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# National educational policy 2020 with special reference to the inclusive and quality based higher education

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**Abstract**---National Education Policy 2020 wants to make sure that everyone has access to high-quality education, so that the rich-poor divide is bridged and India becomes a more equitable and vibrant knowledge society in the long run. It also wants to make sure that India's elementary, intermediate, vocational, and higher education systems are comprehensive and globally competent. It wants to make people who are active, productive, knowledgeable, and ethical so that they can help make the world a better place. NEP 2020 is more student-centered. It allows students to follow their passions while also improving their skills, which makes them more employable and sets the groundwork for all future teachers and students to be able to do the same. The National Education Policy 2020 will help India become a global knowledge superpower, but only if it is properly implemented at all levels. The NEP 2020 focuses on making education more accessible, egalitarian, and inclusive, but only if it is properly implemented at all levels. There are a lot of words that people use to talk about The National Education Policy 2020, higher education, NEP, and Indian education.

**Keywords**---quality education, vocational education, knowledgeable, inclusive.

## Introduction

India's National Policy on Education (NPE) is a policy that was designed by the government of the nation to encourage individuals all across the country to seek postsecondary education opportunities. India's education policy extends to all stages of education, from elementary to postgraduate, in both rural and urban areas, and applies to all students. Government of India's first National Policy on Education (NPE) was announced by Prime Minister Indira Gandhi in 1968, followed by the second in 1986 by Prime Minister Rajiv Gandhi, and the third in 2020 by Prime Minister Narendra Modi. This document, the National Education Policy 2020 (NEP 2020), which was approved by the Indian Union Cabinet on July

29, 2020, goes into great depth on the future educational system of India. It is available to download from the internet. The new policy supersedes the 1986 National Education Policy, which was in effect at the time of its adoption. It is a comprehensive policy that provides a framework for primary and secondary education, higher education, and vocational training in both rural and urban India. Indian education is expected to be completely reorganised by 2021, according to the plan. Rather than dictating how states, institutions, and schools must implement the NEP's language policy in their territories, the policy is meant to serve as a general guideline only and is only meant to be used for consultation. The National Education Policy 2020 (NEP 2020) introduces a national curriculum, among other changes to Indian educational policy. Government spending on education must be expanded from about 4% to 6% of GDP as quickly as possible, says the plan.

A committee led by former Cabinet Secretary T. S. R. Subramanian began the public consultation process earlier this year for the New Education Policy. According to the committee's report, which was released in June 2017, it was filed in 2019 by a panel chaired by former Indian Space Research Organization (ISRO) chief Krishnaswamy Kasturirangan the final report was published in June 2017 by the committee. There were public consultations to get feedback on the Ministry of Human Resource Development's (MHRD) Draft New Education Policy (DNEP) 2019 following its release. A total of 484 pages were devoted to crafting the NEP's initial draught. It is estimated that the Ministry of Housing and Urban Development received 2.55 lakh suggestions from 2.5 lakh Gram Panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULB) and 676 districts before establishing the draught policy. According to the policy's objective, "National Education Policy 2020 envisions an India-centric education system that contributes directly to building our nation sustainably into an egalitarian and prosperous knowledge society by providing high-quality education to everyone."

It is necessary to build remarkable, intelligent, well-rounded, and creative individuals as a consequence of high-quality postsecondary education. Among other things, it should allow a person to pursue in depth one or more specialised areas of interest, as well as to develop character traits as well as a wide range of values and abilities, including those of the twenty-first century, across a wide range of topics, including the arts and humanities; science; social sciences; languages; personal; technological and vocational subjects; among others. Students' curricula and pedagogy, as well as evaluation and support, are being redesigned to improve the student experience. Funding for high-quality, peer-reviewed research at colleges and universities has been secured through the creation of a National Research Foundation. Most significant modifications to our current system are multidisciplinary universities and colleges with one in or near every district.

