A STUDY ON AWARENESS AND RELEVANCE TOWARDS NATIONAL EDUCATION POLICY, 2020

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ABSTRACT

The study was executed to identify awareness of the students as a community towards National Education Policy (NEP) and further identify its relevance for the student community. The said research was quantitative in nature wherein a survey approach was used among the students as students are an important stakeholder towards the execution of the said policy. Information for the research purpose was collected using both first hand as well as through secondary sources. Primary data was collected by using a structured research instrument through google forms & analysis was done by S.P.S.S. through basic percentage analysis, Bivariate analysis like Mann-Whitney U test keeping in mind the results of data normality along with Correlation and Regression analysis. It was identified there was a positive correlation among Awareness and Relevance towards the policy under consideration. The relevance of policy will increase as and when there will be increase in awareness among the most important stakeholder i.e., students will become more aware about National Education Policy (NEP).
Keywords: NEP, Awareness, Relevance, educational reforms, Students, Stakeholders

Introduction

The National Education Policy (NEP) 2020 has presented itself as the advanced version over the previous policies on Education. In the year 2015, a team was formed under Cabin Secretary T. S. R. Subramanian who in turn executed the process for the Policy making and its execution. Based on the reports received in the year ahead, the working policy was prepared and submitted for further review and recommendations by a team marshaled by former Indian Space Research Organization (ISRO) chief Krishnaswamy Kasturirangan. The pre-print version was made available to all the stakeholders for their feedback. The Draft policy was quite long with more than 450 pages. The Ministry went through a brainstorming session in preparation and presentation of the working policy: a large number of suggestions were received across the different administrative set up of India at different geographical levels. The Policy is a commendable and ambitious attempt to modernize, advance, and to take the educational system of India to new global heights. In order to successfully implement the National Educational policy, consultation and execution processes need to be easy without any bottleneck and monetary decisions need to be rethought and reworked across the coming time period. The policy calls for a grand acceptance of a decision process which was never previously tried in any part of the globe, approximately 350 million Indians are undergoing either through school or college learning, which is quite a large number. The execution of the said policy may create significant problems on both quantitative and qualitative level. Improvement of the educational system is one of the primary requirements as far as development of any country is concerned. (Saxena, Anu, 2019). The objective of the Policy is to make the current educational system more competitive and matching with the global standards. It comprises several cutting-edge and modern suggestions. The number of academic institutions offering higher studies in India, a developing country towards educational reforms, comprises a large number of Universities and affiliated institutes reflecting the wide spread of higher education across the country. (Kumar, 2005) The policy envisions an engaging, consistent, and all-inclusive learning methodology which is the need of the hour keeping in mind the international standards India needs to achieve. The policy aims to focus on both formal as well as informal educational models thereby emphasizing on overall development of the education system. The use of Books and lectures delivered by the teachers have been considered as the traditional source of knowledge for the past many years. The policy aims to prepare students to learn through real-world experience and extend their learning outside the classroom. It is been estimated that by the end of the year 2030 India will be one of the top three economies of the world which will be made possible through the enormous amount of knowledge resources in the country.(Aithal, Shubrajyotsna, 2019) The current National Education Policy, 2020 aims to mark the presence of India across global standards thereby serving as a key contributor towards transforming the sustainability of nation through the highest quality of education for all. The present paper will emphasize on the influence of National Education Policy on the most important stakeholder i.e., the student's community and will try to evaluate their level of awareness towards different parts of the policies and its relevance for them in the coming time period.

Related Policies
There are different policies and different sets of documents which are available in connection to NEP ranging from Right to Education to District Primary Education Program.

The Table 1 attempts to provide a detailed specification about the same

Sr.No.	Policy	Description
1	Right to Education (RTE)	A policy prepared with the basic objective to offer free and compulsory education to everyone irrespective of their Socio-Economic Segmentation.
2	National Program for Education of Girls at Elementary Level (NPEGEL)	A policy drafted with the basic objective to reach those set of female students who are not enrolled across school education. It will work towards providing extra help towards enhancing the education of female child.
3	Rashtriya Madhyamik Shiksha Abhiyan (RMSA)	The policy was drafted with the purpose of ensuring easy and convenient availability of Secondary Education at grass root level and at a convenient distance for all
4	Rashtriya Uchchatar Shiksha Abhiyan (RUSA)	A policy drafted in order to bring improvements at higher education level for all the stakeholders. It works towards the expansion of universities. The key focus area includes improved learning, extensive research and the best of Innovation.
5	District Primary Education Program (DPEP)	The most important objective of this policy was to come up with uniform primary education for all. It has implemented a comprehensive strategy to improve learning outcomes, increase retention, and eliminate social group inequities.

