

ADVANCES IN GLOBAL EDUCATION AND RESEARCH

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## New Education Policy (NEP) 2020: A Roadmap for India 2.0

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### Abstract

The National Education Policy 2020 (NEP 2020) is formulated to revamp education system and lay down road map for new India. It was approved Indian cabinet on 29<sup>th</sup> July 2020. This paper is a maiden attempt to highlight NEP 2020 and study India 2.0 vision towards overall transformation education system to meet the challenges of 21<sup>st</sup> Century. This study is based on secondary data and exploratory in nature. Findings are based on a systematic review of existing literature. It was found that one of the main objectives of NEP 2020 is to increase student's enrollment in all educational institutions such as elementary school, professional and higher education by 2030. To achieve that it has suggested progressive reform in the existing education and governance systems. This study is preliminary review of policy document and it can be taken as base for future research with empirical data to study the impact of NEP after its implementation. NEP 2020 is expected to give big leap to higher education in India. The vision is to create India 2.0 for 21<sup>st</sup> century which is bound to take leadership role at global arena. NEP 2020 is largely a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect to meet future challenges. If implemented properly; then it has got everything to make India global hub in education by 2030.

**Keywords:** NEP 2020, India, higher education institution (HEI), gross enrollment ratio (GER), employment

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### Introduction

The New Education Policy announced by Government of India (NEP 2020) is welcoming news and a positive development amongst negativities surrounding the world in this Covid-19 pandemic. The first NEP was implemented by India in 1968 and next after long gap in 1986 and recent one under leadership of Prime Minister Narendra Modi in 2020. The National Education Policy 2020 (NEP 2020) of India was approved on 29 July 2020. It is formulated with the vision to revamp education system and lay down road map for progressive educated country. The committee that prepared policy document of the NEP 2020; was headed by former ISRO chief K Kasturirangan. In its election manifesto of 2014 parliament elections; the ruling Bhartiya Janta Party (BJP) has promised to bring revolutionary reform in Indian education system (Saha Mushkan, 2020). They fulfilled their promise to nation with NEP 2020.

## **Background of NEP 2020**

International trends and situations are already influencing Indian higher education. From the last number of years, India is attracting good number of foreign students that includes NRIs in bigger numbers; joining various skilled, tutorial and academic programs. Also, many foreign universities are offering to get their degrees without leaving India from their home (Kugiel, P., 2017). There are trends to liberalize university systems that enabled to reduce gap for private universities. The natures of programmes offered by HEIs are undergone massive transformation and acquisition of mastery level skills and competencies that are in larger demand. Degrees generating employment opportunities would be most likely to be opted in future (Hiremath, S. S., 2020). In this prevalent scenario, NEP 2020 is brought to give thrust to Indian education system and propel it to next level.

## ***Objective***

The objective of present paper is to study the NEP 2020 recently announced by Government of India. The study reviewed the policy document NEP 2020 discusses its guidelines and proposals. It also highlights the policy maker's vision for India2.0.

## **Methods & Limitation**

This paper is a maiden attempt to study NEP 2020 and subject to certain limitations as the research is based on the secondary data. The results are highlighted through literature review and recommendations have been made. This study can act as a base for future research based on empirical investigations and the impacts of NEP 2020 after its implementation can be found. However, this research can be taken as base for further study on different aspect of NEP 2020.

## **Review of Literature**

Education plays a strong role in building nation; education decides the future of the nation, the destiny of its people. The impact is going to be a durable one in terms of growth and development of the state and subject. The role of education and its importance can't be ignored in today's scenario. The expansion and development is seen if we compare the pre independence and post-independence era. After 34 years Indian Govt. is going to change the way India will study, this is the third amendment in the education policy. There are several changes planned in new National Education Policy 2020 that may actually affect all the stakeholders (Kalyani Pawan, 2020). The objective of the policy is to prepare country to face challenges of next decades of 21<sup>st</sup> century and make India a global hub in education with multidisciplinary and liberal education, Aithal, P. S. et al in their paper highlighted important aspects of new education policy and compared them with the existing conventional education system. NEP 2020 emphasized to promote innovations and expected to have varied implications on the Indian teaching system. It has also laid down framework for its effective implementation. Jha, P. et al (2020) has discussed drawbacks of the New Education Policy, 2020. The present NEP is third in its series which India is going to implement. It took thirty four years to formulate it since the last one in 1986. The policy has number of relevant considerations regarding how to provide quality education of global standard, bring equality in education and increase participation of private players. Suryavanshi, S. (2020) has stressed upon development of teacher in Indian universities

