Research Paper

Empowering Education: India's Vision for Progress Through the New Education Policy 2020

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Abstract:
The National Education Policy 2020 (NEP 2020) is a blueprint for a new India that aims to reform the educational system. On July 29, 2020, the Indian cabinet gave their approval. This essay is a first attempt to highlight NEP 2020 and examine India 2.0's vision for a comprehensive education system change to meet 21st-century learning difficulties. This study is exploratory in nature and is based on secondary data. Results are based on a thorough evaluation of the body of literature. It was discovered that one of NEP 2020's key goals is to boost student enrollment by 2030 throughout all educational institutions, including elementary, secondary, and higher education. It has proposed gradual reforms to the current educational and governmental structures in order to accomplish that. This study presents a first examination of a policy document and serves as a foundation for further empirical investigations that aim to analyze the impacts of the NEP after its implementation. India's higher education is anticipated to make significant strides under NEP 2020. The goal is to build India 2.0 for the twenty-first century, which will undoubtedly assume a leadership position on the world stage. The majority of NEP 2020 is a fairly forward-thinking text, with a clear understanding of the existing socioeconomic landscape and the potential to tackle future difficulties. By 2030, India might become a hub for education on a global scale if successfully executed.
Keywords: *NEP 2020, India, higher education institution (HEI), gross enrollment ratio (GER), employment, Educational Empowerment in India, Vision for Progress: NEP 2020.*

I.   Introduction:

Regarding the nation of India, the New Education Policy of 2020 marks the beginning of a major paradigm shift in the nation's approach to education. This strategy proposes a transformational journey for the country's educational environment with a constant focus on empowerment, advancement, and holistic development. The primary objective of the New Education Policy 2020 is to provide a curriculum that not only imparts knowledge but also fosters the development of critical thinking abilities, creativity, and practical skills among students. The premise of this concept is rooted on the notion that education serves as the fundamental pillar for fostering socioeconomic advancement. This introduction explores the fundamental ideas and goals of India's innovative educational strategy, demonstrating how it has the ability to create a better future for future generations. Despite considering the adverse reports and recent developments encircling the world due to the Covid-19 pandemic, the New Education Policy (NEP 2020) published by the Government of India is heartening. India established the first NEP in 1968, the second one in 1986 after a long hiatus, and the most current one in 2020 under the leadership of Prime Minister Shri Narendra Modi. On July 29, 2020, India's National Education Policy 2020 (NEP 2020) was approved. It was created with the intention of reforming the educational system and outlining a course for a nation with an advanced educational system. The previous ISRO director K Kasturirangan served as the chair of the committee that created the NEP 2020 strategy document. The Bhartiya Janta Party (BJP), which is currently in power, committed to fundamentally change the Indian educational system in its democratic platform for the 2014 parliamentary elections (Saha Mushkan, 2020). The implementation of NEP 2020 demonstrates their adherence to their pledge to the nation.

