A Review on National Education Policy 2020 As A Framework for Progressive Education Ahead

Mrs. Neeta Singh, Mr. Rohit Singh, Mr. Amit Singh, Ms. More Maitri Mukesh
Nirmala College of Commerce, Malad-East
Reckon Women's Degree College of Commerce, Nallasopara East
Researcher, Rampur, Uttar Pradesh
Student, Nirmala College of Commerce, Malad-East

Abstract: *The National Education Policy 2020 (NEP 2020) is designed to reform the education system and establish a framework for a new India. The Indian cabinet authorized it on July 29, 2020. This paper represents a first endeavor to elucidate NEP 2020 and examine India's Vision 2.0 on the comprehensive transformation of the educational system to address the problems of the 21st century. This research relies on secondary data and is exploratory in nature. The findings derive from a systematic review of the existing literature. One of the primary objectives of NEP 2020 is to enhance student enrollment across all educational institutions, including elementary, vocational, and higher education, by 2030. It has proposed progressive reforms in the current education and government institutions to accomplish that. This study serves as a preliminary analysis of policy documents and can be utilized as a foundation for future research using empirical data to examine the impact of the NEP post-implementation. NEP 2020 is anticipated to significantly advance higher education in India. The objective is to establish India 2.0 for the 21st century, poised to assume a leading position on the world stage. NEP 2020 is predominantly a progressive document, demonstrating a strong understanding of the current socio-economic context and the potential to address future difficulties. If executed effectively, it possesses the potential to establish India as a global education hub by 2030.*

Keywords: NEP 2020, India, Higher education institution, Gross Enrolment Ratio (GER), employment, opportunities, framework, scope

I. INTRODUCTION

The New Education Policy (NEP 2020) introduced by the Government of India is a commendable initiative among the prevailing adversities of the Covid-19 pandemic. The initial National Education Policy (NEP) was instituted by India in 1968, followed by another after a considerable interval in 1986, and the most recent iteration was introduced under the leadership of Prime Minister Narendra Modi in 2020.The National Education Policy 2020 (NEP 2020) of India received approval on 29 July 2020. It is designed to transform the education system and establish a framework for a progressively educated nation. The committee that developed the policy document for the NEP 2020 was chaired by former ISRO Director K. Kasturirangan. In its 2014 election platform for the parliamentary elections, the ruling Bharatiya Janata Party (BJP) pledged to implement transformative reforms in the Indian education system (Saha Mushkan, 2020). They honoured their commitment to the nation with the NEP 2020.

Background of NEP 2020

Global developments and circumstances are currently impacting Indian higher education. In recent years, India has attracted a significant number of foreign students, including a substantial contingent of NRIs, enrolling in various skilled, vocational, and academic programs. Numerous European colleges are providing the opportunity to obtain their degrees remotely from India (Kugiel, P., 2017). Trends toward the liberalization of university systems have facilitated a reduction in the disparity between private universities. The kind of programs offered by higher education institutions has undergone significant modification, emphasizing the acquisition of advanced skills and abilities that are in high

demand. Degrees that create work prospects are anticipated to be favoured in the future (Hiremath, S. S., 2020). In this prevailing context, NEP 2020 is introduced to enhance the Indian education system and elevate it to the next level.

II. OBJECTIVE OF THE STUDY

The objective of this paper is to examine the NEP 2020 recently introduced by the Government of India. The study examined the policy document NEP 2020, outlining its rules and objectives. It also underscores the policymaker's vision for India.2.0.

III. METHODOLOGY

This paper represents an initial endeavor to examine NEP 2020, constrained by significant constraints due to reliance on secondary sources. The findings are emphasized through a literature study, and recommendations have been provided. This study can serve as a foundation for future research grounded in empirical investigations, examining the effects of NEP 2020 post-implementation. This research can serve as a foundation for further exploration of several aspects of NEP 2020.