on Chinese university model. It emphasized that autonomy should be provided to college and university teachers to decide their teaching methodology and support should be provided for research, and innovation. The proposal of operational and financial autonomy to HEIs is a futuristic step ahead. As per Kumar, K., et al (2020) National Education Policy 2020 will prove to be a milestone for Indian Education. NEP-2020 provides a comprehensive framework for primary education to include teaching business & technical education. It also got provision for internet-based e-learning which is paradigm shift from conventional system. The essence of NEP is access, equity; affordability, responsibility, and quality in accordance with United Nations sustainable goals. NEP is not free from loopholes but it has taken deep insight into global scenario. It should be implemented with great caution to address challenges that are required for fostering quality education for all. Deb, P. (2020) discussed the Indian ethos and cultural values in teaching that got its place in National Education Policy (NEP) 2020.

### *International Scenario*

Taina Saarinen (2008) has addressed the text and discourse analysis in education policy from theoretical and methodological points of view. Policies are discursive processes and it disputes instruction policies. Policy documents can be used as information and it is seen usually in the case in instruction policy analysis. But text analytical tools are required to be applied consistently. Most specialists agree that instruction should be intelligent of expectations so as to adopt the proactive role. It should meet the expectations of recruiters and prepare students for future job tasks, upcoming changes in employment patterns. Education should contribute towards innovation in society (U Teichler, 1999). Trevor Gale & Deborah Tranter (2011) has highlighted traditions, concepts and practices of social justice in Australian education policy. It portrays the changes in policy, importance of market analysis as per proposals of the Bradley Review. The importance of empowering students with social justice, equity and social inclusion in higher education is analyzed in the study. Tornike Khoshtaria et al (2020) examined the brand name and its impact in Georgian Universities. Fierce competition forced the Georgian universities to utilize various promotional strategies to get students/customers. However, their attempt failed as university did not forecast the market demand correctly. This study provided insight on customer or market demand based education system. It also concluded whether or not whole equity dimensions have a control on university brand name with competition in market. It will promote universities to partner, or co-create, treat students as important stakeholder. A conceptual model based on co-creation across inputs, processes, and outcomes can be devised. Dollinger & Jason Lodge (2019) projected a model that highlights and distinguishes the dual-value of co-creation, co-production, and operation. The proposed education model may facilitate guide, directors, and researchers to ensure quality education. Recent discourse regarding the fourth age has solved many problems. The requirement for basic changes within the industrial structure and better education systems may prepare for technological revolution. There are multiple challenges in terms of its overall industrial structure, labour market and better education. There is a need to upgrade the roles of its government, trade and universities in information creation and talent formation (Jisun Carl Gustav Jung, 2019). The higher education practice in Asia has gone for massive reform and internationalization. This has created opportunities for developing cosmopolitan learning in Singapore's higher education. Cosmopolitan learning is associated with Internationalization of education and plays a crucial role in shaping the international students' identities, aspirations and worldviews. Singapore has got international students from countries of Asia and Europe (Hannah Soong, 2020). In this

global era of economic liberation, internationalization of higher education (IHE) is emerging trend. It has become a standard practice as reflected in (HE) policies of many countries. While comparing international HE policies in China and Australia, for the period 2008–2015; the impact of globalization and internationalization of education was found (Min Hong, 2018). Internationalization of higher education (IoHE) will forge strong linkage between nations, its establishments, and strengthen people to people contact with in the regions. But it has been criticized as it is not in line with nation centered interest and got conflict with its cultural values. This is reflected in the case of education system of East Asian countries (Singapore and Japan) (Justin S. Sanders, 2018).

