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A Step Towards Holistic Approach

(A critical analysis of National Education Policy 2020 highlights in comparison to highlights of National Education Policy of (1986) in the Indian Education System)

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Abstract: For all nations on the globe, the year 2020 was remarkable. Other than Covid-19, one of the significant developments that occurred in India was the creation of the New Education Policy (NEP) 2020. The interests of scholars have been sparked by the repeated recommendations of various committees to increase the budgetary allocation for education to 6% of the GDP. This essay intends to contrast NEP-2020's major accomplishments with NEP 1986's in order to diversify the Indian educational system's vibrancy. With the aim of giving everyone access to high-quality primary and secondary education as well as post-secondary education with the expectation of comprehensive and research-oriented advancement, NEP-2020 is an innovative and futuristic plan having both positive and negative features. The paper begins with an overview of the Indian educational system, highlighting key elements of both the National Education Policy 2020 and the 1986 education policies. The paper also offers numerous prognostications on topics like creating high-quality universities and colleges, institutional restructuring and consolidation, more holistic and multidisciplinary education, the best learning environment and student support, changing the higher education regulatory system, technology use and integration, and online and digital education.

Keywords: Education, Education Policy, HEIs, National Education Policy (NEP), Education Sector

1. INTRODUCTION

Education plays an important role as an indicator of a country's growth. A country's development is indicated by its literacy rate, which helps promote and improve the country's education level. It helps individuals grow and make them knowledgeable citizens. It is education that makes individuals self-reliant, curbs the evils of society, and contributes to the growth and prosperity of societies and nations as a whole in faster, better, and less skeptical ways. Education helps reveal nature and inner mysteries. It helps us understand and improve how society functions. again. As the times are modernizing, digitalizing, and globalizing and industries are revolutionizing technologically and mechanically, there is an increasing need to acquire and learn new knowledge to cope with the stages of fasting. It plays a very important role in the economy. Especially in India, education plays a very important role. The pace in the world's predatory markets. Skilled workers contribute more to the economy than any other form of employment. Our specialized knowledge and industry-oriented approach improve industry viability and enable the economy's overall progress.

After China, the Indian education system is one of the largest and most complex in the world. The Indian education system has focused on competitiveness from the beginning. This competition teaches students to reach their full potential. Since school days, there has been a ranking system that encourages students to work hard to get good grades. It develops the brain early and enhances thinking ability. It teaches us to consistently analyze and guide our strengths and weaknesses.

1.1 History of the Education System in India.

In ancient times, India had a Gurukul education system where anyone who wanted to study went to the teacher's (Guru's) house and asked for lessons. If he was accepted as a disciple by a guru, he would stay with his guru and help him with all the activities of the household. This created a strong bond between teachers and students, and the students learned all about running a home. The guru taught everything a child wanted to learn, from Sanskrit to scriptures, from mathematics to metaphysics. The disciple stayed there for as long as she wanted or until she felt she had taught everything the guru could teach. All learning was closely related to nature and life and was not limited to memorizing some information.

India in the past was a creative and innovative nation. India commemorates the founding of the first university in human history around 700 BC. Proud. He teaches more than 10,500 students worldwide, and he studies more than 60 courses at Takshasila University. Ariyavatta, an Indian physicist, created the zero. In 100 BC, placement and decimal systems were developed. produced in India. The Indian mathematician Bhudayana, who also introduced the Pythagorean theorem, computed "Pi" for the first time. Calculus, algebra, and trigonometry all have Indian roots. The quadratic equation was employed by Sri Dharacharya in the eleventh century.

Universities of Nalanda, Takshashila, Ujjain, and Vikramshila thrived throughout the first millennium and the few centuries before it. The first university in the world was founded in Takshashila about 700 B.C. The prominent lecturers at Takshashila University included Charaka, a highly regarded medical educator, the well-known grammarian Panini, and Kautilya (Chanakya), a minister under Chandragupta Maurya. Every university had a specific area of study; for instance, the Takshashila focused on the study of medicine, whilst the Ujjain gave greater attention to astronomy. Being one of the top universities on the continent at the time of its construction in 4 AD, Nalanda University was regarded as the pinnacle of the ancient Indian educational system. Not only in India but also throughout all of South Asia, Nalanda was the most prestigious center for learning. There used to be international students who travelled there to pursue higher education. The largest center, Nalanda, had all the fields of knowledge and, at its height, could accommodate up to 10,000 pupils.

