

**An Empirical Study on NEP 2020 [National Education Policy]
with Special Reference to the Future of Indian Education System
and Its effects on the Stakeholders**

**Anushka Kar
June 2023**

CONTENTS

SL. No	Topic	Pg. No
1.	Abstract	3
2.	Introduction	4
3.	Research Statement	5
4.	Literature Review	7
5.	Research Gap	18
6.	Objective of Study	20
7.	Methodology	22
8.	Result and Analysis	24
9.	Major Findings Of Study	45
10.	Limitations of Study	47
11.	Conclusion	49
12.	References	50

ABSTRACT

Education is the cornerstone of a nation's growth and prosperity. It shapes the future of a nation and the destiny of its citizens, serving as a catalyst for development and a beacon of hope for a better tomorrow. The transformative power of education is evident when we reflect on the historical trajectory of nations, particularly when comparing the pre- and post-independence eras. In India, education has been a pivotal force in driving change and fostering progress.

The Indian government, recognizing the vital role of education, is poised to implement a landmark reform with the introduction of the new National Education Policy (NEP) 2020. This monumental policy shift, the third of its kind since independence, promises to revolutionize the educational landscape of the country. The NEP 2020 is not merely an amendment; it is a comprehensive overhaul designed to address the evolving needs of a modern India and its burgeoning youth population.

The proposed changes in the NEP 2020 are extensive and far-reaching, impacting all stakeholders involved in the educational ecosystem. From early childhood care and education to higher education and research, the policy aims to create an inclusive, flexible, and learner-centric environment that fosters critical thinking, creativity, and a spirit of inquiry.

This paper seeks to delve into the intricacies of the NEP 2020 and its potential effects on various stakeholders, including students, educators, institutions, and society at large. By engaging in a dialogue with the public through social media platforms, the author intends to gather diverse perspectives and insights on the policy. This interactive approach will not only facilitate a deeper understanding of the NEP 2020 but also contribute to raising awareness about its implications.

Furthermore, the paper will explore the future impact of the NEP 2020 by posing a series of thought-provoking questions. These questions, disseminated across all available social media channels, will encourage discourse and reflection among the populace. The analysis of the responses will provide a rich tapestry of opinions and viewpoints, offering a holistic view of the policy's potential to shape the educational future of India.

Keywords: Indian Education, NEP 2020, National Education Policy 2020, Future of Indian Education, Effects on the Stakeholders, NEP 2020 - students, NEP 2020 - Teachers, NEP 2020 - Parents.

INTRODUCTION

India's education system has a storied past, tracing back to the ancient Gurukul system, which fostered a tradition of learning that was deeply integrated with nature and spirituality. This system was renowned for its holistic approach, where students lived with their teachers, imbibing knowledge that spanned from sacred scriptures to warfare, and from philosophy to daily chores. It was an education that went beyond academics, aiming to build character and instill values.

As India evolved, so did its education system, adapting to the changing times and needs of its people. Post-independence, the country faced the colossal task of educating a diverse and vast population. The first education policy in 1968 laid the foundation for a system that aimed to reach every child, followed by a significant amendment in 1986, which introduced a more structured and formal approach to education. A minor revision in 1992 sought to address emerging challenges, but for the most part, the framework remained unchanged for over three decades.

Fast forward to 2020, and India stands on the cusp of a new era in education. The National Education Policy (NEP) 2020, proposed by the Indian government, is a testament to the country's commitment to reforming its education landscape. This policy, which has received the cabinet's nod, awaits the final legislative process to become law. It is a policy born out of widespread consultation, reflecting the voices of students, parents, educators, and various stakeholders who are intricately linked to the educational fabric of the nation.

This unprecedented level of consultation for policy formulation in India signifies a democratic approach to education reform, one that values the input of its citizens. The NEP 2020 is poised to introduce changes that are expected to be transformative, with a focus on making education more accessible, inclusive, and relevant to the 21st century.

The forthcoming sections of this research paper will delve into the details of the NEP 2020, employing a questionnaire to gauge the understanding and awareness of the policy among the masses. It will explore the potential outcomes of the proposed changes and analyze the perspectives of those who will be directly affected by them—the stakeholders. This analysis aims to shed light on the collective hopes and concerns surrounding the NEP 2020, offering a comprehensive look at what the future holds for education in India.

In essence, the NEP 2020 is not just a policy change; it is a vision for the future, a blueprint for nurturing a new generation of thinkers, innovators, and leaders. It is a step towards reimagining an education system that has the power to transform a nation and its people. As India awaits the implementation of this policy, there is a palpable sense of anticipation and hope for an educational revolution that will drive the nation towards greater heights.

RESEARCH STATEMENT

The National Education Policy (NEP) 2020 of India marks a significant overhaul of the Indian education system, aiming to reshape it into a contemporary model that caters to the demands of the 21st century. This policy is not just a blueprint for change but a vision document that aspires to address the historical educational challenges faced by the nation while setting new benchmarks for global education standards.

The Vision of NEP 2020

The NEP 2020 envisions an education system rooted in Indian ethos that contributes directly to transforming India into a global knowledge superpower. The comprehensive framework of the policy is designed to touch upon every aspect of education, from the restructuring of school curricula to the revamping of higher education institutions. It emphasizes inclusivity and excellence, aiming to make education accessible to all sections of society.

Addressing the Diverse Needs of Stakeholders

One of the key objectives of the NEP is to cater to the diverse needs of various stakeholders in the education sector. For students, it promises a more holistic and multidisciplinary education that prepares them not just academically but also as critical thinkers and problem solvers. For educators, it offers opportunities for professional development and growth, ensuring that they are equipped to facilitate learning in innovative and effective ways. Institutions are encouraged to foster an environment of creativity and research, where learning is not confined to textbooks but extends to practical, real-world applications.

Foundational Pillars of NEP 2020

The policy stands on five foundational pillars: Access, Equity, Quality, Affordability, and Accountability. Each of these pillars plays a crucial role in the transformation of the education system:

- **Access:** NEP 2020 aims to ensure that education reaches every corner of the country, bridging the urban-rural divide and making learning opportunities available to all, irrespective of their socio-economic background.
- **Equity:** The policy seeks to eliminate disparities in education and promote an inclusive environment that respects diversity and ensures equal opportunities for all.
- **Quality:** By setting high standards for education and introducing reforms in curricula and pedagogy, the NEP strives to enhance the quality of education at all levels.
- **Affordability:** Recognizing the financial barriers that prevent many from pursuing education, the policy proposes measures to make education more affordable for everyone.

- **Accountability:** The NEP introduces a robust framework for accountability, ensuring that educational institutions deliver on their promises and contribute positively to the nation's growth.

Revolutionizing Education through Literacy and Numeracy

A major emphasis of the NEP is on foundational literacy and numeracy, recognizing that these are the building blocks of all future learning. The policy outlines strategies to ensure that every child achieves proficiency in reading, writing, and arithmetic at the primary school level. This focus on foundational skills is expected to have a ripple effect, improving educational outcomes at all subsequent levels.

Multidisciplinary Approach and Technology Integration

The NEP encourages a multidisciplinary approach to education, breaking down the rigid separations between arts and sciences, and between curricular and extracurricular activities. It promotes an integrated model of learning that allows students to explore a wide range of subjects and develop a versatile skill set.

Technology integration is another cornerstone of the NEP, with digital education being recognized as a critical tool for expanding access and improving the quality of education. The policy advocates for the use of technology not only as a medium of instruction but also as a means to innovate and create new learning experiences.

Conclusion

In conclusion, the NEP 2020 holds the promise of a transformative shift in the Indian education system. Its successful implementation could lead to an era of unprecedented educational growth and development, with far-reaching effects on all stakeholders involved. This empirical study will delve deep into the nuances of the policy, exploring its strengths, potential challenges, and the overall impact it is poised to have on the future of education in India. By providing a comprehensive analysis of the NEP 2020, this research will contribute to the ongoing discourse on educational reform and help chart a course for the nation's educational journey in the coming decades.

LITERATURE REVIEW

Indian Education System

Current education system was active and running from last 34 years and in the year 2020 a new radical reform could be seen after supplementation of NEP 2020 in forthcoming years.

Starting from Gurukul system of education to the British influenced education system, many up gradation and changes has been accepted implemented or modified in the education system. Many of us are one through the system that would be replaced soon, there are many prominent changes that could bring some expected positive outcomes like the old 10 + 2 system will be replaced by 5+ 3 + 3 + 4 system and another important change is that the stream system [Arts, Science and Commerce] has been removed now students are free to choose the available combination of subjects.

Education system of the country should prepare future ready and skilled students so that in their future they could achieve the success at personal level and community level to make a successful and developed nation in all aspects. It is expected that removing the boundaries of subject stream and giving liberty of choosing what a students want to learn and excel in that area. Indian education system consists of various players like the education provider institutes that includes both govt. And private, teachers/ professor, students and parents.

Indian Education Policies

India has gone through two major education policy after independence, first in 1968 and second in 1986 this is the third change that is proposed in 2020. The changes are made according to the need of the time. The main objective of the education policy after independence to make literate and educate the people of India made the skill set improved to the world level.

1968

Based on the report and recommendations of the Kothari Commission (1964–1966), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and proposed equal educational opportunities in order to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India and specialized training and qualification of teachers. The policy called for a focus on the learning of regional languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English language, the official language of the state where the school was based, and Hindi. Language education was seen as essential to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for the use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians. The policy also encouraged the teaching of

the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six percent of the national income. As of 2013, the NPE 1968 has moved location on the national website.

1986

In 1986, the government led by Rajiv Gandhi introduced a new National Policy on Education. The new policy called for "special emphasis on the removal of disparities and to equalize educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve such a social integration, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The NPE called for a "child-centered approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the Open University system with the Indira Gandhi National Open University, which had been created in 1985. The policy also called for the creation of the "rural university" model, based on the philosophy of Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India. 1986 education policy expected to spend 6% of GDP on education.

1992

The 1986 National Policy on Education was modified in 1992 by the P. V. Narasimha Rao government. In 2005, Former Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government. Programme of Action (PoA) 1992, under the National Policy on Education (NPE), 1986 envisaged to conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country. For admission to Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid down a Three – Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions – with an option to join AIEEE). This takes care of varying admission standards in these programmes and helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations.

2020

In 2019, the Ministry of Human Resource Development released a Draft New Education Policy 2019, which was followed by a number of public consultations. The Draft NEP discusses reducing curriculum content to enhance essential learning, critical thinking and more holistic experiential, discussion-based and analysis-based learning. It also talks about a revision of the curriculum and pedagogical structure from a 10+2 system to a 5+3+3+4 system design in an effort to optimize learning for students based on cognitive development of children. On 29th July 2020, the cabinet approved a new National Education Policy with an aim to introduce several changes to the existing Indian education system. [1] If we look at

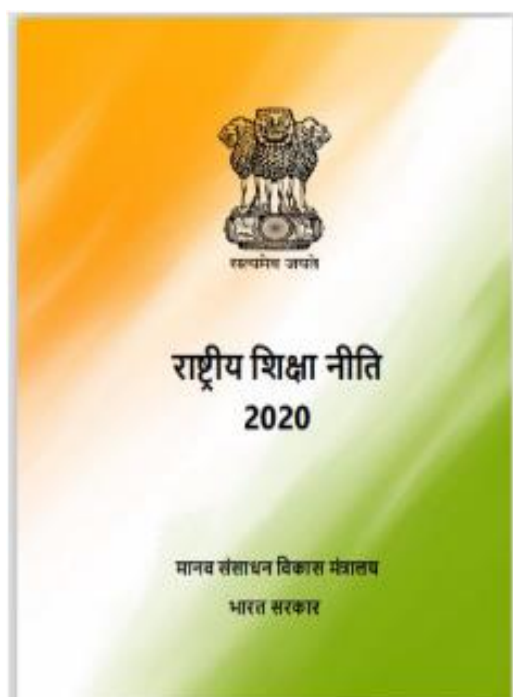
the previous policies there are some gradual changes as per time the focus is more on the education, to improve primary education, more teachers from socially backward classes, entrance exams for engineering colleges at national level to enhance the quality of the education, in the proposed NEP 2020 the old system of 10+2 education was removed and it is being replaced by 5+3+3+4. It's a radical change which was never done in past there are some other proposed changes which were discussed by the author in forthcoming section.

WHAT IS NEP 2020?



NEP 2020, is a National Education Policy proposed by the Indian Government in the year 2020. The year 2020 will remain in the memory of the people due to COVID-19 and its effects on the economy but also for the radical changes proposed in the Education Policy. The changes were going to affect all the stakeholders such as students, teachers, educational institutions and parents later on the society and the nation. As education system is the base for the success for any nation. Many of the western countries are successful due to the education system and brain drain from the various countries India is not untouched from this culture many of our intelligent brains are working in world renowned organizations. India is ranked one of the largest population in the world with different cultures Indian education system is one of the world's largest education platform is going to change and going to shape the Indian future.

