



A Systematic Review on Indian Education System & NEP 2020

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ABSTRACT

Purpose:

The Indian education system is a blend of tradition and modernization, grappling with challenges while evolving to meet the demands of a rapidly changing world as well as it stands as a combination of diverse learning methodologies, mirroring the country's rich cultural heritage. One of its pillars is the prevalence of a competitive environment, fostering academic rigor. However, this often leads to immense pressure on students, compromising their mental health. The emphasis on grades sometimes overshadows practical skills and holistic development. Despite its challenges, the Indian education system boasts a robust structure. Additionally, initiatives like the National Education Policy (NEP) 2020 attempt to renovate the system, focusing on skill-based education, multidisciplinary learning, and flexibility in curriculum and marks a pivotal moment in India's educational landscape. Its implementation stems from a multitude of reasons, each reflecting the nation's aspirations for a more inclusive and globally competitive education system. The study attempts to highlight the role and importance of National education policy in framing the India's education system.

Methodology/Approach: This study relies on secondary sources gathered from a variety of sources, including case studies, journal articles, magazines, books, and internet searches.

Findings/Result: this paper focus on recent developments in higher education policy. The advantages of NEP 2020 and the various advances it would bring to the Indian higher education system are outlined. The policy's primary focus is on enhancing the caliber of educational results. The introduction of long-overdue adjustments to the evaluation system is another area of concentration. Importantly, through fostering lifelong learning opportunity for all in the next decade, NEP 2020 is predicted to put India on pace to meet goals of the 2030 agenda for sustainable development. Hence, the Indian higher education system is moving from teacher centric to student centric, information centric to knowledge centric, marks centric to skills centric, examination centric to experimental centric, learning centric to research centric, and choice centric to competency centric.

Type of Paper: Literature Review

Keywords: competitive environment, skill-based education, sustainable development.

Introduction

Knowledge becomes very important factor of production in the countries' economies. Higher education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behavior in every country. India's higher education sector is the world's third largest, after China's and the United States'.

India has developed and planned to implement a new education policy during the next decade of the 21st century called Indian National Education Policy (NEP-2020). NEP-2020 is an advanced and revolutionary outline with both positive and negative phases, framed with the objective to provide a quality higher education to everyone with an expectation of holistic & research-oriented progress. As the world transitioned to the Sustainable Development Goals (SDGs), India continued its march towards progress, leveraging the lessons learned from the MDG era. The SDGs provided a more comprehensive framework, encompassing broader aspects of development and sustainability, urging nations to collaborate and innovate for a better future.

National Educational Policy (NEP-2020) India has a challenge and hence goal to lift the country as a developed country by supporting developmental imperatives according to 4th goal of United Nations Sustainable Development Goals (SDGs), which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030 (P. S. Aithal & Shubhrajyotsna Aithal, 2020).

The overview of education system in India and NEP- 2020

Indian Education System:

The education system assists as the foundation of societal development, shaping individuals, communities, and nations by imparting knowledge, skills, and values. Education systems vary universally, encompassing different philosophies, methodologies, and objectives. Key components of an education system comprise curriculum design, teaching methodologies, assessment practices, and the infrastructure supporting learning. Education serves multifaceted purposes, beyond academic achievement. It equips individuals with critical thinking, problem-solving abilities, and practical skills necessary for personal and professional success. Moreover, it fosters socialization, cultivates values, and contributes to the overall well-being and progress of a society.

The evolution of education systems mirrors societal changes, adapting to technological advancements, cultural shifts, and economic demands. Recent systems increasingly emphasize inclusive and equitable access to education, recognizing the transformative power of learning in fostering social mobility and addressing disparities.

In essence, the education system serves as a cornerstone for individual empowerment, societal progress, and the cultivation of informed, skilled, and responsible citizens poised to contribute meaningfully to a rapidly evolving world.

United Nations Sustainable Development Goal-4 (UNSDG-4)

UNSDG 4, which focuses on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. This goal aims to ensure that by 2030, all boys and girls have access to quality early childhood development, care, and pre-primary education. It also aims to ensure equal access for all to affordable and quality technical, vocational, and tertiary education, including university.

