the education system. More enrolment of students must be encouraged at higher educational institutions.	Hossain, et al., (2019). [30]
8.	Obstacles and Complications of Technical/Professional Education.	1986 policy demands modernization of education.	Jain, (1992). [31]
9.	Elementary education is prominent	Open Access to Education for all with basic amenities and infrastructure is the need.	Bordoloi, (2011). [32]
10.	Education to all children without any discrimination on disabilities/abilities.	Effective Government intervention to incorporate children with special needs with normal children.	Limaye, (2016). [33]

2.4. Related work on the problems of the present education system with published literature from 2012-2021. (Google Scholar, published between 2012-2021, Keywords "Problems, Education")

**Table 4:** Related published research work

S. No.	Focus of study	Outcome/findings	References
1.	The lack of training methods in teacher education programs impacts the quality of teaching and the learning community.	Adequate teacher education program and training is required.	Desai, (2012). [34]
2.	Real education is soul satisfaction for a better society to eliminate the misconception of education for materialistic happiness.	Students must be trained with the real gist of true education for building a life with satisfaction by reducing the quest for materialistic possession.	Anand, (2014). [35]
3.	Public health education helps to handle unhealthy lifestyles. The result of education is to balance	Need for institutional Collaboration in health education programs.	Pati et al., (2012). [36]

	health covering physical, mental, emotional and intellectual aspects of life.		
4.	Problems of quality in knowledge delivery.	Need for building Qualitative Teaching-Learning Environment.	Hoque, (2018). [37]
5.	The privatization of higher education has led to low quality due to competition in admission or result creating an incompetent learning community.	Need proper monitoring of the privatization of the higher education system during its implementation stage.	Abrol, (2016). [38]
6.	Online platform for teaching-learning has impacted the whole education system.	Online learning is a desired need now. But due to the digital divide, it is difficult to get-go. Hence proper effective means are the only path to come out of this digital divide.	Joshi et al., (2021). [39]
7.	Disruptions or challenges during the pandemic in the education system	Innovative reformation through digital platforms is a way to review the education process.	Pokhrel, et al., (2021). [40]
8.	Reasons for Academic Anxiety during the fast-life academic activity. among students are analyzed in this fast-life academic activity.	Need efficient Counsellors and Psychological assistance to cope with academic stress.	Reddy et al., (2018). [41]
9.	Technological development has brought both positive and negative effects to the teaching-learning environment.	A thorough study is required of the application of modern technology in educational institutions.	Raja et al., (2018). [42]
10.	Online Mode has several lacunae in its practical application.	Blended learning mode with both traditional and online modes of education is the need of the day.	Dangwal, (2017). [43]

### 3. OBJECTIVES OF THE STUDY :

- (1) To review the evolution of educational policies in India.
- (2) To conduct an extensive literature survey on the National Education Policies in India.
- (3) To carry out a comparative analysis of the educational policies.
- (4) To understand the significance of the New Education Policy (NEP) 2020.
- (5) To identify lacunae in the implementation of NEP 2020.
- (6) To carry out a SWOC analysis of National Education Policy 2020 and suggest measures to address the existing problems.

### 4. RESEARCH METHODOLOGY :

A descriptive study with the help of secondary data through a review of literature accessed from the Google Scholar database by referring to the published works. The relevant journal articles published from 1992-2022 are reviewed and conclusions are drawn per the study's requirement. The SWOC Analysis is carried out to examine the implications of New Education Policy 2020 in understanding its scope, limitations, opportunities and challenges in the course of the effective implementation of the New Education Policy 2020.

#### 4.1. Evolution of the Education Policy of India:

Bharat is known to be the land of culture, tradition, beliefs, worship etc. This land was known for Vedic knowledge which was imparted to students in a pristine form. The journey of imparting knowledge got disrupted due to the invasion of land by foreign invaders. Later, several blends of foreign knowledge were incepted into the knowledge domain of the country. In medieval times,

Muslim invaders enforced Islamic knowledge whereas later prominently British inserted the English system of knowledge forcefully with their selfish motives. During the 19<sup>th</sup> Century with great struggle, aggression and sacrifice India succeeded in attaining its independence and got freed from the clutches of foreign rule. By that time the education system has been amalgamated substantially into subsidiary forms of knowledge influenced by foreign cultures. During the post-independence as envisaged in the Constitution of India, the government framed special committees and advisory boards to frame National Education Policy for providing education to all. In the beginning, National Education Policy aimed only at incepting fundamental changes in the education system since the country was affected by severe social concerns, including poverty, malnutrition, ignorance, unemployment, food shortage, etc. The education policy focused on imparting elementary education to all. In consolidating educational reforms and Constitutional objectives government came up with The National Education Policy of 1968. After 18 years, the government framed National Education Policy 1986 after incepting comprehensive elements of education in it. Gradually, the National Education Policy of 1992 was enacted with an exclusive budget for the education sector [44]. With the continued efforts from academic experts, legislators, and researchers after legislators visualized reviving the educational scenario of the country. As a result, Government framed New Education Policy (NEP) 2020 for the holistic restructuring of the educational ecosystem of the country [45]. The new policy moreover is inclusive and broad-based with innovations, skill-oriented, research-focused and learner-centric. Building a strong nation on the concrete foundation of holistic education is the mission of the New Education Policy.