2. Major Diversification of the Indian Education System

2.1 Education Stages:

Based on age and preliminary categorization, the Indian educational system has been divided into several educational stages.
The Indian government has made a number of changes to the new National Education Policy (2020), which places an emphasis on a holistic approach to education with the goal of improving students' all-around performance and preparing them for global exposure through new, improved learning techniques based on both practical and theoretical knowledge.

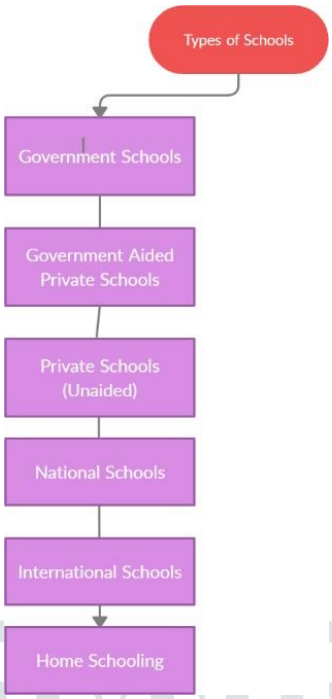
Stages are being categorized as:

2.1.1 Types of School:

In India, schools have been diversified on the variety on the major basis of 2 distinctions i.e.

1. **Government Institution**
2. **Private Institutions**

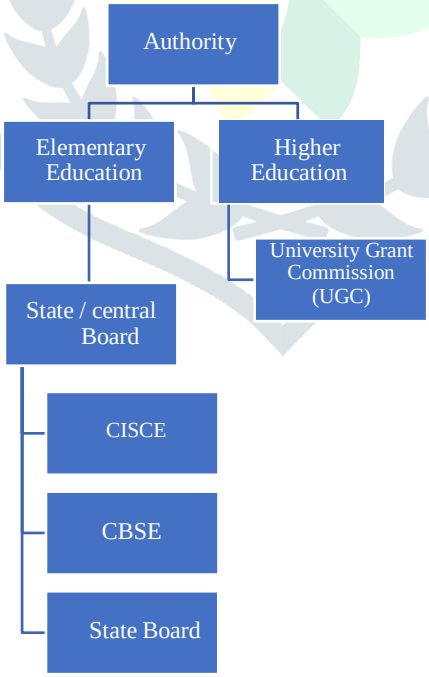
But in distinctively been categorized into 6 types:



(Figure 2: Detailed diversification of schooling)

Figure 2, explained in detail the different forms of schools that are available in India. Which starts from Government Schools to homeschooling. Different forms of schooling carry their own positive and negative attributes but in the Indian diaspora majority of the population, their ward to learn either in Government schools or private schools due to their availability and recognition value.

2.1.2 Affiliation Authority:



(Figure 3: Detailed affiliation authorities)

Figure No. 3 shows different affiliation authorities which are also the governing authority for the code of conduct of the institution, this also includes the curriculum, detailed investigation of the affiliation authorities is as follows:

CISCE- The Council for the Indian School Certificate Examinations is a privately owned national-level authority of school education. This board conducts examinations for the Indian Certificate of Secondary Education and the Indian School Certificate Examination for Class X and Class XII respectively. This board is the highest authority for the examinations of class X and Class XII under ICSE and ISC in English medium language.

CBSE- The Central Board of Secondary Education (CBSE) is a government national-level body that is the affiliation authority for the examination and curriculum for privately and public-owned schools. It Controls, guides, and takes directive measures for the smooth functioning of the schools which are affiliated by this board in organizational structure and examinations.

State Board- State board is the government-owned state-level education and affiliation authority. This board is managed and controlled by the state government. Every State has its own board which affiliates the public schools, the recruitment in these schools is done by the government, and the organizational structure is also managed by the state. This board pushes the main emphasis to spread education among everyone equally and uniformly with the main motive of free education to all.

UGC- The University Grants Commission of India (UGC) is the Apex national-level body of regulations in the higher education system of India. It is a statutory body being established by the Government of India under the UGC Act, 1956 under the Ministry of Education. It has given charge to maintain the standard of higher education in India which is from after Class 12th to doctoral degree. It is also the recognized authority for the universities and provides funds for the smooth flow of the universities which are being affiliated under them.