II.   Review of Literature:

The trajectory of a nation and the well-being of its populace are contingent upon education, serving as a pivotal determinant in the establishment and development of a country. In terms of the state's and the topic's growth and development, the impact will be long-lasting. In the current environment, the relevance and role of education cannot be disregarded. If we contrast the pre-independence and post-independence eras, the expansion and progress are evident. This is the third time in 34 years that the Indian government has changed the method that India will be taught. The new National Education Policy 2020 has a number of adjustments planned that could actually have an impact on all stakeholders (Kalyani Pawan, 2020). The goal of the strategy is to make India a global hub for education by providing a multidisciplinary and liberal education, and to prepare the nation to confront the difficulties of the coming decades of the 21st century. In their article, Aithal, P. S. et al. emphasised key features of the new education policy and contrasted them with the currently in place traditional education system. The National Education Policy (NEP) of 2020 has prioritized the promotion of innovation and is expected to have diverse impacts on the educational landscape of India. Furthermore, a comprehensive framework has been developed to ensure the proper application of the aforementioned concept. The New Education Policy, 2020 contains disadvantages that have been explored by Jha, P. et al (2020). The current NEP is the third in a line that India plans to introduce. Since the last one was in 1986, it took 34 years to develop. The policy takes into account a variety of pertinent factors, including how to deliver education of a high calibre that meets international standards, promote educational equality, and boost private player participation. The development of teachers in Indian institutions using the Chinese university model is emphasised by Suryavanshi (2020). It placed emphasis on the need to foster research and innovation while giving college and university instructors the freedom to choose their own methods of instruction. The idea of giving HEIs operational and financial autonomy is a bold move into the future. National Education Policy 2020 will prove to be a milestone for Indian education, according to Kumar, K., et al (2020). A complete foundation for elementary education is provided by NEP-2020, which covers the instruction of commercial and technical subjects. Additionally, it includes support for internet-based e-learnings, a paradigm shift from the established approach. NEP's core values include access, equity, affordability, accountability, and quality in line with the sustainable development goals of the UN. Although the NEP has flaws, it has a thorough understanding of the world situation. To overcome the obstacles needed to develop high-quality education for everyone, it should be undertaken with extreme prudence. Deb, P. (2020) talked about the Indian educational ethos and cultural values that were included in the National Education Policy (NEP) 2020.

III.   Objective:

The purpose of this article is to examine the NEP 2020, which the Indian government has unveiled. The study examined the policy document NEP 2020, which covers its recommendations and guiding principles. The policymaker's vision for India is also highlighted.2.0. Many initiatives are included in the National Education Policy 2020 to enhance the standard and diversity of the Indian educational system. These are the goals of this investigation into National Education Policy 2020:

❖   To emphasize and summarize the recently adopted higher education system's policies (NEP 2020).
❖   To contrast India's existing strategy with the National Education strategy 2020.
❖   To describe the innovations in the 2020 revision of the national higher education policy.
❖   To determine how NEP 2020 will affect the higher education sector in India.
❖   To elaborate on the advantages of NEP 2020's higher education policies.
❖   Additional suggestions for enhancements that would help NEP 2020 be implemented successfully and achieve its objective.

IV.   Methodology:

The method used in this study is a conceptual analysis aimed at elucidating the core principles of the national educational policy framework. This analysis entails examining different portions of the NEP 2020 policy and drawing comparisons with the presently implemented education policy. This study aims to identify the innovations that have been created via the use of the focus group discussion approach. The examination of the policy's ramifications is conducted via the use of the predictive analysis approach. Numerous recommendations are provided on the basis of an analysis conducted on focus group data.

Background of NEP 2020:

The new policy has taken the place of the previous National Policy on Education, 1986. The strategy provides a thorough framework for education from primary through higher education, as well as for vocational training in both rural and urban India. By 2030, the strategy wants to completely overhaul India's educational system. Indian higher education is already being impacted by international trends and circumstances. Since a few years ago, India has drawn a sizable number of international students, many of whom are NRIs. These

students enroll in a variety of academic, tutoring, and professional programmes. Additionally, a lot of foreign colleges provide students the chance to earn their degrees without ever leaving India (Kugiel, P., 2017). The gap between public and private universities has been reduced thanks to movements towards liberalizing educational systems. Massive changes have been made to the kind of programmes that HEIs provide, and they have acquired mastery-level skills and capabilities that are in higher demand. Future college students are more likely to choose degrees that will open up career chances (Hiremath, S. S., 2020). In this common situation, NEP 2020 is introduced to give the Indian educational system a boost and advance it to the next level. NEP 2020 placed additional emphasis on how important it is for teachers to advance their technological literacy. It placed a strong emphasis on the usage of online teacher training modules and set out to create online communities where educators could exchange best practices.

