
SHAPING THE FUTURE: NEW EDUCATION POLICY (NEP) 2020 TRANSFORMING EDUCATION IN INDIA

Rimjhim Rana Singh, Ph.D. Scholar, School of Law, Bennett University

Shivam Kumar Gupta, Ph.D. Scholar, School of Law, Bennett University

ABSTRACT

The New Education Policy (NEP), 2020, aimed to bring transformational changes in the education system, a transition from the old traditional ways to new global ways. The focus of the NEP is on quality education and ensuring universal access to quality education.

The dimensions of the NEP 2020 are vast, but the authors are focusing on the major transformational changes through NEP. This policy created a road map for educational institutions to bring about changes that will also put India in a leading position in the education sector.

By incorporating the principles of liberal education into the existing system, this policy acknowledges the necessity of endorsing innovation and originality. This restructuring, which encompasses both schools and higher education institutions, is expected to bring a revolution in the Indian education system. The authors have provided some crucial positive impacts of this policy and critically analyzed some parts of the policy for the betterment of this policy enforcement. The authors have studied the data and information available to the public reach. The authors have tried to give suggestions for the policymakers.

Keywords: NEP 2020, Education, Positive Impact, Critical Analysis, and Institutions

Introduction

Education acts as an imperative tool for the development of the society¹. The significant role of education is known by everyone. In this regard, NEP 2020² came to bring positive transformative changes to the Education System³. An exemplary education system represents the most feasible avenue for fully utilizing and maximizing the ample talents and resources of our country, ultimately leading to the advancement of individuals, communities, the nation, and the global society⁴. This Education Policy was drafted by the Dr Krishnaswamy Kasturirangan (an Indian space scientist, who led the Indian Space Research Organisation (ISRO) from 1994 to 2003) (Kasturirangan Committee)⁵. This NEP, 2020 got the approval from the Union Cabinet on 29 July 2020. This NEP 2020 came to bring positive changes in the education system. So, it's important to understand the positive impacts along with critical analysis for better enforcement of this policy.

Potential Scope of This Policy

The National Education Policy 2020 initiates an education system that is deeply attached to Indian values and cultures, and which gains acceptance and appreciation in the entire⁶. It aims to universalize high-quality education to all individuals, regardless of their caste, creed gender, or religion. This outlook of inclusion aims for equal growth and development and makes India the world leader in knowledge. The Policy ensures uniform curriculum and pedagogy in schools as well as Higher Education Institutions, to bring a sense of pride in being an Indian among the students and to make them understand the fundamental duties as citizens of India

¹ Ferit Hysa & Rezak Jakupi, *Education Is a Key Tool in the Development of Society and Educational Leadership and Is a Key Element for Effective School and Education*, Educational Administration Theory and Practice Journal (Dec. 2023),

https://www.researchgate.net/publication/380198035_Education_Is_A_Key_Tool_In_The_Development_Of_Society_And_Educational_Leadership_And_Is_A_Key_Element_For_Effective_School_And_Education (last visited Dec. 30, 2024).

² National Education Policy 2020, https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf (last visited Dec. 28, 2024).

³ Understanding Education as a Right, <https://www.right-to-education.org/page/understanding-education-right#:~:text=It%20is%20fundamental%20for%20human%2C%20social%2C%20and,and%20in%20promoting%20individual%20and%20collective%20wellbeing> (last visited Dec. 28, 2024).

⁴ Ferit, Rezak, *supra* note 1

⁵ Draft National Education Policy 2019, <https://prsindia.org/policy/report-summaries/draft-national-education-policy-2019> (last visited Dec. 29, 2024).

⁶ National Education Policy 2020, https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf (last visited Dec. 28, 2024).

and have respect towards the constitution of India. The Policy's vision is to inculcate a sense of pride in the children of their Indian identity and cultivate a love for their country⁷. This is not only achieved through the highest standard of education, but also through a comprehensive approach that develops the inner being, intelligence, and actions of individuals.

Positive Impacts of NEP 2020

Each policy comes with the aim of positive transformation in society. In this path, this policy has many positive sides, but the authors discuss some crucial ones. They are-

1. The incorporation of organized early childhood education and early commencement of educational activities has received praise from a vast number of scholars and educational specialists considering the positive aspects of the National Education Policy of 2020. By incorporating a 5+3+3+4 model for school education, beginning at the age of 3, the New Education Policy acknowledges the utmost significance of the formative years, ranging from ages 3 to 8, in shaping the future of the child. This would enable the young children to initiate their learning at an early stage, thereby establishing the groundwork for continuous lifelong education.⁸
2. NEP 2020 specifically focuses on individuals who have discontinued their education and children who are not attending school. NEP 2020 establishes an objective to attain a 100 percent gross enrolment ratio from primary education to higher education by the year 2030. In an attempt to achieve equal opportunity to education for all and prevent any student from leaving school, NEP 2020 also suggests upgrading the infrastructure to provide each student, ranging from pre-primary to Grade 12, with a secure and captivating educational experience.⁹
3. The New Education Policy 2020 aims to address the complete range of educational aspects, from early childhood education to doctoral studies, including professional degrees and

⁷ The Vision of NEP 2020: *Integrating Bharatiya Knowledge System in Political Science Textbooks*, https://vbuss.org/sites/vbuss.org/files/Pol%20Science_Final.pdf (last visited Dec. 30, 2024).

