



## AN ANALYSIS ON NATIONAL EDUCATION POLICY AND ITS IMPACT ON AGRICULTURE, SOCIETY, INDUSTRY, AND EMPLOYMENT

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### ABSTRACT :

**Introduction** - The NEP 2020, targets to enhance the gross enrolment ratio in higher education comprising vocational education from 26% to 50% till 2035 by enhancing seats in higher education institutes through improving infrastructure. Other prominent measures that envisage such as multi-disciplinary, holistic UG program with resilience curriculum activities blend vocational education through distinct stage entry and exit with appropriate certification.

**Objective** - The main intention of the research is to analyse NEP from a distinct lens and determine its relevance with agriculture, society, industry and employment.

**Methodology** - Qualitative research approach selected for this research because it is best suited to explore the significance of NEP 2020. The collection of data is done from electronic resources such as government documents, govt websites, and existing literature related to the theme such as NEP 2020

**Results** - From analysis it may be extracted that NEP 2020, has its influence on multidimensional domain covering from agriculture to society and from industry to employment. The finding indicated that NEP has ample potency to cope up with the most concerned arena of Indian grounds like unemployment, sustainable agriculture, quality education and improve critical thinking as well as thriving for technical hub, knowledge hub with social harmony and diversity.

**Keywords:** NEP 2020, impact of NEP on agriculture, impact of NEP on industry, impact of NEP on employment.

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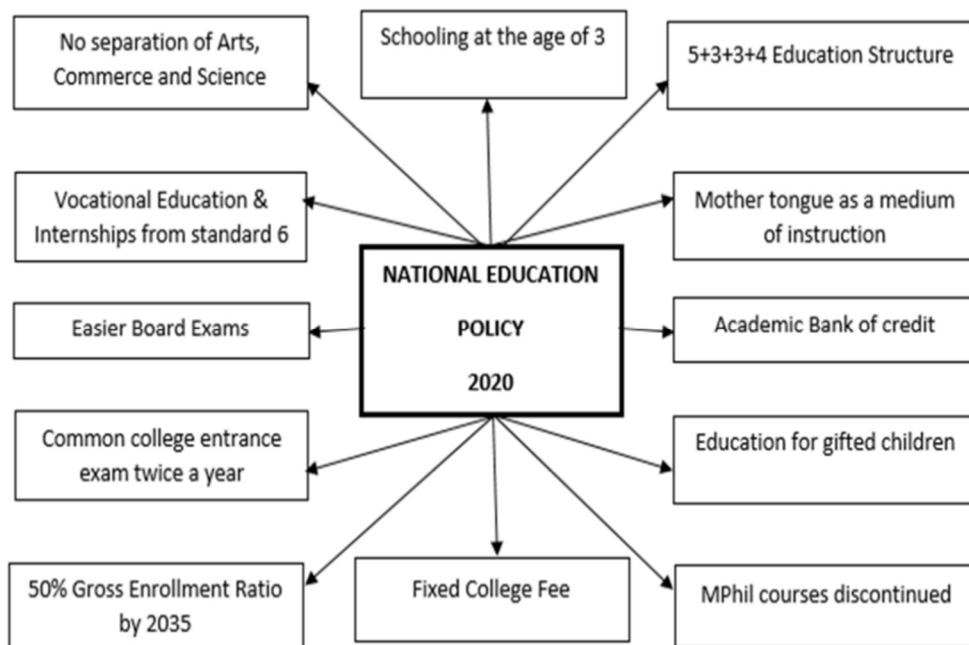
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### 1. Introduction

In the expansion and striving for a global knowledge economy the prime asset was human capital. Because India is the youngest country, it has the opportunity to use human capital assets for becoming a leading power over geopolitics and the economic world. But India was facing a challenge in the form of industry academic gap, as the NSS data reveals that technical graduates face the highest rate of unemployment as 37.3% in the year 2018. Another survey that was conducted in 29 indicates that 80% of Indian engineers are suitable to meet the technical demand of the company as they do not have appropriate practical knowledge (Tilak & Choudhury, 2021).

Another concern in front of India is in the age of automation and cutting edge technology, preparing the ground that will assist to pace a new wave of innovation to accelerate and incorporate technology with a social, economic and environmental paradigm that not only pave for financial resilience but also extensively make the labour market effective and productive (World Bank, 2019). This can only be accomplished by reskilling, upskilling and skilling the youth in appropriate environments by providing suitable training for them in educational institutions. All these impetus and urge for transformation in the education system for bright and shining India.