Table 1: Description of different Education Policies
Source: Compilation of Secondary data

Review of Literature
The growth of the country along with the destiny of its citizens are determined by the quality of education being put on offer for them, which is a key component in the nation building activity. In terms of the growth potential of the country and looking at the current growth and development, the influence will be long-lasting. (Venkateshwar,2021) envisage that the current NEP envisions India as a center of an educational environment which would serve as a contribution towards transforming the country into a fair & engaged educational culture by ensuring the topnotch education to each one concerned. Given the present surroundings and situation, the importance of education and its functions cannot be underestimated. (Umachagi, Selvi, 2022) In order to ensure India as a country achieve the critical target of Sustainable Development Goals (SDGs 4.4) by 2030, we seek to ensure universal and fair educational excellence to ensure educational prospects for all the stakeholders by redesigning and restructuring the entire education system so that the same can be fostered to reach our targets and goals.

 When we contrast the pre-independence and post-independence eras, the expansion and progress are evident. (Pressman, Wildavsky, 1979) have highlighted the role of policy makers and implementers at different levels who work in tandem towards translating the broad decisions into specific decisions. This in turn contributes significantly towards smooth implementation of the policy.

The current NEP has come a long way till date. (Zaffer,et.al.,2022) the implementation of NEP 2020 empowers the students and offers them a multidisciplinary course structure with due regard being given to value education, knowledge inculcation and upskilling. A brief overview of the two-education policies offered till date is presented below.

National Education Policy,1968 stated the inception of Tata Institute of Social Sciences (TISS) occurred in the year 1936, marking a new dawn of social work education in India. Education was prioritized in the reforms made after independence. The very first policy towards education as a matter of importance was drafted in the year 1966. One for all and all for one educational opportunity was the most important goal of this "Fundamental overhaul" initiative, trying to achieve complete education fostering national cohesion. In order to inculcate the culture of knowledge gaining among the citizens of the country, the said policy prioritized primary and secondary education and gave a major roar towards coming up with a greater number of schools in both countryside as well as cityscape.

National Education Policy,1986 was launched to promote education for underrepresented groups, equal right of education for women, education opportunities for Scheduled Cast, Scheduled Tribe along with other backward class people and special attention was given towards ensuring the same learning mechanism and knowledge sharing among all categories of the ecosystem . Decline in percentage of school dropouts was taken as a top important measure in this new education strategy, which utilizes a variety of meticulously devised strategies executed through grassroots initiative nationwide. To fulfill the same, a national level plan was implemented in 1986. The NEP- 1986 devoted emphasis to women's education, promoted minority education, and decreased school dropout rates, whereas the education policy of 1966 placed a strong emphasis on equal education for all.

There are several changes being put across the table in the new national level policy, 2020 which will influence all the key people associated either directly or indirectly with the same. stakeholders majorly the most important one the student community (Kalyani, 2020). The foremost objective of the policy is to enable the most important stakeholders ready for the future which is quite dynamic and challenging with globalization being given the top priority and making the student community ready for the demanding times ahead which they are going to face and to further make our country a global hub and put at par with global power houses across the world economy. (Jha, Parvathy,2020) evaluated the limitations of the said policy. The current policy is at the 3rd rank in the order of policies introduced by the government for the betterment of education which the government is working to put under implementation very soon. It took a long-time gap of more than 30 long years to prepare and launch the policy as the previous policy was passed and implemented in the year 1986. (Suryavanshi, 2020) focused upon upliftment of teaching fraternity across the educational system through the Chinese Model. The model suggested teachers across university should be given freedom to decide across their teaching methodology. The role of management should be that of providing support and assistance across Research and Innovations thereby motivating the faculty members to improve upon their Research and publication status. As per the study conducted by (Kumar, et. al, 2020) NEP is going to be a big turnaround for the Indian Education sector. It will provide a complete detailed structure towards the basic primary education by adding vocational subjects like business management & Artificial Intelligence. It also put on offer for online learning as a change from the old and traditional mechanism of classroom-based learning. (Tejaswini, et. al, 2022) Another essential influence of this NEP is National Research Foundation(NRF), which is anticipated to create an intense focus on quality research and enhance the funding process for research activities. (Arun, 2020) Knowledge does not advance through the centralization of financing for research in one organization that will review applications for relevance. This would inculcate a research attitude in the students from an early age. (Goyal,2022) The NEP 2020 recommends several policies and programmes that have been proven to increase enrollment and increase representation, including targeted scholarships, account to account transfer in order to encourage parents to send their children to school, and assisting with free bicycles for transportation. However, there are many issues with this wide classification. It is problematic since the policy does not call for reservations and does not acknowledge caste as a historical barrier. In addition, the awareness of the above is the need of the hour to make it more relevant in its top to bottom hands on implementation.