3. Objectives of the study

The National Education policy is an initiative for the change in the old education system to provide new broadness and dimensions to improve the education parameters. The following are the main objectives for which this research is being done:

1. To assimilate the need and importance to introduce new education Policy (NEP)
2. To understand the need for a new education policy
3. To highlight the new education policy (2020)
4. To compare the National Education Policy (1986) with the new National Educational Policy of 2020.
5. To see the new possibilities for the change in education sector in India.
6. To identify the features of the New Education Policy (2020)

4. Methodology:

Secondary research is being employed extensively in this study. A critical examination of the new Education Policy (2020) and the 1986 Continuing Education Policy is underway. The technique comprises a conceptual discussion outlining the core of the national educational policy framework, highlighting major portions of the NEP 2020 program and comparing it to existing education policy. A focused group interview was conducted for this research to learn about the public's views and opinions on the new education policy (2020) and its key differences and changes, as well as the major features that will benefit both parents and students, as well as the government.

5. National Education Policy 2020

National education policy is a collection of regulations and guidelines created by the Government of India to govern the education sector. This policy applies to primary, secondary, and higher education, as well as rural and urban contexts. This is the third policy enacted by the government; the first was formulated during Prime Minister Indira Gandhi's tenure in 1968, the second during Prime Minister Rajiv Gandhi's tenure in 1986, and the third during Prime Minister Narendra Modi's tenure in 2020.

The preparation of the new education policy began in 2019 with the formation of a group led by K. Kasturirangan, former Chairman of ISRO, Bengaluru. This strategy emphasized a comprehensive approach to education in order to increase the overall education and knowledge of the nation's youngsters. The essay covers reducing the curriculum and focusing on the important learning, conversation, and analysis-based learning that is required for the education sector's progress. It has also placed a focus on shifting the educational framework from 10+2 to a 5+3+3+4 learning paradigm.

This policy is approved by the cabinet on July 29, 2020.

6. Salient Features of NEP 2020

With the exception of medical and law schools, all higher education institutions will be governed by a single regulator.

- MPhil courses will no longer be available.
- In the future, board examinations will be more application and knowledge-based.
- Regulations will apply to both public and private higher education institutions.
- Up to class 5, instruction will be in local/home languages to promote and accentuate the regiona language/mother tongue.
- All entrance examinations for higher education institutes and universities will take place in one location.
- A higher emphasis on crucial school curriculum themes.
- Vocational education will be available beginning in the sixth grade.
- The 10+2 study culture will be phased out, and a new structure of 5+3+3+4 with age groupings of 3-8,8-11, 11-14, and 14-18 years will be established.
- Lateral admission and exit from higher education.
- Board examinations for classes 10 and 12 will be simplified to focus on core competencies rather than memorized information, with all pupils able to take the exam again.
- An autonomous institution, the National Educational Technology venue (NETF), will be formed to provide a venue for the free exchange of ideas on the use of technology to improve learning, assessment, planning, and administration.

7. Highlights of NEP 2020 in Different education stages

With the aim of an India-centric education system that, by offering high-quality education to everyone, directly contributes to the long-term transformation of our nation into an equitable and thriving knowledge society. This strategy focused on enhancing education by taking into account its tradition, culture, values, and people in order to emphasize the importance of bringing about change in society and making it a better communal environment to study and gain knowledge. With a magnificent history of education and educationalists who have altered the world and laid the groundwork for an atmosphere where learning about all aspects is feasible. Taking into account educational advancements in various fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture, shipbuilding and navigation, yoga, fine arts, chess, and so on, led to the establishment of a new Education Policy with the goal of becoming an education superpower, a hub of education. The National Education Policy (NEP) 2020 aims to provide a multidisciplinary and interdisciplinary equitable education to all aspirants in order to increase the present gross enrolment ratio (GER) to 50% by 2035.

The various educational lifecycle stages announced in the policy are listed in Table 2 along with their special features:

