

“A Review on National Education Policy 2020.”

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Abstract: - This study titled “A review of National Education Policy 2020 is an earnest effort to study the existing literature on the NEP 2020 and to find out the gaps therein for the future studies. The study has chosen the qualitative research techniques to achieve its objectives and 18 research papers were reviewed to get the valuable insights about the subject matter of the study. This research serves as a source of information for the researchers and the stake holders of NEP 2020. This research will help the researchers by understanding challenges and opportunities paved by the introduction of New Education Policy 2020.

Key Words: - *NEP 2020, Structured Review, Research Gap, Challenges and opportunities.*

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I. Introduction: -

Education policy includes policy and a principle that influences the educational sector of the country (<https://www.rand.org/topics/education-policy.html>) India has a long history of using education policy as a medium for the planned development of educational system in India. The National Education Policy is the official document formulated by the Government of India to promote and regulate education in India. This policy consists of all stages of the education right from pre primary, to higher education covering urban as well as rural part of the country. The first education policy was introduced in India in the year 1968, by the then prime minister Indira Gandhi. After that the second education policy was given by Late Prime Minister Shri Rajiv Gandhi in the year 1986. And the latest education policy was promulgated under the leadership of current prime minister of India Shri Narendra Modiji in the year 2022. (<https://timesofindia.indiatimes.com/home/education/news/national-education-policy-2020-all-you-need-to-know/articleshow/77239854.cms>) Every education policy was the outcome of the visions of the respective governments of that time. The first education policy served as the base for all the education policies continued up to the year 2019. But the new education policy called as National Education Policy 2020 has introduced some of the drastic changes in the educational system of India. First of all there is a paradigm shift in the pedagogical structure from earlier 10+2 system to 5+3+3+4 system design. The said change was introduced to bring optimized learning through the cognitive development of the students. This policy focuses on reduction in the volume of educational content and the more stress is given on the holistic learning. In this the focus is given on the analytical learning, experiential learning, discussion based learning and development of critical thinking of the students. Here Research has been considered as the prime outcome of the education and has been added as a main subject in the last year of the graduation course. Students are also facilitated by the various exit points throughout their education journey such as certificate, diploma and degree offered at various junctures in the higher education.

The present research paper tries to take a quick review of the new education policy through the existing research done on the same subject. For the structured review the researcher has set the required objectives of the study and has collected the necessary data from the secondary data available. As per the plans of the Government, The New Education policy 2020 would be implemented in phases by the year 2026. The present study is encompassing the time period from 2020 to 2022. And during this time whatever research papers and articles are published into the public domain are accessed through the internet. This research paper would help the stakeholders in the Indian Education System to readily access the review of the research work during the year and thereby to understand the divergent views, opinions and results discussed by different authors via their research endeavors.

2. Objectives of the Study: - The present study has following important objectives behind undertaking this research.

a. To study the existing and freely available and accessible research papers for the study of the National Education Policy 2020.

b. To discuss the objectives, research methodologies and results of the previous studies to get valuable insights of the New Education Policy 2020.

c. To find out the gaps in the existing studies for the further research.

For the completion of the above stated objectives of the study researcher has collected the research articles from the World Wide Web. Thus the secondary data was collected and structured review approach was applied by the researcher for the study. All the articles and research papers covered during the review are between the periods of year 2020 to 2022. Only those articles and research papers were considered for the study which was accessible through the Google search engine. Only those articles and research papers which could be freely downloaded with their full length were covered in the study. The scope of the study is limited with the objectives stated above and for the time period of 2020 to 2022.

3. Structured review: - For the purpose of the review on standard pattern of review was followed which consists 1. The discussion about the main aim of the study, 2. To understand the research methodology followed and the 3. To discuss about the results summary and discussion given thereupon in the study.

With this above standardized pattern total 18 research papers published in between the years 2020 to 2022 were reviewed in the study out of which 12 researches are qualitative in nature and are based upon the secondary data. The remaining 6 research papers are empirical in nature and are either completely depending upon the primary data and some of them have even the mix of primary as well as secondary data. The 18 articles reviewed under the study are follows;

II. Review of Literature:-

1. Dr. Rahul Pratap Singh Kaurav, Prof K G Suresh, Dr. Sumit Narula, Raturaj Baber. (2020):-

This research paper aims to study sentiments of people towards the National Education Policy 2020. During this qualitative research study, the secondary data available from tweeter was processed with the help of word cloud, tree map, project map and mind map. For representing the sentiments of stakeholders graphs were used. At the end it was revealed that, most people consider NEP as a positive and welcoming step.