⁸ Sonali Kumre, NEP 2020 - *Opportunities and Challenges*, International Journal for Multidisciplinary Research (2023), <https://doi.org/10.36948/ijfmr.2023.v05i03.4133> (last visited Dec. 29, 2024).

⁹ *Dropout Rates in Schools in India: An Analysis of UDISE+ 2021-22 Data*, <https://educationforallinindia.com/dropout-rates-in-schools-in-india/#:~:text=Yes%2C%20the%20high%20dropout%20rate,education%20remains%20a%20significant%20challenge> (last visited Dec. 29, 2024).

vocational training.

4. NEP 2020 initiates to free our schools, colleges, and universities from scheduled inspections. It instead promotes their involvement in self-evaluation and voluntary declaration.

5. The policy, among other objectives, strives to eradicate issues about pedagogy, institutional inequities, irregularities in access, and widespread commercialization.

6. To facilitate the reach of education to socially and educationally marginalized children, the Policy suggests the establishment of "inclusion funds."

However, when devising policy recommendations for an existing system that has been functioning for more than seven decades, despite its flaws and drawbacks, the scope for reorganizing the system and commencing afresh is limited. As the duration of the system's existence increases, our ability to adopt a radical approach diminishes because of the deep-rooted presence of various institutions, organizational frameworks, and long-recognized bureaucratic systems.

Challenges of NEP 2020 Implementation

1- CHANGING THE HIGHER EDUCATION SYSTEM AN ILLUSION

NEP-2020 lays the blueprint for the transformation of higher education within our nation. It articulates the notion of establishing esteemed academic institutions that adhere to rigorous standards of admission, just as was advocated by DS Kothari in his recommendation which is known as the Kothari Commission. However, since the enforcement of the Right to Education (RTE) Act, 2010, maintaining the standard of institutions in terms of admission has been a challenge and all the institutions have to follow the rules that are laid down under RTE, Act, 2010. In a vast country like ours with more than 11,00 universities and more than 43,000 colleges achieving quality universities and colleges and restructuring institutions shall be a humungous task to achieve.¹⁰

¹⁰ P. S. Aithal & Shubhrajyotsna Aithal, *Implementation Strategies of Higher Education Part of National Education Policy 2020 of India Towards Achieving Its Objectives*, SSRN Electronic Journal (2020), <https://doi.org/10.2139/ssrn.3741425> (last visited Dec. 30, 2024).

2- DEFICIENCY IN BASIC INFRASTRUCTURE FACILITIES

Educational institutions suffer from a deficiency in fundamental infrastructure and facilities, particularly in the case of institutions run by the government. These institutions lack essential resources such as seating arrangements, writing surfaces, writing tools, cleaning tools, and well-stocked libraries with current books. Furthermore, there is a shortage of necessary apparatus in the science laboratories, preventing students from acquiring practical experience. The insufficiency of teaching staff who are primarily temporary teachers further contributes to the lack of interest in making sure that the institution has access to necessities. These teachers merely fulfil their duties to receive their salary and depart. We must explore potential avenues for the implementation of sustainable, persistent plans despite the limited resources available¹¹.

3- LIMITATIONS RELATED TO LIBRARIES

The matter of funding presents a significant limitation for the NEP 2020 concerning libraries. While the policy mandates the establishment of libraries across all educational tiers, it does not explain how the required funding will be acquired. The insufficient availability of financial resources may hinder the complete realization of the NEP 2020's objectives regarding libraries. Numerous educational institutions in India face a scarcity of essential infrastructure necessary for the development of libraries. The challenges that lie ahead of the establishment of libraries include the availability of less space, insufficient storage facilities, and inadequate technological advancement especially in rural areas. NEP 2020 also encourages the use of digital libraries and e-books, but the lack of digital development¹² and limited internet availability¹³ in many regions of India add to the additional challenge of achieving this goal. An increase in financial funding is essential for the establishment of digital libraries. Also, the inadequacy of trained librarians is a matter of great concern. NEP 2020 also has no clear plan

¹¹ Suresh Yenugu, *The New National Education Policy (NEP) of India: Will It Be a Paradigm Shift in Indian Higher Education?* 4 Perspectives: Policy and Practice in Higher Education 121, 121–29 (2022), <https://doi.org/10.1080/13603108.2022.2078901> (last visited Dec. 31, 2024).