UNSDG 4 and NEP 2020 share common goals of ensuring inclusive, equitable, and quality education for all, aligning with the global sustainable development agenda while catering to the specific needs and contexts of India's educational landscape.

Education, considered a foundation of development, received substantial attention. The goal was to achieve universal primary education, and India made commendable progress in increasing enrolment rates and enhancing access to education. The NEP 2020 aims to transform the education landscape in India to better align with the current needs of students and the evolving employment market. It emphasizes flexibility, creativity, and practical learning to equip students with skills necessary for the 21st-century workforce.

National Education Policy 2020

The National Education Policy 2020 in India is a visionary step aimed at transforming the country's education system aligning with the demands of the 21st-century job market and the evolving needs of society. It strives to create an ecosystem that fosters innovation, creativity, inclusivity, and excellence, preparing learners to navigate the complexities of the modern world while upholding the values of equity and holistic development. Its implementation signifies a commitment towards shaping a brighter future for the nation through the power of education.

The policy aims to bridge the gap between different stages of education through a flexible and multidisciplinary approach. It encourages a seamless transition between school, higher education, vocational training, and lifelong learning, fostering a more cohesive and integrated learning experience. The NEP 2020 also recognizes the significance of technology in education. It advocates for the integration of digital tools and resources to enhance learning outcomes, promote digital literacy, and expand access to quality education, especially in remote areas.

Equity and inclusion form integral pillars of the NEP 2020. The policy strives to provide equal educational opportunities to all, regardless of socio-economic background, gender, or geographical location. It emphasizes the importance of inclusive education, special provisions for disadvantaged groups, and the integration of vocational education to empower every learner.

Moreover, the policy addresses the need for holistic development by promoting extracurricular activities, arts, sports, and vocational skills alongside academic learning. This holistic approach aims to nurture well-rounded individuals capable of contributing meaningfully to society as well as the emphasis on teacher training and professional development.

Objectives of the study

- To evaluate the existing Indian education system.
- To analyse the potential impact of the NEP 2020 on various aspects of the education system.
- To identify the gap and challenges of Indian Education system.
- To compare the NEP 2020 with previous education policies and systems.

Methodology

This is a qualitative study is based on secondary source of the information. This study is based on a review of the literature and the information was taken from variety of journals, magazines, and websites and published articles that deal with the subject matter. The primary goal of this research will be conduct a literature review. It facilitates the understanding and analysis of earlier research.

Definitions of the terms used in the research studies

Definitions	Author	Term
Education means to impart scientific temper and question probing inquisitive skills that help in increasing the skill, logical reasoning as well as the confidence of the students.	Ms. Manya Jain	Education
Higher Education provides opportunities to the people to reflect on the critical social, cultural, moral, economic and spiritual issues facing humanity. Higher education provides specialized knowledge and skilled persons for national development.	Dr . Piyush P. Solanki	Higher Education system
Indian Education system is concentrated more on the marks that a student has acquired rather than giving importance to the skill or competency that has been built. Rather than training the student and imparting long lasting knowledge, the education system is fixated on the student's retention and rote learning abilities.	Ms. S.DIVYA	Indian Education System
The Ministry of Education in India has introduced three education policies to date: 1968, 1986, and 2020. These policies outline significant guidelines and reforms for the country's educational framework.	Website of Ministry of Education	Education Policy
National Educational Policy (NEP-2020) India has a challenge and hence goal to lift the country as a developed country by supporting developmental imperatives according to 4th goal of United Nations Sustainable Development Goals (SDGs), which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030.	P. S. Aithal & Shubhrajyotsna Aithal	NEP 2020
The Sustainable Development Goal (SDG) 4 is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This goal also aims to ensure that all girls and boys complete free primary and secondary schooling by 2030	Basil Gupta	UNSDG 4

Related concurrent policies and documents which will help the NEP 2020.