Highlights Of Indian National Education Policy 2020:

The primary objective of the National Education Policy 2020 is to establish an education system that prioritizes the unique characteristics of India, including its tradition, culture, values, and ethos. This approach is intended to actively contribute to the nation's progress towards becoming an equitable, sustainable, and prosperous knowledge society. The entire Indian educational system is founded and built by taking cues from its vast and lengthy historical heritage and taking into account the contributions of many scholars to the world in diverse fields like mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture, shipbuilding and navigation, yoga, fine arts, chess, etc. The presently recommended NEP 2020 aims to increase the existing gross enrolment ratio (GER) to 50% by 2035 by offering a transdisciplinary and interdisciplinary liberal education to every aspirant. Table 1 lists the many educational lifecycle stages mentioned in the policy, along with any unique characteristics for each step.

Table 1 : Various educational stages to be implemented as per NEP 2020.

	Educational life-cycleStage	Functions
A.	**Foundation Stage**	(1) 5 years Basic education that is flexible, multilayered, play-based, activity-based, and discovery-based is provided by Foundational Stage. (2) For the purpose of stimulating children's cognitive and emotional development, this stage is continually developed using time-tested Indian traditions and cultures.
B.	**Preparatory Stage**	(1) Three years Building on play-, discovery-, and activity-based learning is exactly what the preparatory stage entails. (2) This level also gradually offers formal classroom instruction using textbooks. (3) The goal is to expose our students to many topics and have them ready for diving deeper into ideas.
C.	**Middle school education stage**	(1) The three years of middle school instruction concentrate on more abstract ideas in each subject, including the humanities, social sciences, arithmetic, and sciences. (2) The approach to be used in specialised topics with subject teachers is experiential learning. (3) Students are introduced to the semester system, and there will be two class-level exams each year.
D.	**Secondary education stage**	(1) The secondary school curriculum, which lasts four years, is intended to cover a variety of courses, including liberal arts education. (2) This stage will be based on a subject-focused pedagogical and curriculum approach with increased depth, flexibility, critical thinking, and focus on life ambitions, The semester system is introduced to students, who will take 5 to 6 classes each semester. (3) At the conclusion of the 10th and 12th grades, there will be board exams.
E.	**Under-graduation Education Stage**	(1) The undergraduate degrees in every topic will be three or four years long, with a variety of exit alternatives, such as a certificate after the first year, a diploma after the second year, or a bachelor's degree after the third. (2) The four-year undergraduate plan with a major, a minor, and research projects is preferred.
F.	**Post-graduation Education Stage**	(1) The Master's degree, that is able to be acquired in one year for those with a four-year bachelor's degree, two years for those with a three-year bachelor's degree, or five years overall with the final year devoted to high-quality research. (2) The Masters degree will include a significant research component to boost professional competence and get students ready for a research degree.
G.	**Research Stage**	(1) For full-time and part-time study, the research entails undertaking 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, as appropriate. (2) They should take 8 credits of coursework in pedagogy, education, or teaching relating to their chosen Ph.D. subject during their Ph.D. The previous MPhil programme of one year has been discontinued.
H.	**Lifelong learning**	(1) To prevent people from losing the information, skills, and experience necessary to live comfortably in society, the NEP 2020 recommends lifelong study and research. Education and study are thought to increase maturity for life happiness at any stage of life.

Comparison of New NEP 2020 With Existing NEP:

The 1986 National Education Policy focused a strong emphasis on employing information technology to upgrade the educational system. Restructuring of teacher education, early childhood care, women's empowerment, and adult literacy received more focus. It was also suggested that college and university authority would raise the standard of educational offerings. NEP 1986, however, did not enhance educational quality in the sense of producing graduates with employable skills or produce research output in the form of patents and scholarly publications. NEP 2020 recommends a liberal education to support multidisciplinary and cross-disciplinary education and research at the undergraduate and graduate levels, making up for the shortcomings of earlier NEPs. Table 2 contrasts some of the National Education policy 2020's aspects with those of its predecessor, the National Education policy 1986.

Table 2: Comparison of National Education policy 2020 & National Policy on Education, 1986.