The intention of NEP 2020 (New Education Policy) is to assure that no child is left behind without learning because the right to education is essential for every individual irrespective of caste, gender, geographical and social representation. Schools can be functionalized in a form of cluster which assure governance and appropriate accessibility of essential services like infrastructure, academic resources, and professional teacher community. The NEP 2020, targets to enhance the gross enrollment ratio in higher education comprising vocational education from 26% to 50% till 2035 by enhancing seats in higher education institutes through improving infrastructure. Other prominent measures that envisage such as multi-disciplinary, holistic UG program with resilience curriculum activities blend vocational education through distinct stage entry and exit with appropriate certification.



**Figure 1: NEP 2020**

As proclaimed by Kasturirangan head of the Committee: The intention to formulate NEP 2020- “We have tried to create a policy that will change the educational landscape in our understanding so that we can prepare the youth to face the current and future challenges. It has been a journey in which every member has taken a personal and collectively, we have tried to cover different dimensions of the broader educational landscape of our country. This policy is all based on the guiding objectives like access, capacity, quality, affordability, and accountability. From pre-primary to higher education, we have taken this field seen in an uninterrupted continuity as well as encompassing other areas connected to the broader landscape”

### 1.1 Background

Evolution of national education policy (figure ) found its root in 1968 when the first education policy for India with the intention to integrate enriched culture and provide a pathway for economic upliftment, by the encouragement of regional language and three language formulas in secondary education. Followed by second NEP in 1986 (amended in 1992) which emphasised on eliminating the

discrimination and flourished the egalitarian ground embraces opportunities for deprived and underprivileged sections by the means of education.

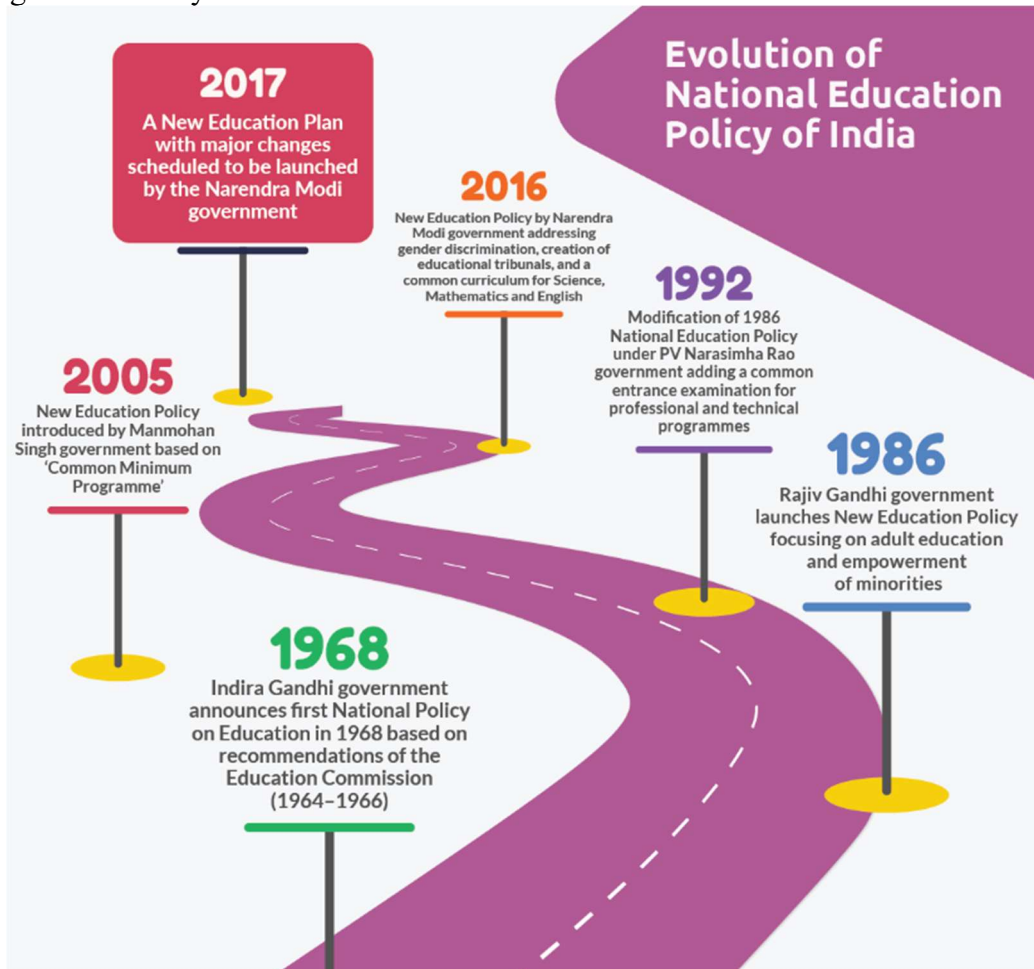


Figure 2: NEP Journey.