The main features or the proposed changes mentioned in the National Education Policy 2020 are as follow:



No.	Contents	Page No.
	Introduction	3
1	SCHOOL EDUCATION	6-30
1	Early Childhood Care and Education: The Foundation of Learning	7
2	Foundational Literacy and Numeracy: An Urgent & Necessary Pre-requisite to Learning	7
3	Curriculum Drop-out Rates and Ensuring Universal Access to Education at All Levels	9
4	Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Inclusive, Engaging, and Engaging	10
5	Teachers	10
6	Equitable and Inclusive Education: Learning for All	23
7	Efficient Resource and Effective Governance through School Complexes/Clusters	28
8	Regulation and Accreditation of School Education	29
10	HIGHER EDUCATION	30-49
9	Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System	30
10	Institutional Restructuring and Consolidation	31
11	Towards a More Holistic Education	33
12	Optimal Learning Environments and Support for Students	35
13	Motivated, Energized, and Capable Faculty	36
14	Equity and Inclusion in Higher Education	39
15	Teacher Education	40
16	Re-imagining Vocational Education	41
17	Professional Education	43
18	Promoting high quality research: National Research Foundation	44
19	Effective Governance and Leadership for Higher Education Institutions	46
20	Transforming the Regulatory Systems of Higher Education	47
10	OTHER KEY AREAS OF FOCUS	48-56
21	Adult Education	49
22	Protection of Indian Languages, Arts, and Culture	51
23	Technology Use and Integration	54
19	MAKING IT HAPPEN	56-60
24	Establishing an Apex Advisory Body for Indian Education	56
25	Financing: Affordable and Quality Education for All	58
26	Implementation	59

Image. 1. Showing Cover and Index of NEP 2020

NEP 2020, is divided into four major sections. As the proposal of New Education Policy focuses on all the major areas like School Education that includes Pre- school education too and Higher Education and other key areas of focus. It also talks about how it is going to implement and establishing of new bodies to regulate the structure. NEP 2020, address the following challenges facing the existing education system:

- Quality
- Affordability
- Equity
- Access
- Accountability

The main highlighting features of NEP 2020 are listed below: ·

- NEP 2020 will bring two crore out of school children back into the main stream.

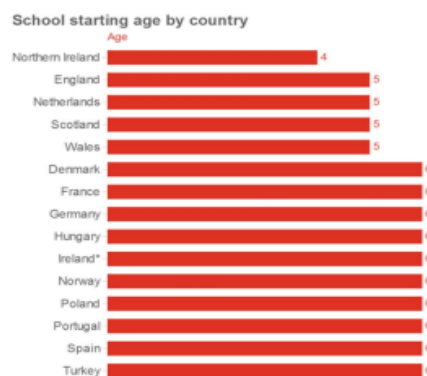


Image. 2. Showing school starting age in other countries of the world. Source: Internet.

- The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. It will include 12 years of schooling and three years of Anganwadi and preschooling.

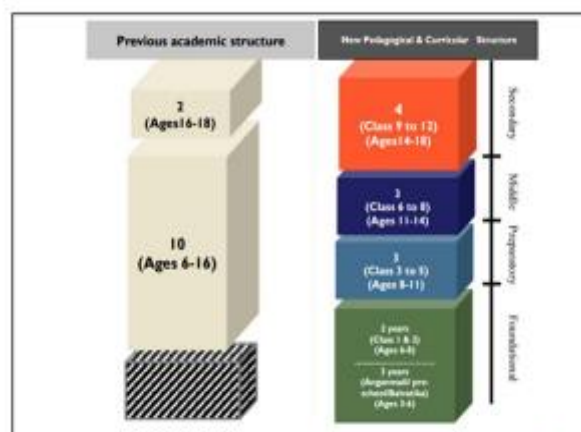


Image. 3. Showing the Old and New proposed structure of Schooling. Source: Internet

- NCERT will develop a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of eight.
- NEP 2020 calls for setting up of a National Mission on Foundational Literacy and Numeracy by the Education Ministry. States will prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025.
- A National Book Promotion Policy is to be formulated.
- All students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. Board exams for Grades 10 and 12 will be continued, but redesigned with holistic development as the aim.
- A new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a standard-setting body.
- NEP emphasizes on setting up of Gender Inclusion Fund and also Special Education Zones for disadvantaged regions and groups.
- Every state/district will be encouraged to establish “BAL Bhavans” as a special daytime boarding school, to participate in art-related, career-related, and play-related activities. Free school infrastructure can be used as Samajik Chetna Kendras.
- A common National Professional Standards for Teachers (NPST) will be developed by the National Council for Teacher Education by 2022, in consultation with NCERT, SCERTs, teachers and expert organizations from across levels and regions.
- States/UTs will set up independent State School Standards Authority (SSSA). The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through consultations with all stakeholders.
- NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3 per cent in 2018 to 50 per cent by 2035 and aims to add 3.5 crore new seats to higher education institutions.
- The policy envisages broad-based, multidisciplinary, holistic Under Graduate education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification.

- An Academic Bank of Credit is to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned.
- Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.
- The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.
- Higher Education Commission of India (HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education.
- Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.
- Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges.
- A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT.
- By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.
- Stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs).
- A National Mission for Mentoring will be established, with a large pool of outstanding senior/retired faculty who would be willing to provide short and long-term mentoring/professional support to university/college teachers.
- The National Scholarship Portal will be expanded to track the progress of students receiving scholarships.
- Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.
- Measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc., will be taken to ensure distance learning is at par with the highest quality in-class programmes.

- A comprehensive set of recommendations for promoting online education consequent to the recent rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional modes of education are not possible, has been covered.
- A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the HRD ministry to look after the e-education needs of both school and higher education.
- An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.
- NEP recommends setting an Indian Institute of Translation and Interpretation (IITI), National Institute (or Institutes) for Pali, Persian and Prakrit, strengthening of Sanskrit and all language departments in HEIs, and use mother tongue/local language as a medium of instruction in more HEI programmes.



Image. 4. Showing the New proposed structure of education System different areas. Source: Internet

- Internationalization of education will be facilitated through both institutional collaborations, and student and faculty mobility and allowing entry of top world ranked universities to open campuses in India.
- Stand-alone technical universities, health science universities, legal and agricultural universities etc. will aim to become multi-disciplinary institutions. Policy aims to achieve 100% youth and adult literacy.
- The Centre and the States will work together to increase the public investment in Education sector to reach 6 per cent of GDP at the earliest. [2]

Effect on Stakeholders

Students

The NEP 2020 is going to affect all the stakeholders in one way or other, most direct affect is on the students and teachers. If we consider the education pattern old times 10+2 system that is going to be replaced by 5+3+3+4 system, in which there are some new things like introduction of vocational courses from class sixth and removal of the stream system. These are some radical changes that will shape the students in a new way. Earlier the system was going to teach students what they have in their hand not by choice of the students, they are having three choices Arts, Commerce and Science in that a very few combination that are mostly opted by the students and many of the available subject combinations are remain untouched. The students most likely choose the combination of their subjects by strongly suggested by their parents or under the peer pressure groups. This time students will have open options to choose the subjects without the restriction of any stream.

Choosing of subject or choosing what you want to learn should be the decision of students him/ herself, depending on the inbuilt talent and skill set.

If a student is very good at calculation he must opt for those subjects in which logic and calculation is needed. On the other hand if a student is very good at fine art he/ she should go into that subject line. It should be like that only, but in real life skipping our talent area or skill set we choose those thing which are “assumed good” for students by others. The situation is like the decision maker are others and the effect/ outcome of the decision is on the student itself. Many times as per the education structure we are somehow bonded to follow the “walls of stream” many among us are successful examples but the question is there did they user their skill set or talent actually.

Usually people measure the “success” of a person in terms of money earned, but is that his real area of working, maybe there are some other areas also there yet to be explored. Increased focus on skill and competency development will result into future ready student.

Most of the time people just work for earning, if the working area is not according to the talent then people stay at uncomfortable level even after having monetary success. There are high chances of success because the person is at comfort level he will enjoy working and be successful. This study gives the options to choose the area where a student can achieve maximum progress and success level.

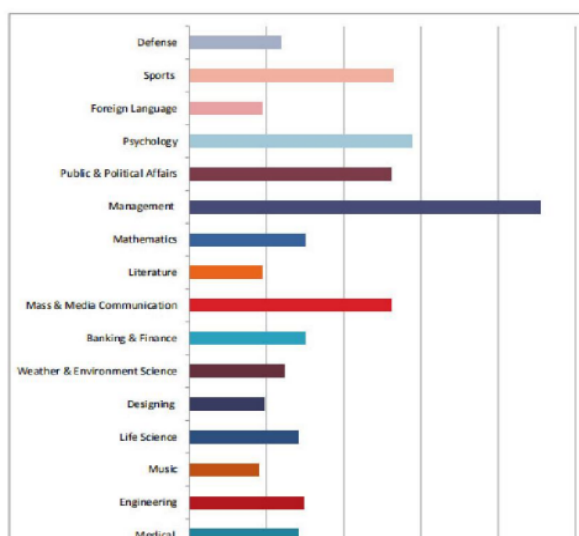


Image. 6. Showing the DMIT Sample Report – Career Options.

In the image given above as a sample the potential suggested areas could be Management, Mass & Media Communication, Psychology, Sports, Engineering, and Banking & Finance etc. If a student and their parents have the knowledge in advance about the potential areas they can promote the students in that particular area for his/ her better future.

Teachers

Teachers are often referred to as the architects of the future, for they hold the power to shape the minds and lives of their students. They take the raw, unformed potential of each child and, through guidance and instruction, help them grow into well-rounded individuals. The role of a teacher is multifaceted and extends far beyond the confines of the classroom. In the context of the National Education Policy (NEP) 2020, the responsibilities of teachers have expanded significantly, placing them at the forefront of a transformative educational movement.

The NEP 2020 recognizes the pivotal role of teachers in elevating the standard of education in India. It underscores the need for educators to be well-equipped with not only subject matter expertise but also with the skills necessary to navigate the rapidly evolving landscape of technology and pedagogy. The policy mandates that teachers must continually update their knowledge base and teaching methodologies to stay abreast of the latest developments in their fields. This continuous professional development is essential for teachers to effectively impart education that is relevant to the 21st century.

Under the NEP 2020, stringent criteria have been set for those aspiring to become teachers. Only candidates who possess a four-year Bachelor of Education (B.Ed.) degree and have successfully cleared the Teacher Eligibility Test (TET) will be considered for recruitment in government schools. This move is aimed at ensuring that only the most qualified and capable individuals enter the teaching profession. By raising the bar for teacher qualifications, the NEP 2020 aims to enhance the overall quality of education, ensuring that students receive instruction from educators who are not only knowledgeable but also passionate about teaching and learning.

The policy also emphasizes the importance of teachers as lifelong learners. It encourages educators to engage in ongoing learning opportunities, including workshops, seminars, and advanced courses, to refine their teaching practices. This commitment to lifelong learning is expected to foster an environment of intellectual curiosity and innovation in the classroom, thereby enhancing the learning experience for students.

Furthermore, the NEP 2020 envisions a shift in the educational paradigm from rote learning to a more holistic, inquiry-based approach. Teachers are expected to be facilitators of learning, encouraging critical thinking, problem-solving, and creativity among their students. This requires a departure from traditional teaching methods and a move towards more interactive and student-centered pedagogies.

The policy also acknowledges the diverse needs of students and the necessity for inclusive education. Teachers are tasked with creating a supportive and accommodating learning environment for all students, regardless of their backgrounds or abilities. This inclusive approach is crucial for building a more equitable and just society, where every child has the opportunity to succeed.

The NEP 2020 places teachers at the heart of the educational reform process, entrusting them with the responsibility of moulding the next generation of learners. It sets high standards for teacher education and professional development, reflecting the belief that the quality of teachers is the most significant determinant of the quality of education. As the policy is implemented, it is the teachers who will lead the charge in transforming India's education system into one that is modern, dynamic, and world-class. The success of the NEP 2020, and indeed the future of Indian education, rests on the capable shoulders of its teachers.

Parents

Parents are the cornerstone of a child's educational journey, providing unwavering moral and financial support. Their emotional investment in their children's success is profound, often shaping the trajectory of their academic and personal growth. In the traditional education system, parents' ability to guide their children was often constrained by rigid stream systems, limiting the scope of academic exploration and potential career paths. However, with the advent of progressive educational policies, these limitations are being dismantled, offering a new realm of possibilities.

The old education policy, with its strict stream system, often forced students into predefined paths, leaving little room for individual preferences or talents to flourish. Parents, despite their best intentions, found themselves unable to assist their children in breaking free from these constraints. The introduction of a more flexible education policy has been a game-changer, empowering parents to play a more active and informed role in their children's education.