2. K.Meenakshi Sundaram (2020):-The Main objectives of the study were; to discuss the highlights of the new education policy and to see the views of academicians and the experts from the education sector on career opportunities that are expected through NEP 2020. The study is descriptive and primary data was collected through 89 respondents. Respondents were students, academicians and educationists. The data was collected through the questionnaire which was framed with the help of Likert scale. Major findings of the study as follows; NEP implementation is a challenging task and its success depends upon its implementation, multidisciplinary approach will change recruitment requirements of many companies in India and NEP will expand career opportunities through multi disciplinary approach.

3. Pawan Kalyani (2020):- This research aims at studying NEP and its effects on stakeholders and also covers the future impact of NEP on stakeholders. Primary data was collected from the most important stakeholders such as, students, Parents and teachers. It was disclosed from the study that, students will be having their own choice in selection of the subjects. Dermatoglyphics can be used for understanding the skill sets of the students. Students may choose the subjects based upon dermatoglyphics. It is also observed that while choosing the subjects the students might take their decision under the influence of their parents or sometimes under the pressure of their peer groups. But the objective of NEP will be fulfilled only when the student are empowered to choose their subject independently, based on their own knowledge and skills. As per the NEP 2020, candidates with four year B.Ed degree and TET certificates only can apply teacher's recruitments in government schools. This policy will help in enhancement of quality education. Parents play a key role in development of their ward through continuous financial support for education and valuable guidance. Here under NEP parents have a key role in suggestions and recommendations in selection of the multidisciplinary subjects after studying the strengths and weaknesses of their wards.

4. Aithal Sreeramana and Aithal Shubhrajyotsna (2020):- This research effort covers highlights of earlier educational policy declared in 1986 and its connection with the present new education policy. The paper also studies the innovative practices proposed in the NEP and how they can be implemented with their merits. This study also looks on the effects of new education policy on teacher's education, professional education and on private institutions. Lastly theoretical suggestions are proposed for the effective implementation of new education policy.

5. Mridul Madhav Panditrao, Minnu Panditrao (2020):- This is a qualitative study wherein the study commences with the discussion on evolution of Indian Universities and previous education policies. Thereafter the study focuses on the present New Education Policy 2020 and its objectives, principles and its vision. It also

emphasizes on the explanation of the new changes proposed in the NEP right from school education up to the higher education. At the end of the study implementation strategies are proposed along with the summary and conclusion.

6. Pankaj Thakur and Dr. Rajesh Kumar (2021):- This research effort is completely based upon the secondary data available through the existing literature. The researchers has discussed the essentially of the education policy for the betterment of education system. The previous education polices and their key highlights were discussed and compared with each other. Lastly the differentiating features of the New Education Policy 2020 were also discussed. The concern related with challenges in the implementation of National Education Policy 2020 was also covered in the separate segment. Lastly the entire research was concluded with the expression of the need for the action plan to successfully implement the National Education Policy 2020.

7. Dr. Hemlata Verma and Adarsh Kumar (2021):- In this paper a theoretical analysis of New education policy is done by critically analyzing the requirements for the implementation of NEP and the present status of activities performed at University level. Further this study also recommends. Design in the implementation of NEP at higher educational institutes in India. Dr. Rupesh G Sawant, Dr. Umesh B Sankpal (2021) in this conceptual paper the entire focus is on New Education Policy 2020 and Higher Education. In this paper the authors discusses on important issues related with NEP. The main areas of discussion are like background, vision, principles, features, impact areas and opportunities available to stakeholders. The paper also discusses on planned execution of the new education policy.

8. Dr. Nandini Banarjee, Dr. Amarnath Das, Ms. Sreya Ghosh (2021):- In this discussion paper the objectives of the study were common like other qualitative studies covered earlier in this paper. The main objectives were to highlight the features of the NEP along with its comparison with the previous educational policy of 1986 and to propose implementation strategies. This paper also mentions about the advantages of NEP especially from the perspective of higher education.