Sr. No.	Policy	Description
1	Right to Education (RTE)	To offer free and compulsory education to all children belonging to any age group and economic class as a Fundamental Right
2	National Programme for Education of Girls at Elementary Level (NPEGEL)	The objective was to reach the girls, where resources are "hardest to reach."
3	Rashtriya Madhyamik Shiksha Abhiyan (RMSA)	To develop secondary education at the grassroots level
4	Saakshar Bharat/Adult Education	To create a literate society and the target is non-literate and neo-literate of 15 years and older
5	Rashtriya Uchchatar Shiksha Abhiyan (RUSA)	For multi-facet improvements in the system of higher education and related procedure
6	Samagra Shiksha Abhiyan (SSA)	Predominant program for the school education to safeguard equitable learning
7	Inclusive Education for the Disabled at Secondary Stage (IEDSS)	To get higher enrolments from disabled/differently-abled students in secondary or higher education
8	District Primary Education Program (DPEP)	The main initiative is to revitalize primary education and uniformisation of education at the primary level
9	Draft National Policy on Education 2019 □□New Education Policy 2020	For cognitive development and enable reflective procedural development of children

Benefits of the new national education policy 2023:

Aspect	Summary
Objective	The New Education Policy in India aims to provide equitable and quality education for ages 3–18.
Pedagogical Shift	Shifts focus from rote learning to holistic, practical, and problem-solving education.
Assessment Approach	Emphasizes problem-solving abilities over memorization and traditional grading methods
Language Emphasis	Implements a three-language formula, emphasizing regional language, Hindi, and English
Language of Instruction	Initial years (grades 1-5) will use regional languages to ease learning before transitioning
Curriculum Changes	Revised curriculum to prioritize fundamental concepts, skills, and multidisciplinary knowledge
Technology Integration	Aims to enhance the accessibility and effectiveness of education through technology integration
Equitable Education	Aims to bridge the urban-rural education gap, ensuring equal access to quality education for all
Teacher Quality Enhancement	Focuses on teacher eligibility tests, professional development, and improved education programs
Vocational Education	Incorporates vocational and technical education to better prepare students for the workforce.
Higher Education Regulation	Establishes a National Higher Education Regulatory Council for oversight and autonomy promotion
Educational Structure	Introduces a 5+3+3+4 system, replacing the 10+2 structure, for a more flexible and focused approach
Higher Education Enrollment Goal	Aims to increase higher education enrollment to 50% by 2035
Higher Education Regulation	Single regulator for HEIs, except Medical and Law Colleges, promoting autonomy and mobility.

DEVELOPMENT OF CONCEPTUAL FRAMEWORK

- **Sharad Behar, Education Commission for a National Policy of Education, the Govt. of India formulated NEP- 2015 with the aim of** the changing dynamics of the population's requirement with regard to quality education, innovation and research aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge, and to eliminate shortage of manpower in science, technology, academics and industry. The intension behind the initiation of NEP is the economic exploitation of India as only a producer of raw material by the British was possible because of their industrial economy. Hence, the major emphasis was on self-reliance, for which science and technology and higher education were considered important.
- Mamidala Jagadesh Kumar, (2020), the study emphasized that NEP is timely and futuristic approach, which will promoting critical thinking, encouraging, competency and making learning experiential prepare students to actively contribute to economic development. The study also opined that NEP is holistic approach to enhance innovation, critical thinking and higher order thinking capacities, problem solving abilities. It is concluded that presently HEI lacking with technological advancement, less number students in HEI, which will abolish through NEP by use of digital technology and leverage technology for teaching-learning in HE.
- **IR RASHEEDA BEGUM, 2DR. RISHIKESH YADAV(2022), the study** focuses on recent developments in higher education policy, the advantages of NEP 2020 and the various advances it would bring to the Indian higher education system are outlined. The study identified the objective behind the implementation NEP that is to integrate early education, K-12, and higher education in order to provide a unified curriculum from birth through adulthood, to meet goals of the 2030 agenda for sustainable development, and to establish India as a center for higher education on a global scale. The concluding remarks of the study that NEP -2020 transform the HE from teacher centric to student centric with freedom to study their own interested discipline and creating improvised policies to enhance quality and affordability of higher education to private sector.
- **Varsha Kiran Patil and Kiran D. Patil (2021), in the study compared how the Ancient Indian Education and New National Education Policy** resulting in improvement of Indian value based education system and NEP promoting the development of knowledge based society and knowledge based Education. The study was conducted on the with an objective of how the value based education system useful to develop a community with humanity approach. It is concluded that through new national education policy the students will get better opportunity in future to explore their talent in their interested areas.
- **Rakesh Pathak (2021),** the paper analyses about the improvement in the academic outcome of students after the implementation of NEP-2020 and measures the enhancement level of faculty motivation in higher education. The paper identifies the intrinsic and extrinsic factors which will motivate satisfy faculties in higher education institution. The study use the previous published the sources in website of Ministry of Education, Government of India. It is accomplished that NEP-2020 needs to motivate faculty but it is not done properly because NEP does not provide any directions for it but it specifies that by providing proper training, revenue sharing in faculty driven certificate courses will make faculty to motivate in higher education in India.
- **Kiran Banga Chhokar (2010)** the study analyses the key national advances in higher education for sustainable development in India, profile them, and contrast them with other educational strategies that are emerging in relation with education for sustainable development. Comparison of various environmental and sustainability education programmes offered by various institutions, evaluated in light of Indian higher education's philosophies, policies, and practises. Analyses of academic initiatives, governmental proposals, and educational initiatives emphasise significant developments, difficulties, and the potential for advancement in the future. Lack of inter-disciplinary competency among staff and students and conventional assessment techniques in higher education make it difficult to apply this need successfully. Instead of