The simplicity and crux of NEP lies across in its reach, fairness, economic feasibility, obligation, and excellence in accordance with United Nations Sustainable Goals. The policy is prone to errors but at the same time it has taken a leap into achieving a global scenario. It should be implemented with utmost care and concern to address the key loopholes which are needed in order to offer the best global quality education to the entire student community. (Deb,2020) took a deep insight involving the Indian systems and societal value across teaching which has finally got its due through the stated policy measures.

Objectives of Study
1. To understand the National Education Policy, 2020
2. To analyze the awareness and Relevance towards the National Education Policy
3. To analyze the relationship between awareness and relevance towards National Education   Policy

Hypotheses of the Study
Hypothesis 1
H_0: There is no significant difference between Gender and awareness towards the National Education Policy
H_a: There is significant difference between Gender and awareness towards the National Education Policy
Hypothesis 2
H_0: There is no significant difference between Age and awareness towards the National Education Policy
H_a: There is significant difference between Age and awareness towards the National Education Policy
Hypothesis 3
H_0: There is no significant difference between course perused and awareness towards the National Education Policy

H_a: There is significant difference between course pursued and awareness towards the National Education Policy

Hypothesis 4

H_0: There is no significant difference between type of courses and awareness towards the National Education Policy

H_a: There is significant difference between type of courses and awareness towards the National Education Policy

Hypothesis 5

H_0: There is no significant difference between Gender and relevance towards the National Education Policy

H_a: There is significant difference between Gender and relevance towards the National Education Policy

Hypothesis 6

H_0: There is no significant difference between Age and relevance towards the National Education Policy

H_a: There is significant difference between Age and relevance towards the National Education Policy

Hypothesis 7

H_0: There is no significant difference between course perused and relevance towards the National Education Policy

H_a: There is significant difference between course perused and relevance towards the National Education Policy

Hypothesis 8

H_0: There is no significant difference between type of courses and relevance towards the National Education Policy

H_a: There is significant difference between type of courses and relevance towards the National Education Policy

Hypothesis 9

H_0: There is no relationship between awareness and relevance towards National Education Policy

H_a: There is relationship between awareness and relevance towards National Education Policy

Research Methodology

The research undertaken is suggestive at the same time analytical. Primary along with secondary data were gathered. Primary data was compiled through the help of a structured questionnaire floated through the use of google form in the Undergraduate as well as Post Graduate students in Pune District. The instrument was formulated through a seven-point Likert scale. The readily available data was compiled through use of Reference material, content published in national & international journals with high level of citation, websites along with the previous policies on Education were also taken into consideration. The number of respondents i.e., sample for the study was 304 learners pursuing their Under-Graduate or Postgraduate courses. Since the population was of infinite nature, Gogetter and Snowball Sampling were used for getting the data from respondents. The instrument was subject to corrections. Incomplete questionnaires were revised using both central and on-ground editing. Data was organized, tabulated and condensed through the presentation of paper.

Data Analysis

Descriptive Statistics

The data related to the demographics was collected to find the distribution of sample across Gender, Age, Course pursued and the type of course.

Gender	Frequency	Percent
Male	159	52.3
Female	145	47.7
Total	**304**	**100.0**

Table 2: Gender
Source: Primary data

The table number 2 indicated that 52.3 % of the respondents were Male, while 47.7 % were Female

Age	Frequency	Percent
18-20	158	52
21-23	146	48
Total	**304**	**100.0**

Table 3: Age Group
Source: Primary data

The table number 3 indicated that 52 % of the respondents were from the age group of 18-20, while 48 % were from the age group of 21-23

Course perusing	Frequency	Percent
Undergraduate	158	52
Post Graduate	146	48
Total	**304**	**100.0**

Table 4: Course Perusing
Source: Primary data

The table number 4 indicated that 52 % of the respondents were Undergraduate, while 48 % were Post Graduate.