As also mentioned in the figure above after 1992 several efforts were taken to improve nep and eventually a third and new education policy was proposed after 34 years in 2020, by the efforts of the Kasturirangan committee which was constituted in 2017. With the implication of NEP 2020, the ministry of human resource development was christened and now became ministry of education.

The main intention of the research is to analyse NEP from a distinct lens and determine its relevance with agriculture, society, industry and employment. Moreover, the utility of NEP to cope up with the most concerned arena of Indian grounds like unemployment, sustainable agriculture and industrial stability.

## 2. Literature Reviews

The aspiring ambition of the Indian government is to make India self -reliant and every sector by using youth power. One such initiative was Atma Nirbhar Bharat that was taken during pandemic circumstances and injected financial support to the vulnerable section. Another bedrock effort was taken by proposing a National Education Policy (NEP) which acts as a wheel to drive the upliftment of India for better opportunities because this policy emphasises on formulating the platform of advanced



technology such as ICT, AI embedded with education. Jha et al., (2020) tries to look beyond the NEP 2020 from e-learning and its potential to make India self-reliant. A theoretical analysis conducted by Aktar, (2021) on NEP 2020 from a distinct economic and social perspective. As education is the most essential ingredient for any country, the educational gap encountered by India for a long time can be fulfilled by NEP 2020 which provides a foundation of quality higher education through assistants of advanced technology. This study identifies the need of NEP 2020 and its management practice conducted by universities specifically focusing on higher education level.

Kumar, A. (2021) believed that NEP 2.0 has a potential to give a big leap to quality higher education in India, with the intention to provide effective leadership quality on a global platform. The vision is to meet the need of future unforeseen challenges and deal with the present social economic aspect. The study mentions that if appropriate implementation of NEP 2020 takes place, then it will take the country to another step and make India's global hub in education by 2030. Muralidharan, et al., (2022) said that SDG-4 is intended to raise quality of living because education assures lifelong sustainability. By introducing NEP 2020, the Indian government robustly emphasised on accomplishing the target of SDG 4 because the Indian education system was having several loopholes and most prominently was unavailability of appropriate infrastructure and practical implications of study in higher education. With the new educational reform it is expected for a better transformation through digitalisation, exploring new technology like AI, flexible training, reskill or upskill, intensify quality of education, provide better opportunities in social economic and political reign and scientific arena.

The motive of the study (Aithal & Aithal, 2020) is to highlight distinct efforts taken by Dr. Kasturirangan former chairman of ISRO for the upgradation of Indian education system which led to social and economic upliftment and compared it with current challenges for adoption procedure. The study discusses all the innovative measures which are mentioned in educational reform 2020, and provide a pathway how they can be executed on ground with appropriate implication mechanisms intended to compress the objective of quality education. The study (Chaturvedi, S et al., 2022) emphasises on comparing the new education policy with last lasting education policies of India such as 1968 and 1986 and explore their prospective and efforts toward accomplishing the goal of employability. Because employment is a major concern area of youth specifically in India when India has the second highest educational system in the world. Another intention of the research is to identify the gap in the industrial and academic domain with the perspective of employment opportunities and how many people assist to reduce this gap by innovative and transforming efforts.

## 2.1 Research Gap

A series of research articles emphasise on new education policy by exploring the mechanism or the road map it provided to complete its targets and objectives. However, very few or none of the research is focused on exploring NEP and its impact on the agriculture sector along with industrial and societal implications. Nevertheless there are few research papers exploring NEP with the perspective of quality of life employment opportunities and technology driven education systems. Henceforth, this theme of research is selected to identify the utility of NEP 2020, and its influencing role on most prominent sectors and the concerning arena of India comprising agriculture, industry, employment, and society.

## 2.2 Research Question

1. Determine the impact of NEP 2020 on Agriculture.



2. To explore the utility of NEP and its influencing role on society and employment.
3. To analyse the striking features of NEP 2020 over the industrial sector.