¹² 60% of Students Do Not Have Internet Access in India: Report, India Today (Nov. 15, 2021), <https://www.indiatoday.in/education-today/news/story/60-students-do-not-have-internet-access-1876720-2021-11-14> (last visited Dec. 31, 2024).

¹³ Pinki Malik, *NEP 2020: Analysis of Technological Education and a Way Forward*, *Educational Quest: An International Journal of Education and Applied Social Sciences* (2023), <https://doi.org/10.30954/2230-7311.1.2023.4> (last visited Dec. 31, 2024).

for investment required in training and professional development for librarians.¹⁴

4- CRITICISM ON PRIVATIZATION OF HIGHER EDUCATION

The privatization of higher education shall lead to social inequality and has been criticized by numerous academics, educational experts, and organizations. Currently, most universities in India operate under a system of affiliation to the government, which restricts their autonomy in functioning. However, the NEP 2020 intends to eliminate the affiliation system within fifteen years. This transition would make the institutes more powerful in making decisions in respect to charging high fees to students and their functioning, but it would also increase privatization. Consequently, this proposed transformation of the education system will negatively impact students' access to higher education institutes in India.¹⁵

The ramifications of this change will particularly affect villages and other disadvantaged areas, where the affordability of college education will be compromised due to high tuition fees. Consequently, in the coming years, the NEP 2020 will not uplift the deprived, but rather increase the gap between the wealthy and the less privileged, thereby hampering the advancement and growth of the country.

5- UNCLEAR PICTURE OF FOREIGN UNIVERSITIES (FUS) IN INDIA

NEP 2020 aims for globalization and universalization of Indian higher education. Amongst the various ways of globalization, one of the most important aspects is the permission for Foreign Universities (FUs) to operate in India. The NEP 2020 recommends that only selected FUs that feature in the top 100 in global university rankings will be invited to operate in India. However, it is uncertain which ranking list the NEP 2020 is indicating, as there are more than twenty global university league tables.

Further, FUs may experience significant initial challenges, where they must deal with differences in culture, language, legal and regulatory frameworks, ways of doing business, and various other aspects. The FUs will have to prove their commitment, through financial

¹⁴ Manish Soni, *A Literature Survey on National Education Policy 2020 (NEP 2020) and Libraries*, 3 *Journal of Library and Educational Perspectives* (2023), <https://doi.org/10.55529/jlep.34.13.23> (last visited Dec. 30, 2024).

¹⁵ Papia Sengupta, *Assessing Inclusion in India's Higher Education: NEP 2020 in Perspective* (2022), https://www.researchgate.net/publication/358948113_Assessing_Inclusion_in_India's_Higher_Education_NEP_2020_in_Perspective (last visited Dec. 27, 2024).

investments in physical infrastructure, to gain the trust of the Indian government and local partners. Additionally, FUs must ensure that the curriculum and pedagogy are equivalent, promote equal dedication to research in the Indian land, maintain a harmonious relationship with the local government and community, and avoid undue pressure or corruption.¹⁶

Conclusion

NEP 2020 is undeniably an innovative policy in every aspect. Among its objectives, the policy seeks to tackle pedagogical concerns, address structural inequalities, expand access, and prepare students for the future while reaching up to the expectations of the new India. At the same time, the NEP 2020 faces an immense number of challenges in overcoming several obstacles in the Indian education system. The implementation of the policy in an effective way is important if India wishes to make itself stand as the world leader in knowledge. Understanding the need of the hour and its transformation capabilities, the government has initiated a series of measures in the policy in recent months, despite the obstacles posed by the pandemic. The policy has numerous positive sides, but we must critically analyse it in favour of the development of the education system of India. The important aspects related to digital infrastructure, availability of resources to everyone, FU, etc. all must be needed to be analyzed by the policymakers.

Suggestions

Some suggestions for NEP 2020 are:

1. To improve the infrastructure of government-funded schools. A special focus must be given to improving the infrastructural setup which must include the digital infrastructure also.
2. Providing regular trained teachers at every stage of learning in schools as well as in Higher Education Institutions
3. Implementation of Open and distance learning programs in primary as well as higher education institutions.

¹⁶ Palash Deb, *Vision for Foreign Universities in the National Education Policy 2020: A Critique* (2020), <https://www.rgics.org/wp-content/uploads/Foreign-Universities-in-India-Palash-Deb.pdf> (last visited Dec. 29, 2024).

4. Schools and universities should provide free education to students who belong to the BPL (below the poverty line) for the continuance of their primary as well as higher education and to minimize the dropout of Socio-Economically Disadvantaged Group (SEDG) students from school.

5. To provide safe conveyances and hostels for female students in government schools. The safety concern for female students should be addressed with special emphasis.

6. All schools and Higher Education Institutions in urban as well as rural areas should have counsellors and mentors for the students to overcome the stress of any physical or mental challenge faced by the students.

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