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Implementation of National Education Policy (NEP-2020) and the Vision of *Viksit Bharat-2047* i. e Developed India: Impressions as a Stakeholder in the Process

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doi: [10.48047/AFJBS.6.15.2024.5624-5631](https://doi.org/10.48047/AFJBS.6.15.2024.5624-5631)**ABSTRACT**

It is on the global map, India has created its space because of her foreign policies, contributing silently for the progress of 'all others in the world' and following the path of 'peace for all' by proclaiming the vision through 'One Earth, One Family, One Future'. (Modi, <https://www.narendramodi.in/>) While taking India ahead on the path of progress at the International Level, the 'Nation Building' is the motto of today's India. The World has lot of expectations from India being able to have the highest number of youths to claim the time to benefit from the demographic dividend. At the same time, it should not be forgotten that there is an unseen threat of the 'Demographic Deficit' too, in coming future. Hence, there is a call of time, and it is duty of every youth to transform India from Underdeveloped stage to the developed country. To achieve this million-mile target there should be support of everyone, action and committed generations of devoted youths. The Government alone cannot achieve it.

It is but a commonplace observation that the strong nation stands on its own only with the educated and civilized society. If scanned the pages of history and the progress of the western countries, they have raised their educational standards by using various rankings, assessment methods and machinery for accreditation. However, in the country like India, where the Lord Macauley's education policy still finds its strong hold, having its impact on the common man's life, who prefers to knock the university doors only to get the job and nothing else.

The new National Education Policy-2020 is an historic attempt to arise and awake India, by helping the schools, colleges and universities raising its potential at the global excellence and by making India recollect the bygone days, when India was the place of pilgrimage for students across the world.

In 1991, India embarked upon the journey of Globalisation with the Mr. P. V. Narsinh Rao Government. In 2016 the Mr. Narendra Modi Government initiated the process for bringing complete change in educational policies to transform India as the *Viksit Bharat* by 2047. In pursuance of the same goal the Ministry of Education, the University Grants Commission (UGC), the All-India Council for Technical Education (AICTE) and the National Assessment and Accreditation Council (NAAC) have tried to uplift all the stakeholders by introducing various instruments to deal with these challenges. The present paper tries to attempt and communicate commonplace observations and impressions of the author as one of the stakeholders, as a professor, as a leader, Principal and as the Dean of the Faculty.

(Keywords: NEP-2020, Demographic Dividend, *Viksit Bharat*, Global Excellence, Leadership)

Rooted in the Indianness and claiming strong ties with the 'outcome as well as skill based traditional *Gurukul* system', (strong personal bond of teacher and student during the learning process), India is going ahead in a redefined manner with the National Education Policy-2020. India is the land of *Vedas*, the resources of knowledge, the body which is created by

the generations of scholars. These *Vedas* (Books dealing with the human origin, meaning and the purpose of life on the planet Earth) are called *Apaurushey*

(<https://shorturl.at/nruvH>), which popularly means 'not of human or authorless. In fact, the body of knowledge India has produced has been for the benefit of the whole world and offered free of cost to the world. The *Yoga* is an evident of it. The Indian culture does not treat education as commodity. The Indian Health Education available to the world through Ayurveda (The indigenous body of knowledge of medicine produced by ancient India) is Nature Centred, harmless and unique way to lead life, again made available to the humankind unasked. Indian education system and the scholars, until recently, never claimed and filed patents in the name of research and

innovations as India believes that knowledge is 'Apaurushey' and it is for the benefit of the world and no one's property.

Datta, *Damyata* and *Dayadhvam* mean to give in charity, to be compassionate and self-control respectively. (Chapter five of the *Brihadaranyak Upanishad*).

As would be seen there has been a phenomenal growth of the education industry across the globe. Once 'the Knowledge for the sake of Knowledge' attitude has turned into; 'knowledge for sake of life, education as a service and since then treated as commodity business', it has been rapidly accepted and has become the pattern of the world.

India has been the knowledge destination for the world. It is through the *Takshashila* and *Nalanda*, (almost 700 BC) India developed World's first ever system of university education and offered several programs to the international students at the meeting place of the East and the West, the Europe, Arabic Nations and the East Asia. It is to recreate and regain that glorious past the government has brought some historic changes which will evolve a new academic order, when the unchecked population is the biggest threat to the development of India.

Listed below are some of the initiatives (not all are listed) by the Government & autonomous bodies taken to achieve the target of implementation of the NEP-2020 and to uplift the standard of higher education in India. The Ministry of Education, University Grants Commission, the AICTE, NAAC, NBA, NIRF are some of these agencies.