IV. REVIEW OF LITERATURE

Education significantly influences nation-building; it determines the future of the nation and the fate of its populace. The impact will be enduring regarding the growth and development of the state and issue. The significance of education and its role cannot be overlooked in the current context. The expansion and progress are evident when comparing the pre-independence and post-independence eras. After 34 years, the Indian government is set to revise the educational framework, marking the third update to the education policy. The new National Education Policy 2020 includes numerous measures that may impact all stakeholders (Kalyani Pawan, 2020). The policy aims to equip the nation to confront the challenges of the forthcoming decades in the 21st century and establish India as a global center for multidisciplinary and liberal education. Aithal, P. S. et al. in their paper emphasized significant elements of the new education policy and contrasted them with the traditional school system. The NEP 2020 underscored the promotion of innovations and anticipated diverse repercussions for the Indian educational sector. It has established a framework for its efficient execution. Jha, P. et al. (2020) have examined the shortcomings of the New Education Policy, 2020. The current NEP is the third in its sequence that India is set to implement. It required thirty-four years to develop it since the previous one in 1986. The strategy encompasses several pertinent aspects concerning the provision of globally standard education, the promotion of educational equity, and the enhancement of private sector involvement. Suryavanshi, S. (2020) emphasized the growth of educators in Indian colleges regarding the Chinese university model. It underscored the necessity of granting autonomy to college and university educators in determining their pedagogical approaches, with the provision of support for research and innovation. The idea for operational and financial autonomy for higher education institutions is a progressive advancement. Kumar, K., et al. (2020) assert that the National Education Policy 2020 will serve as a pivotal milestone for Indian education. NEP-2020 establishes an extensive framework for elementary education that incorporates business and technical education. It also includes provisions for internet-based e-learning, representing a paradigm shift from the previous approach.

The core principles of NEP encompass access, equity, affordability, accountability, and quality, aligned with the United Nations' sustainable development goals. The NEP is not devoid of shortcomings; yet, it demonstrates a profound understanding of the global context. Implementation must be executed with utmost prudence to tackle the issues necessary for promoting quality education for all. Deb, P. (2020) examined the Indian ethos and cultural values in education as outlined in the National Education Policy (NEP) 2020.

4.1 Global perspective

Taina Saarinen (2008) has examined text and discourse analysis in education policy from both theoretical and methodological perspectives. Policies are discursive processes that contest instructional policies. Policy documents serve as informational resources, particularly in the context of instructional policy analysis. However, text analyzing tools must be utilized consistently. Most specialists concur that education must be cognizant of expectations to assume

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a proactive part. It must fulfill recruiters' expectations and equip students for future job responsibilities and forthcoming shifts in employment trends. Education ought to foster creativity throughout society (U Teichler, 1999). Trevor Gale and Deborah Tranter (2011) have emphasized the traditions, principles, and practices of social justice within Australian education policy. It illustrates the alterations in policy and the significance of market analysis in accordance with the recommendations of the Bradley Review. The study examines the significance of empowering students through social justice, equity, and social inclusion in higher education.

Tornike Khoshtaria et al. (2020) investigated the influence of brand names in Georgian universities. Intense rivalry compelled Georgian colleges to employ several promotional tactics to attract students. Nonetheless, their endeavor was unsuccessful since the university failed to accurately predict market demand. This study offered insights into an education system based on client or market need. It also determined whether full equity factors influence university brand identity in a competitive market. It will encourage colleges to collaborate or co-create, treating students as significant stakeholders. A conceptual model predicated on co-creation among inputs, processes, and results can be formulated. Dollinger and Jason Lodge (2019) proposed a paradigm that elucidates and differentiates the dual value of co-creation, co-production, and operation. The proposed educational model may assist guides, directors, and researchers in ensuring quality instruction. Recent discussions concerning the fourth age have resolved numerous issues. The necessity for fundamental alterations in the industrial framework and enhanced educational institutions may facilitate a technological revolution. Numerous issues exist regarding the overall industrial framework, labor market, and educational quality.

It is necessary to enhance the functions of government, commerce, and academic institutions in the generation of knowledge and the development of talent (Jisun Carl Gustav Jung, 2019). Higher education practices in Asia have undergone significant transformation and internationalization. This has generated chances for fostering cosmopolitan education in Singapore's higher education sector. Cosmopolitan learning is linked to the internationalization of education and is crucial in forming the identities, goals, and worldviews of international students. Singapore hosts overseas students from many Asian and European nations (Hannah Soong, 2020).

The internationalization of higher education (IHE) is an increasing trend in the global era of economic emancipation. This has become a normative practice, as evidenced in the higher education policies of numerous countries. During the comparison of higher education policy in China and Australia from 2008 to 2015, the influence of globalization and the internationalization of education was identified (Min Hong, 2018). The internationalization of higher education (IoHE) will develop robust connections between nations and their institutions, enhancing interpersonal relations within the regions. However, it has faced criticism for not aligning with national interests and conflicting with cultural norms. This is evident in the educational systems of East Asian nations, namely Singapore and Japan (Justin S. Sanders, 2018).