being the result of formal governmental actions, many efforts to create learning opportunities in this area have mostly been driven by academic and student goals and interests.

- **Dr. Pankaj Pandey and Dr. Ashish Kumar Singh (2020)**, as reviewed that for the development of economy and society their should be powerful determined education policy is necessary. India has a dominating ability in field of education from acient days. The study is a conceptual discussion with objective to know:
 - Historical background of education system in India.
 - NEP- 2020 related to higher education and comparison of new policy to the existing education policy.
 - The study was the comparison between NEP-1986 and NEP- 2020.

It was concluded that NEP-2020 given more emphasis compared to NEP- 1986 in the areas like creativity, diversity and research which are added important for today's modern era and also opined that the NEP- 2020 will bring a new reform in the education field.

- **Venkatramanan (2020)**, views that NEP- 2020 is the vision that the policy has for the country as a whole and its documents is visionary in character. The study appricate the work of Dr. Kasuthrirangan in drafting NEP- 2020 document for development of new India which provides importance to multi- disciplinary education encouraging institution, faculty and students to gain the ability to strengthen the higher education system. The study determined that the NEP- 2020 is of vision to change not only education field but also expected to impact on nations growth.
- **Kiran Banga Chhokar (2010)**, the study analyses of role of higher education and the different educational approaches resulting in sustainable development in India. The study is of evaluative review in nature based on policies and practices in Indian Higher Education challenges and prospects for future growth. The findings of the study reveals that some of the mandated policies in Indian education challenge developing competence level. But through implementation of inter-disciplinary policy in education field provides opportunity for achieving sustainable development in education in India.
- **Alok Kumar (2021)**, has conducted exploratory research based on secondary data in which he viewed that the implementation of NEP-2020 is the progressive reform in the existing education system. The objective of the study to review the guidelines and proposal of NEP- 2020 documents and how policy maker will vision India 2.0. It is concluded that through the implementation of NEP it will remodel the Indian education system by creating thrust to skilling by providing benefits to students to persue higher education even after taking break for employment.

Empirical Study: Contributions of many researchers for NEP-2020

Sl. No	Area of research	Outcome of the paper	Reference
1	"New Education Policy 2020 of India: A Theoretical Analysis"	The authors discuss the need for change in the Indian education system, offer an explanatory overview of the proposed changes including the restructuring of traditional academic stages, inclusion of technology, and emphasis on language diversity and highlights several challenges involved	H. S. Verma and
2		The paper provides guidelines for obtaining and sustaining autonomy in Higher Education Institutions, particularly around the National Education Policy in India. It emphasizes the need for proactive planning, transparent operations, encouragement of innovation, and regular celebrations of success. It also underscores the crucial role of professional ethics, and adherence to regulatory bodies.	Adarsh Kumar
3	"NEP 2020 challenges to teachers' education"	the paper highlights the issue of teacher capacity to inspire self-directed learning among students. While teachers are keen on developing curiosity and interest in students to alleviate academic pressure, it remains a Herculean task to get students to become more autonomous in their learning. Significant emphasis is also laid on the issue of differentiating and personalizing teaching.	Sweety Kumari
4	"Experiential Learning: Putting Theory into Practice"	The National Education Policy 2020 primarily focuses on several critical aspects related to teacher education, experiential learning, quality enhancement, and holistic education. Several	