### 2.3 Importance of the Study

Presently the most concerning region from social and economic perspective in front of India is agriculture and its stagnant position, unemployment, how to enhance the empowerment among the youth and reducing the unemployment by bridging the gap in industrial reach and academic completion. Other than the societal concern regarding gender equality, and equality irrespective of caste, age, colour and religion, equal pay, women empowerment and others. Additionally, how to increase innovation, research and development in the industrial arena is the prime concern. All these points are the most significant and crucial components from the Indian inclusive growth and development perspective. The NEP 2020 has immense potential to resolve all the concerning and current challenging issues of the Indian social and economic paradigm. The significance of this work is to look beyond the objective of NEP and analyse the ground implementation relevance of NEP to resolving the current issues that act as the obstacle in thriving and transforming the economy of India.

### 2.4 Research Objectives

The main objective or aim of the research is revolving in diverse domains -

- To interpret the impact and encouraging role of NEP 2020 on the Agriculture sector of India.
- To explore the utility of NEP and its influencing role on society and employment.
- To analyse the striking features of NEP 2020 over the industrial sector.

### 3. Research Methodology

Qualitative research approach selected for this research work because it is best suited to explore the significance of NEP 2020 and its influencing role on the social and economic perspective of India. Qualitative methodology assists in a profound understanding of the theme and the subject of the research in its natural manner such as the mechanism of NEP and how it places a significant role in transforming India by interpreting the theoretical framework of policy. The design was employed to explore the subject through a distinct domain and its utility in real life within the bounded system and the author intended on using data from multiple sources to address the research question.

This type of research design assists resilience features that incorporate to expand beyond diverse drives and collect data from electronic resources such as government documents, govt websites, and existing literature related to the theme such as NEP 2020, NEP and its impact on employment and societal impact among others. More specifically, the author operates a descriptive design which employs the intent of the study to illustrate a specific concern arena that might be of interest to diverse contexts as explored in the context of a specific case.

### 4. Analysis of Study

Data analysis section by utilising secondary resources specifically emphasising on government data and reports try to evaluate the research question and fulfil the objective of the research.

#### Question 1: Determine the impact of NEP 2020 on agriculture.

The Indian government formulated a committee under the supervision of ICAR with the intention to formulate a road map to implement a series of provisions proclaimed in NEP 2020. The main features of NEP toward agriculture transformation are as follow (ICAR. 2021)-