Type of Course	Frequency	Percent
Traditional	207	68.3
Professional	97	31.7
Total	**304**	**100.0**

Table 5: Type of Course
Source: Primary data

The table number 5 indicated that 68.3 % of the respondents were pursuing some form of Traditional course, while 31.7 % were pursuing some form of professional studies.

Awareness towards NEP	Frequency	Percent
Aware	195	64.14
Neutral	22	7.24
Not aware	87	28.62
Total	**304**	**100.0**

Table 6: Awareness towards NEP
Source: Primary data

The table number 6 indicated 64.14 % of the respondent were Aware about the NEP while 28.62% were Not aware about the NEP while 7.24% were Neutral in their response.

Relevance towards NEP	Frequency	Percent
Relevant	212	69.74
Neutral	11	3.62
Not relevant	81	26.64
Total	**304**	**100.0**

Table 7: Relevance towards NEP
Source: Primary data
The table number 7 indicated 69.74 % of the respondents found the NEP relevant while 26.64% felt the policy is not relevant and 3.62% were Neutral in their response.

Normality testing
The statistical analytical study was done through the help of S.P.S.S. Normality testing was done to find normality through the help of Kolmogorov-Smirnov & Shapiro-Wilk test. The test concluded that the data was non-normal, hence null hypotheses were tested through Mann-Whitney U Test since the Independent variables were categorical with two categories only.

Particulars	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	d.f.	Sig.	Statistic	d.f.	Sig.
Awareness Towards NEP	.090	304	.000	.966	304	.000
Relevance towards NEP	.080	304	.000	.979	304	.000

Table 8: Test of Normality
a. Lilliefors Significance Correction

The table 8 concluded significant values for the variables were less than 0.05 which means the Null Hypothesis is rejected indicating distribution is non-Normal hence an appropriate non-Parametric test Mann-Whitney U test was used for further analysis.

Testing of Hypotheses
Hypothesis 1

Assumption	Test	Sig.	Decision
There is no significant difference between Gender and awareness towards the National Education Policy	Independent-Samples Mann-Whitney U Test	.738	Retain the null hypothesis.

Table 9: Mann Whitney U Test – Gender and awareness towards NEP
Source: Primary data

Table number 9 indicated the significant value is 0.738 which is greater than 0.05 thereby concluding the null hypothesis is accepted, that means There is no significant difference between Gender and awareness towards the National Education Policy.

Hypothesis 2

Assumption	Test	Sig.	Decision
There is no significant difference between Age and awareness towards the National Education Policy	Independent-Samples Mann-Whitney U Test	.404	Retain the null hypothesis.

Table 10: Mann-Whitney U Test – Age and awareness towards NEP
Source: Primary data

Table number 10 indicated that the significant value is 0.404 which is greater than 0.05 thereby indicating the null hypothesis is accepted, that means There is no significant difference between Age and awareness towards the National Education Policy.

Hypothesis 3

Assumption	Test	Sig.	Decision
There is no significant difference between Course perused and awareness towards the National Education Policy	Independent-Samples Mann-Whitney U Test	.404	Retain the null hypothesis.

Table 11: Mann-Whitney U Test – Course pursued and awareness towards NEP
Source: Primary data

Table number 11 indicated that the significant value is 0.404 which is greater than 0.05 thereby indicating the null hypothesis is accepted, that means There is no significant difference between Course pursued and awareness towards the National Education Policy.

Hypothesis 4

Assumption	Test	Sig.	Decision
There is no significant difference between Type of Program and awareness towards the National Education Policy	Independent-Samples Mann-Whitney U Test	.001	Reject the null hypothesis.

Table 12: Mann-Whitney U Test – Type of Program and awareness towards NEP
Source: Primary data

Table number 12 indicated that the significant value is 0.001 which is less than 0.05 thereby indicating the null hypothesis is rejected, that means There is significant difference between Type of Program and awareness towards the National Education Policy.

Hypothesis 5

Assumption	Test	Sig.	Decision
There is no significant difference between Gender and relevance towards the National Education Policy	Independent-Samples Mann-Whitney U Test	.217	Retain the null hypothesis.