S. No.	Educational life-cycle Stage	Features
1	**Foundation Stage**	The Foundational Stage, which lasts five years, includes foundational education that is flexible, multilayered, play-based, activity-based, and discovery-based. Using time-tested Indian customs and cultures, this stage is constantly developed via research and innovation for children's cognitive and emotional stimulation.
2	**Preparatory Stage**	Three years The initial phase comprises of expanding on play-, discovery-, and activity-based learning. In addition, this level increasingly integrates formal classroom instruction through textbooks. The goal is to introduce kids to many areas and prepare them to explore further into discoveries.
3	**Middle school education Stage**	Middle school education lasts three years and focuses on more abstract topics in each subject such as sciences, mathematics, arts, social sciences, and humanities. Experiential learning will be used in specialized topics with subject instructors. Students are introduced to the semester system, and yearly two-class level exams are held.
4	**Secondary educationStage**	Secondary school education is aimed to give transdisciplinary disciplines, including liberal arts education, across four years. This stage will be based on a subject-oriented pedagogical and curricular style with increased depth, flexibility, critical thinking, and attention to life goals. Students are introduced to the semester system, and each semester they will study 5 to 6 topics. Board examinations will be administered at the conclusion of the 10th and 12th grades.
5	**Under-graduate Education Stage**	Undergraduate degrees in all subjects will be three or four years long, with numerous exit possibilities such as a certificate after the first year, a diploma after the second year, or a Bachelor's degree after the third year. The four-year undergraduate degree plan with majors, minors, and research projects is favoured.
6	**Post-graduate Education Stage**	The Master's degree consists of a one-year program for students with four years of bachelor's degree, a two-year program for students with three years of bachelor's degree, and an integrated five-year program with a concentration on high-quality research in the final year. The Master's degree will include a substantial research component to develop professional competence and prepare students for a research degree.
7	**Research Stage**	For full-time and part-time study, the research stage consists of doing high-quality research leading to a Ph.D. in any core topic, transdisciplinary subject, or interdisciplinary subject for a minimum of three to four years. During their Ph.D., individuals must complete 8 credits of courses in teaching/education/pedagogy relating to their Ph.D. field. The previous one-year MPhil program has been terminated.
8	**Lifelong learning**	To keep people from becoming socially irrelevant, the NEP 2020 promotes lifelong learning and research. You must possess the required knowledge and abilities in order

		to have a happy life. Education and study are thought to increase maturity for a happy existence at any stage of life.

8. Comparison of NEP (1986) and the new Education policy of 2020.

During the 1980s, India was rapidly evolving; the government and experts in every field worked tirelessly to find new dimensions in every sector, including agriculture, space, science, technology, industry, and education. However, there is one sector that holds and carries the index for a nation's development and growth: education. Every dimension is dependent on information and learning, and all of this comes with the correct education, which will aid in the attainment of knowledge, which should aid in the advancement of the strata of the nation's growth.

During Mr. Rajiv Gandhi's tenure as Prime Minister, the second national education strategy was developed, with an emphasis on modernizing the education sector. The education system has been restructured with a focus on teacher education, adult literacy, women's empowerment, and early childhood care. This strategy stated that the autonomy of Higher Education Institutions (HEIs) would lead to a broader viewpoint in terms of education quality, increasing the number of graduates, and scholars, and establishing employment skills, however, it failed to achieve the desired purpose. And, in order to overcome the obstacles that led to the failure of the 1986 education policy, the new education policy of 2020 is primarily focused on permissive education in order to support the new format of multidisciplinary and cross-disciplinary education in the higher education system with interactive learning in elementary education.

The following mentioned tables state the major highlights and difference between NEP 1986 and NEP 2020:

Table no. 02, Point of Distinction of NEP 2020 & NEP 1986

S No.	NEP 1986	NEP 2020
1	A child's first preparatory education begins in grade 6, the so-called elementary level.	The first preparatory education starts at age 3 as a basic level.
2	Follows the normal educational structure 10 (5+3+2) 2+3+2.	A common education structure of 5+3+3+4+4+1 issuggested.
3	The mission of education is the holistic growth of the student.	Its aim is to provide an interdisciplinary and interdisciplinary liberal education.
4	With the exception of the NIT, all undergraduate and graduate admissions are based on entrance examinations conducted at the university or state level. and medical college.	All undergraduate and graduate admissions in public higher education are based on nationally determined National Examining Authority (NTA) scores.
5	Postgraduate training lasts two years with a focus on a specialized field.	Postgraduate training lasts one to two years and is more specialized and focused on research.
6	Postgraduate training lasts one to two years and is more specialized and focused on research.	An undergraduate course lasts four years and can be completed after one year with a diploma, two years with a postgraduate diploma, and three years, 4 years after obtaining a successful degree with a project-based degree.