I) Historical perspective (The past education policies in India)

Since the *Vedic* Period the Indian Education System has thousands of years history. By and large it falls into four broad phases of history namely The *Vedic*, The Eras, the first being of Ancient Universities such as *Takshsheela* and *Nalanda*, Medieval Era under the Mughal Rule, India during the British Raj, and the Post-Independence Era. Literacy Programs planned by the Govt after the Indian Independence in 1947, the establishment of

the NCERT in 1961 by the then Prime Minister Jawaharlal Nehru, the 1964 Kothari Commission, the 1968 First Education Policy, the Rajiv Gandhi Govt implemented the Second Education Policy in 1986, the reformation in the said policy took place in 1992 when P. V. Narsinh Rao was the Prime Minister and finally in India the National Education Policy 2020 during the Narendra Modi Era is under implementation.

The eight major Indian states namely Karnataka, Madhya Pradesh, Uttar Pradesh, Maharashtra (2023), Andhra Pradesh, Rajasthan, Assam are some of the states in sequence of their response for the implementation of the National Education Policy 2020 i.e NEP-2020.

It is very interesting to note that in the modern era Indian Education System believes and finds its potential in its roots, the indigenous way of educating the generations and hence prefers to go back in time to strengthen itself by associating with the bygone years and merits of the Indian society. It does not mean that the Indians are moving back to the modernization, however, they are getting assured about their positions, abilities and capacities to create for the larger benefits of the mankind.

The National Education Policy also focuses on the 'rootedness and pride in India, pride in its rich heritages, culture, traditions, its diversity and its inventions. The first-time introduction of the course on the Indian Knowledge System at the generic as well as special level, itself is an indication to retain and maintain the image of India globally.

The EPSI (Education Promotion Society of India) also confirms that the Indian Education institutions, though have established strong foundation based on knowledge but are way apart from the internationally accepted standards for delivery and thus there is wide gap for our (Indian) students to fulfil their aspiration and even meet market requirements. More so, in the last two decades with ever increasing participation of the private sector the quality of output has further diminished.

Further, while commenting on the current scenarios of higher education in India the society that India is fast emerging as potential superpower, taking giant strides towards development. This has put the education in sharp focus, since only acquiring knowledge and learning diverse relevant skills can fuel the creation of trained manpower— that in turn, will power our Industry and commerce, our growth and prosperity. It underlines the need of drastic changes, quality expectations and best practices from all the stakeholders. The need of motivated and dedicated faculty is the need of the hour.

The adoption of established international standards of higher education, the ranking system, the entry of foreign universities in India, the basic reforms in the basic structures such as (Existing 10+2+3 pattern to revised 5+3+3+4 pattern) and the reformation in the Regulatory System of Higher Education speak volumes about the transformation envisioned by the policy makers.

It is very important to note that the policy has been designed and drafted by a Scientist, K. Kasturirangan and in the state of Maharashtra the taskforce appointed for the implementation was also headed by a scientist Dr. Raghunath Mashelkar. It is indicative that the policy makers were the men with a 'a difference'.

II) National Education Policy 2020

The NEP-2020, (Ministry of Education, <https://shorturl.at/bioR0>) as rightly said as 'a forward-looking document', focusing on 'learning the art of learning' help India stand at the confluence of rapidly changing global knowledge landscape and global agenda for next twenty-five years or so, by keeping pace and relevance with the SDG-4 the promises of India to the World and the time to encash the opportunity of 'Demographic Dividend'. The bunch of challenges to associate with the past and present, to understand and to gain ability for the growth, to create and establish in the International as well as globalised market of higher education is a mammoth task to deal with.

The Narendra Modi Govt appointed K. Kasturirangan Committee to design and decide the draft of the National Educational Policy 2020. The report prepared by the Committee was accepted by the Govt by replacing the Policy has been in effect from 1986.

There is complete shift in pattern from earlier 10+2+3 to 5+3+3+4, which will bring all classes to the level of internationally accepted schooling structure and approved standards of higher education. The options of pursuing three/four-year Undergraduate degree program, one/two-year post-graduate program with opportunity to pursue doctoral research is one of the unique features of the policy.

The basic principles adopted by the policy makers are access to education, equity, quality, affordability, and accountability. The earlier teacher centric education finds complete shift and has become student centric; the choice-based credit and grade system will be implemented in the letter and spirit. Students will have choice to select any subject / course from any discipline of his choice with major and minors, Students will also have choice to select a double degree option too.