V. SCOPE OF NEP 2020

For Higher Education:

In India, several regulators of higher education will be consolidated into the Higher Education Commission of India (HECI) as a singular regulatory body for higher education institutions. The accreditation bodies (NAAC and NBA) will be supplanted by a robust National Accreditation Council (NAC). The National Research Foundation would provide funding for research and innovation in higher education. The NEP has required a diversified educational model for higher education institutions. These institutions should accommodate a minimum of 3,000 students. The deadline to achieve multi-disciplinary status is 2030, and a student population of 3,000 is anticipated by 2040. Moreover, these Multidisciplinary Universities should concentrate on either research or instruction, thereby evolving into specialized institutions in one domain. Colleges have the ability to attain autonomy and confer their own degrees, or they may choose to affiliate with an existing university. The NEP addresses strategies to enhance student enrolment across all types of educational institutions.

The Gross Enrolment Ratio (GER) has been a significant concern in India; hence, the current education strategy emphasizes it. The NEP advocates for a comprehensive and diverse educational approach, with research now being promoted from the undergraduate level. The current policy emphasizes the comprehensive development of a student through interdisciplinary and outcome-based education. A concept for a National Academic Bank of Credit aims to

offer flexibility in degree acquisition and different entry-exit options across all educational levels. Numerous digital platforms will be initiated or existing ones will be enhanced to promote online education and the digitalization of libraries (NEP, 2020) (1). A student-centered teaching and learning approach will be used in place of the current teacher-centered one. The evaluation paradigm will transition from a choice-based framework to a competency-based one. The evaluation and assessment methodology will transition from an end-semester examination system to a continuous assessment system. All higher education institutions must prioritize skill education. They must also establish counselling facilities staffed with counsellors to address the mental well-being of kids. Conventional education is undergoing a significant transition since it will hereafter be driven by commercial demands. The Indian government aims to create world-class educational institutions and recruit numerous international students. Additionally, courses completed by a student at overseas universities would be accorded weight and deemed equal in India. This will afford students the opportunity to commence a degree overseas and subsequently complete it in India (NEP, 2020).

5.2 Scope for Private Institutions

It is intended to grant tiered autonomy to all private universities. This autonomy will depend on their certification, involvement in research innovation, and provision of quality education. They would also be expected to maintain transparent financial dealings. Financial irregularities must be eliminated, and a predetermined mechanism should be established to ensure compliance. Private higher education institutions would be required to offer free-ship and scholarships to deserving or meritorious students in all courses. A mechanism has been established to monitor this during the accreditation process. Research funding should be allocated without prejudice between government and commercial institutions, based only on the merits of the proposals. Private higher education institutions must maintain a student enrolment of 3,000; otherwise, they will be required to cease operations (NEP, 2020).

VI. MERITS OF NEP 2020

The NEP-2020 is anticipated to address disparities in educational standards in India. It will facilitate the internationalization of education in the country and foster innovativeness. The NEP 2020 draft document is progressive and developed following consultations with all stakeholders. It is proposed to initiate formal schooling for a child at the age of 3 years.

This policy primarily aims to cultivate human resources, promote entrepreneurship, and create employment opportunities. It is founded on the principle of equality, granting autonomy and empowering marginalized segments of society. The NEP established a foundation for higher education institutions to thrive. They will be granted autonomy regarding admissions, faculty appointments, exemptions from reservation quotas, research support, staff reductions, and furloughs. Private institutions are permitted to establish their own criteria for admissions and fee determination. Public institutions must adhere to directives issued by the government in this matter.

The NEP advocates for a multidisciplinary educational approach that emphasizes skill development to enhance student employability. It established provisions for independent institutions that will confer self-awarded degrees at both the undergraduate and postgraduate levels. To maintain oversight of educational quality, an accreditation and rating system is mandated. The Proposal incorporates the knowledge and insights of numerous advisors from various areas. The NEP 2020 is designed to achieve the Sustainable Development Goals (SDGs) established by the United Nations by 2030. It emphasized lifelong learning and provided for many entry and exit points, allowing students to complete their degrees at any stage of life. Education must be accessible to all segments of society under the Right to Education (RTE), ensuring equality and eliminating any kind of discrimination based on caste or gender. A specific provision exists to assist pupils from economically disadvantaged backgrounds. Reforms have been proposed for teacher education and training to enhance the quality of instruction in higher education institutions. Only a specific category of institutions will be permitted to provide B.Ed. programs. This will be established as an obligatory qualification for all primary school education.

All libraries will be digitized. Intensive research will be promoted at both undergraduate and postgraduate levels, funded by the National Research Foundation.

Lecturers will be granted autonomy to design their own strategies for class delivery, evaluation, and research-innovation. Online distance learning has been authorized to confer degrees in higher education and is anticipated to be an efficient mechanism for enhancing the Gross Enrolment Ratio (GER). Indian universities and institutions can now freely collaborate with international universities for all forms of educational and research partnerships.