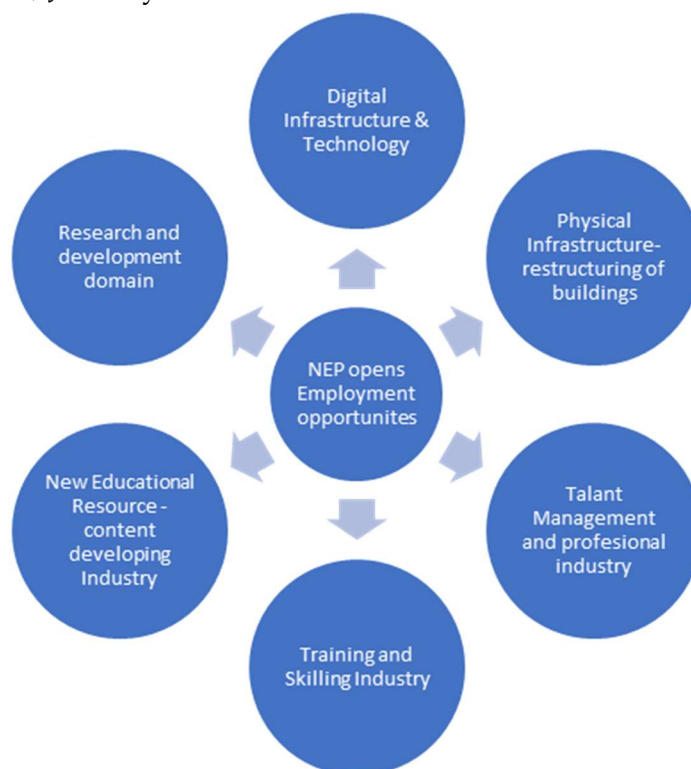


- It emphasises on reframing the Agriculture University by converting higher education centres into colleges and universities, emphasising to make them knowledge hubs and HEI clusters with the capacity of 3000 and more students.
- Convert ICAR deemed university into a multidisciplinary research internship university.
- Flexible academic programs and its structure which encourage students to take resilience UG and PG programs by convertible degree diploma initiatives.
- Specific programme for 1 year certificate and 2 year diploma courses as well as 4 year UG which will restructure and initiate till 2025. And moving toward a multidisciplinary UG programme.
- Increment of seats to enhance GER by at least 10% seats for the academic year 2021-22.
- Formation of National research foundation to assure financial availability of grants to promote research in universities and colleges.
- For formulating norms and academic standards a special body for formulating uniform academy structure under the name of Professional Standard Setting Body (PSSB) is formulated.
- In order to align agriculture and related fields with online learning, the government plans to develop e- courses in already flourished e-learning platforms such as SWAYAM, DIKSHA and so on.
- Encourage credit banking system in agriculture by focusing on specific groups of students by providing them facility to obtain integrated study irrespective of campus restriction through inter and intra University system.
- Through the credit banking student can earn academic credit digitally from recognised HEI and can use it as a reward in its certificate diploma degree courses.

The main intention is to transform agriculture education by linking diverse domains and converting universities into multidisciplinary institutes and supporting holistic education. The intention of GAE (general agriculture education) is to organically evolve clusters or institutions by 2030. As proclaimed by “NEP 2020, the design of agriculture education will have to be strengthened to develop professionals with the capability to understand and use local knowledge and emerging technology to deal with critical issues of decline in profitability but enhance economic aspirations of farmers, climate change and food security”.

**Question 2: To explore the utility of NEP and its influencing role on society and employment.**

From an employment perspective, the main concern arena of India is suffering with a low skilled workforce which is less than 5% in comparison to developing economies. Henceforth, nep strongly emphasises vocational training, for employment, decent job opportunities and entrepreneurship. A credit based structure which focuses on a hybrid vocational ecosystem through the formation of a National Skill Qualification Framework (NSQF) to create vertical and horizontal mobility through vocational training programmes. The policy ambition to accomplish 50% of students under vocational skill programme by 2025 (Kharat, 2022).



**Figure 3: Impact of NEP on employment.**

Employment opportunities that can be converted into reality because of effective implementation of NEP 2020:

- NEP not only emphasises on restructuring the school but also promotes restructure for universities and other educational institutes as it indicates that in order to increase the volume of the institute there is a need to expand the infrastructure. Presently the average enrolment in the institute is around 693 while the policy is ambitious to enlarge it with more than 3000.
- To meet the need of teachers for new professional learning, the policy addresses the fact that there is a huge shortage of teachers and faculty members in comparison to students. It mentioned that around five lakh faculty members are needed to be hired in order to meet the target of GER.
- The policy focuses on rationalising schools by converting them into clusters or complexes which require improved school infrastructure in order to enhance collaboration between schools and develop autonomy. This creates new job opportunities for the infrastructure sector as enhancing the school infrastructure creates new possibilities for the construction sector.
- This policy aims to promote digital up-gradation through digital infrastructure that provides a new pace and resource for learning pedagogy. Through NEP there is an abundance of opportunities knocking the door through the pathway of the digital world. Because online programmes have distinct branches across countries, online distance learning is a component that is highly recommended.
- As a new policy recommended providing education and diverse language up to grade 5 require new resources such as textbook learning materials that need to be converted into local language. This encourages twin fold opportunities for the content making industry to create new teaching resources as well as development of local language.



- Training and skill programs required professionals and the training and skill industry also received a new flourishing to introduce professional standards for teachers. Career advancement opportunities for faculty through operationalisation of career progression mechanism, professional development opportunities and improved incentivisation structure. It also includes teaching courses for preparing better faculty for the future.
- The policy indicates a catalyst for research in the field of higher education that makes quality research more productive and competitive as to improve the efficiency to hire more talented groups for professional education.

**Impact of NEP on Society-** Through quality, availability, accessibility and effective learning India connects its route to real and actual learning which improve the rational thinking of society and make them more ethical, tolerant and patiently toward their materialistic needs. This NEP also has the potential to improve critical and logical thinking which is required to nurture social harmony and brotherhood. From society upliftment perspective-

“NEP-2020 is to prepare learners for gainful and fulfilling employment while developing them as ethical, rational, compassionate, caring individuals with strong values and character”.

This helps to address corruption, maintain social harmony, tolerance, and rid from discrimination and untouchability.