### ***Features of NEP-2020***

#### *Scope for Higher Education*

In India, higher education (HE) multiple regulators are going to be united in to Higher Education Commission of India (HECI) as single regulator for HEIs. The certification establishments (NAAC and NBA) are going to be replaced and a sturdy National certification Council (NAC) will be constituted. The research and innovation funding in higher education would be supported by National Research Foundation. NEP has mandated for multidisciplinary education model for higher educational institutions. These intuitions should have campus with minimum 3000 students. The deadline provided to become multi-disciplinary is 2030 and they are expected to have strength of 3000 students by 2040. Further, these Multidisciplinary Universities should either focus on research or teaching and can become specialized institution in one of them. The colleges have been given option to become autonomous and award their own degrees or they can also become a part of existing university. NEP also speaks about how to increase student's enrollment in all form of educational institutions. GER has been matter of concern in India so; present education policy has got special focus on it. NEP emphasizes on holistic and multidisciplinary education approach and research now is encouraged from UG level only. Present policy stress on over all development of a student with cross- disciplinary and outcome based education. There is a proposal of Academic Bank of Credit at National level to provide flexibility in acquiring degrees and multiple entry-exit option at all levels of education. Several digital platforms will be either started or existing one will be revamped to encourage online learning and digitalization of libraries (NEP, 2020) (1). Student focused teaching & learning method is going to be enforced rather than current teacher focused teaching model. Evaluation model will be revamped from Choice based to Competency based. Evaluation and assessment model is also going to change from End semester examination system to continuous assessment system. All HEIs will have to focus on skill education. They also need to have provision for counseling centers with counselors to take care of mental well-being of students. Conventional education is going for massive transformation as it will be market driven hence forth. Indian government has aimed to establish world class educational institutions and attract lot of international students. Further, the courses completed in foreign universities by a student will be given weightage and considered equivalent in India. This will provide students flexibility to start a degree abroad and later on complete in India (NEP, 2020) (2).



### *Scope for Private Institutions*

It is proposed to give graded autonomy to all non-public universities. This autonomy will be based on their accreditation, participation in research innovation and quality education delivery. They also would be required maintain transparent financial dealing. There should not be any financial irregularity and pre-defined system has to be put in place to check that. It will be mandatory for private HEIs to provide free-ship and scholarship to deserving/ meritorious students in every course. Mechanism has been laid down to keep a check on this during accreditation process. There would be no discrimination between government and private institute while granting research funds that should be solely based on the merits of the proposals. Private HEIs need to have 3000 student strength otherwise; they would be asked to close down (NEP, 2020) (2).

### ***Benefits of the NEP-2020***

The NEP-2020 is expected to fill gap in education standard in India. It will help in internationalization of education in the country and inculcate innovativeness. The draft document of NEP 2020 is a progressive one and formulated after consultation with all the stakeholders. It is proposed to start systematic education of a kid from the age of 3years. The key focus area of this policy is to develop manpower, encourage entrepreneurship and generate employment. It is based on the principal of equality, provide autonomy and empower weaker section of society. NEP provided framework for HEIs to prosper. They will be given freedom for admission, teacher's appointment, concession from reservation quota, support for research, staff retrenchment and layover. Private institutions can set their own norms for admission and fees fixation. Public institutions have to abide by directions given by government in this regard. NEP prescribes for multi-disciplinary mode of education which should focus on skill creation and make students employable. It made provisions for autonomous institutions which will be awarding self-degrees both at undergraduate and postgraduate level. In order to keep control on quality of education, accreditation and ranking system is prescribed. The expertise and thoughts of the many consultants from all sectors are embedded within the Proposal. NEP 2020 is formulated with the vision to meet the sustainable development goals (SDG) in accordance with United Nations by 2030. It also put emphasis on lifelong learning and made provision for multiple entry –exit to enable student to complete degree at any stage of their life. Education has to be provided all sections of society under RTE and it should be based on equality with no scope of any kind of discrimination based on caste or gender. There is a special provision to support students from economically weaker section of the society. The reforms has been suggested for teachers education and training to improve quality of teaching in higher education institutions. Only special category of institutions will be allowed to run B.Ed. programme. This would be made as mandatory qualification for all elementary school education. All libraries would be digitalized. It is planned to promote intensive research at both undergraduate and post graduate level, supported through funding by National Research Foundation. Autonomy will be given to lecturers to devise their own class delivery, evaluation and research-innovation plan. Online distance learning has been permitted to offer degrees in higher education and it is expected to be an effective tool to increase GER. Now Universities/Institutions in India can tie up with foreign university for all types of educational & research collaboration freely. It is proposed to set up National Research Foundation with initial capital of INR 20000 crores. This body has been given mandate to provide funding support to all public and private institutions (NEP, 2020) (2)

### ***Drawback of NEP***

It seems to be formulated to give thrust to privatization of education in India as visible from the document. Among others it talks of encouraging the top 100 foreign colleges to open their shops in India. Whether this is to further the cause of education or facilitating profiteering is debatable. Although NEP 2020 talks of the need for greater transparency and especially in relation to fee structure it does not indicate any road map on how to tackle the growing malady of capitation fees by private colleges which are mostly run by powerful politicians and religious groups. Education for all will thus remain a distant dream. NEP 2020 does not tell how to operationalize and ensure the right to education especially for marginalized and deprived sections NEP (2020) (2).