7	Two years of higher secondary education and two years of pre-university education were considered separately, both of which were board-tested.	The four-year secondary level is characterized by club activities, the two-year higher secondary level, and the two-year university entrance level. School-level exams are recommended, with the exception of school board-level exams for grades 10 and her 12.
8	In the second year of high school, students choose specialized fields and subjects such as science, business, and art.	A four-year secondary school consists of general courses and electives. This election is based on a liberal education policy.
9	Most higher education colleges were affiliated with state universities and had no autonomy over curricula or assessments.	All higher education institutions, including colleges, are autonomous, no colleges are affiliated with state colleges and are given autonomy in setting curricula and assessments.
10	Exams are independent of instruction. All exams and assessments are administered by partner universities. The teacher's role in assessment is small directly to students.	Exams are part of a continuous evaluation system. The responsibility for evaluation lies with the instructor in charge of the subject, and the examination is the responsibility of the department.
11	The teaching method of learning focuses primarily on classroom instruction and fieldwork.	The teaching and learning methods focus primarily on classroom teaching, fieldwork, and research projects.
12	In a higher education system, a student-to-teacher ratio is expected to be 20:1.	A 30:1 student-to-teacher ratio is expected in higher education systems.
13	In higher education, teachers are viewed as facilitators of student education in order to instill competence in them.	In HEIs staff individuals are considered as collaborators and direct of teaching understudies to form them as trend-setters and inventive masterminds.
14	Understudies have the flexibility to select subjects over their range of ponder.	Understudies have the flexibility to select subjects exterior and over their region of think about.
15	A one-year investigative degree driving to M.Phil. in any subject is advertised to supply preparatory involvement to inquire about.	A one-year inquiry about a degree driving to M.Phil. in any subject is ceased due to the reason that understudies are uncovered to preparatory inquiry about in their undergrad and post-graduate courses.
16	Pass in NET/SLET in conjunction with particular Master’s degrees as a basic capability to get to be an Assistant professor in any three sorts of HEIs.	A Ph.D. degree is obligatory beside pass in NET/SLET as a basic capability to end up a Partner teacher in any three sorts of HEIs.
17	The bolster of inquiries about reserves through UGC or any other offices is basically for colleges than Colleges.	Research grants from the National Research Foundation and other organizations will be allocated equally to all three categories of HEIs based on a fair appraisal of the research proposal.
18	Accreditation of HEIs is required solely for receiving cash and government services.	Accreditation of HEIs is required for them to function and offer degrees. Every five years, mandatory accreditation is necessary. for continuous operation.

19	The model of graded accreditation is used.	Instead of several grades for institutions, a binary accrediting model will be used, which is a yes or no approach.
20	Faculty performance and responsibility are connected to advancement but not to pay.	Promotion and remuneration are tied to faculty performance and responsibility.

9. Implementation of National Education Policy in different sectors of the Indian Education System

9.1 In the Elementary education system:

- The goal for schools is to make learning less stressful and more learner-centered. According to the policy, new courses such as coding will be offered at an earlier level, beginning in class 6, to modernize the syllabi.
- The NEP also includes tests for pupils in Class 3 and above. All students in Grades 3, 5, and 8 will take school tests administered by the proper authority. Board examinations for grades 10 and 12 will be kept but with a new focus on holistic development.
- According to the policy, the Government of India will establish a 'Gender Inclusion Fund' to strengthen the nation's capacity to deliver equal quality education to all females and transgender children.
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- The policy states that the Government of India would establish a 'Gender Inclusion Fund' to increase the country's capacity to provide equitable quality education to all females and transgender youngsters.
- Board examinations will be 'easier' since they will focus on key skills and competencies, reducing stress for students and parents. The policy also proposes ways to make tests less stressful. For example, school boards may give pupils the option of taking a difficult mathematical exam or a comparably easy one.

9.2 In Higher Education System:

- Undergraduate degrees will be three or four years long, with several exit alternatives within that time frame, as well as relevant credentials for individuals who drop out at a given point in the course. HEIs will also be allowed to provide master's courses of various designs based on the student's undergraduate degree.
- The NEP abandons the homogeneous framework (arts and science) in favor of the notion of individual streams (arts/science) known as Liberal Education.
  The concept of a physical campus or geographical location is being phased out, allowing students to study at either a national or international university.
- A multidisciplinary approach to the implementation of an "Academic Bank of Credit (ABC)" capable of digitally storing academic credits acquired from various accredited HEIs (national and international). This will enable degrees from HEIs to be conferred based on credits acquired.
- Top 100 universities from across the world will be permitted to establish campuses in India. These

international universities would be granted special treatment in terms of regulatory, governance, and content requirements, on par with other autonomous institutions in India.

- Every current college will either become a degree-granting independent college or will be moved into a Constituent College of the University and become completely integrated into the University.