Under the new system, parents can now collaborate with their children to explore a vast array of subject combinations, tailoring educational experiences to align with each child's unique skill set and natural talents. This paradigm shift not only enhances the prospects for success but also ensures a more fulfilling and engaging learning process for students. Parents can encourage their children to pursue their passions, whether in the arts, sciences, or vocational studies, without the pressure of conforming to traditional academic streams.

The new policy also recognizes the importance of holistic development, prompting parents to consider not just academic achievements but also the overall well-being and happiness of their children. It encourages a balanced approach to education, where extracurricular activities, sports, and hobbies are given due importance alongside academic pursuits. This holistic model fosters a more rounded development, preparing students for the complexities of the modern world.

Moreover, the policy's emphasis on skill development resonates with the current global job market, which values versatility and adaptability. Parents can now guide their children towards courses and activities that develop critical thinking, creativity, and problem-solving skills—attributes that are highly sought after in today's competitive environment.

The new education policy has liberated parents from the shackles of an outdated system, granting them the freedom to nurture their children's potential in unprecedented ways. It has opened doors to a future where education is not just about acquiring knowledge but about cultivating a love for learning that lasts a lifetime. As parents and children embark on this exciting educational journey together, the possibilities for success and fulfillment are boundless. The role of parents has thus evolved from mere supporters to active participants in shaping their children's futures, heralding a new era of educational empowerment and collaboration.

RESEARCH GAP

For any new policy or system to be implemented has to face some challenges as it proposes some changes in the old system and people do not like to change the old system as per their comfort level. New system proposed because there is need of time, there is a need of up gradation, to make the young India able to compete with the time and world. New system gives some opportunity to cash, every system has some pros and cons some things will be clear by the time. No system is perfect it requires gradual changes and up gradation time to time.

In this section, the author is going to discuss the opportunity and challenges of NEP 2020. The time where whole world is affected by COVID-19 situation and its aftereffects will remain for a long time, there are many points in the proposed system that requires huge financial investments and nation is not ready for the same. There are many points in the proposed scheme that can yield good results in near future and there are some areas where some clarity of thoughts are needed.

There is a difference between learning and being literate, when a child is admitted into a school, a child is expected to learn and gain knowledge that can be applied for defining his career. All the time spend in schooling he is running after grades and marks, completing homework and taking extra classes for getting maximum marks as expected by parents too. The result is clearing the exams with good marks, having graduation or post - graduation degree with mixed or confused learning. Another thing that people usually talk about it “unemployment” after completing education many are not employed, as there is a difference in the industry requirements and what is being taught in the education system. The skill and knowledge require to survive in the corporate jungle is missing in the education system. Student takes the required skill from other players in the market after completing the regular education.

At present, the Indian education system is criticized by many due to many reasons such as its rote learning methods, outdated curriculum etc. India is ranking 35th in global education rankings of 2020.

“National Education Policy 2020 can completely change our education system for good because it crafted well according to the requirements of the 21st century”, this is what we can expect from the proposed policy; it is still to be implemented and tested on the real testing ground with some modification and correction as required by the time let’s hope for the best outcomes.

Employment

This is a very important issue to discuss, from schooling to higher education students regularly makes an effort to sharpen the skill set and after completing the studies joins the bandwagon of people who are working for the organizations in India or abroad and make a successful life. “Employment”, could be most important thing for which any person enroll himself into any course to study the basics and move on to the advanced stages furthermore, after gaining experience in the particular sector enjoy growth and development in his career.

This is a normal scenario, but in today’s competitive world there are more options and more challenges companies/ organizations want best of the best people to enroll and achieve the heights of success. From the view point of the students who wish to get success in their future life need to have specific skill set that industry wants.

The New Education Policy 2020, proposes all the tools like choosing the right subject combination to study, introduction of vocational courses at early stages, changing the exam/ marking pattern, focus on learning according to the talent and many more. From this effort the industry will have the right people to fill the right position.

Self-employment

This is another part related to the employment where a person makes an effort to start his/ her own venture. “Startup” are now in fashion, now people are doing that in which they are the best it’s not like just opening up a grocery stores in local place. It needs the skill set and keen knowledge of understanding the needs of the people requirements. Many startups are having their revenue in millions and getting national and international funding opportunities for future growth and development. “Flipkart” could be one of the example, another to count the “food delivery” companies like “Zomato” and “Swiggy”. NEP 2020, plans to improve the skill set of the students so that they can use their skill to find the gaps in the industry to start their own venture.

OBJECTIVE OF STUDY

The objective of an empirical study is the guiding compass that directs the research process, providing clarity and focus to the investigation. In the context of the National Education Policy (NEP) 2020, the objective is particularly significant as it seeks to unravel the intricacies of a policy that stands to redefine the educational landscape of India. The NEP 2020 is not merely a policy document; it is a vision statement that encapsulates the aspirations of a nation on the brink of educational transformation.

The overarching objective of this study is to conduct a meticulous empirical examination of the NEP 2020, with an emphasis on its projected influence on the future trajectory of the Indian education system and its multifaceted effects on the stakeholders involved. The study is designed to:

- **Dissect the NEP 2020's strategic framework**, scrutinizing its components to understand how it proposes to address the contemporary educational needs of India's diverse population. This involves a detailed analysis of the policy's goals, objectives, and the strategies outlined to achieve them, ensuring they are in sync with global educational trends and standards.
- **Probe into the policy's potential to revolutionize pedagogical practices and educational governance**, evaluating how NEP 2020 suggests innovating teaching methodologies, curriculum design, assessment models, and the governance structures necessary for the implementation of these changes. The study will highlight the policy's capacity to foster a dynamic, responsive, and student-centric education system.
- **Assess the anticipated outcomes of NEP 2020 on the quality, accessibility, and inclusivity of education in India**, investigating how the policy aims to elevate the overall educational experience and make it more accessible to students from all walks of life. This includes an examination of the inclusivity measures proposed to ensure that the policy caters to the needs of every student, irrespective of their socio-economic background.
- **Investigate the effects of NEP 2020 on a broad spectrum of stakeholders**, including students, educators, parents, educational institutions, and the broader society. This entails understanding the policy's impact on students' learning experiences, educators' professional development, institutional autonomy, and the societal implications of educational reform.
- **Identify the challenges and opportunities associated with the implementation of NEP 2020**, considering the socio-cultural and economic contexts of India. The study will explore the potential roadblocks and facilitators that could influence the policy's execution, providing a realistic assessment of the NEP 2020's feasibility.

- **Formulate evidence-based recommendations for the effective implementation of NEP 2020**, synthesizing the findings from the empirical investigation to suggest practical measures that can be taken to optimize the policy's rollout. These recommendations will serve as a valuable resource for policymakers, educators, and other stakeholders as they navigate the complexities of bringing NEP 2020 to life. The study will employ a variety of research methodologies to achieve these objectives, including qualitative and quantitative analysis, case studies, surveys, and interviews with key stakeholders. By adopting a multi-pronged approach, the research will capture the nuanced perspectives of those affected by the policy and provide a holistic view of its potential impact.

In addition to the primary objectives, the study will also:

- **Examine the international context and benchmarking**, comparing NEP 2020 with global best practices in education to identify areas where India can learn from international experiences and integrate successful strategies into its own educational reforms.
- **Explore the role of technology in NEP 2020**, assessing how digital tools and innovations are envisioned to support the policy's goals, particularly in terms of enhancing learning outcomes and expanding access to quality education.
- **Consider the environmental sustainability of educational practices**, analyzing how NEP 2020 addresses the need for environmentally conscious education and the promotion of sustainable development goals within the curriculum.
- **Evaluate the policy's approach to lifelong learning**, looking at how NEP 2020 encourages continuous education and skill development beyond the traditional school years, preparing individuals for a rapidly changing job market. By setting forth these objectives, the study aims to provide a comprehensive analysis of NEP 2020, shedding light on its transformative potential and offering actionable insights for its successful implementation. The findings of this research will contribute to the discourse on educational reform in India and support the nation's journey towards creating an inclusive, quality-driven, and future-ready education system.

METHODOLOGY

The methodology of a research paper is the backbone that supports the entire study, providing a systematic approach to collecting and analyzing data. For your research paper on the National Education Policy (NEP) 2020, a comprehensive methodology is essential to ensure that the study is robust, reliable, and valid. Here is a detailed methodology section that you can adapt for your paper:

Introduction:

This section of the research paper outlines the methodological approach adopted to conduct an empirical study on the NEP 2020, with a focus on its implications for the future of the Indian education system and its stakeholders. The methodology is designed to provide a structured framework for the investigation, ensuring that the research objectives are met with precision and rigor.

Research Design:

The study employs a mixed-methods research design, combining both qualitative and quantitative research methods. This approach allows for a comprehensive analysis of the NEP 2020, capturing the depth and breadth of its impact on various stakeholders.

Data Collection:

Data will be collected through multiple sources to ensure a diverse and rich dataset:

- **Document Analysis:** A thorough review of the NEP 2020 document, related government reports, white papers, and academic literature will be conducted to gather insights into the policy's framework and intended outcomes.
- **Surveys:** Structured questionnaires will be distributed to a representative sample of stakeholders, including students, educators, and administrators, to collect quantitative data on their perceptions and expectations of the NEP 2020.
- **Interviews:** Semi-structured interviews will be conducted with key informants, such as policymakers, educational experts, and school leaders, to obtain qualitative insights into the policy's potential challenges and opportunities.
- **Focus Groups:** Focus group discussions will be organized with students and teachers to delve into the nuanced perspectives and collective attitudes towards the NEP 2020.

Sampling:

A stratified random sampling technique will be used to select participants for the surveys and focus groups, ensuring that the sample is representative of the diverse demographic and socio-economic backgrounds present in India's education system.

Data Analysis:

The data collected will be subjected to rigorous analysis using the following methods:

- **Quantitative Data:** Statistical analysis will be performed on the survey data using software such as SPSS or R. Descriptive statistics, inferential statistics, and regression analysis will be employed to identify patterns, relationships, and trends.
- **Qualitative Data:** The interview and focus group transcripts will be analyzed using thematic analysis to identify recurring themes and narratives. NVivo software may be used to assist in coding and categorizing the qualitative data.

Validity and Reliability:

To ensure the validity and reliability of the study, the following measures will be taken:

- **Triangulation:** By using multiple data sources and methods, the study will cross-verify findings to strengthen the validity of the conclusions drawn.
- **Pilot Testing:** The survey instruments and interview protocols will be pilot tested with a small subset of the population to refine the questions and ensure clarity.
- **Peer Review:** Throughout the research process, peer review sessions will be conducted to critically assess the methodology and findings, providing an additional layer of scrutiny.

Ethical Considerations:

The study will adhere to ethical research standards, ensuring that:

- **Informed Consent:** All participants will be provided with clear information about the study's purpose and their rights, and written consent will be obtained before data collection.
- **Confidentiality:** Participant confidentiality will be maintained, and data will be anonymized to protect individual identities.
- **Transparency:** The research process will be transparent, with any limitations or conflicts of interest disclosed in the final paper.

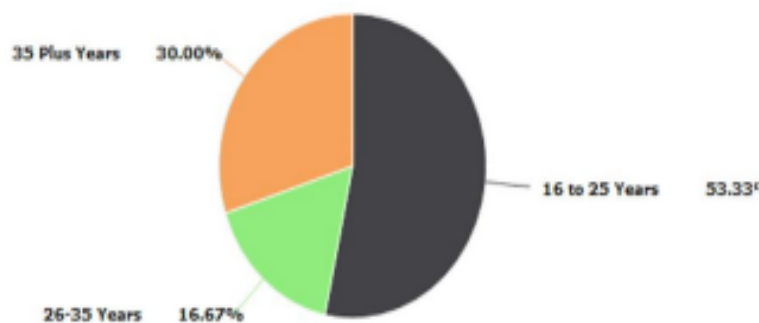
The methodology outlined above provides a robust framework for conducting an empirical study on the NEP 2020. By employing a mixed-methods approach, the study will capture a holistic view of the policy's impact, ensuring that the research objectives are met with comprehensive and reliable data. The findings derived from this methodology will contribute significantly to the discourse on the future of the Indian education system and its stakeholders.

RESULT AND ANALYSIS

This was the latest topic that is heard by many people but the clear facts and figures were still requires a detailed study. NEP 2020 is going to affect the life of students and working style of teachers and changes in infrastructure or facilities in educational institute. Parents have to prepare their mindset according to the changes as they were having the past experiences of the old system of education which was in the pursuit from last 34 years. Altogether this is the being change in the education system that is coming up in near future. To understand it deeply the author has created a series of question in the form of survey and floated all over by all possible means like e-mails, social media channels etc. to get the view and review of the respondents, do they have the awareness about the NEP 2020 and what they think about the changes that were proposed in the policy.

The first question in the series was about the email -id of the respondents, although it was not a compulsory question to answer. It was mentioned just to put the involvement from the respondent to think seriously and answer the questions as its having her/her own mail –id. Due to the association of mail – id it is expected that the responses may be more serious. Few of the respondent did not give their mail-id and kept their responses anonymous. All the matter is their responses.