### **Findings & Its Discussion**

The National Education Policy-2020 laid a roadmap for progressive education keeping essence of ancient ethos of Indian tradition, culture, values, to build new country with futuristic vision. India has got rich historical heritage with education rooted in it since ages. NEP 2020 is formulated after wide consultations with stakeholders from all the sectors. It is aimed to provide multi-disciplinary skill based education to generate employment; It is aimed at increasing enrollment of students in all kind of educational institutions by 2030. This will require massive changes in present conventional education system. Hence, it also needs to introduce accountability of each stakeholder at all level. NEP 2020 is in accordance with Eddie Mark (2013); that discussed about philosophy of customer centric education. While there are also critics for customer centric or market driven education system. Their argument is that such system will destroy essence of education and they talked about moral, ethical, cultural issues in it. There may be undue demands from students but they have recognized importance of student's satisfaction. Liberal and progressive education policy must include meaningful research and innovation, which can enhance quality of education. Co-creation of values will be additional inducement to student's perception of learning. Quality and better selling education can be devised by linking theories that leads to entrepreneurship, innovation, research and value added teaching-learning process (Kjersti Karijord Smørvik & could Kristin Vespestad, 2020). The education and employment opportunities were started getting linked by end of 20<sup>th</sup> century. So, skill enhancement was key issue for discussion in education sector. NEP 2020 has given great importance to job prospects of graduates considering all these seriously. It has devoted bigger attention to communication skill, IT skills, foreign language and overall development of personality. Any sound policy should be vocal about preparing students for the growing globalization and internationalization. This could be only achieved through teaching-learning beyond four walls of class rooms (U Teichler, 1999). NEP 2020 has given huge thrust upon empowerment of underprivileged, social justice and no discrimination in accordance with study conducted by Trevor Gale & Deborah Tranter (2011). University brand equity is an important dimension which constitutes two varieties- core and verificatory (Tornike Khoshtaria, et al., 2020). NEP 2020 additionally included these components which are necessary to school stigmatization.

National Education Policy 2020 will play an important role in reforming the earlier old fashioned education system in comprehensive way. NEP 2020 based on the concepts of quality, autonomy, liability, fairness, economical, holistic, multidisciplinary approach. Because of this it will bring

new changes in the employment and educational scenario in all over the country. (Nancy Thakur et al, 2021).

## Conclusion

NEP 2020 is aimed to revamp higher education in India. It will utilize the co-operation of international communities and their experiences will be utilized. Moreover higher education provided in Indian universities and colleges under NEP 2020 will incorporate ICT to suit the need of the education in new normal post –COVID era. It has become meaningless to continue with outdated education system. On the part of the Indian government a lot of changes would be required to be brought to the curriculum of higher education absorbing the global demand for receiving skilled manpower. Thus, implementation NEP 2020 would be a great challenge. The policy is bound to introduce revolutionary and innovative changes. Higher educational institutions (HEI) will come under ambit of one regulator from the present regime of multiple regulators. There will be liberal environment of autonomy to promote freedom of academic delivery, scope of research and emphasis on innovation. There will an opportunity of foreign university to start its campuses in India and there won't be any bottleneck to Indian university for setting up its campuses abroad. NEP 2020 will give big thrust to skilling in India as it provide multiple entry and exit option to student and to pursue their higher education after taking break for employment. Overall, NEP 2020 is largely a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect to meet future challenges. Well, no policy bears any fruit if that is not implemented in an appropriate way. Anyways, this proposal seems to be well thought and genuine attempt to remodel Indian Educational system. This policy highlights the integration of professional education in HEI for skilling and employment generation. It won't be wrong to conclude that NEP 2020 has laid a concrete roadmap for India 2.0 and if implemented properly; then it has got everything to make India global hub in education by 2030.

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