**Question 3:** To analyse the striking features of NEP 2020 over the industrial sector.

The impact of NEP on industry can be illustrated as the policy promotes the pathway for amalgamation of emerging technologies such as blockchain, AI, and predictive analytics that emphasise on building the infrastructure for the technology and education sector. Transformation of ICT leads to potential for private sector participation by focusing on infrastructure development capability for academic and administrative sectors. The policy focuses on fundamental pillars: policy making, education delivery, professional and quality standards, and academic work. The education policy emphasises students-centric models and the new curriculum embraces technology to ensure effective learning (Kalyani, 2020).

From financial insight, the policy opens the door for financial service players and financial technology stakeholders to integrate with the National scholarship portal for the growth of tracking of a student receiving scholarship type with fintech stakeholders to offer distinct scholarship and related facilities to students. Other industries that are involved in NEP are research and development skill development and online partnerships for creating skill certificates (Kharat, 2022). Other than that, in order to promote excellence the policy also emphasises on integration of foreign and Indian universities to attract foreign investment in the Indian education system. Additionally, convert education as a knowledge economy to foster by directional exchange of thoughts irrespective of geographical boundaries. Moreover, to effectively implement the points in the policy, it required effective governance, accountability, and efficiency which required expertise in administration.

## 5. Results

NEP is the first policy of 21st century India with replace 34 year old educational policy with the agenda to build the future of India based on the pillars of egalitarian, availability, accessibility, and quality education to fulfil the target of SDG and transform India with vibrant knowledge society and making India leading superpower of knowledge in the world (Kumawat & Sharma 2021). The study (Sharma, 2022) explored that through NEP, around 2 crore out of students will be brought back into the main





educational program. With the new reform in the education system children obtained 12 years of schooling and 3 years of pre-schooling facilities.

The NEP 2020, embedded with features for developing skills in order to provide an abundance of opportunities for future jobs. It suggests a transformation in curriculum and pedagogy by creating higher order cognitive skills, 21st century skills, mathematical and computational thinking, and logical thinking skills among others (Rajpal, 2022). This up-skilling feature makes the workforce suitable to meet the requirements for future employment demands. It puts a focus on professional qualification and teaching skills which is the need of the hour, because 13% of secondary school teachers are non-professionally qualified. In order to provide quality education this is the foremost step that needs to be taken.

The policy mentions that all the teachers need to be professionally trained or certified by 2030 irrespective of their teaching level. It covers from Anganwadi level teachers to secondary or higher stage teachers. This opens the new pathway for qualified or professional teachers as well as introducing promotional activity like incentive and motivation through introducing autonomy and flexibility for collaboration by removing isolation and lack of options for teachers.

Subsequently, from an industrial perspective, NEP can provide a roadmap for betterment of technological infrastructure and improve the use of technology in educational curriculum activities. In short, the ICT sector, research development sector, management and skill development industry, administration and governance and financial sector play a leading role in industrial upliftment from NEP insight.

## **6. Conclusion**

The salient feature of new education policy is at focus on universal access to school comprising pre to secondary level, emphasis on infrastructure development, innovation and cutting technology use in education to bring dropout students, making student competitive to phase the present world situations, resilience structure of learning through flexible mode of entry and exit and open learning facilities. Moreover, it also emphasises on vocational learning and life enrichment programmes among others. From analysis it may extract that NEP 2020, has its influence on multidimensional domain covering from agriculture to society and from industry to employment. The policy has the strength to perform a magic stick role from an Indian perspective to resolve and mitigate the most challenging and concerning area of the country irrespective of social, economic and cultural.

### **6.1 Future Scope**

In the future, the research is willing to explore the implementation and execution reality of NEP at the grass root level through primary analysis of government data and survey mentions; Then only the originality of most multipurpose, urged, and overreaching policy.

### **6.2 Suggestions**

The paperwork and the recommendation embraced under the policy is very well planned, which has the extreme potency to accomplish all the desire and necessity of educational reform, but the main challenge is to convert it into reality. In my opinion proper implementation with the assistance of technology to look deep down with accuracy and transparency can convert the words into reality and thrive for making India a knowledge hub for the world.



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## List of Abbreviation

- AI- Artificial Intelligence
- GER- Gross Enrolment Ratio
- HEI- Higher Education Institute
- ICAR- Indian Council for Agriculture Research
- ICT- Information, Communication and Technology



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- NEP- National Education Policy
- NSS- National Sample Survey
- SDG- Sustainable Development Goal
- UG- Under Graduate