Many problems have arisen in India's higher education system, including forced specialisation, early specialisation, and the concentration of students in narrow fields of study, a lack of emphasis on research at the majority of universities and schools, a scarcity of competitive peer-reviewed academic research funding, and a lack of large affiliated universities, all of which have contributed to the system's poor performance in international comparisons. The ultimate aim of institutional

reorganisation and consolidation is to increase the gross enrollment ratio in higher education, including vocational training, from 26.3 percent in 2018 to 50 percent by 2035, a percentage that now stands at 26.3 percent. This is done through the transformation of higher education institutions into big interdisciplinary institutions that produce well-rounded and inventive individuals, as well as the transformation of other nations' educational and economic systems.

Holistic and multidisciplinary education should try to increase all human capacities in an integrated manner, including mental, cultural, social, physical, emotional, and moral capacities. A comprehensive education will be the standard way for all undergraduate programmes in the long run, including those in medical, technical, and vocational fields. The most effective learning environments and student assistance provide a holistic approach that includes a sufficient curriculum, engaged pedagogy, consistent formative assessment, and enough student support.

### **Review of Literature**

India's first National Policy on Education was written in 1968, after the Kothari Commission's report and recommendations (1964–1966). The government of then-Prime Minister Indira Gandhi called for radical changes and equal educational opportunities to promote national integration and better cultural and economic growth. Education expenditure was also encouraged to be increased to 6 percent of national revenue under the National Policy for Education in 1968. Initially introduced in 1986 by the Rajiv Gandhi government, the second National Policy on Education was later revised with significant amendments by the P. V. Narasimha Rao administration, who took office as Prime Minister in 1992. The National Education Policy of 1986 placed a strong emphasis on the use of information technology to modernise the educational system in the country. Increased emphasis has been placed on reforming teacher education, early childhood care, women's empowerment, the expansion of scholarship opportunities, the provision of services for backward and rural regions, as well as adult literacy initiatives. It also advised that universities and colleges be given more autonomy in order to improve the overall quality of the education they provide.

National Education Policy 1986, on the other hand, failed to improve educational quality by creating graduates with employable skills or even provide standard research output in the form of patents and academic publications. Following the release of a draught of the New Education Policy in 2019, which was followed by a series of public input and discussions, the Cabinet of Prime Minister Narendra Modi adopted the policy on July 29, 2020, which is known as India's third Education Policy or NEP-2020. It made provisions for curriculum change as well as for more comprehensive experiential, discussion-based, and analysis-based learning opportunities. Among other things, it mentions a change in the pedagogical organisation as well as other aspects of education.

Since independence, the constitution has stipulated that education should be free and compulsory until the age of fourteen, with the possibility of extension. Even the previous two National Education Policies, as well as the recently passed Right

to Education Act (RTE-2010), included such clauses in their respective documents. However, as a country, we have not yet achieved our objectives. High-quality teachers are hard to come by, especially in economically disadvantaged areas, and institutions lack the infrastructure and institutional autonomy needed to innovate in higher education in order to attract students. There are also few avenues for students to advance in their careers and very little standard research and innovation at most universities and colleges, and moral governance and leadership at higher education institutions, as well as large donations and backdoor entries in faculty recruitment, are just a few of the issues that higher education institutions are dealing with today.

A new policy was therefore required at the moment in order to bring about change, and the newly released National Education Policy 2020 appears to be addressing these demands. It is the long-term goal of this strategy to "create good, thoughtful, well-rounded, and creative individuals as well as a well-rounded society." The National Education Policy 2020 states that "it must enable an individual to study one or more specialised areas of interest at a deep level, as well as develop character, ethical and constitutional 21st values, intellectual curiosity, scientific temper, creativity, spirit of service, and century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects." It will undoubtedly transform our country into a vibrant knowledge society in which everyone has access to a high-quality education, as has been predicted.