		pieces elaborate on the importance of teacher education, with specific recommendations for training and qualifications.	
5	Higher Education Institutions - Some Guidelines for Obtaining and Sustaining Autonomy in the Context of NEP 2020	The paper provides guidelines for obtaining and sustaining autonomy in Higher Education Institutions, particularly around the National Education Policy in India. It emphasizes the need for proactive planning, transparent operations, encouragement of innovation, and regular celebrations of success. It also underscores the crucial role of professional ethics, and adherence to regulatory bodies.	Gupta, B., & Choubey, A.K
6	Educational Policies, Comparative Analysis of National Education Policies of India and Challenges	The paper conducts a comparative analysis of three major national education policies in India implemented in 1968, 1986 (revised in 1992), and 2020. It provides a synopsis of these policies, and furthermore outlines some challenges the Indian education system faces, like lack of resources and infrastructure, financial constraints, outdated curriculum and teaching practices.	Patel, K. J
7	The New Education Policy 2020: Addressing The Challenges Of Education In Modern India	The paper critically analyzes the New Education Policy 2020 proposed by the Government of India, intending to address modern challenges in the country's educational landscape. The NEP is highlighted as a unified educational approach aiming to overcome disparities in education caused by offering pathways for various subjects to allow students to pursue interdisciplinary studies.	Suresh P. Sethi
8	New Education Policy, 2020: Qualitative Analysis and Twitter Mining Analysis	The paper discusses the historical evolution of education policies in India, starting from the first National Policy on Education in 1968 to the current National Education Policy 2020. The paper details previous policies and their aims, such as the focus on "universal foundational literacy and numeracy" in primary schools and increasing the gross enrolment ratio for higher education.	Kaurav, R. P. S., Suresh, K., Narula, S., et al
9	Analysis of Higher Education in Indian National Education Policy Proposal 2019 and its Implementation Challenges	The paper critically assesses the Current Indian National Education Policy Proposal 2019, with emphasis on its potential implications for higher education. The authors explore the suggested changes, such as renewed focus on quality education, implementation of the fourth Industrial Revolution (IR 4.0) and embracing internationalization in Indian higher education system.	Sreeramana Aithal and Shubhrajyotsna Aithal
10	New Education Policy 2020 of India: A Theoretical Analysis	The paper critically examines the National Education Policy 2020 of India and proposes changes to ensure a seamless continuum with its predecessor. It discusses the provisions and management practices at the university level and provides recommendations for the design and implementation of the policy at national and higher education levels. The paper highlights the importance of quality higher education, teacher training, research, and the inclusion of marginalized areas and genders in education.	Dr. Hemlata Verma and Adarsh Kumar

Present status of NEP- 2020

The National Education Policy (NEP) 2020 implemented with a vision to transform education holistically, it encompasses various aspects from early childhood education to higher education, focusing on inclusivity, flexibility, and multidisciplinary learning.

One of the primary focuses of the NEP 2020 is the restructuring of the school curriculum. It emphasizes a more flexible and multidisciplinary approach, promoting critical thinking, creativity, and problem-solving skills. The policy advocates for a shift from rote learning to experiential learning, encouraging students to explore and understand concepts rather than memorize information. The introduction of coding from an early age, vocational training, and emphasis on foundational literacy and numeracy are pivotal aspects aimed at nurturing well-rounded individuals.

Moreover, the NEP 2020 proposes a structural change in the education system by introducing a 5+3+3+4 format, dividing the school years into foundational (ages 3-8), preparatory (ages 8-11), middle (ages 11-14), and secondary (ages 14-18) stages. This restructuring aims to provide a more age-appropriate and holistic learning experience, catering to the developmental needs of students at different stages.

The policy recognizes the significance of digital learning tools and aims to leverage technology for personalized learning, teacher training, and creating an inclusive education ecosystem. The advent of online and blended learning methods received a further boost due to the COVID-19 pandemic, and NEP 2020 aims to harness this momentum to enhance the quality of education.