9. Shashidharan M, Rajni Bansal, B S Hothi, Vijay Anant Athavale, Yogesh Mahajan, Shameem Anwar,(2021) . The main feature of this theoretical research paper is that it includes the challenges in the implementation of New Education Policy along with its highlights. In Challenges the authors covers the difficulties which might be incurred by different stake holders during the implementation phase. These stakeholders are mainly the parents and students. The other concerning areas discussed under challenges are as follows; 1. Issues of rural students in coping up with the flexibility in courses and subjects proposed in NEP. 2. Expected shifts in recruitment policies by the private and public sector employers due to NEP. 3. The issues which are impacting on the professionals and students in distance education. 4. The difficulties which might arise in grading of the students because of the multidisciplinary feature of the National Education Policy.

10. Dr. P.K Jain (2021):- The key differentiating feature of this study is the various areas of challenges discussed during the study. These challenges are not discussed in earlier studies. The important points enumerated are as follows; 1. Dispensing of 20% of GDP for education at school levels though the initiatives from the private sector. 2. Improving the percentage of gross enrolment in advanced education .3. Development of Anganwadi and Primary school infrastructure by providing infrastructural facilities and required man power. 4. Development of new educational guidelines for the successful implementation. For this recommendations are made to evolve strategies for producing global level educators by developing common expertise among the educators. 5. Facilitating IT enabled digital infrastructure for fostering speedy implementation of NEP. 6. Development of E-Courses and Labs 7. Enforcing a comprehensive plan for overall implementation of NEP at all levels of education.

11. Shubhada M R Nirantha M R (2021):- In this theoretical study the main objectives were to study the highlights, overview, challenges merits, de-merits along with efficacy and relevance of NEP with the prevailing education policy. It covers the scope of the NEP right from school level education up to the higher education. At last the authors conclude that the future of this NEP depends upon the transparent and uniform implementation of the policy. For this authors recommends the equitable resources at all level and cooperation and coordination amongst all the stake holders driven by institutional mechanisms.

12. Gopalan K.R, Nivithra S., Vezhaventhan D. (2021):- Migration for the education is a very crucial aspect observed in many population studies. To study the effects of migration on population and impact of New Education policy on this phenomenon was studied in South India. In a quantitative research design the responses were sought from 200 residents of Bangalore, Madurai and Chennai to check the awareness perception and

impact of the New Education Policy on them. The samples were mainly the students and parents residing in the respective cities. The data collected for the study revealed following important observations based on the opinions of the respondents. Majority of the respondents migrated to these cities for the better education (either of their own or of their wards). Majority of the respondents opined that it will be impossible to implement the expected changes in educational policy in an overnight. There was consensus amongst the respondents on the fact that the proposed changes according to the new education policy cannot be implemented suddenly without the proper infrastructure and trained staff. Again almost all the respondents opined that there will be various practical difficulties in the implementation of the proposed changes under the New Education policy

13. Dr. Praveen Kumar Sharma and Sanjeevan Bala (2022):- In this empirical study with the objectives to see the awareness among the secondary school teachers in the Kangra district of Himachal Pradesh, a sample of 80 teachers was collected through a questionnaire. The methodology of the study consists of conceptual discussions which were done by using the focus group discussion method. The results of the study disclosed the following facts; 1. It was found that average level of awareness about NEP exists among the respondents of the study area. 2. It was also observed that there is no significant difference between male-female, experienced-inexperienced, arts-science stream teachers.

14. Dr. Ruchi Rani (2022):- In a theoretical study author tries to focus on various aspects of the New Education policy 2020. The broad areas which are studied in this research article are namely; major features of NEP, and salient recommendations of NEP 2020. In the recommendations the points like, multi disciplinary nature of curriculum, skill development, training of teachers, change management, legal complexities, digitalization and examination structure are mainly elaborated.

15. Dr. Prativindhya Saini (2022):- Education is the medium for the promotion of economic and social advancements in the society. New Education Policy 2020; aims at achieving this economic and social advancement through the high quality primary secondary and higher education. This paper starts with the overview of New Education Policy and thereafter discusses the generic strategies for the implementation of NEP. This research paper also tries to understand the effect of NEP on National Assessment and Accreditation Council (NAAC).

16. Roshan Lal Sondhiya A Study on the awareness on New Education Policy (2020) among the schoolteachers in Jabalpur Distict (2022) :- The main objectives of this research expeditions are as follows; a) To find out the awareness about the National Education Policy 2020, amongst the school teachers of Jabalpur district. 2. To see the difference of awareness level amongst the school teachers of Jabalpur district on the basis of demographic variables. For fulfilling the objectives of the study, a sample of 50 school teachers from the school teachers in the Jabalpur district was collected with the help of a multi choice type questionnaire as a tool for collecting data in the present study. A sample random sampling method was chosen by the researcher for reaching up to the desired samples from the teachers working in the aided and private schools in Jabalpur district. The data collected was statistically analyzed and the hypothesis was tested by applying ‘t’ test. The results disclosed that there is significant difference amongst the school teachers based on their demographic variables. It was further found that women teachers from schools have more awareness about the new education policy over the male teachers. No significant difference based upon awareness could be found on the basis of private or government school.