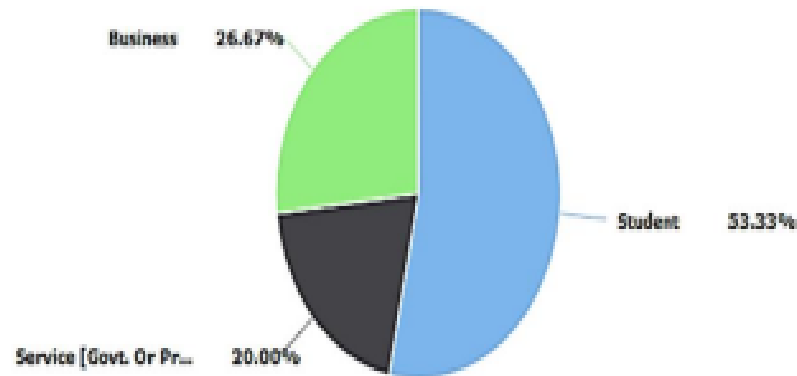
Moving on to the next Question 2, it is related to the “Age Group” of the respondents.



The responses came from the maximum 53.33% from the 16 to 25 Years, from the age group of 35 Plus Years is 30.00% and 26-35 Years is 16.67% and no response from the age group of Below 15 Years. That indicates that the responses are from almost each important group but unfortunately the below 15 years of age group is not available, it will become more interesting if the missing age group were there as those were the first to face the changes in the education system. Anyway the age group of the 35 plus is there and may be that includes some of the parents of the age group of below 15 years.

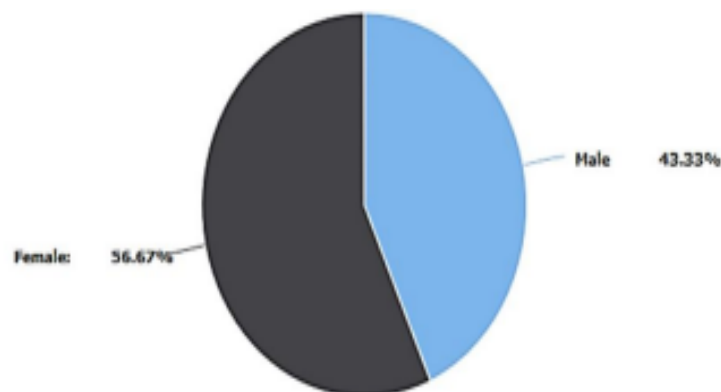
By looking at the pool of age group the, responses seems to be a mix of old and new system consideration.

Moving on to the next Question 3, it is related to the “Occupation” of the respondents.



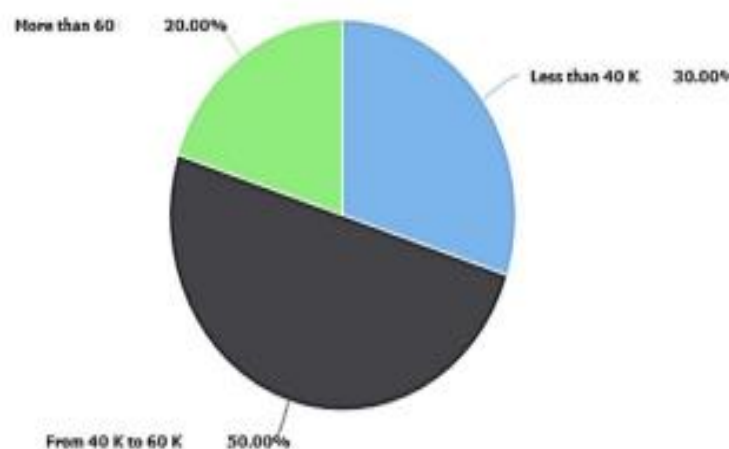
Student 53.33% Service [Govt. Or Private] 20.00% Business 26.67%, the occupation part is the good mix of students with 53% as they are the part of the population who will face the changes in the education policy and their view means a lot. Other than students the respondents came from either service or business most probably they includes parents the secondary population that will be affected in terms of emotionally and financially their views are equally important. In the later questions their viewpoint will be shared and reviewed.

Moving on to the next Question 4, it is related to the “Gender” of the respondents.



The population is almost equally divided into the male and female. This give a good indication that the views of the respondents can have a balance in terms of gender.

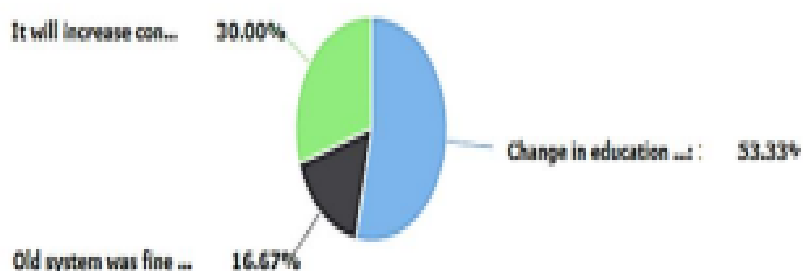
Moving on to the next Question 5, it is related to the “Monthly Family Income” of the respondents



Monthly family income, is a good indicator of the financial status of the respondent population. Majority of population falls under the bracket of 40 K to 60 K and 30% of the population is from the bracket of less than 40 K, that gives the hint of average income group, the view point of this population have a greater meaning as they are the most affected if there would be any changes in the financial expenses due to the changes in the education policy. Other than that 20% of the population is reflecting high income group, it is supposed that they can bear the financial burden if there is any.

Moving on to the next Question 6, it is talks about the “National Education Policy 2020 will replace 34 Year old Education Policy of 1986, minor amendment was made in 1992 and first policy was crafted in the year 1968” of the respondents

This is a simple question to check the awareness of NEP 2020 and informing that this big change is coming after a long time like after 34 years.

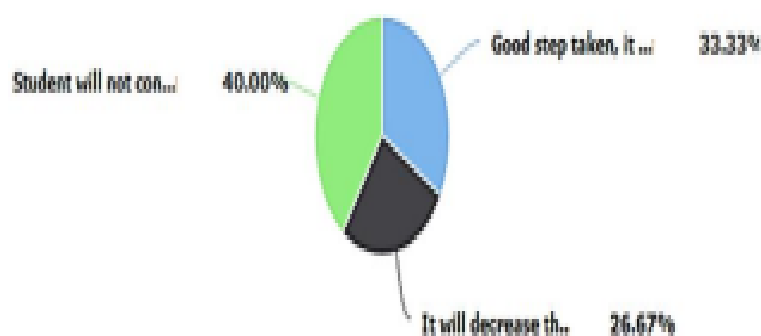


“Change in education policy was necessary, it’s a bit late but it happened” supported by 53.33%, “Old system was fine we are successful with that” with 16.67% and “It will increase confusion as many point are still to be elaborate” with 30.00%.

Now the views are coming in support and against of the proposed policy. More than 50% are in support of the change and 30% are favoring some clarification on various points as it is

still in the process and it's a proposal may be in due time all will be sorted out. 16.67% of the respondents are in support of the old system, changes are hard to accept and people all around the nation was in tune with the old system and all the supporting elements like the books, exams, tuition and coaching centers students and teachers all were working smoothly. In conclusion of this question, people needs some change and they are accepting it but with some elaborative clarification on some points.

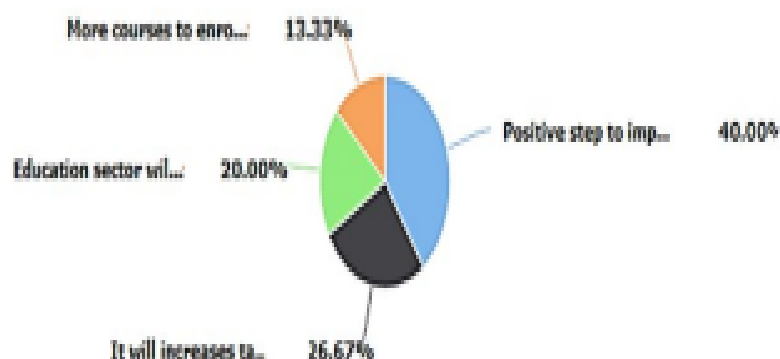
Moving on to the next Question 7, “National Education Policy 2020 proposal, there will be no loss of education of student if a student discontinue study he/she will be awarded certificate after completing 01 year, after 02 year diploma and 3/4 years of completion as degree/ multidisciplinary Bachelor's programme degree”.



The respondents opted Student will not continue the full course and try to get employed at the earliest with certificate or degree certificate with 40% and Good step taken, it will prevent loss of study with 33.33% and it will decrease the seriousness of the course or degree with 26.67%.

The responses are having positive vibe and in support of the decision/ offering. But the opposite side is there that will lead into the loss of seriousness about the study. Every policy have its own pros and cons, in this case NEP is yet to be implemented the results will come with the time and the possibility could be students will try to get the job with the certificate or diploma if they find the opportunity. In this way this will create a filter where the students get filtered as per their choice and only those will be left who want to do a serious study at last. This will surely prevent the loss of study, in some cases due to any circumstances when a student has to leave the study he is in a complete loss, but with the NEP proposal he will be with either certificate or diploma.

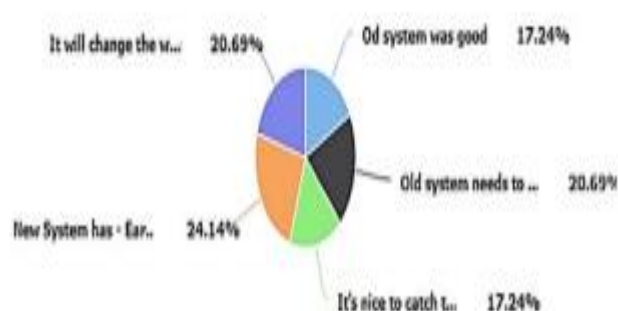
Moving on to the next Question 8, “According to the National Education Policy 2020 proposal, the disbursement on education has been increased from 4.43% to 6% of GDP”.



The responses collected as, Positive step to improve education with 40.00%, It will increase tax directly or indirectly with 26.67%, Education sector will now have more resources with 20.00%, More courses to enroll more students with 13.33%.

The government proposes increase in the financial aid to the education sector, after 34 long years it is a good step that will help to increase the student intake in various new courses as proposed and funds are needed to fulfill the expenses for the new courses. Other than this, it is rightly pointed out by the respondents that it will increase tax directly or indirectly. Funds are needed to implement and execute the NEP will also needs some extra support but it seems to be fine for a greater good, it's in support of students and their future.

Moving on to the next Question 9, “According to the National Education Policy 2020 proposal, the 10 +2 system has been replaced by 5+3+3+4 system”.



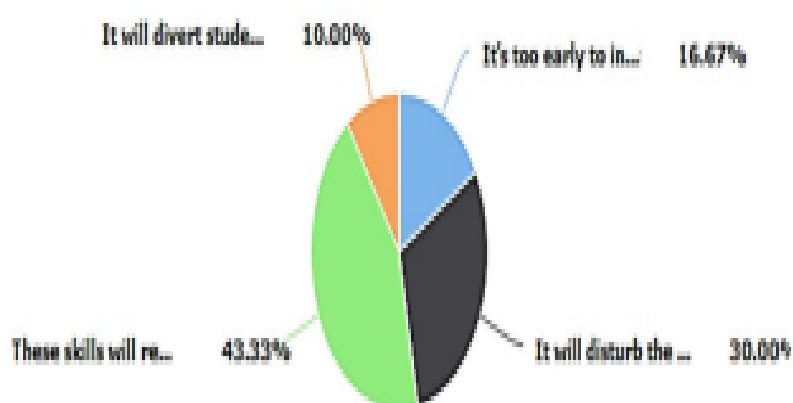
Old system was good - 17.24%, Old system needs to have a change - 20.69%, It's nice to catch the students at early age - 17.24%, New System has - Early Childhood Care and Education- 24.14% and It will change the way the student learn - 20.69%.

This is one of the most important change proposed in the NEP 2020, from last 34 years India is following 10+2 system of education. The views in support and against of it, 17.24% are saying that old system was good, any of the respondents are having the experience of Old system. The change proposed is not just for making a change in the education policy it's the need of the time. It will increase the literacy rate and interest of the kids in study as they are

engaged from the early age. Overall the proposal seems to be good and the viewpoint of the respondents also in support apart from the fans of old system.

The success rate will be estimated after the implementation of the system in the nation, till now it is out of the scope of the paper to comment on the success of the new system. This gives the author the prospect for the future study in the area in terms of success percentage and could be the topic for future research work.

Moving on to the next Question 10, “According to the National Education Policy 2020 proposal, from sixth class students will get professional vocational skills training that includes internship too –



The responses are, it's too early to introduce vocational courses- 16.67%, it will disturb the seriousness of the regular study- 30.00%, these skills will result into future ready workforce- 43.33%, it will divert student from learning - 10.00%.