The results of prior studies appear to support the government's decision. "Improving GER in order to include every citizen of the country in higher education programmes is the obligation of the education department of the country government," Aithal & Aithal stated. The National Education Policy of India 2020 is working towards achieving this goal by implementing innovative policies to improve the quality, attractiveness, affordability, and supply of higher education by opening up higher education to the private sector while maintaining strict controls to ensure that quality is maintained in every higher education institution" (35). "There are many new things proposed in the NEP—2020 to get the right skill set at the right time, such as vocational courses alongside regular studies. If students choose the right course or subject combination according to their inborn talent, the gap between industry and academia will be bridged in the near future," says Pawan Kalyani (7). In his response, Deep Kumar states that "the new policy aspires to pave the ground for transformational reforms in the school education and higher education institutions in the country." He adds that

This was one of the most significant actions taken in order to bring about much-needed reform in the country's educational system. "This policy is a breath of new air, and one would expect to welcome it with wide arms," says Akanksha Gavade, who is also a member of the 248th Congress. (31). The educational policy of 2020, according to Dr. K. Meenakshi Sundaram, "has much scope for the multidisciplinary approach with digital learning, autonomy to courses and curriculum, and the advancement of technology, business, and education globally, is paving the way for the holistic development of the students." According to Dr. K. Meenakshi Sundaram (130-31). After conducting their research, Kumar and Nagrani concluded that "the New Education Policy offers a fantastic vision for

changing the educational scene in this country" (528). Nevertheless, Prashant K. Nanda concluded that the "National Education Policy, which was approved by the Union Cabinet, if executed properly, will minimise regulatory hurdles and encourage autonomy in the higher education sector, and will make learning outcomes a key aspect of India's school sector... In practise, however, implementation in a country with a wide range of educational delivery, focus, and financial circumstances would be a significant problem. This can be made more difficult by a large number of vacant teaching positions and a large number of unskilled teachers in the pool." (Nanda par. 1, 9; nanda par. 1, 9). As stated in the FICCI-EY report, "the policy identifies deficiencies in the existing situation and offers possible reforms that might be implemented to provide the greatest possible level of quality, equity, and integrity from early learning years through postgraduate education" (23). "While the introduction of the National Education Policy-2020 and the proposed reforms in the regulatory regime for higher education institutions is a positive step toward revamping and streamlining the higher education segment in India, the actual results and changes will depend on the ground level implementation of the proposed reforms," Jhingan and colleagues write. According to the findings of the preceding studies, the National Education Policy-2020 is a watershed policy in the history of higher education. However, in order for it to be truly transformative, it must be implemented effectively and on schedule.

### **Objectives of the Study**

- To Study the NEP 2020 Policy and its Reviews
- To Study and analysis effect of the NEP 2020 on Higher Education
- To study the Provision of NEP 2020 on Higher Education

### **Methodology of the Study**

This research is a descriptive investigation. The relevant secondary data was gathered from a variety of sources, including websites maintained by the Indian government, periodicals, journals, and other publications, among others. This information was then analysed and examined in order to arrive at the inferences and conclusions that were reached.

### **The NEP-2020: Equity and Quality based Policy**

There is now a New National Education Policy (NEP) 2020, which is a replacement for the Second National Policy on Education and aims to turn India into an important knowledge centre by the year 2020 based on the principles of 'Access, Equity, Quality, Affordability, and Accountability.' (British Council). The National Education Policy-2020 aims to integrate two crores of underprivileged school children into the mainstream education system through the open school system. The 10+2 system is being replaced with a new curricular framework of 5+3+3+4 for ages 3-8, 8-11, and 14-18, which corresponds to the ages of 3-8, 8-11, and 14-18, respectively. Till they reach the fifth grade, students will only be instructed in their mother tongue or regional language, unless they choose to learn another language.

Vocational education is being implemented in all secondary schools and institutions of higher learning. "By 2025, at least half of all learners enrolled in the school and higher education systems will have received exposure to vocational education," according to the National Education Policy 2020 (page 44). It plans to increase state education spending from its current level of approximately 4 percent of GDP to 6 percent of GDP as soon as possible. The Undergraduate degree would be three or four years in length, with a variety of exit options and diplomas available at the conclusion. Students who complete a three-year undergraduate programme can complete two years of Masters, whereas students who complete a four-year Bachelor degree can complete a one-year Master's programme, and students who have completed a four-year Bachelor's degree in research or a Master's degree can apply for a doctorate in philosophy. Students who have completed courses at different approved higher education institutions can store and transfer their academic credits earned by creating an Academic Bank of Credit (ABC), which is a sound idea. "The students will be multi-talented in their approach as a result of this," says the professor, "which may provide them with opportunities for worldwide jobs" (Sundaram 130). Some improvements are made to the programmes in the health, legal, and professional education sectors, among others.