#### **4.2. Comparative Analysis of Educational Policies:**

Education seems to be the lifelong process to nourish and nurture itself through the lifespan. Knowledge dissemination should impart skills and value to establish a well-balanced Society. The pursuit of education in its real sense automatically will wipe out the anti-social elements from Society. After the Independence, the Government of India on the recommendations and suggestions of committees and boards framed to improve the education sector came out with the first National Education Policy 1968 as a stepping stone to free India from ignorance [46]. Philosophically, this policy gave priority to primary education to all for free to a certain age limit. During that time, since poverty and hunger were hunting the Indian Society, all were very much concerned to gain stomach-filling work instead of free education. With people's less consideration of education, it was highly difficult to convince low-class people to get educated. In the patriarchal Society, girls were discouraged from getting educated. Ignorance of people has created ways for gender discrimination in education where families provided absolute freedom to boys to pursue their education and girls were reserved for domestic care. The policy promoted opportunities for employment in both agriculture and industry which has boosted people's desire to get educated to safeguard their family's future. The 42<sup>nd</sup> Amendment to the Indian Constitution has shifted the education portfolio to a Concurrent list from the previously existing State list empowering both Union and State governments to take necessary stands on the development of the sector. In this regard, National Education Policy 1986 was framed with more filtered features compared to the earlier policy. Since then, education has become a ray of hope for all with institutions of higher education and autonomous agencies for educational promotion and funding. The policy has emphasized early child education, adult literacy, female education etc. Many technical and vocational institutes were constituted which gradually contributed to reducing the problem of unemployment. Comparatively, the latter policy is a stepping stone over the previous policy with better features such as the opportunity for distance education and open learning. Indira Gandhi National Open University is one such initiative that facilitated simultaneous learning and employment. Although the National Policy of Education was revised in the year 1992 has failed to bring any practical impressions in reality rather than just staying calm on paper only. Further, the milestone of educational reform was introduced through the New Education Policy 2020 with a more holistic approach [47]. Under the new policy, education is deemed to be a lifelong process along with research and development. Even the basic structure and pattern of education is to get transformed to imbibe Indian values and ethos from the inception stage itself. More importantly, education is deemed to be a medium for self-development. Due importance was given to Skill-based and experiential learning. Skill India has provided ways to wipe out the problem connected to unemployment and give way to self-reliance. Collaborations between Indian and foreign varsities were encouraged. The policy

aimed to make Indian education global. The policy provides ample scope for ancient literature and learning pedagogies for building powerful character for life. The idea of interdisciplinary or multidisciplinary study with research and innovative approach is commendable and puts an end to the strict separation of disciplines. The opportunity for learners to pursue a course of their choice and interest by giving access to multifaceted disciplines with the integration of interconnected branches of knowledge. The New Education Policy got facilitated through the propagandas of comparative philosophy with more learner-centric, powered by technology, and skill-based with an entrepreneurial outlook [48].

#### 4.3. Significance of New Education Policy 2020:

The policy is vibrant with its unique features. The landscape of the policy is flexible in terms of its expected outcomes. The policy is framed to address the live issues and problems faced by the people daily. It is a spectrum of customized approaches that can be quickly adaptable and convenient for application. It is a comprehensive package with skill-filled courses of study right from early childcare to higher education. The flexibility and comprehensiveness of the policy rooted in Indian Values, Ethos, Culture and languages create a uniqueness to the policy. It carries an ultramodern outlook with the effective adoption of modern Science and Technology. It aims to provide primary importance to Indian knowledge along with a blend of Western ideologies. It is an attempt to overtake the prominence of the English education system of the British with Indian educational philosophy. The NEP 2020 attempts to bring the following commendable and vibrant changes in the education sector of the country.

- To make changes in the Curricula from early schooling making education more activity-based learning.
- To convert higher education into experimental and skill-based learning units to enhance experimental and skill-based learning [49].
- To use Information and Communication systems effectively in teaching-learning practices [50].
- To internationalize education by allowing open admission permitting foreign Universities [51].
- To permit Public-private partnerships for strengthening educational services.
- To facilitate research in multi-dimensional areas.
- To encourage lifelong learning beyond institutional capacities.
- To promote education through skill, experience and activities for life-building.
- To establish an education system based on Indian Values, Ethos and Norms
- To promote Indian languages along with foreign languages.
- To build a strong and vibrant India based on our traditional system of knowledge.
- To provide a blend of both Western and Eastern knowledge systems.