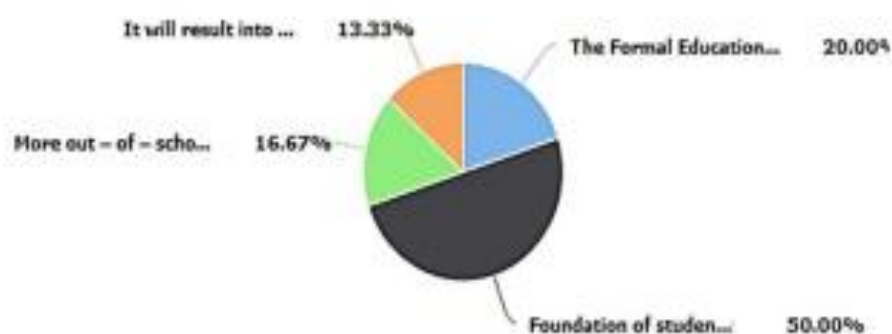
Introduction of vocational courses from sixth class, it's a new thing in the education system normally students opt ITI or Polytechnic colleges after tenth or twelfth as per their choice or circumstances. Many students do not know properly about various courses that will make them useful in the society. At the early stage now students will have to grab the course according to the hobby and choice, their inborn talent can also be the factor in selecting the various courses.

The respondents are in favor with 43.33% that this will result into future ready workforce simultaneously there are chances of diversion from regular study. As when a person has got the work of his/ her interest he / she enjoys working in it. 10 % of the population support this and with 16.67% saying that it is a bit early.

Yes, it is a bit early stage when students are not mature to take their own decision for their future and most of the decision are affected by peer pressure. Well it is still to be implemented and results are awaited let's hope for the best. But the indicators gives the indication from the diversion from the study and may be students will drop the regular study and go for full time working as it also has an option for internship.

From the point of internship, the age group of the students in the sixth class come in the bracket of 11 to 14 years as per the proposal clarification from the “child labor” clause is needed here, whether they will be paid or not if paid will they be treated outside the “child labor” clause or not. The working environment in the various trades is different somewhere it is not for safe for the mentioned age group, things will be clear with the time and execution.

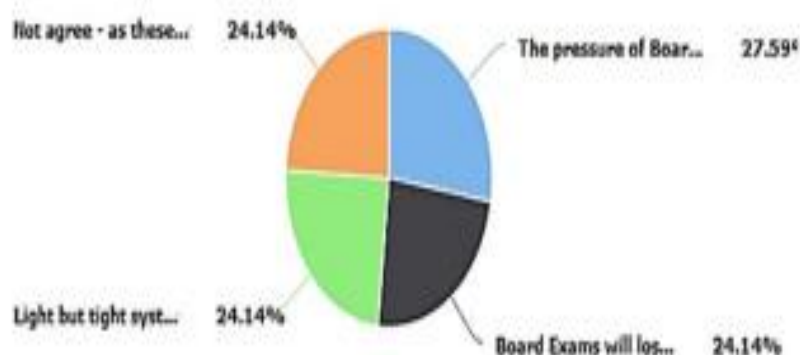
Moving on to the next Question 11, “According to the National Education Policy 2020 proposal, earlier most of the schools are starting the education system from class 01, now they have to include five year foundation that includes pre - schooling and class 1 and class 2 as per plan 5+3+3+4 –



The respondents choose the following- The Formal Education at early stage - it's a good early start - 20.00%, Foundation of students will be stronger- 50.00%, More out – of – school children can get education- 16.67%, It will result into less dropouts/ Pre-schooling [play group] should be separate from the system- 13.33%.

The responses received from the respondents clearly shows the inclination towards positive side of the proposal to include formally pre- school into the system. It's good to start at early stage, more children can join the main stream line as there are many changes proposed in the NEP 2020 it is good for the children to get an early start. 13.33% are in favor of the statement that it should be separated from the main school education it should start from class first. This was already in process in old system. Many times parents take pre- school education casually and did not pay the attention as required many of them try to admit their ward directly in class first or jumping the steps of pre- education system, this leads weak foundation of the child. With the NEP 2020, the foundation of the child will improve and parents will have to give the proper attention on the studies of the child.

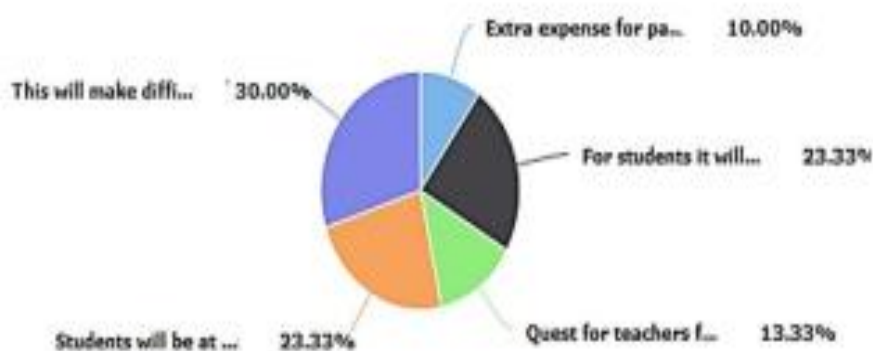
Moving on to the next Question 12, “According to the National Education Policy 2020 proposal, board exams of class 10th and 12th will be held two times in a year and questions are divided into objective and subjective both”



The pressure of Board Exams on students will reduce- 27.59%, Board Exams will lose their importance or fear- 24.14%, Light but tight system – it’s good for learning not just getting marks in exams- 24.14%, Not agree - as these classes are career defining classes board exams makes students to study seriously- 24.14%.

Board exams are always put the students under pressure, from last 34 years and earlier most of us have gone under same pressure. The proposal of conducting the board exams twice in a year will certainly going to reduce pressure and will increase performance. The view point of the respondents are almost equally divided in terms of percentage. The proposal has some pros as well as cons as earlier board exams was pressure tank for the students and students and their parents were serious with board exams now the proposal of NEP has reduced completely the pressure and this may affect the result of the students as it became some light but the system is tight as it was. Time will show the exact outcome of the policy.

Moving on to the next Question 13, “According to the National Education Policy 2020 proposal, that the medium of teaching up to the class 5th should be in mother tongue or in regional language”

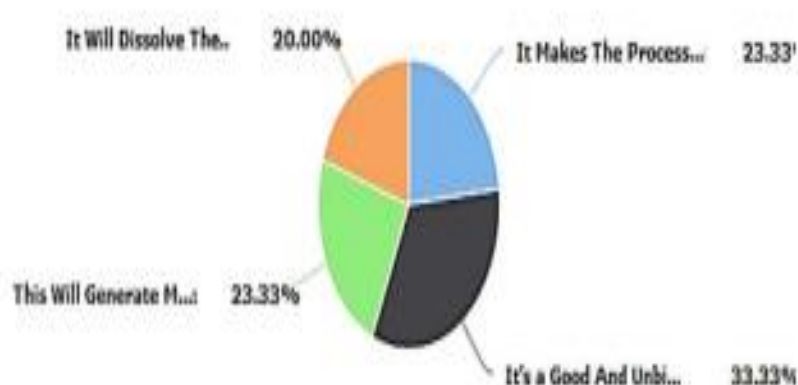


The respondents select the options like, Extra expense for parents for getting text books in regional language - 10.00%, For students it will be hard to change over from regional to other

medium like English -23.33%, Quest for teachers for teaching in regional language - 13.33%, Students will be at comfort level at early stage of learning - 23.33%, This will make difficult for a student to easily gelling up with other students at later stage - 30.00%.

The proposal of teaching in mother tongue is a new concept, with new concept there are some hurdles like text books, teachers availability and their qualification with experience all requires clarification and guidelines in details and the result of the new concept will came with the time. Another thing that is important that is after studying in the regional language for 5 years the students will be at comfort level and will understand the concept as well but the problem arises with the higher classes when the medium of teaching will change or the students geographical location changes due to any reason than the student will face the language problem.

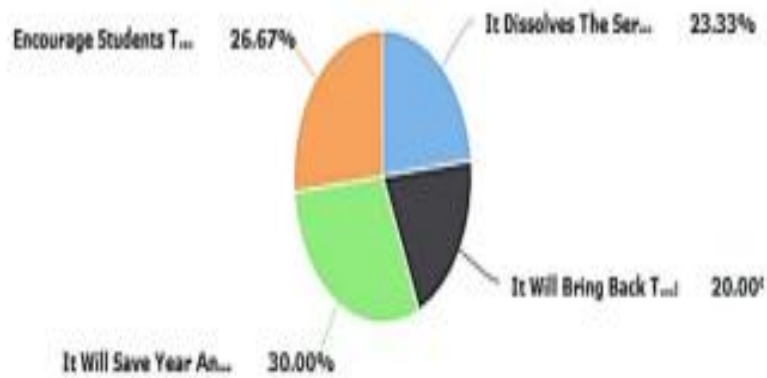
Moving on to the next Question 14. “According to the National Education Policy 2020 proposal, in schools the assessment of students will be in three stages by students himself/ herself, by other students and by the teachers all over 360 degree assessment”



The respondents choose the following to represent their view point - It Makes the Process More Complex and Require More Time and Effort - 23.33%, It's a Good And Unbiased System For Marking- 33.33%, This Will Generate More Harmony In Students - 23.33%, It Will Dissolve The Competition Among Students As All Are Getting Average Marks with Insignificant Difference - 20.00%.

Again this is a new concept of marking, in old system teachers used to make all the effort to give marks and sometime students complain about the marks favoritism. It will certainly increase the time, effort and paper work for giving marks but after this, there would be no chance to complain. This will create harmony between students as each of them are giving marks to each other, the competitive feeling and quest to be number one will somehow dissolve due to averaging of marks.

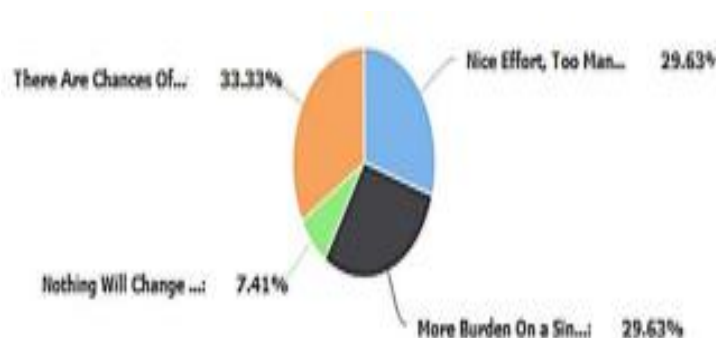
Moving on to the next Question 15. “According to the National Education Policy 2020 proposal, in graduation degree of 3-4 years with multiple entry and multiple exit system is proposed”



It Dissolves the Seriousness of the Course - 23.33%, It Will Bring Back the Dropout Students - 20.00%, It Will Save Year and Time - 30.00%, Encourage Students to Continue the Degree Or Education - 26.67%.

The proposal about the multiple entry and multiple exit in graduation, it is again a new concept which was not present in old education system. The respondent's response are mostly in favor of the proposal. In old system, the year and time was got lost due to discontinuation in the studies due to any reason, this new step will save the time and effort as well as the year of the student. In another way this step will encourage the students to continue the study on their conditions. Only negative point in this step is that it will dissolve the seriousness of the course, students take the proposed gaps of entry and exit as granted.

Moving on to the next Question 16. "According to the National Education Policy 2020 proposal, UGC, AICTE, NCTE will be abolished and it's being replaced by a new regulatory body"



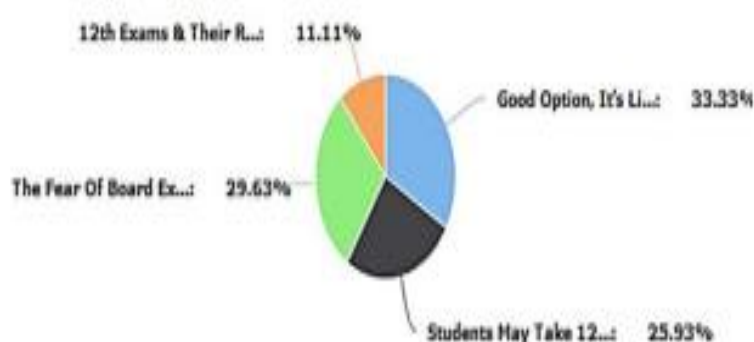
Another big change proposed in NEP 2020, UGC, AICTE etc. are working from a very long time as regulatory and granting permission to open colleges and university in the nation. As per the new proposal these different bodies will be replaced by a new regulatory body which will work to regulate. The respondent have different viewpoint for this question.