- The Gross Enrollment Ratio in Higher Education, including Vocational Education, will rise from 26.3% in 2018 to 50% by 2035.

- The government will provide extra incentives to HEIs that provide the greatest level of service.

- By increasing and attaining the mandated accreditation level, all current associated institutions will eventually establish independent degree-granting institutions with the mentoring assistance of linked University.

- The different nomenclatures now in use, such as judged to be university, affiliating university, central university, affiliating technical university, unitary university, and so on, will be replaced with 'University' once the relevant conditions are met.

- Research will be integrated at the undergraduate and graduate levels, with a holistic and multidisciplinary teaching approach.

- Communication, presentation, discussion, debate, research, analysis, and interdisciplinary thinking will be at the heart of education at HEIs.

9.3 In Research Scholar

9.3.1. National Research Foundation (NRF)

A robust and responsive research environment is essential in India to accelerate economic, social, and intellectual growth. The NRF will be a distinct institution established to assist channel systematic investment in research and innovation for India, which has been low (0.69% of GDP) in comparison to the United States (2.8%), China (2.1%), Israel (4.3%), and South Korea (4.2%).

NRF would encourage a research culture in the ecosystem of Indian education by:

a) Providing financial assistance for competitive peer-reviewed grant proposals of all types and disciplines.
b) Advising academic institutions on how to nourish, expand, and support research, particularly at universities and colleges when research is in its infancy.
c) Acting as a link between researchers and government as well as industry, ensuring that academics are always kept up to date on the most pressing and important national research concerns.
d) Ensuring that policymakers are kept up to date on the most recent scientific developments; this would allow innovations to be properly incorporated into policy and/or execution.
e) Recognizing great research and development obtained through NRF funding/mentoring across sectors through prizes and special seminars honoring the researchers' efforts.

9.4 For Teacher Education

- By 2030, all independent teacher's education institutions must change to multidisciplinary HETs, offering just a four-year integrated B.Ed. degree.
- As teachers, all foundation, preparatory, middle, and secondary schools must recruit 4-year integrated B.Ed. degree graduates with dual major specialization (Education & Subject).

- Until 2030, there will be a two-year B.Ed. program for three-year undergraduate students and a one-year

B.Ed. program for four-year undergraduate students and those with a Master's degree in other subjects.

- The M.Ed. program will be one year long and will emphasize research. The faculty profile in education departments will be diverse, with Ph. D.s from many subjects.

- On a short or long-term basis, any willing senior or retired academics will be employed for advising, mentoring, or professional support for research/training/innovation.

9.5. For Private Institutions

- All private institutions are eligible for graded autonomy based on their accreditation level.

- All private universities and autonomous institutions must be open in their financial operations, and any faults in the accounting system are the Board of Government's responsibility. The Board of Government (BoG) should contain eminent individuals well-known in their specialized disciplines to guide the rapid growth of HEIs.

- All HEIs have liberty in setting their fee structure and surplus, which should be spent on growth projects with a transparent accounting system.

- All private HEIs must provide worthy students 20% off shipping and a 30% discount on course fees for each degree offered within a given academic year, and this must be assessed and confirmed by the accrediting process.

9.6 Innovations of National Education Policy (2020)

NEP 2020 will attempt to promote innovation and creativity by encouraging students to demonstrate their unique and creative abilities and offering them the opportunity to pursue the same. This is an urgent necessity that builds the groundwork for a better and brighter tomorrow.

The Indian education system should now shift towards critical and inventive thinking and problem solving, with a focus on developing each individual's creative potential. If these changes are implemented correctly, India will become a worldwide knowledge giant in the future.

Following are the few innovative tools and techniques of the National Education Policy of 2020 which has been set up to increase the level of education level of India:

- A national repository of content-rich materials for basic education and numeracy will be established and made available via the Digital Infrastructure for Knowledge Sharing (DIKSHA).
- Piloting and implementing technological solutions to assist instructors and help overcome any language barriers that may exist between teachers and pupils.
- More engaging and inspiring books for students at all levels will be offered, with local translation (where needed) and in all Indian languages, and will be widely available in both school and local public libraries to increase educational quality.
- Open and Distance Learning (ODL) will benefit from technology and innovation. The National Institute of Open Schooling (NIOS) and State Open Schools' programs will be expanded and reinforced to meet the learning needs of India's young minds who are unable to attend a physical school.
- Classroom transactions will change towards capability-based learning and instruction in order to narrow the achievement gap.
- To promote multilingualism, all languages will be taught using innovative and experiential methods, such as interactive and digitally profound techniques like games and apps, and by incorporating cultural aspects of the languages, such as films, theatre, storytelling, poetry, and music.
- High-performing Indian universities would be encouraged to establish campuses in other countries, and selected universities, such as those ranked among the top 100 in the world, will be allowed to operate in India. Efforts shall also be made to recognize and reward the achievements of students from the SC, ST, OBC, and other SEDGs. The goal is to improve creativity and increase the quantity and variety of courses available.