The prevailing education system is aimed at creating degree holders but the new education policy aims for skill orientation, self-reliance, employability, innovation and experimentation. It involves an easy one-go process that is never ending which leads to lifelong education (figure 1) [52].



Fig. 1: Lifelong Education Process [Authors]



However, NEP-2020 seems to be unique in terms of curriculum structure with the (5+3+3+4) model moving multi-disciplinary across the higher levels [53]. Education becomes a never-ending process based on the individual's passion for learning. New Education Policy 2020 is broader in its approach aiming for the holistic development of learners and also the progress of the Nation [54]. Quite interestingly, since it is rooted in 'Indian Values' and 'Ethos' will meet future social needs in multi-dimensional ways (Figure 2).

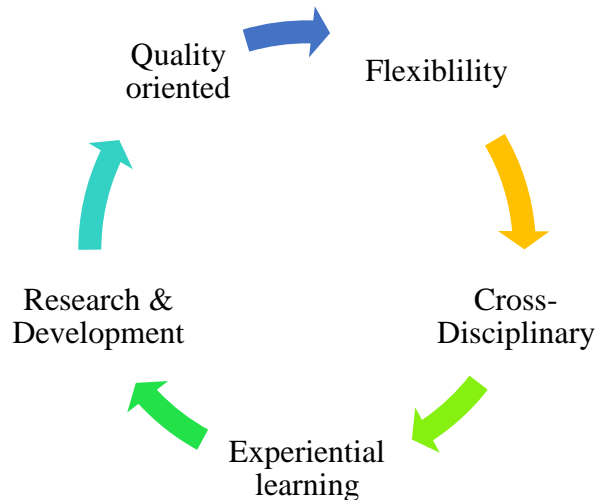


Fig. 2: Multi-dimensionality of NEP-2020 [Authors]

#### 4.4. Lacunae in implementing NEP 2020:

On a pilot basis few Universities and higher educational institutions are implementing NEP 2020 gradually with due care and concern [55]. Similar schemes when applied across the country implementation delays depending on the constraints of the respective implementing agency. Even though NEP 2020 is quite impressive with its holistic outlook but its application requires ample understanding of the influencing external factors. Attaining education with life-building skills is only possible from well-trained teachers having good qualifications and expertise [56]. The implementation of NEP-2020 [57] requires the conscious awareness of teachers, students, parents, and other stakeholders of the technicality of the policy without which the entire efforts lead to failure [58]. Incepting new pedagogies into education and getting adapted to changes is not an easy task [59]. For a long time, English education was carried with small changes now and then. Suddenly imbibing a new scheme of education is confusing, and time-consuming with several implementation constraints about how, when, and where [60]. Moreover, the allocation of funds is a matter of concern to various stakeholders. To add on, there are diversities among the states which by itself stands as a barrier to implementation. It is observed that modern India needs complete dependence on advanced technology to meet educational needs as a matter of concern since many places in the twenty-first century suffer from the digital gap and technical glitches.

#### 4.5. SWOC Analysis of New Education Policy 2020:

The following synthesis is derived from the Strength, Weaknesses, Opportunities and Challenges of New Education Policy 2020. Indeed, SWOC analysis provides a broad-based understanding of the policy in its entirety [61], [69-71].

##### Strength:

- Quality in teaching and learning is emphasized.
- Curricula are reformed to enhance the learning experience.
- Structural pattern is upgraded with the activity-oriented course of study.
- Promotion of continued research and innovation practices.
- Application of modern science, communication and information technology to foster accessibility, availability and convenience for learners.

- Support Experimental and Skill-based Education Modules.
- Introduces a Student-Centric Approach with a choice-based program.
- Adoption of multi-disciplinary courses of study.
- Due considerations for the Indian Values, Ethos and Culture.
- Due importance to Indian languages and dialects.
- Inviting foreign Universities to establish their campus to curb brain drain.
- Seeking Public Private Partnerships in establishing educational institutions.
- More autonomy for higher educational institutions.
- Freeing of Compartmentalization of education.
- Establishment of more Universities and Institutes of Higher Education.
- Raising the Gross Enrolment Ratio through Universal education to all.
- Flexibility in building the quality of education.
- Encouragement of Vocational Professional Education
- Inclusive education.
- Holistic and Integrated Approach
- Comprehensive policy covering early childhood to higher learning.
- Breakthrough against the pandemic period.
- Ray of hope for empowering the futuristic vibrant young India.