Nice Effort, Too Many Regulatory Bodies Create Delay In Decision Making - 29.63%, **More Burden On a Single Body Earlier It Was Distributed - 29.63%**, Nothing Will Change It's

Just a New Bottle- 7.41%, **There Are Chances Of Increasing Monopoly And Corruption - 33.33%.**

From the viewpoint of respondents, burden and corruption chances may increase as there will be decentralization of the powers. Followed by the delay in decision making as there will be a single body and work load of the regulatory and permission will be from whole nation on a single body. A small percentage of the population thinks that there will be no change in the working procedure as they are working from a long time and it's a new version of the old machinery. The decision of making unified regulatory body for regulation and smooth working will be justified with time.

Moving on to the next Question 17. “According to the National Education Policy 2020 proposal, it is being proposed that there will be a common exam CAT after 12th for desired colleges and higher studies those who want to choose the colleges if they have low percentage”.

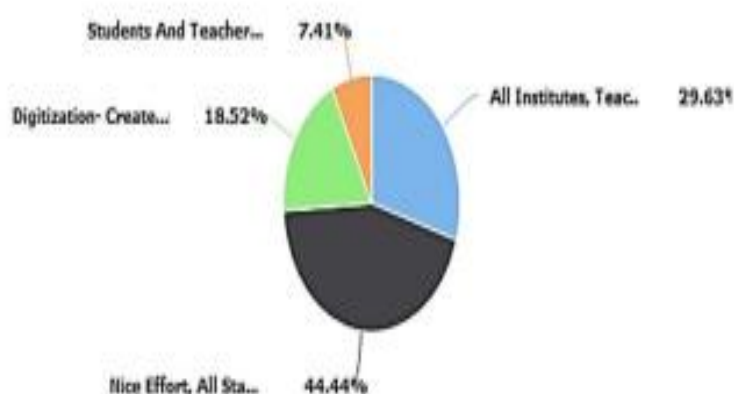


Good Option, It's Like a Bonus To Students For Selecting Their Desire Colleges - 33.33%, Students May Take 12th Exams Lightly As They Are Having Second Chance Of CAT - 25.93%, The Fear Of Board Exams Will Be Wiped Out - 29.63%, 12th Exams & Their Results And CAT Exams & Their Results After That Admission Process, It May Cause Delay In Session - 11.11%.

The respondents are having views like offering this new concept will melt down the fear of 12th Board Exams. Students will take lightly as they are having another option to get the desired college for their higher studies with 25.93%, 33.33% of respondent population thinks that this is a good options for the students who have low marks due to some reasons, as choosing the colleges for higher studies is a career defining step and getting second chance to get the desired college by improving the score by fighting CAT exam will certainly a great help. Another possible outcome of the decision is delay in the admission process, to conduct India level exams like CAT and 12th level exams of different state board and giving admissions to the chosen colleges is a time consuming process and keeping transparency in that will be an urgent need. The fate of the decision is in the hand of time, may be some corrective changes will be applied after execution of the NEP 2020 policy in real.

Moving on to the next Question 18. “According to the National Education Policy 2020 proposal, National Research Foundation will be established higher education institutes will be

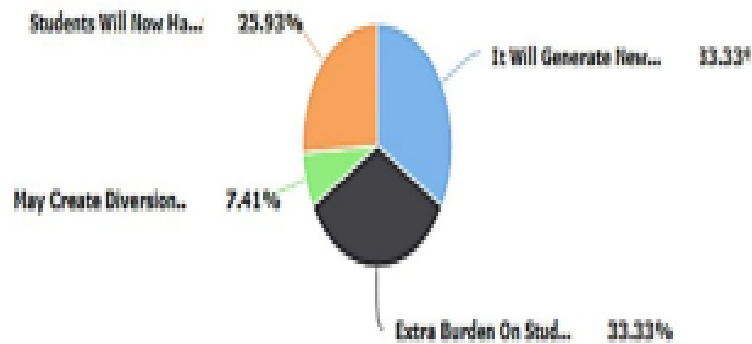
connected to the multi- disciplinary institute there is also a provision for using Technology at its maximum limits to impart education by digitizing the content, virtual labs, digital library”.



All Institutes, Teachers And Students Are Not Well Equipped - 29.63%, Nice Effort, All Stakeholders Will Be In Touch With Information Technology - 44.44%, Digitization- Create Once And Use Many Times, It Save Time And Efforts - 18.52%, Students And Teachers Will Miss The Old Fashion Classroom Teaching - 7.41%.

The responses received from the respondent for the question asking about the use of technology to impart education in NEP proposal. The respondents thinks that this will be a good step for the benefit of students and for future scenarios like COVID-19, some of them thinks that the stakeholders are not well equipped to use the technology platform conveniently at this large scale. Many of students and teachers have to struggle to work comfortable in present scenario. This step in the NEP will equipped the stakeholder to be future ready for situation like COVID-19. Digitalization of the content will require effort for the one time and that can be used for many time and can be viewed any time as per convenience. The only part will be missing the flavor of old regular interactive class room teaching which cannot be replaced, many of us have gone through the old fashion way in the education system. But the change is necessary for up gradation and work with the technology.

Moving on to the next Question 19. “According to the National Education Policy 2020 proposal, Art, Music, Sculpture, Games, Yoga, Social Service etc. Will be treated as regular courses instead of supportive course”.

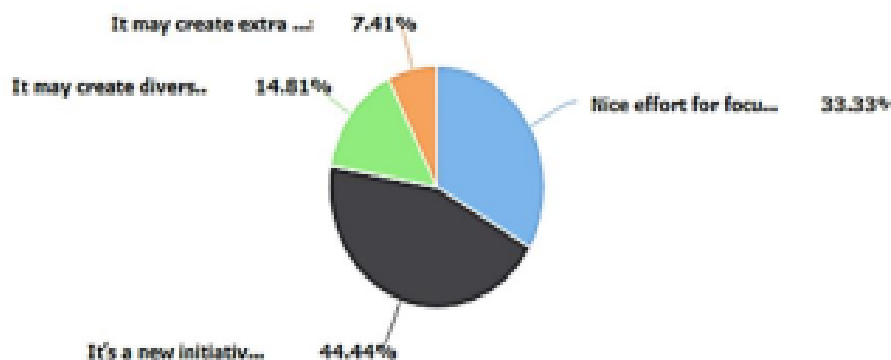


It Will Generate New Dimensions For Employment - 33.33%, Extra Burden On Students/Extra Load On Parents Pocket - 33.33%, May Create Diversion Form Regular Studies- 7.41%, Students Will Now Have More Options To Select As Per Their Skillset - 25.93%.

The respondents have mixed view about this question, making proposal of, Art, Music, Sculpture, Games, Yoga, and Social Service etc. Will be treated as regular courses instead of supportive course will generate new dimension for employment many of the students are leaving these areas even they are very good at these areas just because they are not a part of regular courses or having low weightage in comparison to the regular courses. The respondents view are on the positive side for this new proposal of NEP now students will choose their option according to the skill set. A small percentage of the population thinks that this will create diversion from the regular studies, this may be correct as a person enjoys the work that is according to his hobbies/ skill set and it is very common that he will give the first preference to the liked work instead of regular studies.

This could be novel step to encourage and bring out the talent of the students.

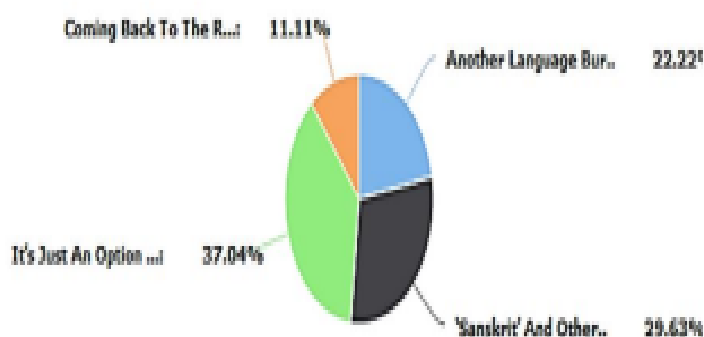
Moving on to the next Question 20. “According to the National Education Policy 2020 proposal, in every district “BAL BHAWAN” a special boarding school will be established to promote Art, Career and Sports Activities”.



Nice effort for focused students - 33.33%, It's a new initiative – result awaited - 44.44%, It may create diversion form regular studies - 14.81%, It may create extra financial burden on parents - 7.41%.

The respondent are waiting for the results/ outcomes of this proposed step. They think that this will be a great help to the focused students. Another diversion from the regular studies chosen by 14 % of the population. 27 % thinks that this will increase the financial burden on the parents. These viewpoint may be true in real sense as the proposed venture was not existed earlier and for giving facilities and support will require finance, as it is already mentioned earlier that the funding will be raised up to 6% of GDP that increase will somehow result in some taxes, as taxation is one of the source for the government to provide facilities to the various plans and policy for nation.

Moving on to the next Question 21. “According to the National Education Policy 2020 proposal, Three Language formula, at all the level of schools and higher education institute “Sanskrit” will be offered to choose as an option to students, it is also stated that no language will be imposed on the students”.

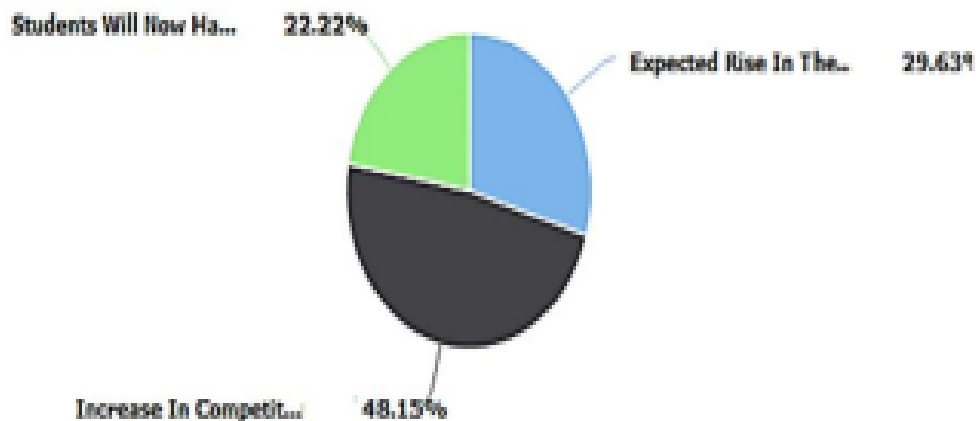


Another Language Burden On The Students - 22.22%, ‘Sanskrit’ And Other Regional Language Are Not Used Universally- 29.63%, It’s Just an option nothing is imposed on Students- 37.04%, Coming Back to the roots of Indian Culture - 11.11%.

“Sanskrit” as an another option to choose by the student, in old system the language “Sanskrit” is introduced for a small period of time, as per the proposal three language formula, it is being offered for whole study time. The respondents are looking this proposal of NEP as Language Burden with 22%, 29% of the respondents think that the proposed language is not spoken universally even a student follows the proposed language it will be hard to cope up with the universally spoken language. Another phase is that, this is just an option nothing to worry about it. If the student want to opt then there is the choice to make otherwise opt for the other available language this is supported with 37% respondents. 11% of the respondents thinks that this offering is the way that will bring back the students to the root of Indian culture.

Time will decide the advantage and disadvantage of the offering made by the NEP 2020, other way round there is an alternative available for the students which was not available earlier. Each new proposal offered in the NEP has crafted with care with the time it will deflect the changes and result.

Moving on to the next Question 22. “According to the National Education Policy 2020 proposal, there is a provision for giving permission for Foreign Universities to open their campus in India. Top 100 universities are allowed to open their campus”.



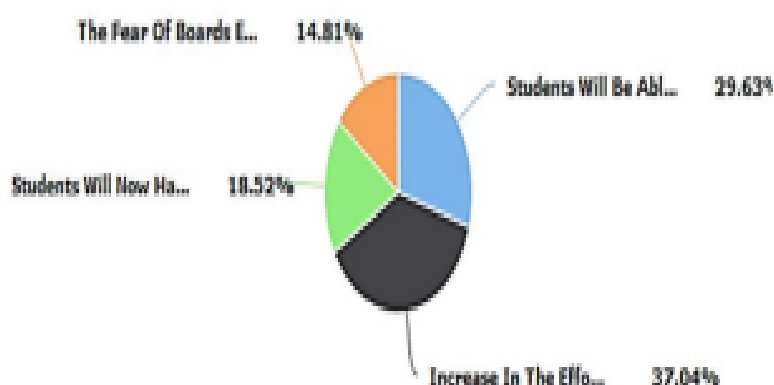
Expected Rise in the Quality of Education- 29.63%, Increase in Competition at the Local Level for Indian Institutes 48.15%, Students Will Now Have International Options At Local Level - 22.22%.

As pre the NEP 2020 proposal, the permission to open study campus of Foreign University in India. This is again a new concept good for the students, this will stop migration of students to other countries for higher study. Generally, those who can afford education abroad they are doing for years but those who want to study abroad but due to some situation such as finance or home sickness now they can have the opportunity to study in house with foreign brand.