New – New Education policy 2020	Existing – National Policy on Education (NPE), 1986
Ministry of Education	Ministry of Human Resource Development
Gross Enrolment ratio – 50% (2035)	Gross Enrolment ratio – 26.3% (2018)
5+3+3+4 format	10+2 format
Break-up of age: 3-8, 8-11, 11-14, 14-18	Break-up of age: 6-16, 16-18
Exam – Class 3, 5, 8, 10, 12	Exam – Each year up to class 12
Board exam – Objective and descriptive. Twice a year.	Board exam – Descriptive. Once a year.
No hard seperation of Art, Commerce, Science. All will bemixed with curriculam.	Hard seperation – Art, Commerce, Science
Curriculum content will be reduced to its core essentials	
1 Vocational subject is must – class 6 to 8	Not mandatory in existing format.
Bag – less days encouraged	
Health card and checkup will be done.	Health card and supplememts programs are alreadyrunning.
360 degree holistic report card for students including skills	
Coding to be taught from class 6 onwards	Not mandatory in existing format.
3 language – by state, region and choice of student	3 language – Hindi, English and the regional
Indian Sign Language students with hearing impairment –to be developed by NIOS	
Pre-school to be added in KVs	Starts from class 1.
Preparatory class Balavatika for children below the age of 5 – by ECCE qualified teacher	Not mandatory in existing format.
Report card to have reviewed from teachers, peers, andstudents as well.	Report card to have reviewed from teachers
NCC wings – secondry and higher secondary schools	NCC wings – secondry and higher secondary schools
Free boarding schools like JNVs for poor students	Free boarding schools like JNVs for poor students
National Scholarship portal for SC, ST, OBC and SEDG	National Scholarship portal for SC, ST, OBC and SEDG
Education sector to get 6% of GDP	Education sector get 4.5% of GDP

Minimum qualification for teaching – 4 year integrated B.Eddegree by 2030	
IITs will include multidisciplinary like arts, humanities etc.	
National Testing Agency (NTA) – It will conduct aptitude test, and exams in the sciences, humanities, languages, arts,and vocational subjects, at least twice every year for university entrance exams.	
E-content in total 8 languages	Lack of regional language e-content

Innovations In Nep 2020:

❖ 100 top Indian Universities will be encouraged to operate in foreign countries.
❖ 100 top Foreign Universities will be allowed and facilitated to operate in India
❖ Every classroom shall have access to the latest educational technology that enables better learning experiences.
❖ Faculty Stability will be provided in an appointed institution with generally no transfer to other institutions.
❖ Faculty members get curriculum and pedagogy freedom within an approved framework.
❖ Based on academic and research performance, faculty incentives & accountability will be fixed.
❖ Faculty fast-track promotion system for high impact research contributions will be offered.
❖ A multiple parameter-based API policy with peers & students' feedback, innovations in teaching & pedagogy, professional development activities, Quality and impact research, contribution to an institution in terms of admission, and social community contribution will be in place.
❖ The API policy will clearly be defined in the Institutional development plan.
❖ Focus on achieving sustainable Education Development Goal (SEDG) & GER of 50% by 2035.
❖ All Ph.D. registered students should take one subject related to teaching/curriculum development and accept teaching Assistantship for enhancing teaching skills.
❖ All students should be encouraged to take SWAYAM online courses at least two courses per semester.
❖ Strengthening Vocational education (VE) to reach at least 50% of the student population. HEIs should plan how VE can be offered to all the students.
❖ Plan to give B.Voc. as dual degree programme in ODL (Online Distance Learning) mode or 2 hours evening programme through Skill labs & partnership with industry & NGOs.
❖ Currently, research & innovation investment in India is of 0.69% of GDP against a global averageof 3% of GDP.
❖ Inclusion of research and internships in the undergraduate curriculum as a very essential component.
❖ Four functions of (1) regulation (NHERC), (2) accreditation (NAC), (3) funding/ grants (HEGC),and (4) academic standard setting (GEC) are controlled by an umbrella institution, the Higher EducationCommission of India (HECI).
❖ GEC decides the 21st century skills to be learned by students.
❖ A faceless and transparent regulatory intervention will be designed using technology to monitor quality in higher education. Strict compliance measures with stringent action, including penalties for false disclosure of mandated information will be taken to ensure the basic minimum norms and standards.
❖ Empower private HEIs to decide fees for their programmes independently, though within the laid-out norms.
❖ Information Communication and Computation Technology (ICCT) & Nontechnology (NT) will be introduced at undergraduate education to increase the employability of youths.
❖ Dual degrees in Education & Sanskrit (Dual degrees in 4 years Degree programs), for example, BCA & BA in Language.
❖ AI Research Centres, Nanotechnology Research centres get support from NRF.
❖ Creation of Virtual Labs along with SWAYAM and Diksha to support MOOC education.
❖ Annual education expenditure of India has to increase from the current 4.43% of GDP to 6% ofGDP.
❖ HEIs shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation (weightage for internal continuous evaluation and Semester end examinationwill be 50:50).
❖ Choice based Credit system will be improved and Competency based credit system is going to be adopted.