**Weakness:**

- Time-consuming during the stage of its implementation.
- Prevalence of confusion amongst various stakeholders.
- Lack of awareness about the policy amongst the teaching-learning community.
- Inefficient administration of educational institutions may delay the implementation.
- Misconceptions about the policy based on political agenda.
- Adjustment to the new pattern is cumbersome without proper training.
- Negative competition among educational institutions toward results.
- Digital gap and Technical Glitches in the rural segments
- Digital illiteracy of the Teaching-learning community.
- Lack of qualitative teaching faculty.
- Ignorance of Parents on the agenda of the policy.
- More burden upon parents belonging to the lower middle class.

**Opportunities:**

- Can create a vibrant young India.
- Can enhance the quality of education.
- Unemployment problems can be reduced by promoting skills in India [62].
- More autonomy to Universities/Higher Educational Institutions facilitates innovations
- Globalization of Indian education leading to the popularization of Indian education.
- Brain drain is controlled with the entry of foreign varsities into India.
- Self-reliant India.

**Challenges:**

- Training of the teaching community to cope with the implementation of NEP-2020.
- Lack of awareness programs amongst the stakeholders may cause disruption.
- External factors of each state bring delays in implementation.
- Political gimmicks of the State government make delayed implementation.
- Misuse of Autonomy by Higher Educational Institutions may cause negative outcomes.
- Lacunae in financial allocation for the implementation of the policy.
- Corruptive practices in educational institutions may hinder the positive note.
- Chances of commercialization of education are visible due to complete autonomy.
- Differences in the functioning of public and private educational institutions causing negative learning outcomes.

- Employment generation for the huge masses of people becomes difficult.
- Poor industry-academic interactions.
- Ways are kept open for Corruption during Assessment and Accreditation processes.
- Burden to the young educational institutes in building learning infrastructure.

### **5. FINDINGS AND SUGGESTIONS :**

Education is the foundation of the progress of mankind. In this sense, NEP-2020 is deemed to be a welcome gesture in the sphere of education with very unique educational reforms [63]. Policies inclusiveness, experimentalist, skill orientation, innovative approaches and research orientation makes it to be the gist of hope for a brighter future. The policy is comprehensive coverage from early childhood to higher education with a lifelong focus. It aims at the internationalization of Indian education [64]. More significantly, education has received its real meaning with an experiential learning focus. The compartmentalization of disciplines carried by the traditional system will get replaced with a multi-disciplinary approach with a choice-based study by the learners. The study of only theory will get replaced with practical experience. Education is foreseen as a life-building process for self-dependent individuals. In other words, education deals with empowering learners to be independent in the area of their interest and merit. The globalization of Indian education in collaborating with foreign Universities leads to the constitution of several foreign University branches in India [65]. Despite attempts to bring massive changes in the structure and curricula measures are carried out to retain the persistency in functionality. More autonomy and flexibility will be granted to higher educational institutions. The above discussion justifies NEP-2020 to be the best attempt for overall progress through educational reform [66]. The best orientation on the NEP 2020 has to be provided to the teachers, students, parents and other stakeholders. Allocation of funds shall be carried out after the precise and accurate evaluation of the status quo to reduce the burden cast upon middle-class parents due to the new system. Due care shall be taken during the implementation of new policy across the nation with equal participation of both Union and respective State governments. Efforts are to be made to recruit teachers with humanitarian concerns who are devoid of commercial mindset to carry out educational reforms at larger scales. It is recommended to adopt and use a blended approach with both traditional and modern pedagogies of education [67]. Learners and Teachers must be trained in the usage of modern technology. The implementation shall be carried out with due consideration to our diversified languages, culture, tradition, dialects, geography etc. The involved teaching community shall have to be upskilled and upgraded with the best teaching and training skills to meet the expectations of the new policy. There is a need for upgrading the quality of education to foster progress at a higher pace [68].

### **6. CONCLUSION :**

From time immemorial education is deemed to be a weapon to fight injustices. Knowledge Society with Just and equitable ideologies can be built on the foundation of quality education. The quality of Indian education diluted during the last few decades despite initiating reformatory steps including the National Policy on Education 1986 modified in 1992, The Constitutional (Eighty-Sixth Amendment) Act, 2002 inserting Article 21-A to the Indian Constitution envisaging free and compulsory education for children between six to fourteen years of age as a fundamental Right, enactment of The Right of Children to Free and Compulsory Education Act, 2009 etc. Therefore, National Education Policy 2020 earmarks comprehensive reforms in the education sector. It aims to replace the prevailing English model of education. The new policy aims to preserve Indian Ethos, Values and Ancient Education. The reform is powered by technology, especially information and communication technologies. It is a bold move to curb the brain drain of Indian knowledge. As Upanishad rightly quotes 'Let knowledge come from all corners of the Universe', the new model looks for a multidisciplinary with a more traditional touch and experience, skill and research-oriented. To conclude, New Education Policy 2020 is a clear-cut path to make India the world's capital for knowledge with its rich ancient knowledge and wisdom. The people of the country keep the greatest pride to rise together to the top of the world with dignity, prestige and pride.

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