The National Curriculum Framework for School Education (NCF-SE, MoE, <https://shorturl.at/nIK27>) is the curriculum framework for the 5+3+3+4 design of schooling as proposed by the National Education Policy 2020 (NEP 2020). The NCF deals with the four phases namely foundational, preparatory, Middle stage and secondary stage. Multi-lingualism, concept clarity, original thinking, learning by doing, art and physical education, concern of environment, value education, introduction and awareness of interdisciplinarity at the early stage, emphasis on skilling are some of the outstanding facets of the NCF-SE.

The school curriculum framework also refers to the indigenous ideology of the *Panchkosha* Way of Education, which believes in child's physical development, life-energy development, emotional and mental development, as well as intellectual and spiritual development.

III) Instruments developed by the Government of India for the Implementation of NEP:

It is to ensure effective implementation of the Policy; the Government of India has made several changes. The Ministry of Human Resource Development (MHRD) will function as the Ministry of Education, the regulatory bodies such as UGC, AICTE and other councils will start working under one umbrella of the Higher Education Commission of India (HECI). The National Institutional Ranking Framework (NIRF), with its five-parameter based ranking system of the higher education institutions, is already in effect since 2016 with All India Survey of Higher Education, which ensures 'One Nation, One Data'. The development funds have been made available through PM-USHA, which was earlier known as RUSA (*Rashtriya Ucchatar Shiksha Abhiyan*).

Wherever and whenever necessary Transformative Reforms have been suggested and made by establishing the Over-Archiving Committee. The main aim of the policy is creation of skill India. Hence efforts have been made to strengthen every sector through sector skill council under Ministry of Skills and through *Pradhan Mantri Kaushal Vikas Yojana*. Experts from every field have been appealed to think differently and suggest new skill-based schemes in their respective field. For instance, there is concept called Agri-Clinics, which has been implemented since Jan 2019.

IV) Instruments developed by the University Grants Commission:

The main aim of the Commission is to create environment for the implementation of new education policy. It remains its responsibility to understand, visualise and draft solutions to the foreseen issues and make all the institutions ready for the desired change. Though the University Grants Commission will be merged with the Higher Education Commission of India, it is preparing proper ground for the future setup in its present capacity as one of the

regularity bodies. The UGC has introduced guidelines, regulations and plans by publishing documents such as the National Qualifications Frameworks: Global Initiatives, Guidelines for Institutional Development Plan for Higher Education Institutions (HEIs), Curriculum and Credit Framework for (UG) Programmes, Dec 2022, National Credit Frameworks (NCrF), April 2023, National Academic Credit Bank (NAC-Bank), Dec 2019.

The regulatory body like AICTE is already engaged in getting tuned with the resolutions passed as per the Washington Accord.

V) Instruments developed by the National Assessment and Accreditation (NAAC)

It is with the regulatory bodies, the National Assessment and Accreditation Council, Bangalore has been very much successful in bringing striking change in the system of higher education. The NAAC in many respects need to play the role of torchbearer for the institutions of higher education. In this regard and more specifically when the Nation is getting ready for the sea-change, the NAAC has to come up with proper guidelines and authentic data for various types of universities and colleges catering their services to the large number of students.

In this regard the NAAC published a document titled 'White Paper: Re-imagining Assessment and Accreditation in Higher Education in India', (Patwardhan Bhushan, White Paper, July 2022), came up with Manual for Affiliated Colleges, Manual for General Universities, Manual for Autonomous Colleges, Manual for Health Sciences Universities, DVV & SOPs for all types of colleges & universities with their need based and updated versions. The NAAC itself proved dynamic by doing changes in their methodologies of accreditation and re-accreditation. Now, while going beyond the established practice of offering grades, the NAAC proposes to go for the Binary accreditation, which will prove a deciding factor to ensure new benchmarks of quality education.

VI) Instruments developed by the State Government of Maharashtra:

As Education comes under the concurrent list it is pertinent to see how the states responded to the Union policy? The State of Maharashtra has been known as one of the progressive states of India. Immediately after the announcement of the NEP-2020, the State went ahead with establishment of the taskforce headed by Dr Raghunath Mashelkar. The document titled 'Rethink, Reimagine, reinvent: Higher Education in Maharashtra State, June 2021' cleared the path of progress. The Maharashtra State Government passed several resolutions for the Implementation of NEP-2020, specially for the higher education institutions.

As a part of phase I, commenced from June; 2023, the state decided to implement the NEP for the Post-graduate departments and autonomous colleges in state.

VII) *Amrut Kaal* and the Vision of *Viksit Bharat* (The period from 2024 to 2047)

While marching towards the Developed India of 2047 (Viksit Bharat) through the means of the National Education Policy 2020, India will stand on its cultural bedrock, will teach students to cherish principles, values and make them citizens of the one world and accountable for one common future.