❖ Focus on effective self-governance and outstanding merit-based leadership appointment and a Board of Governors (BOG) of highly qualified, competent, and dedicated individuals have proven capabilities and a strong sense of commitment to the institution. BOG shall be responsible and accountable to stakeholder's through transparent self-disclosures of all relevant records.

Features Of NEP-2020 In Higher Education:
The Higher Education Commission of India (HECI), a single regulator for HEIs in India, would consolidate several higher education (HE) regulatory bodies. A strong National Certification Council (NAC) will be established in place of the existing certification organisations (NAAC and NBA). The National Research Foundation would provide support for the funding of research and innovation in higher education. Multidisciplinary education models are required by NEP for institutions of higher learning. These universities ought to have a campus with at least 3000 students. They have a 2030 target to become multidisciplinary, and by 2040, they hope to have 3000 students enrolled. Furthermore, these multidisciplinary universities can specialise in one of them and should either concentrate on research or teaching. The colleges have the choice of becoming independent and issuing their own degrees or joining an already-existing university. The NEP also discusses strategies for boosting student enrollment in all kinds of educational institutions. India has had GER issues, hence the current education strategy places a specific emphasis on it. The NEP places a strong emphasis on a comprehensive, multidisciplinary approach to education, and it only encourages research at the UG level nowadays. Present policy stress on over all development of a student with cross- disciplinary and outcome based education. An academic bank of credit is being proposed at the national level to offer flexibility in degree acquisition and different entry-exit options at all levels of education. To promote online learning and the digitization of libraries, a number of digital platforms will either be launched or refurbished (NEP, 2020). As opposed to the current teacher-focused teaching paradigm, a student-focused teaching and learning methodology will be used. Competency-based evaluation will replace the current Choice-based evaluation methodology. A continuous assessment approach will replace the end-of-semester examination model for evaluation and assessment. The focus will be on skill education for all HEIs. Additionally, they must provide counselling centres with counsellors to look after the students' mental health. Since it will now be driven by the market, traditional education is undergoing a significant transition. The Indian government wants to build top-notch educational institutions and draw in many foreign students. Additionally, a student's coursework from overseas universities will be awarded credit and treated equally in India. This will give students the option to begin a degree programme overseas and finish it in India (NEP, 2020).