If we look at the respondent’s viewpoint in this matter, 48.15% are thinking that this will increase competition for the Indian university, this is again a good sign to improve quality competition always creates benefits to the customers and improvement in the quality.

All the respondents think positive about the proposed step, the point is that how many branded university will come to India and they will target to which cities like metros, state capital there should be equal distribution in terms of granting permission in the way all cities and students should get benefited.

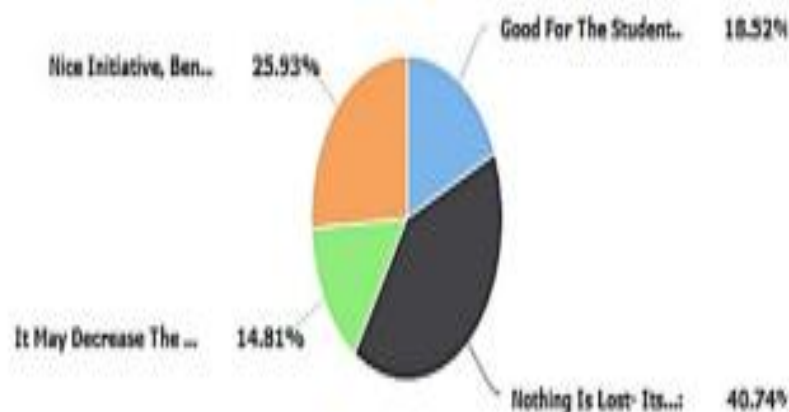
Moving on to the next Question 23. “According to the National Education Policy 2020 proposal, it is proposed that the students will be free to choose their preferred language [Hindi or English] to answer the questions in Board Exams”.



Students Will Be Able To Answer In a Better Way with Comfort - 29.63%, Increase In The Effort For Paper Checkers - 37.04%, Students Will Now Have More Chances To Get Better Marks- 18.52%, The Fear Of Boards Exams May Be Diluted Due To Preferred Language - 14.81%.

The language is being a problem to give the answers in the exams for most of the students and board exams are always tension for students. In the NEP 2020 it is proposed that now students can choose the language either Hindi or English to answer the exam. The respondents thinks that there would be more efforts require to check the exam sheet with 37%, 29% thinks that now students can answer the questions in a better way, education aims that students should understand the concept not just mug up the things and write on the answer sheet. Answering in the language they prefer and being comfortable will give them more chances to get better marks and one thing that is pointed out by the 14% respondent that it can dilute the fear of board exams and students may take it lightly result in the loss of marks.

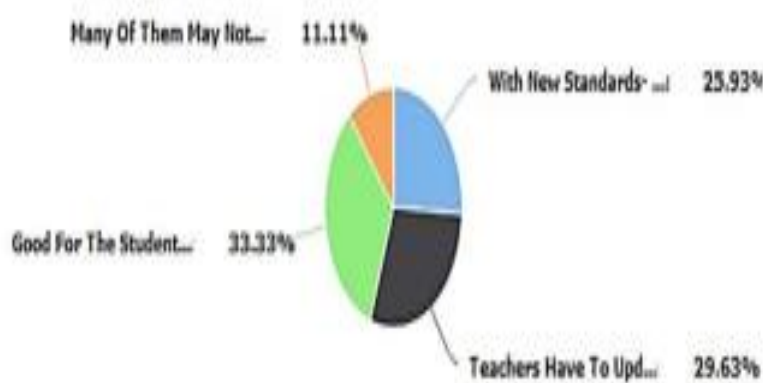
Moving on to the next Question 24. “According to the National Education Policy 2020 proposal, it is stated that the provision of Academic Bank of Credit[ABC] will be established to store the credit scores of the students to be used further the system will be digital and online”.



Good for the Students to Get Back In the Studies - 18.52%, Nothing Is Lost- Its Stored In Academic Bank of Credit [ABC] - 40.74%, It May Decrease the Seriousness of Studies 14.81%, Nice Initiative, Benefits Will Come with Time - 25.93%

This is again a nice step proposed for the betterment of studies and beneficial to the students. The viewpoint of the respondents are it will help the students to get back into the mainstream of studies, maximum population of respondents have the viewpoint that nothing will lose as it is stored in the form of credit score in the bank from where it can be retrieved for future use, the students do not have to repeat the process. This is a new concept it was never existed in old education system hopefully it will yield results.

Moving on to the next Question 25. “According to the National Education Policy 2020 proposal, it is proposed that National Professional Standards for teachers to be developed by 2022, also National Assessment Centre [Parakh] to be set up as a standalone standard setting body by 2022”.



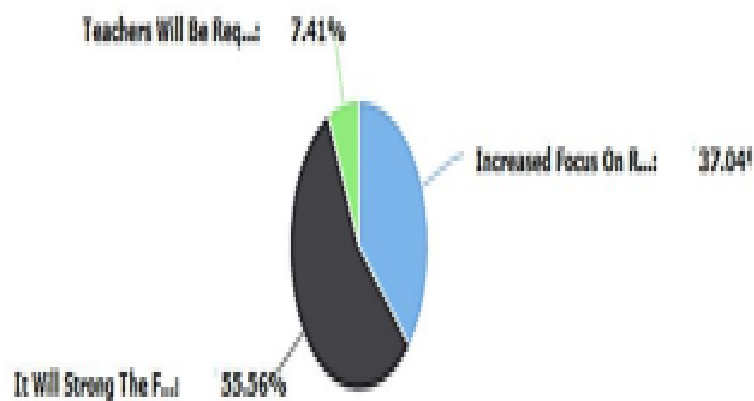
With New Standards- Radical Changes Can Be Seen In Teaching Quality - 25.93%, Teachers Have To Update And Upgrade Their Knowledge And Academic Degree - 29.63%, Good For The Students As The Quality Improves - 33.33, Many Of Them May Not Adopt Or Get Comfortable With New Standards - 11.11%.

The respondents' viewpoint is very clear that it will increase the quality of teaching. It is required as an essential requirement according to the proposal of inviting foreign university

to India this will lead to more competitive atmosphere and educators will have to improve. To meet the competition teachers will have to upgrade their knowledge that is supported by 29% of respondents and with standards and increases in quality the ultimate benefit goes to the students and finally to the nation. 11% of the respondents think that some of the teachers may not comfortable with the change, to improve, upgrade and move with change is requirement those who will not move like this the competition will wash them out from the main stream or they will be replace by new and better one.

This proposal, will be in support to the students and for the betterment of the faculties to raise themselves and support in improving the quality of education.

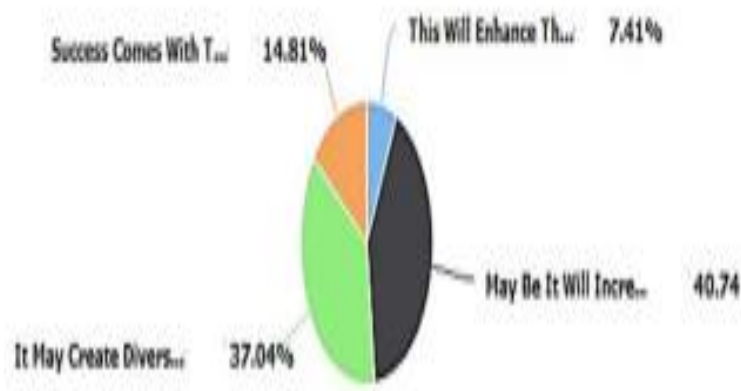
Moving on to the next Question 26, “According to the National Education Policy 2020 proposal, it is proposed that National Mission for Foundational Literacy Numeracy Universal Foundation Literacy Numeracy through National Mission by 2025”.



Increased Focus on Reading, Writing, Speaking, Counting, Arithmetic, And Mathematical Thinking - 37.04%, It Will Strong the Foundation of the Students- 55.56%, Teachers Will Be Required to Reach the Target - Teacher's will have to work hard- 7.41%

This is a new mission proposed in the NEP 2020, according to the viewpoint of the respondents with the implementation of this mission the reading, writing and other capacity of the students will increase. Maximum population of the respondent thinks that it will make the foundation of the students stronger.

Moving on to the next Question 27, “According to the National Education Policy 2020 proposal, students will having exposure of Vocational Courses from sixth class”.

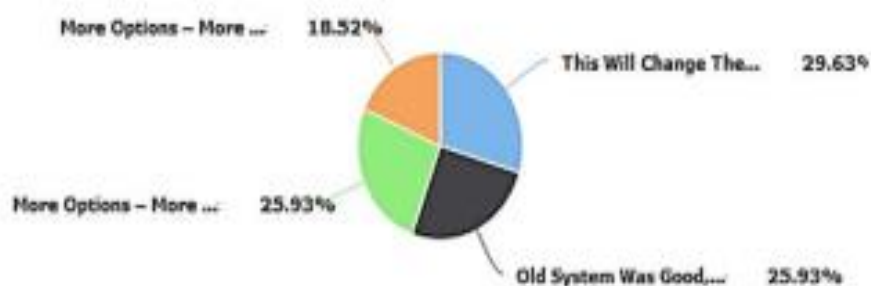


This Will Enhance Their Skills And Chances Of Employment Or Self -Employment In Near Future - 7.41%, May Be It Will Increase The Confusion In Students And Delay In Decision Making- 40.74%, It May Create Diversion From The Regular Studies- 37.04%, Success Comes With The Right Skill Set, It's Good To Identify The Skill Set At Early Stage - 14.81%.

Vocational courses are good for get ready for employment, students are getting exposure of new and traditional courses. This will make them enable for the job market and give them confidence to excel. The NEP 2020 proposes that introduction of vocational courses from class sixth in Indian education system. The respondents' majority thinks that this will create confusion and create diversion from the regular studies. Other respondents supports the step taken, it is good to identify the skill set at the early stage and upgrade it to the pro level. In support to this 7% population of the respondent is talking about the increase in the chances of employment and self – employment.

In old system students used to choose the ITI or Polytechnic colleges after 10th and a few trades are popular. This start will be a new boost old trades and introduce new trades that are required as per contemporary scenario. Although it is a new step proposed results will come with time.

Moving on to the next Question 28. “According to the National Education Policy 2020 proposal, there will be no stream like old system, students from class 9th students are allowed to choose their subjects combinations”.



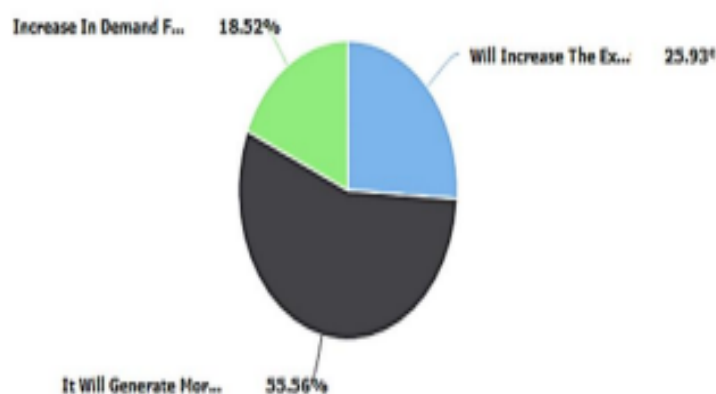
This Will Change the Student's Mindset by Having the Freedom to Choose What They Want to Study. - 29.63%, Old System Was Good, It May Be Difficult To Decide - 25.93%, More Options – More Confusion - 25.93%, More Options – More Freedom To Choose - 18.52%.

The responses collected for this questions seems to be positive. Again it's a new thing and never before existed in the system. In old education system, parents used to force the child to take science stream as a better career option in comparison to other, it was also the prestige issue for some.

In the new proposed policy, the stream system is removed and students' are free to choose the subjects and what they want to learn. This will be a great boost to the students who wish to study different subjects as per their choice but the stream has bounded them to cross the wall. The new system has some problem like there are so many subject combination to choose this situation will create some confusion in decision making as in old system was having no such situation, this has been supported by 25% population of the respondents. More options- more confusion again 25% are in support of this statement. 18% of the population of respondents are in support that more options is good for students they will have more freedom to choose.

This will change the way we study, the mindset of parents and relatives will change they will think from student centric point of view. Freedom to choose will give the confidence to the students they will choose the subject according to the skill set and inborn talent and be more successful in their life. The real effect can be seen after the implementation of NEP 2020, let's hope that these changes will good result.

Moving on to the next Question 29. “According to the National Education Policy 2020 proposal, the teaching methodology and introduction of new subjects like AI, design Thinking, Organic Living etc.”