Table 13: Mann-Whitney U Test – Gender and relevance towards NEP
Source: Primary data

Table number 13 indicated that the significant value is 0.217 which is greater than 0.05 thereby indicating the null hypothesis is accepted, that means There is no significant difference between Gender and relevance towards the National Education Policy.

Hypothesis 6

Assumption	Test	Sig.	Decision
There is no significant difference between Age and relevance towards the National Education Policy	Independent-Samples Mann-Whitney U Test	.791	Retain the null hypothesis.

Table 14: Mann-Whitney U Test – Age and relevance towards NEP
Source: Primary data

Table number 14 indicated that the significant value is 0.791 which is greater than 0.05 thereby indicating the null hypothesis is accepted, that means There is no significant difference between Age and relevance towards the National Education Policy.

Hypothesis 7

Assumption	Test	Sig.	Decision
There is no significant difference between Course perused and relevance towards the National Education Policy	Independent-Samples Mann-Whitney U Test	.791	Retain the null hypothesis.

Table 15: Mann-Whitney U Test – Course perused and relevance towards NEP
Source: Primary data

Table number 15 indicated that the significant value is 0.791 which is greater than 0.05 thereby indicating the null hypothesis is accepted, that means There is no significant difference between Course perused and relevance towards the National Education Policy.

Hypothesis 8

Assumption	Test	Sig.	Decision
There is no significant difference between Type of program and relevance towards the National Education Policy	Independent-Samples Mann-Whitney U Test	.000	Reject the null hypothesis.

Table 16: Mann-Whitney U Test – Type of Program and relevance towards NEP
Source: Primary data
Table number 16 indicated that the significant value is 0.000 which is less than 0.05 thereby indicating the null hypothesis is rejected, that means There is significant difference between Type of program and relevance towards the National Education Policy.

Hypothesis 9

		Relevance: NEP	Awareness: NEP
Relevance: NEP	Pearson Correlation	1	.854**
	Sig. (2-tailed)		.000
	N	304	304
Awareness: NEP	Pearson Correlation	.854**	1
	Sig. (2-tailed)	.000	
	N	304	304

Table 17: Correlation: Awareness and Relevance towards NEP
**. Correlation is significant at the 0.05 level (2-tailed).
Source: primary data

Table number 17 indicated that the significant value is 0.000 which is less than 0.05 thereby indicating the null hypothesis is rejected, that means There is a relationship between awareness and relevance towards New Education Policy. It can be further observed the value of r is 0.854 which indicates a strong positive relationship between awareness and relevance towards NEP.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.854ᵃ	.720	.270	10.557

Table 18: Model Summary
a. Predictors: (Constant), Awareness: NEP: Overall
Source: Primary data

Table number 18 presents the model summary where the value of (R=0.854) represents correlation between the two variables while the dependent variable shows a dependence of 72% which indicates the model is statistically significant with the dependent variable showing excellent coverage.

Model	Sum of Squares	d.f.	Mean Square	F	Sig.
Regression	12630.363	1	12630.363	113.320	.000
Residual	33660.044	302	111.457		
Total	46290.408	303			

Table 19: ANOVA

a. Dependent Variable: Relevance: NEP: Overall
Source: Primary data

Table number 19 indicated that the Regression model predicted the dependent variable in a significant manner. The significant value is 0.00 which is less than 0.05 thereby indicating a statistically significant Regression Model.

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	26.364	2.499		10.548	.000
Awareness: NEP: Overall	.525	.049	.522	10.645	.000

Table 20: Coefficients

a. Dependent Variable: Relevance: NEP: Overall
Source: Primary data

Table number 20 indicates the change in relevance towards NEP as a variable from awareness towards NEP. The significant value is 0.00 which is less than 0.05 thereby indicating awareness towards NEP contributing in a significant manner for relevance towards NEP.
The Regression model can be interpreted as
Relevance towards NEP (Y) = 26.364 + 0.525 (Awareness towards NEP)

Findings
1. Among all the respondents 52.3% were Male while 47.7% were Female. 52 % were from the age group of 18-20 years while 48% were from 21-23 category. 52% were pursuing their Undergraduate Program while 48% were pursuing their Post-Graduation Degree. 68.3% were pursuing Professional studies while 31.7 % were pursuing Traditional studies.64.14 % were aware about NEP, 28.62% were not aware while 7.24% were Neutral. 69.74 % found the policy to be relevant, 26.64 % found it to be not relevant while 3.62 % were Neutral.