### **Effective analysis of NEP on Higher Education**

The National Development Plan 2020 calls for the establishment of the Higher Education Commission of India (HECI) as an umbrella agency for all higher education, save for medical and legal education. In most cases, this will raise the issue of what would happen to the current leadership structures of the University of Georgia and the Association of Information and Computer Technology Education. According to the Higher Education Commission of Ireland (HECI), the proposed bill will separate the academic from the financial aspects of the higher education industry. Higher Education Commission of India's budgetary authority will be abolished in the new legislation. According to a news release, the Ministry of Education, formerly known as the Ministry of Human Resource Development, would take over the financial functions previously carried out by the University Grants Commission (UGC) (MHRD). As for the regulatory labyrinth that has developed in India's higher education system, this action is anticipated to clean it up. NHERC, the General Education Council, the Higher Education Grants Council (HEGC), and the National Accreditation Council (NAC) would all govern, standardise, fund, and accredit institutions of higher learning as part of HECI's projected four autonomous verticals. Many educators have long believed that uniformity in educational standards can only be achieved through the creation of a single umbrella organisation. Simplifying education policy is seen as an essential step forward. Higher education must be judged on relevant factors, such as research, linkages to the industry, internships and academic ability. Youth in India are the primary beneficiaries if the HECI achieves its goal of improving their quality of life.

NEP 2020's "phasing out" approach from Affiliated Colleges to Autonomous Institutions is based on the concept of "empowerment and autonomy to innovate." NEP 2020 also includes elements such as Graded Accreditation and Graded Autonomy. Because autonomous schools have more latitude, curriculum

enrichment is more likely to occur. According to the research, autonomous degree-granting schools have the potential to develop into Research-intensive or Teaching-intensive Universities if they receive the necessary accreditations. The announcement of the development of Multidisciplinary Education and Research Universities (MERUs) in the country provides additional motivation. Students at these new institutions will be educated to the same high standards as those at current IITs and IIMs, which will be on par with their international counterparts.

National Testing Agency (NTA) will be the primary, expert, and independent testing organisation for administering admission examinations to undergraduate and graduate programmes at institutions of higher learning under the NEP 2020. Students, universities, and colleges will all benefit from the NTA testing services' excellent quality, diversity, and adaptability, which will allow them to adopt these common entry examinations rather than having hundreds of universities each construct their own admission exams. The use of NTA tests in the admissions process will be left to the discretion of individual universities and institutions. Additionally, students will have a simpler time transferring their courses and degrees to other colleges.

With the National Education Policy 2020 allowing international universities and colleges to come to India, India's educational institutions are challenged to up their game in terms of quality of education. The government's preparations to welcome international universities to build campuses in the country have the higher education sector in India buzzing. India has one of the most extensive higher education systems in the world, with over 900 universities and 40,000 colleges spread across the country. India's GER (Gross Enrolment Ratio) for higher education is 26.3 percent. Other BRICS countries like Brazil (50 percent) and China (51 percent) have greater GERs, but India's GER is much lower than the GER (Gross Enrolment Ratio) in Europe and North America, which would be above 80 percent. Progress in global higher education is essential to long-term economic growth in the Indian economy, which is not based on natural resources but on human capital and intellectual resources. More than 1,500 new higher education institutions are expected to be needed in India by 2030 to handle the country's growing student population. An important finding of this research shows that the Indian government is looking for new ways to boost education-related FDIs and open up the ECB market.

More than 7 lakh Indian students are now studying abroad, which is why the Ministry of Human Resource Development is trying to strengthen India's reputation as a global education powerhouse. Aiming to provide world-class education at a much cheaper cost without the need to travel, this policy aims at reducing human capital migration from one country to another for education and employment. Cross-border education is beneficial to the economy because it helps students from other countries develop a higher sense of global awareness, cultural sensitivity, and competitiveness. As a result of international collaboration, students are better served since local educational institutions are better able to adapt their curricula to international best practises and provide a wider range of academic options.