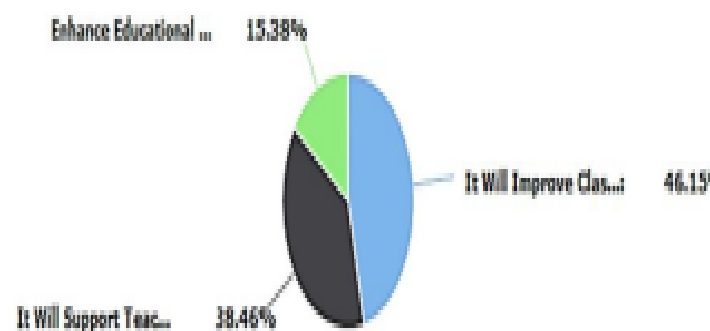
Will Increase The Expense On Study - 25.93%, It Will Generate More Employment Options For Students- 55.56%, Increase In Demand For Training Institutes And Trained Teachers - 18.52%.

The responses reflects the viewpoint of the respondents, for this question like introduction of new subject which are in demand and creates job opportunity will be beneficial for the students in long term. This view have maximum support with more than 55%. More than

25% respondents have the view point that it will increase the expense on the study, that could be right as these subject are not regular subjects the resources and other things will be required and the service providers are also limited mostly in metro city other than this 18% respondents thinks that is an opportunity for the service providers and there will be increase in demand for the training institute and trained teachers. This will generate business opportunity for the service providers and employment opportunity for the teachers who can teach these subjects.

Altogether, if we see that introduction of the contemporary subjects is beneficial for all the stakeholders in long terms.

Moving on to the next Question 30, “According to the National Education Policy 2020 proposal, it proposed that an autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, both for school and higher education.”



It Will Improve Classroom Teaching Processes - 46.15%, It Will Support Teacher Professional Development - 38.46%, Enhance Educational Access For Disadvantaged Groups - 15.38%.

In the NEP 2020, there are several new policies were introduced and proposed that will create some difference in actual learning. The responses collected for the question talking about creating National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas etc. this was never existed before and it is a new step to collect new ideas and encourage people to think out of the box. The responses are in support of this new proposed forum, it will improve the teaching process, help in development of teachers and will enhance educational access to the needed groups.

Creating a platform for generating new ideas and implementing feasible ideas and yield good result is point of view of this proposed forum.

MAJOR FINDINGS OF THE STUDY

The empirical study on the National Education Policy (NEP) 2020 has yielded significant insights into the perceptions and attitudes of various stakeholders towards the proposed changes in the Indian education system. The findings are based on a series of questions designed to gauge the level of awareness, acceptance, and expectations associated with the NEP 2020.

Stakeholder Engagement:

The inclusion of an optional email-ID question in the survey was a strategic choice to encourage serious engagement from respondents. While some chose to remain anonymous, the majority provided their email-IDs, suggesting a high level of investment in the topic. This approach ensured that the responses collected were thoughtful and indicative of genuine concern for the educational reforms.

Age Group Representation:

The age distribution of respondents was heavily skewed towards the younger demographic, with 53.33% falling within the 16 to 25 years bracket. The 35+ years age group accounted for 30.00%, and the 26-35 years group for 16.67%. Notably, there were no responses from the below 15 years age group, which is a critical demographic as they are the first to experience the policy's changes. The presence of the 35+ age group, likely including parents of the below 15 years demographic, adds a valuable perspective to the findings.

Occupation Diversity:

Occupational backgrounds of respondents were diverse, with students making up 53.33%, indicating a strong representation of those directly impacted by the NEP 2020. The remaining respondents were split between service (government or private) and business sectors, suggesting that the views captured also reflect the perspectives of parents and other adults who may be indirectly affected by the policy changes.

Gender Balance:

The gender distribution among respondents was nearly equal, providing a balanced view of the NEP 2020 across male and female perspectives. This balance is crucial for ensuring that the findings are not biased towards one gender's experience or opinion.

Socio-Economic Status:

The monthly family income data revealed that the majority of respondents fell into the middle-income bracket (40K to 60K), with 30% earning less than 40K. This suggests that the study captured the viewpoints of those who might be most affected by any financial changes brought about by the NEP 2020. The high-income group (20%) also provided insights,

indicating a range of financial capacities to absorb potential educational expenses.

Policy Awareness and Opinions:

Awareness of the NEP 2020 was high among respondents, with 53.33% supporting the need for change in the education policy. A significant portion (30.00%) sought further clarification on various points, indicating that while the policy is generally well-received, there is a demand for more detailed information. A minority (16.67%) preferred the old system, highlighting the natural resistance to change and the comfort found in the familiarity of established systems.

Response to Educational Reforms:

The study found a strong endorsement for the proposed educational reforms, with more than half of the respondents in favor of the changes. The call for clarification by a substantial segment underscores the need for transparent communication from policymakers. The support for the old system by some respondents reflects the diversity of opinions and the challenges of transitioning to a new educational framework.

Implications for Implementation:

The findings suggest that the successful implementation of NEP 2020 will require addressing the concerns of all stakeholders, ensuring clear communication about the policy's objectives and processes, and providing support to ease the transition. The study highlights the importance of considering the socio-economic diversity of the population when rolling out educational reforms.

In conclusion, the study's findings paint a picture of cautious optimism among stakeholders regarding the NEP 2020. There is a clear recognition of the need for change in the Indian education system, coupled with a desire for more information and a smooth transition process. The insights gathered from this study can inform policymakers and educators as they work towards implementing the NEP 2020, ensuring that it meets the needs and expectations of all stakeholders involved.

LIMITATIONS OF THE STUDY

The empirical study on the National Education Policy (NEP) 2020, while comprehensive, is subject to several limitations that are inherent in research of this nature. These limitations must be acknowledged to understand the context and scope within which the findings can be interpreted.

Sample Diversity and Representativeness:

The study's sample, though diverse, did not include responses from the below 15 years age group, a key demographic directly affected by the NEP 2020. The absence of this group limits the study's ability to fully capture the perspectives of those experiencing the policy's changes firsthand. Additionally, while the 35+ age group may include parents of the younger demographic, their views may not accurately reflect the sentiments of the children themselves.

Email-ID Association:

The optional provision of email-IDs as a measure of respondent engagement could introduce a self-selection bias. Those who chose to provide their email-IDs might differ systematically from those who did not, potentially affecting the seriousness and nature of the responses.

Occupational Distribution:

The majority of respondents were students, which, while beneficial for insights into the primary affected group, may skew the results towards their viewpoints. The representation of service and business professionals, though valuable, may not fully capture the broader societal implications of the NEP 2020.

Gender and Socio-Economic Balance:

The near-equal gender distribution is positive; however, it does not account for non-binary or other gender identities, which could offer additional perspectives. The socio-economic status, indicated by family income, suggests a middle-income bias, potentially overlooking the unique challenges faced by lower-income families.

Awareness and Opinions on NEP 2020:

The study indicates a high level of awareness about the NEP 2020, but it does not measure the depth of understanding among respondents. The support for change and the call for clarification suggest varying degrees of familiarity with the policy's details, which could influence the responses' accuracy and relevance.

Data Collection and Analysis:

The methodology employed for data collection and analysis, while robust, may have its own set of limitations. The use of surveys and questionnaires is subject to response biases, and the interpretation of qualitative data can be influenced by the researcher's subjectivity.

Time and Contextual Constraints:

The study was conducted within a specific time frame, which may not allow for the observation of long-term effects and attitudes towards the NEP 2020. Moreover, the policy's implementation and its impacts are dynamic and may evolve beyond the study's context.

Ethical Considerations:

While ethical standards were maintained, the study's design may have ethical limitations, such as the extent to which informed consent was obtained and the anonymity of respondents was preserved, especially in the context of sensitive educational reforms.

Generalizability:

The findings of the study are based on a specific sample, which may limit their generalizability to the entire population. The unique socio-cultural and economic contexts of the respondents may not reflect the diversity of the entire country.

Policy-Specific Limitations:

The study focuses on the NEP 2020, a policy still in the proposal stage during the time of the research. As such, the study cannot account for future amendments, the actual implementation process, or the real-time outcomes of the policy.

In conclusion, while the study provides valuable insights into the perceptions of various stakeholders regarding the NEP 2020, these limitations must be considered when interpreting the results. They highlight areas for further research and underscore the importance of continuous evaluation as the policy moves from proposal to practice. Acknowledging these limitations also strengthens the study's credibility and contributes to a more nuanced understanding of the complex landscape of educational policy reform in India.

CONCLUSION

The National Education Policy (NEP) 2020, proposed by the Indian government, represents a monumental shift in the educational paradigm, aiming to bridge the long-standing gap between academia and industry. For over three decades, this chasm has contributed to a disconcerting trend: the production of skilled graduates who struggle to secure their place within the industry, leading to underemployment or unemployment. This misalignment not only undermines the value of education but also sows seeds of frustration, potentially culminating in depression and other psychological adversities.

The NEP 2020 is poised to catalyze a transformative change. It is not merely a policy but a vision that encapsulates the aspirations of a nation poised to redefine its educational landscape. The policy's introduction of vocational courses is a groundbreaking concept, designed to equip students with practical skills that are directly applicable to the workforce. By reducing the pressure associated with board examinations and introducing a diverse array of new subjects, the NEP 2020 endeavors to foster a more holistic and less stressful learning environment.

One of the most revolutionary aspects of the NEP 2020 is the dismantling of rigid stream barriers, allowing for a multidisciplinary approach to education. Students are now empowered to tailor their learning experiences, selecting subject combinations that align with their interests and aspirations. This shift from a prescriptive to a student-centric model of education underscores the policy's commitment to nurturing individual potential.

The incorporation of Dermatoglyphics in the educational process is a testament to the innovative spirit of the NEP 2020. By analyzing an individual's fingerprints, which remain constant throughout one's life, educators can gain insights into a student's innate abilities and talents. This scientific approach enables a more personalized educational journey, ensuring that students pursue paths that resonate with their inherent skill sets, thereby enhancing their prospects for success.

As the NEP 2020 stands on the cusp of implementation, it is imperative to recognize that it is still a proposal. There may be areas that require fine-tuning, adjustments that could be made either preemptively or post-implementation, based on the practical outcomes observed. The proposals within the NEP 2020 are imbued with the potential to significantly benefit all stakeholders in the future, heralding an era of educational prosperity.

In conclusion, the NEP 2020 is a visionary blueprint awaiting its final form. The true test of its efficacy will be in its execution at the grassroots level. The forthcoming months will be pivotal as we anticipate the policy taking shape and coming to fruition. It is a period of hopeful expectancy, as the nation watches for the tangible impacts of the NEP 2020 to unfold, shaping the destiny of Indian education and its stakeholders for generations to come.

REFERENCES

- [1] Boyce, E. Mary, "Organizational Learning is Essential to Achieving and Sustaining Change in Higher Education", *Innovative Higher Education*, Vol. 28, No. 2, 2003, 119-136.
- [2] Ray Land, Agency, context and change in academic development, *International Journal for Academic Development*, 6:1, 2001. 4-20.
- [3] B. Robert Barr & John Tagg, *From Teaching to Learning — A New Paradigm For Undergraduate Education*, Change: The Magazine of Higher Learning, Volume 27, Issue 6, 1995, 12-26.
- [4] <https://www.oneindia.com/india/new-education-policy-2020-advantages-and-disadvantages-of-nep-3127811.html>
- [5] https://en.wikipedia.org/wiki/National_Policy_on_Education
- [6] The major problems and remedies on primary education system in india by V S. Athawar April To June 2015 Online : ISSN-2394-7632, SCHOLARS IMPACT Print : ISSN-2394-7640 , Vol-I, Issue-3
- [7] Shreya Raman, "33% teaching posts vacant, Indian university crisis hits ranking, research," india spend, August 16, 2018.
- [8] Deans Summit Lab discussion, April 9, 2019.
- [9] Indian higher education: The contemporary issues by Basavarajappa UK *International Journal of Academic Research and Development* , ISSN: 2455- 4197 , Impact Factor: RJIF 5.22 , Volume 3; Issue 2; March 2018; Page No. 658-660
- [10] Nanda, Prashant K. 2017, NIRF rankings amplify education inequality in India, [http://www.livemint.com/Education/jtktzCDnDYJ30EE2jHayLL/National-rankings-amplify-education- inequality-in-India.html](http://www.livemint.com/Education/jtktzCDnDYJ30EE2jHayLL/National-rankings-amplify-education-inequality-in-India.html)
- [11] Quality Concern in Higher Education in India Jwel Hoque, *EDULIGHT Journal*, Volume 7, Issue 13, May, 2018 ISSN: 2278-9545
- [12] Indian higher education: The contemporary issues Basavarajappa UK, *International Journal of Academic Research and Development* ISSN: 2455-4197, Impact Factor: RJIF 5.22 www.academicjournal.com Volume 3; Issue 2; March 2018; Page No. 658-660.
- [13] Contemporary Issues And Challenges In The Indian Education System, Dr. R. N. Nadar, ADMIFMS International Management Research Conference 2018,
- [14] British Council, *Understanding India: The Future of higher education and opportunities for international cooperation*, 2014.
- [15] Philip G. Altbach and Hans de Wit. Too much academic research is being published, "University World News.