2. It was found there was no significant difference in Awareness and Relevance towards NEP as far as Gender, Age and the Course perused were concerned but there was a significant difference for the nature of course being pursued by the students. Students pursuing a professional educational degree had a better mean score as compared to students pursuing their traditional educational degree.

3. There was a presence of strong positive correlation between Awareness towards NEP & Relevance towards NEP for the student community.

4. The student community will find the policy more relevant when appropriate awareness sessions will be conducted for them. Awareness is the key in order to make the policy appropriate for the most important stakeholders i.e., the students.

Suggestions
1.A minimum requirement of Ph.D. along with 2 research papers with minimum 5 citations should be made as the minimum academic requirement for the appointment of Assistant Professors at University teaching level.
2. Compulsory publication or grant of minimum 2 patents either in India or any other country must be made compulsory for Academic promotion.

3. Retired Professors from reputed National and State Universities possessing publications across high quality database like Australian Business Deans Council may be allowed to continue as Research guides in order to improve the status of research in country

4. There must be maximum utilization of online mode of teaching and least possible utilization of brick and mortar-based learning. An HEI may still try to ensure a combination of offline and online mode of learning where in a particular number of subjects can be taught on campus while the rest of subjects can be taught using online platforms. At the same time few subjects can be shifted towards platforms like Swayam and NPTEL.

5. All the students pursuing their post-Graduation must be compulsorily made to publish two research papers in either UGC care or Scopus indexed journals in order to complete their post-graduation.

6. Ensuring Strengthening of Integrated National Digital Library (INDL) in order to make its presence felt among the student community thereby motivating them to use the same for their benefits.

7. A committee may be nominated at District level which will be responsible to deliver lectures and workshops on NEP at school as well as higher education level too.

8. There is an immediate need to rework on the rights of underprivileged students towards Free and Compulsory education which was implemented in 2009 and focus on improving the learning level of children and not just on the provision of basic infrastructure and improving the memorizing skills of students.

9. There is an apt need to devise strategies towards improving basic arithmetic and numerical skills at primary and secondary education thereby eradicating the fear of numbers among the kids.

10. There is an immediate requirement to Universalize Secondary education too along with Primary education while secondary education must focus on teaching life skills which can prove helpful towards providing basic employment opportunities at a later stage.

Significance of the Study

1. The newly framed NEP will be significant to academic institutes as it will help in coming up with a curriculum reform in the form of change in Syllabus as per the requirements of the student community involving a holistic approach towards presenting learning in a completely revamp manner. There will be a rampant change in the evaluation system too from the traditional root learning-based examinations to modern skill based conceptual examinations.

2. The NEP will be significant for the most important stakeholder i.e., the student community as an ample amount of change has been brought not just in teaching or examinations but also in the presentation and evaluation of teaching methodologies where in importance is been given towards the conceptual development of students and thereby making them job ready and face the world in competitive manner.

3. The NEP will be significant for parents as a stakeholder too as serious measures have been brought down for improving the quality of education which is an essential requirement if students are to face the competition from across the globe they need to be prepared in the right direction and for that counseling of parents as a stakeholder is must. This NEP is here to stay and will prove beneficial only when it proves equally sufficient for all the stakeholders at large.

Conclusion

Higher education in India is to be modernized as part of NEP 2020. It will make use of worldwide communities' cooperation and their expertise across different sections of the Economy. More so ever, I.C.T. will be incorporated at a deep level into higher education offered across Indian universities and the affiliating institutes under them. NEP 2020 aims to meet the requirements of the teaching and student fraternity keeping in mind the competitive environment ahead. It is not possible to continue the way in which education is being offered at Primary, Secondary or even professional education and there is a strong 360-degree turnout needed in the current pattern of education being offered at different levels. The decision makers will be having a prime role to play towards the effective as well as error free usage of the policies across different levels. The new policy has offered different widespread opportunities for international universities to come up with their offices in India at the same time opportunities are being offered to Indian universities to ensure tie up with different foreign universities and mark their presence at the global level. The policy has added due weightage to skill development at different levels as it has offered multiple entry and exit opportunities for students thereby allowing them to pursue any course of their choice at the same time even selecting subjects of their choice. This policy emphasizes the usage of professional education across all the Higher educational institutions towards creating new job opportunities and skill enhancement. It would not be wrong to comment that the policy has established a clear roadmap for the new India and, if effectively implemented, the policy encompasses all the correct ingredients to make India a superpower as far as education is concerned by the year 2035.

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