The period from 2024-2047 Developed India has been defined as the period of transformation for India from the underdeveloped to Developed Country. Prime Minister Narendra Modi has made the present generations aware of their responsibility and opportunity they have to serve the Nation by making India a developed Nation. A developed nation is always inevitably educated nation. Creation of knowledge and knowledge pathways is most important for India to achieve the target. Prime Minister Narendra Modi has said in the era of Amrit Kaal, the country is forging new definitions and creating a new order.

The Prime Minister said that in the life of any nation, history provides a period

when the nation can make exponential strides in its development journey. For India, "This Amrit Kaal is ongoing" and "this is the period in the history of India when the country is going to take a quantum leap". He gave examples of many nearby countries that took such a quantum jump in a set timeframe and turned into developed nations. "For India, this is the time, right time (*Yahi Samay hai, Sahi Samay hai*)", he said, adding that each and every moment of this Amrit Kaal should be utilized... An entire generation of youth dedicated to the freedom of the nation came into being whose every effort was directed toward the goal of Independence. "Today, every institution and every individual should move with a resolution that every effort and act will be for Viksit Bharat. The aim of your goals, your resolutions should be only one – Developed India". (Modi, <https://shorturl.at/bmDO5>).

Quality education is one of the major means to achieve the target. Any developed Nation is always depending on the population of youths produced with quality education system. However, the Indian Education system has varieties of challenges to deal with. The present era is full of disruptions.

Today, it is the 5th largest with a GDP of \$3.7 trillion (estimate FY24), despite the pandemic and despite inheriting an economy with macro imbalances and a broken financial sector, said the ministry's January 2024 review of the economy. (<https://shorturl.at/hyK06>) Thus how to achieve the target of \$30 Trillion economy by 2047 is also to be thought seriously. But it needs quantum jumping, a pole vault phase and creation of an eco-system, through which the change can be assured. The National Education Policy is the part of that eco-system. The teaching universities and research universities have to play the roles of main agents of change.

VII) Challenges to be faced:

Approach of regulatory bodies need to change, and it is changing. The University Grants Commission, All India Council of Technical Education and other regulatory bodies are offering their every help to the universities as facilitators. The

regulations designed by these regulatory bodies has to be for long run. We need to be vigilant of the changes on the global educational scenario. The methods and mechanisms of international ranking has to be adopted as a part of system. On the other hand, the internationalisation of Indian higher education is unavoidable as the presence of foreign universities has already been the reality. The internationalisation of education in India by the foreign and Indian Universities will help the country lot to achieve the target of *Viksit Bharat*. However, the Indian psyche of getting educated abroad and with any foreign university as a status symbol, needs to be change. It should not be forgotten that for all international counterpart the education is business and not the charity. The access, affordability, equity, quality and accountability has to be made part of change. The country has to be an hunger free country.

How to increase the per capita income to achieve the 30 trillion-dollar economy? At the same time desired gross educational enrolment is also one of the big challenges. The fact cannot be ignored that in spite of all commissions request and recommendations the 6% spent of GDP on education has never been reality. Even after the seventy-five years of Indian Independence, the 6% spent of GDP is still a dream. Moreover, the benefit of the progress has to reach all. When opportunity of the equality and equal opportunity is the dream, inequality is increasing. On the other hand, education is not at all the only responsibility of the central government, it is also the responsibility of the state as the sector comes under the concurrent list. To achieve the target the govt and non-government organisation has to go hand in hand. The assessment and rating should be

inbuilt mechanism for every higher education institute and the Universities. Outcome based education is yet the reality. To achieve it, the NEP-2020 is the template document said Abhay Jere, Vice Chairman AICTE in the EPSI 2024 conference in Pune. Every state, every university can evolve it's own model of development. The focus of the policy is towards creation of Self-regulatory organisation.

The perception has to be treated as the best parameter. However, the global changes in various sector have to be considered and the gig-economy or performance-based engagement is one of those which are creating challenge for the traditional mindset of the society and service sector. It is also but a common observation that India has badly failed in promotion and marketing of education. We have to create generations of quality, passionate and talented teachers, who can influence the foreign students. Increase in research collaborations, short term or long term and flexible visits of the professors should be encouraged.

The internationalisation has already taken place in banking sector and the sector has emerged with quality. The same can be expected in case of higher education.

Commenting on the current statues Philip G. Altbach said that the current realities and past efforts suggest that the road to world-class universities in India may be extraordinarily difficult. Yet, with support from the country's president and with thoughtful planning and much creative thinking, the goal of building several world-class teaching and research universities in India may be achievable. (Altbach, <https://shorturl.at/mrxIN>)

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