- Because it will be critical to be well-versed in mathematics and mathematical thinking for careers involving artificial intelligence, mathematics, and computational thinking will be given increased emphasis throughout the school years, beginning with the foundational stage, using a variety of innovative methods.
- The policy will concentrate on raising the rate of higher education on the basis of knowledge production and innovation, which will benefit the economy.
- Higher education institutions will prioritize research and innovation by establishing start-up incubation centres, technology development centers, and frontier research centers. HEIs will create unique support mechanisms and contests to encourage student communities to innovate.
- It will allow robust and creative government efforts for adult education to accelerate the critical goal of reaching 100% literacy.
- India now invests only 0.69% of its GDP in research and innovation, compared to 2.8% in the United States, 4.3% in Israel, and 4.2% in South Korea. To address the key difficulties that India faces today, such as healthcare, quality education, and sanitation, top-tier research, as well as innovation and technology, are necessary.
- This policy envisions the creation of a National Research Foundation (NRF), which will recognize and support outstanding research at academic institutions, particularly at universities and colleges where research is still in its infancy, through mentoring of such institutions, in order to truly grow and catalyze quality research in India. The NRF will competitively fund research across all fields.
- Engineering, technology, management, architecture, town planning, pharmacy, hotel management, catering technology, and other sectors will benefit from professional technical education and innovation.
- The National Educational Technology Forum (NETF) will be established as an autonomous entity to provide a forum for the open exchange of ideas on the use of technology to improve learning, evaluation, planning, administration, and other aspects of school and higher education.
- The current epidemic has emphasized the importance of alternate means of excellent education. NEP recognizes both the benefits and drawbacks of technology. It is critical to close the digital divide in online or digital education. The policy also suggests many major activities, including content production, digital repository, and dissemination; pilot projects for online education; and digital infrastructure.

10. Possibilities of New Education Policy

After the Government of India enacts the National Education Policy 2020, which has taken 34 years. In this strategy, the government has taken several time-sensitive steps to raise the standard of education and make India a worldwide powerhouse, as well as a global education center. The NEP 2020 stands out for the unanticipated benefits it has for the nation's overall growth. And since the policy is focused holistically from the grassroots level, the policy's result possibilities have been greatly enlarged with the policy's ability to survive the test of time, global dynamics, and political changes over the years. The plan contains a number of hidden but powerful promises for the nation as a whole.

Here are some of the probable consequences of the New Education Possibilities that will be obtained following the proper execution of the policy:

- **Diverse Employment Opportunities Like Never Before:**

A large-scale education plan with the ambitious objective of reaching 50% gross enrolment in higher education by 2035 necessitates a large number of instructors and instructional personnel. This will result in a large number of newly educated instructors and chances for institutions that provide teacher education. However, the educational programmes that NEP hopes to provide, such as a focus on vernacular languages, regional medium of instruction, Sanskrit as an optional language, and foreign languages (which are not limited to a handful of private schools), provide a lot more employment opportunities for the masses with these skills. They will now become more employable by using their current abilities, which is a significant step forward for the entire nation's socioeconomic status.

- **Equitable Platform Making Every Student- an Agent of Learning:**

While the NEP emphasizes equitable educational opportunities for all, regardless of age, socioeconomic background, or gender, it will also quietly promote an educational paradigm that encourages pupils to be their own agents of learning. While this is not novel in global pedagogies, it was conspicuously absent in the country's rote learning method. Creating such egalitarian venues, as well as standardized tests for further entry into higher education in the country, provides everyone with an equal opportunity to compete on merit. This will have a greater influence on students' physical and emotional well-being. With the increasing academic strain on kids, ongoing suicides and anxiety difficulties are becoming increasingly widespread.