More Multi-Disciplinary and Holistic Education: Holistic education, as defined by the National Education Policy 2020, includes all of these components: intellectual, aesthetic, socioemotional and moral — all of which are intertwined and should be developed together. A well-rounded individual will emerge with 21st century capabilities in fields ranging from the arts, humanities, languages and sciences to professional and technical and vocational fields; an ethic of social engagement; soft skills such as communication, discussion and debate; and rigorous specialisation in a chosen field or fields. NEP 2020 suggests that by 2030, each district should have at least one significant interdisciplinary Higher Education Institution (HEI).

Each and every higher education institution (HEI) must combine credit-based courses in the fields of community participation, environmental education, as well as value-based learning into their flexible and innovative curriculum in order to provide their pupils an all-encompassing education. Environmental education will encompass topics such as climate change, pollution, waste management, sanitation, biodiversity conservation, forest and wildlife conservation, and sustainable development and living. A value-based education also includes lessons in seva/service and participation in community service programmes in addition to the development of humanistic, ethical, constitutional, and universal human values such as "truth (satya), righteous conduct (dharma), peace (shanti), love (prem), and nonviolence (ahimsa).

As the globe becomes more interconnected, Global Citizenship Education (GCED) will be offered as a response to current global concerns. It is the goal of GCED to help students become more aware of the world around them and to help them become active advocates for more peaceful, tolerant and inclusive societies. In addition, students at all HEIs will have the opportunity to do internships with local businesses, artists, craftspeople and other professionals as part of a holistic education. They will also be able to do research internships with faculty and researchers at their own or other HEIs/research institutions, enhancing their employability as a byproduct of their learning.

Structure and lengths of degree programmes are as follows: A bachelor's degree can be earned in three or four years, depending on the university and the National Education Policy 2020 plan. There is a grace period of two weeks during which students can opt out of their degree programme. Students shall be awarded a diploma after two years of study, a degree after three years, and a certificate after one year of study in any professional or vocational course of their choosing, according to the law. An Academic Bank of Credit will also be established by the Government of India, which will be used to store academic outcomes in a digital format. As a result, educational institutions will be able to add the credit to the student's final grade and award a diploma. Individuals in this scenario will find it useful to be able to leave at any time. They don't have to start all over again if they leave off where they left off later in the course. A one-year PG degree for students who have completed a four-year undergraduate degree and a two-year PG degree for students who have completed a three-year undergraduate degree in the same subject may be difficult to design, even though the National Education Policy 2020 states that higher education institutions will be free to start postgraduate courses.

### **The NEP–2020: Provisions for Higher Education**

We come to the section on higher education in the National Education Plan 2020, which states that higher education must allow a person to study one or more specialised areas of interest in depth, as well as develop character, ethical and constitutional values, intellectual curiosity and scientific temper, creativity and service spirit, and 21st-century skills in a variety of fields, including the sciences, humanities, commerce, and the rest of the professions. The National Education Policy 2020 "is moving in the direction of making education and learning more appealing, better optimised, egalitarian, and affordable" (Gavade 31).

The new education strategy offers significant modifications to the current system, with the most notable features being the establishment of multifunctional universities and colleges as the centrepieces. Another goal of this policy in relation to higher education "is to eliminate fragmentation in higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students" with the goal "to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3 percent (2018) to 50 percent by 2035," which "would help build vib [vibrational] universities and colleges across the country" This would also contribute to increasing the gross enrollment ratio in higher education.

The All India Survey on Higher Education (AISHE) reports that "India has 1043 universities, 42343 colleges, and 11779 stand-alone institutions," which is in line with the latest figures on higher education from the government of India. Approximately 38.5 million students are enrolled in higher education institutions affiliated with 307 universities, according to the "AISHE 2019-20" 1-2. The total number of students enrolled in higher education institutions is anticipated to reach 38.5 million. Over "32.6 percent colleges, (which) run only single programme" ("AISHE 2019-20" 1), as well as "16.6 percent of colleges have enrolment less than 100 and only 4 percent colleges have enrolment more than 3000" students ("AISHE 2019-20"), have been discovered to be in opposition to the projected transition to a multidisciplinary style of higher education, which is an essential requirement for the country's educational reforms for the twenty-first century.