Benefits Of The NEP-2020:
The NEP-2020 is anticipated to close the gap in India's educational standards. It will foster innovation and aid in the internationalisation of the nation's educational system. The NEP 2020 draught was developed in a systematic manner after extensive stakeholder participation. It is recommended that children begin formal schooling around age 3.This policy's main areas of focus include entrepreneurship, workforce development, and job creation. It is founded on the tenets of equality, gives people freedom, and strengthens the weaker members of society. NEP provided a foundation for HEIs to thrive. They will receive concessions from reservation quotas, freedom from admission restrictions, teacher appointment freedom, funding for research, and freedom from layoffs and staff reductions. Private colleges are free to establish their own standards for admission and fee fixing. Government regulations in this area must be followed by public entities. The NEP calls for a multidisciplinary approach to education that emphasises developing students' skills and preparing them for the workforce. It included provisions for autonomous universities that will confer their own undergraduate and graduate degrees. The recommendation of an accreditation and rating system is made to maintain control over educational quality. The Proposal contains the knowledge and ideas of numerous advisors from all industries. The Sustainable Development Goals (SDG) set forth by the United Nations are the inspiration behind NEP 2020. Additionally, it placed a strong focus on lifelong learning and provided for various entry-exit points to allow students to finish their degrees at any point in their lives. Under RTE, education must be made available to all social groups, and it must be based on equality, with no room for caste or gender discrimination. Support for the students from the economically underprivileged part of society is provided specifically. To enhance the quality of instruction in higher education institutions, changes have been proposed for teacher education and training. The B.Ed. course will only be offered by particular categories of universities. The elementary school curriculum would all require this as a prerequisite. The entire library system would be digitised. Through funding from the National Research Foundation, it is intended to stimulate intensive research at the undergraduate and graduate levels. Lecturers will have the freedom to create their own plans for teaching, evaluating students, and doing innovative research. Higher education degrees can now be offered online, and it is anticipated that this will be a useful tool for boosting GER. Universities and institutions in India can now freely partner with universities abroad for all kinds of educational and research collaboration. A 20000 crore

initial capital for the National Research Foundation is envisaged. All public and private entities are required to get financial support from this entity (NEP, 2020).

Drawback of NEP:

That it can be observed in the document, it appears to have been written to support the divesting of education in India. It mentions, among other things, promoting the top 100 foreign universities to establish offices in India. It is arguable whether this serves to promote profiteering or the cause of education. Even though NEP 2020 mentions the need for increased openness, particularly with regard to price structures, it offers no clear guidance on how to address the growing problem of capitation fees at private colleges, the majority of which are controlled by influential political figures and religious groups. Thus, universal education will always remain a pipe dream. The NEP (2020), particularly for the disadvantaged and excluded communities, does not specify how to operationalize and guarantee the right to education.

V. Findings & Discussion:

The National Education Policy-2020 established a plan for progressive education while preserving the fundamental principles of Indian tradition, culture, and values in order to create a new nation with a forward-looking outlook. India has a long history that has been deeply ingrained in its educational system. After extensive consultations with stakeholders from all sectors, NEP 2020 is developed. It aims to increase student enrollment across the board in educational institutions by 2030. It aims to provide multidisciplinary skill-based education to create jobs. This will necessitate significant modifications to the current traditional schooling system. As a result, it also needs to introduce accountability for all levels of stakeholders. Eddie Mark (2013), who spoke about the principle of customer-centric education, is in line with NEP 2020. While there are also opponents of market- or customer-driven education systems. Their argument, which included talking about moral, ethical, and cultural issues, was that such a system would ruin the purpose of education. Although students may make excessive demands, they are aware of the value of student happiness. A liberal and progressive approach to education must incorporate significant research and innovation that can raise the bar for instruction. The co-creation of values will serve as an additional motivator for students to perceive learning. By combining theories that promote entrepreneurship, innovation, research, and a teaching-learning process with value added, quality and better selling education can be developed (Kjersti Karijord Smrvik & could Kristin Vespestad, 2020). By the turn of the 21st century, work possibilities and education were beginning to be connected. Therefore, the focus of discussion in the education sector was skill development. In NEP 2020, the employment prospects of graduates have been given significant weight. It has placed more emphasis on the development of communication skills, IT abilities, foreign languages, and overall personality. Any sensible policy ought to be outspoken about educating students for the expanding internationalisation and globalisation. This could only be accomplished by teaching-learning outside of traditional classroom boundaries (U Teichler, 1999). According to a 2011research by Trevor Gale and Deborah Tranter, NEP 2020 has placed a strong emphasis on the empowerment of the impoverished, social justice, and the elimination of discrimination. According to Tornike Khoshtaria et al. (2020), university reputation is a significant dimension that comes in two varieties: fundamental and verificatory. These extra elements, which are crucial to preventing school discrimination, were introduced in NEP 2020. The earlier outdated educational system is getting a significant overhaul as a result of the National Education Policy 2020. NEP 2020 is built on the ideas of quality, independence, responsibility, equity, economy, and a multidisciplinary, comprehensive approach. This will result in significant changes to the job and educational landscape across the nation. (Nancy Thakur and coworkers, 2021).