- **Economic Facelift for the Country:**

For numerous decades, India has been a victim of the brain drain. Given the country's strong brains and a dearth of compelling prospects that are also financially desirable, India has lost a significant amount of its good people to global competition. The NEP will allow us to reverse this trend. A large amount of foreign investment is projected to flood into the country, creating many new attractive job possibilities in an educational system that mirrors the global environment. Children will be encouraged to pursue educational interests and occupations in a more flexible way, while governmental authorities will be able to maintain the necessary federal regulation surrounding funding and laws that are in line with global demands. The NEP will provide us with a compelling opportunity to not only give the country an economic facelift, but also to draw Indians from foreign lands back to the motherland while minimizing the catastrophic brain drain.

- **An Improvement in the Nation's Happiness Index:**

A country as rich and diverse as India, with a history to be proud of, continues to do poorly in the World Happiness Index. For the fiscal year ending 2019, India was ranked 144th out of 156 nations. While there may be various causes for this, and a well-implemented NEP will not be able to lift India out of its current position, it will bring about a visible difference. The emphasis placed on students' Emotional Quotient by NEP will be on multidisciplinary learning modules, including our own Yoga, Meditation, and Martial Arts.

- **New Business Opportunities with a Global Appeal:**

The new strategy includes new standards that will fuel new business prospects, attracting investors not just within the country but also on a worldwide scale. On the other hand, one may argue that the timing of the NEP was not ideal, given the COVID-19-enforced economic problems, but it could not be more ideal. Even among the less fortunate, education technology is at an all-time high. Over the previous year, smartphones, virtual learning sessions, and synchronous and asynchronous learning modules have all made the entire nation more technologically literate. different online learning platforms, such as Byju's, Coursera, Unacademy, Whitehat Jr., and others, have emerged, and different online interaction platforms have become prevalent among the public rather than confined to the corporate.

- **Scope for Regulation in an Otherwise Unregulated Market:**

In numerous fields, India has been afflicted by an uncontrolled market. Education is no different. From premium international schools, which are only available to a select few across the country, to the opposite extreme, where children are denied the opportunity to attend school due to social and economic restraints, the country has seen it

all. Lack of standardization in tests, evaluation, and admission to higher education, as well as a lack of openness in procedures and finances, rigidity in execution, and outdated learning material - the list goes on. A country that has produced unrivaled global leaders has been unable to sustain expansion, despite the talent, due to issues with volume management and political ambitions, all while operating in an uncontrolled market. NEP will be the linchpin in bringing about the massive change that the country and every student in India have long deserved.

- **Responsible Solutions as a Single Source of Truth:**

With all of the flexibility that educational programs provide, the government must start relying on centralized and transportable data as the sole source of truth. The healthcare system in the United States, for example, is noted for its centralized structure and a strong emphasis on PII (Personally Identifiable Information). In a big nation like India, the lack of such a comprehensive system presents several loopholes for criminals and calls into doubt the veracity of the information supplied. A NEP program prioritizes responsible solutions that will act as a centralized and single source of truth, hence increasing the credibility of the information provider and supplier.

11. Conclusion

Education is critical in everyone's life, regardless of socioeconomic level, location, or any demographic or psychographic scenario. It is also the nation's economic backbone. The more graduates and academics a country generates, the richer and more developed it is referred as. The 2020 education strategy has concentrated on several goals to increase the nation's education level and to give liberal, knowledge-based, and competency-based education to every kid in the country, after all, it is their right to be educated. Various plans have been established under NEP 2020 to improve the quality, attractiveness, and affordability of higher education, as well as to boost supply by opening up higher education to the private sector while maintaining stringent regulations to ensure quality in every higher education institution. For primary education, regulations are being developed to keep things in mind in order to produce an interesting and informative curriculum that will entice the kid to learn new things in a more creative way. Higher education is the primary emphasis of the NEP. All higher education institutions with the existing nomenclature of affiliated colleges will grow into multi-disciplinary autonomous colleges with degree-granting power in their names, or they will become constituent colleges of their affiliated universities. The National Research Foundation, an unbiased body, will support creative initiatives in the key research fields of fundamental sciences, applied sciences, and social sciences and humanities. The higher education system will become more student-centered, with the option to select core and associated studies within and across fields. Faculty members are also allowed the freedom to create their own curriculum, methodology, pedagogy, and assessment models within the constraints of the policy framework. These alterations began in the academic year 2021-22 and are projected to last until 2030 when the first stage of transformation will be noticeable. As a result, the new Indian education policy has moved its emphasis from teacher-centric policies to student-centric policies in order to build a more promising future full of chances.

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