Furthermore, the National Development Plan–2020 included provisions for the establishment of a National Research Foundation (NRF), which would "provide a reliable base of merit-based but equitable peer-reviewed research funding, assisting in the development of a culture of research in the country by providing appropriate incentives for and recognition of outstanding research, and by undertaking major initiatives to seed and grow research at State Universities and other public institutions where research capability is currently limited." "Substantially streamlines" the proposed regulatory structure, according to the National Environmental Policy–2020 (Panagariya). An important reversal in the National Education Policy (NEP–2020) is the proposal to create the Higher Education Commission of India (HECI) as an umbrella institution for higher education, which excludes medical and legal training. The National Higher Education Regulatory Council (NHERC), the General Education Council (GEC),

the Higher Education Grants Council (HEGC), and the National Accreditation Council (NAC) have all been established to regulate higher education. Many educators have long believed that a single umbrella organisation was necessary to ensure uniformity in educational standards, and this has long been a goal held by many educators. This is seen as a positive move in the direction of simplifying educational policy. HEIs must be evaluated on a variety of critical elements, including research, industry ties, placements, and academic achievement, among others, in order to maintain the high quality of higher education offered to its students. When correctly implemented by the HECI, the benefits to its largest shareholder may be significant, and the NEP-2020 goal of increasing the gross enrolment ratio will be attained, according to the NEP-2020. Moreover, the increased flexibility afforded to independent institutions has the potential to enhance curricular enrichment opportunities. According to the document, autonomous degree-granting schools that have the necessary accreditations can progress to Research intensive or Teaching-Intensive Universities if they choose to do so.

It is encouraging to hear of the establishment of Multidisciplinary Education and Research Universities (MERUs) across the country, which will help to boost the country's hope. In order to demonstrate multidisciplinary education to Indian students, these colleges will be on a par with the current IITs and IIMs in terms of size and scope. High-quality higher education institutions will undoubtedly distinguish themselves and develop into either Researchintensive Universities (RU) or Teaching Universities (TU) or autonomous degree-granting schools, based on their respective strengths (AC). Online programmes and Open Distance Learning will be made available to all colleges, and they should be of the same standard as the programmes offered on-campus in the future. Student needs and preferences are taken into consideration in the new education policy, which promotes curricular flexibility. Ethics, human and constitutional values, as well as practical life skills, should be taught to students in order for them to gain conceptual knowledge and critical thinking abilities. Continuous formative assessment is given precedence over summative assessment in the classroom. According to the strategy, respect for diversity and local context, Indian culture, and traditional skills should be incorporated into the curriculum.

National Education Policy–2020 mandates three or four-year undergraduate degrees, with a number of choices for students to depart the programme at various stages during that time. " After completing the first year of undergraduate study, students can earn a certificate, an advanced diploma, a bachelor's degree, and a bachelor's degree with research after completing the second and third years of UG. In addition, the university plans to provide a five-year integrated bachelor's degree programme. Students who have completed a three-year undergraduate programme will be offered a two-year postgraduate programme, whereas students who have completed a four-year bachelor's programme with research will be offered a one-year postgraduate programme. Students wishing to pursue a PhD must hold either a master's degree or a four-year bachelor's degree with research. The government will also establish an Academic Bank of Credit to "digitally store the academic credits earned from various recognised higher education institutions so that degrees from a HEI can be awarded taking into consideration the credits earned" (National Education Policy 2020, page 37), among other

things. The ability to restart studies from where they left off would help students who were forced to interrupt their studies due to unanticipated circumstances, if any, to avoid having to start from the beginning of the course would be extremely beneficial.

A more flexible CBCS and criterion-based grading system will be implemented, as will a shift away from high-stakes summative exams and toward continuing formative assessments as a result of this change. In order to accommodate these programmes, all higher education institutions need have the required infrastructure in place, such as digital classrooms and teaching facilities, offices, and other such facilities. Student representation should be included on all decision-making organisations and committees, regardless of their size. The government's decision to grant permission to foreign colleges to establish campuses in India is likewise a positive step forward. According to the 'National Education Policy 2020,' "high-performing Indian universities will be encouraged to establish campuses in other countries, and similarly, selected universities, such as those from among the world's top 100 universities, will be facilitated to operate in India" (page 39 of the document). Students will be able to experience global education quality in their home country as a result of this. It is hoped that by allowing international institutions into the United States, world-class education will be made available locally at a significantly lower cost and without the need for students to travel, thereby reducing human capital migration to other countries for study and career opportunities.