VI. Conclusion:

Higher education in India is to be modernised as part of NEP 2020. It will make use of worldwide communities' cooperation and their experiences. To meet the needs of education in the new normal post-COVID age, higher education offered in Indian institutions and colleges under NEP 2020 will also embrace ICT. Keeping up with the outmoded educational system is pointless now. In order to effectively address the global demand for skilled professionals, the Indian government would be required to undertake substantial modifications to the higher education curriculum. The implementation of the National Education Policy (NEP) 2020 would pose significant challenges. The policy will undoubtedly bring about new and revolutionary developments. From the current system of several regulators, higher educational institutions (HEI) will fall under the purview of one regulator. There will be a free-wheeling, autonomous atmosphere to support academic independence, research breadth, and an emphasis on innovation. Foreign universities will have the chance to open campuses in India, and there won't be any obstacles standing in the way of Indian universities opening campuses abroad. NEP 2020 will significantly boost India's skill development because it gives students several entry and exit options and allows them to continue their higher education after taking a break for job. Overall,

NEP 2020 is a very forward-thinking text with a solid understanding of the socioeconomic environment now and the potential to address difficulties in the future. Well, if a policy is not applied properly, it will not produce any results. Anyhow, it appears that this plan is a well-considered and sincere attempt to change the Indian Educational System. This approach emphasises the incorporation of professional education in HEI for job creation and skill development. It may be argued that the National Education Policy (NEP) 2020 has provided a comprehensive framework for the development of India 2.0. If successfully executed, it has the potential to position India as a prominent worldwide hub for education by the year 2030.

Higher education serves a significant role in determining a nation's economy, social standing, level of technological adoption, and healthy human behavior. The country's education department is in charge of enhancing GER so that all citizens have access to higher education opportunities. The National Education Policy of India 2020 aims to accomplish this objective via the implementation of innovative policies aimed at enhancing the quality, attractiveness, affordability, and accessibility of education. This is achieved by the implementation of a policy that allows for the involvement of private entities in the provision of higher education, with the implementation of rigorous quality assurance measures across all higher education institutions. NEP-2020 is anticipated to achieve its goals by 2030 by promoting merit-based admissions with free-ships and scholarships, merit & research-based continuous performers as faculty members, merit-based proven leaders in regulating bodies, and strict quality monitoring through biennial accreditation based on self-declaration of progress through technology-based monitoring. All institutions of higher learning that currently refer to themselves as associated colleges will either change their name to reflect their expansion as multidisciplinary independent colleges with the ability to grant degrees or they will become constituent colleges of their affiliated universities. Innovative projects in the priority research areas of the social sciences and humanities, applied sciences, and basic sciences will be funded by the National Research Foundation, an impartial organisation. he higher education system will change to become more student-centered, giving students the freedom to select core and supplementary courses both within and across fields. In accordance with the established policy framework, faculty members are also free to select their own curricula, methodologies, pedagogies, and evaluation models. These changes will begin in the academic year 2021–2022 and last through 2030, when it is anticipated that the first stage of the changes will become apparent. As a result, the higher education system in India is shifting from being teacher-centered to being student-centric, information-focused to knowledge-focused, marks-focused to skills-focused, examination-focused to experimental-focused, learning-focused to research-focused, and choice-focused to competency-focused.

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