A National Research Foundation is intended to be established with an initial capital of INR 20,000 crores. This entity has been authorized to furnish financial assistance to all public and private organizations (NEP, 2020).

VII. DEMERITS OF NEP 2020

The seems to be designed to promote the privatization of education in India. It discusses the promotion of the top 100 foreign universities to establish their campuses in India. The intention behind this may be to further educational objectives or to enable profit-making, which is subject to debate. While NEP 2020 emphasizes the necessity for enhanced openness, particularly concerning price structures, it fails to provide a roadmap for addressing the escalating issue of capitation fees imposed by private universities predominantly operated by influential politicians and religious organizations. Universal education will consequently remain an elusive aspiration. NEP 2020 fails to specify the implementation and safeguarding of the right to education, particularly for marginalized and disadvantaged groups. National Education Policy (2020).

VIII. DISCUSSION

The National Education Policy-2020 established a framework for progressive education, incorporating the fundamental principles of Indian tradition, culture, and values, to construct a new nation with a forward-looking vision. India possesses a rich historical past with education deeply embedded in it for centuries. NEP 2020 was developed following extensive talks with stakeholders across all industries. The objective is to deliver multi-disciplinary, skill-based education to facilitate employment and to enhance student enrollment across all educational institutions by 2030. This will necessitate substantial alterations to the current traditional schooling system. Therefore, it is essential to establish accountability for each stakeholder at every level. NEP 2020 aligns with Eddie Mark's (2013) discourse on the notion of customer-centric education. There are also critics of customer-centric or market-driven education systems. Their contention is that such a system will undermine the essence of education, and they addressed moral, ethical, and cultural concerns associated with it. Students may impose excessive demands; nonetheless, they have acknowledged the significance of student fulfilment. Liberal and progressive education policy must incorporate significant research and innovation to improve educational quality.

The co-creation of values will enhance students' perspective of learning. Quality and enhanced sales education can be developed by integrating theories that promote entrepreneurship, innovation, research, and a value-added teaching-learning process (Kjersti Karijord Smørvik & Kristin Vespestad, 2020). By the end of the 20th century, education and work chances began to be interconnected. Skill improvement was a crucial topic of discussion in the education industry. NEP 2020 has placed significant emphasis on the employment opportunities for graduates, taking all these factors into account. It has focused greater attention on communication skills, IT competencies, foreign languages, and holistic personality development. Any effective policy must explicitly address the preparation of students for increasing globalization and internationalization. This can only be accomplished through education that extends beyond the confines of traditional classrooms (U Teichler, 1999).

NEP 2020 has significantly emphasized the empowerment of the impoverished, social justice, and the elimination of discrimination, as supported by the study done by Trevor Gale and Deborah Tranter (2011). University brand equity comprises two categories: core and verificatory (Tornike Khoshtaria, et al., 2020). NEP 2020 also incorporated these elements essential for addressing school stigmatization.

The National Education Policy 2020 will significantly contribute to the total transformation of the outdated education system. NEP 2020 is founded on the principles of quality, autonomy, accountability, equity, efficiency, and a holistic, multidisciplinary approach. This will result in Recent modifications in the employment and educational landscape nationwide. (Nancy Thakur et al, 2021).

IX. CONCLUSION

The NEP 2020 seeks to reform higher education in India. It will leverage the collaboration of multinational communities and their experiences will be employed. Furthermore, higher education offered in Indian institutions and colleges under NEP 2020 will integrate ICT to meet the demands of education in the post-COVID era. Continuing with an obsolete education system has become futile. The Indian government must implement significant modifications to the higher education curriculum to meet the global demand for skilled labor. Consequently, the execution of NEP 2020 will provide a significant difficulty. The policy is poised to implement transformative and groundbreaking changes. Higher educational institutions (HEIs) will be governed by a single regulator, replacing the current system of many authorities. A liberal environment of autonomy will be established to foster academic freedom, expand research opportunities, and prioritize innovation. Foreign universities would have the opportunity to establish campuses in India, while Indian universities will face no obstacles in setting up campuses abroad. NEP 2020 will significantly enhance skill development in India by offering several entry and exit options for students, allowing them to pursue higher education after a hiatus for job. NEP 2020 is predominantly a progressive document, demonstrating a solid understanding of the current socio-economic context and the potential to address future difficulties. No policy yields result if not implemented appropriately. This idea appears to be a well-considered and sincere effort to reform the Indian educational system. This approach emphasizes the incorporation of professional education in higher education institutions for skill development and job creation. It is reasonable to assert that NEP 2020 has established a definitive framework for India 2.0, and if executed effectively, it had the potential to transform India into a worldwide education hub by 2030.

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