Furthermore, the NEP 2020 envisions the transformation of higher education by promoting flexibility and autonomy. It proposes a multidisciplinary approach, allowing students to choose from a wide range of subjects and seamlessly switch between streams. The policy also emphasizes the importance of research and innovation, aiming to establish a robust research ecosystem and encourage collaboration between academia and industry.

Research Gap

These gaps reveal the multidimensional nature of the NEP 2020, appealing inclusive studies and evaluations to address the complexities of its implementation and impact.

1. Many studies have highlighted the potential challenges in effectively implementing the NEP 2020, especially at the ground level. This includes issues related to infrastructure, resource allocation, policy dissemination, and administrative capacity.
2. There's a significant emphasis on the role of teachers in implementing the NEP effectively. Research has pointed out the need for comprehensive teacher training programs, up skilling initiatives, and support mechanisms to equip educators for the proposed changes in pedagogy and curriculum.
3. Many scholars have discussed the need for a revamped assessment and evaluation system aligned with the new policy's objectives, moving away from rote memorization towards a more holistic and skill-based evaluation approach.
4. Researchers are examining substantial changes in curriculum design, there's ongoing research on the practicality, adaptability, and effectiveness of these proposed reforms.
5. With the emphasis on leveraging technology in education, research gaps exist regarding the digital infrastructure, digital literacy, and equitable access to technology across different socio-economic backgrounds.
6. Discussions also revolve around the financial sustainability of the proposed changes, the required investment in education infrastructure, and the role of public-private partnerships in achieving the NEP's goals.
7. There's a focus on the alignment of higher education institutions with the NEP's objectives, including autonomy, research orientation, and flexible multidisciplinary learning pathways.
8. Research gaps exist in defining effective mechanisms for monitoring and evaluating the progress and impact of the NEP, ensuring that it stays on track to achieve its intended goals.

Suggestions and Findings

The National Education Policy-2020 laid a roadmap for progressive education aimed to provide multi-disciplinary skill based education to generate employment; increasing enrollment of students in all kind of educational institutions by 2030. NEP 2020 has given great importance to job prospects of graduates considering all these seriously. It has devoted bigger attention to communication skill, IT skills, foreign language and overall development of personality (U Teichler).

National Education Policy 2020 will play an important role in reforming the earlier education system based on the concepts of quality, autonomy, liability, fairness, economical, holistic, multidisciplinary approach. NEP 2020 advocates multidisciplinary education and reducing the content overload. Continuous review and adaptation of the curriculum to incorporate contemporary knowledge, life skills, and vocational training will foster adaptable and future-ready graduates. Encouraging formative assessments and project-based evaluations will better gauge students' true understanding and application of knowledge.

Higher education reforms outlined in NEP 2020 necessitate revamping institutional structures. Promoting research-oriented, multidisciplinary approaches, fostering collaborations between academia and industry, and establishing centers of excellence will elevate the quality and relevance of higher education.

Conclusion

In conclusion, the National Education Policy 2020 holds immense potential to revolutionize India's education system. It made reforms in primary, secondary and higher education in single policy document. It is the evolution in the field of education in India. Periodic evaluations, feedback mechanisms, and an openness to course corrections based on evolving needs and global educational trends will ensure the policy remains relevant and effective. The NEP- 2020 addresses the need for professional development in a wide range of areas, from agriculture to artificial intelligence. The Business World review rightly made its assessment, "The National Education Policy -2020 is a critical and timely intervention that is destined to make Indian education landscape globally competitive. The policy is comprehensive and encompasses significant reform in every area of our education system.

India must be prepared for the future and the NEP-2020 opens the path for all aspiring teachers and students to be prepared with the necessary abilities. With vision of this policy, "the Indian higher education system is moving from teacher centric to student centric, information centric to knowledge centric, marks centric to skills centric, examination centric to experimental centric, learning centric to research centric, and choice centric to competency centric" (Aithal and Aithal 36). Overall, this new NEP 2020 make good on the longstanding reforms in the Indian education system. It also provides the much needed structural institutional changes that are perfectly in harmony with the government nationbuilding mega programs and SDGs targets.

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