The ideal teacher-to-student ratio is expected to be between 1:10 and 1:20, depending on the material being taught. Flexible and innovative curricula through credit-based courses, community-based projects, and value-based education, internships with local industry, communities, and research internships within HEI to be taken into consideration for degree awarding, transparent merit-based recruitment, faculty incentives, more online / blended programmes catering to the needs of various sectors, the National Research Foundation, and the National Scholarship Portal, which will provide enough financial assistance. As a result, this approach "is more student-centric, allowing students the flexibility to pursue their passion while still developing their abilities, enabling them to become more marketable" (British Council).

In terms of healthcare education, it is proposed that it be re-envisioned in terms of time, organisational structure, and design. Medical, diagnostic, surgical, and emergency competencies are required of all MBBS graduates. They are also expected to undergo a thorough assessment process based on established criteria before being allowed to work in primary care and secondary hospitals, among other settings. Integration is essential since allopathy students are expected to have a fundamental understanding of AYUSH and vice versa, emphasising the need for integration. The importance of preventive healthcare and community medicine is being emphasised. A distinct National Accreditation Organization for nursing and other sub-streams is suggested, with the goal of improving the quality of nursing education in the United States.

"Students from socioeconomically challenged families require encouragement and support in order to make a successful transition to postsecondary education..."

Student groups from underrepresented groups such as SC, ST, OBC, and other SEDGs will be given special consideration. (39) and (40), respectively, of "National Education Policy-2020." The prevailing educational practises have a negative influence on various socially and economically disadvantaged communities. "The National Educational Policy (NEP) 2020 tries to address the growing inequality and inequity that is affecting the country's education system today... (However,) the new strategy fails to provide a roadmap for how it would ensure that these persons have access to higher education." (Source: British Council.) A variety of factors contribute to the higher dropout rates experienced by these groups, some of which are related to geographic inaccessibility and others which are related to sociocultural identities that have historically barred people from educational institutions. "The National Educational Policy (NEP) 2020 attempts to address the growing inequality and inequity that is plaguing the country's education system today," but "the new policy fails to specify a roadmap for how it will ensure that education is made accessible to these individuals," according to the World Bank. Khan and Sahoo (Khan and Sahoo, par. 14).

In this strategy, the goal is not only to add years and diplomas to education, but also to build a competent society, and the National Education Policy (NEP) 2020 makes this goal very clear. "The National Education Policy (NEP) will alter the education sector in the country because it focuses on making education accessible, egalitarian, and inclusive, but only if it is implemented at all levels," according to the report (Sahoo). Everything essential is done under this policy to improve higher education's ability to develop global capabilities. In India, the National Education Policy (NEP-2020) represents a dramatic transition from the long-standing and established rote and herd learning education method... Also important is the promotion of India as a global destination for higher education" (Jhingan, et al.). "The nation has sensed the need for an education policy that is in conformity with Indian values and is up to global standards, and this educational strategy provides the same," Kumar and Nagrani observe, and they are correct (529).

## **Conclusion**

Education is one of the main things that help society grow and improve. The more educated a person is in society, the more useful their work will be for the whole world. Education is a tool that gives people the information, skills, techniques, and knowledge they need, as well as helps them understand their rights and responsibilities to a country and society. This shows how important education is in society, and it has led the government to spend more money on education than before. The country had to wait 34 years to see a new education policy in 2020, but it will happen in 2020. As part of a new National Education Policy-2020, the government wants to have a positive and long-term impact on the country's higher education system, as well. The policy makes a lot of changes and looks like a very progressive document that takes into account the current social and economic situation and what we can expect in the future. All in all, the NEP-2020 addresses the need for professional development in a wide range of fields, from agriculture to artificial intelligence, so that people can be better. "The National Education Policy - 2020 is a critical and timely intervention that will make Indian education more competitive around the world," the Business World review said.



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