17. Dr. Deepa Choudhari (2022):- A Study on National Education Policy – 2020 and its Impact on Stakeholders w.r.t Higher Education Institutions of Nagpur City: - In a study executed in the Nagpur City of Maharashtra, the main focus of the study was on the effects of the new education policy 2020, on the higher education institutions of Nagpur city. The main objectives of the study were; To find the effect of new education policy 2020 on higher education institutions in Nagpur city along with the possible outcomes and the draw backs of the study. This study has collected both primary and secondary data for the research purpose. The responses through the questionnaire were sought from the teachers who have at least 5 years of teaching experience and the students from the higher education institutes located in Nagpur City. The secondary data was collected thorough the existing literature on the topic and policy document of new education policy 2020. After doing the thorough literature review the research gap was found and objectives were set. The data was analyzed and the hypothesis is tested with chi square test to arrive at the results. The results of the study showed that, almost all the respondents have a positive opinion about the new education policy 2020 and they think that NEP 2020 is a good initiative taken by the government of India. As far as outcome of the new education policy 2020 is concerned, all the stakeholders opined that there would be a positive outcome from the implementation of NEP 2020 as, students would be having an opportunity to learn variety of subjects along with skill enhancement.

Thus they have a very good chance of goal setting for their careers at the early stage of their life and can pursue the subjects and skill sets required for it from the beginning. About the last but the most important aspect that is related with drawbacks of the NEP 2020, stake holders opined that, there are some challenges in the implementation of the NEP; that are, student teacher ratio, up skilling of the teachers and skilling them for imparting the right skill set to the students as per the requirements of the industries.

18. Abhimanyu Kumar (2022) :- In this discussion paper the author has taken a review of new education policy through the perspective of Ayurveda Universities in India and their preparedness for the execution of the NEP 2020. The paper covers the important aspects of the Ayurveda Education in India, namely by stating the Ayurveda Institution of national importance their roles and responsibilities for nurturing of quality culture and standardization of Ayurveda education in India. Other important aspects discussed in the study on the backdrop of the new education policy and Ayurvedic Institutions in India are like; 1. Development of Standard Ayurvedic tolls and techniques. 2. Development of Models for better health care management and 3. Incorporation of innovations and research for the development of Ayurveda.

4. Research Gap: - Out of total 18 studies consisting of this review, majority i.e. 12 studies are of qualitative nature and only 6 studies are of the quantitative nature. Out of all the qualitative studies majority of the studies are conceptual and theoretical which are simply discussing on the key highlights of National Education Policy 2020, Its features, Challenges paved in the implementation, comparison with older policies, advantages and disadvantages of new education policy, merits and demerits of the new education policy, effects on specific level of education, on its stakeholders, hurdles in the implementation, strategies of the implementation and plan for the implementation etc. Amongst the quantitative studies the most of the focus is on awareness and effects of new education policy on stakeholders except one research paper wherein the new area of the study was focused that were related with the migration for higher education and new education policy. All in all it can be said that there are earnest efforts made by the researchers to study this very vast and complex policy on education but still there is a lot of scope for the research especially the focus can be given on the problems and challenges faced by the stakeholders during the implementation phase of the policy. These challenges may be multi faceted such as the mental and financial preparedness of the stakeholders, anxiety and stress related with NEP 2020, career planning and career development in the realm of NEP 2020, effects on employment opportunities, employment process, existing infrastructure and social and cultural effects of NEP 2020.

5. Conclusion: - After discussing all the articles studies and finding out the research gap it can be said that NEP 2020 is a paramount shift in the entire educational system in India. So, as and how the implementation phases will pass on various new aspects and opportunities and challenges along with the loopholes would be easily identified. As there is lack of clarity on the implementation of NEP 2020 in different stages of education system, this is the watching period and only the further steps from the policy makers can clarify the doubts and concerns. This experience of implementation would give rise to more in depth studies. So researchers need to cross their fingers for further research expeditions in to this forthcoming dynamic educational journey.

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