

# A Study On National Education Policy-2020 And Its Impact On Marketing Strategy Of Higher Educational Institutions

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## ABSTRACT

The Ministry of Education, Government of India, is the driving force behind the National Educational Policy 2020, an educational reform project that aims to produce talented individuals and offer equitable, high-quality education to all at a reasonable cost. The paper attempts to understand the benefits of National Educational Policy 2020 in detail. It offers a variety of benefits, including the ability to track students and their learning levels, facilitate multiple pathways to learning involving both formal and informal education modes, and associate counsellors or well-trained educators. determined the degree of awareness among higher education institution students and the teaching community in order to comprehend the impact of NEP 2020 on higher education institution communication. Thirty teaching staff members and one hundred and twenty students from higher education institutions in and around Bengaluru provide qualitative and quantitative data for the study. Research indicates that both students and teachers lack a sufficient level of awareness of the critical components. NEP 2020 communication will not have a major impact. Research suggests that in order for any higher education institution to really achieve the goal, complex NEP 2020 aspects need to be articulated at the time of building communication message. The research suggests that higher education institutions create a marketing strategy to inform people about the upcoming implementation of NEP2020.

**Keywords:** Higher education, National education policy 2020, NEP-2020, Overview & analysis, Implementation strategies

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## Introduction

In order to bring about significant reforms to the education system, including higher education with special references to vocational education, research, and online digital education, the Ministry of Human Resource Development of India, now the Ministry of Education, introduced the National Education Policy (NEP) 2020. Futuristic educational policy ensures social and economic progress. Different education systems are adopted by different nations in accordance with their customs, cultures, demographic needs, and developmental stages. The recommendations of an expert committee led by Dr. Kasturirangan, a former chairman of the Indian Space Research Organization (ISRO), serve as the foundation for NEP 2020. By offering top-notch education to everyone, the main goals anticipate an India-centered educational system that directly contributes to changing our country into a just and dynamic knowledge society in a sustainable manner. The 2030 Agenda for Sustainable Development (SD) is being guided by NEP 2020, and since then, the momentum has started. The Government of India developed the National Policy on Education (NPE) with the goal of encouraging education among Indian citizens. India's policy spans both rural and urban areas for primary education through college.

Prime Ministers Indira Gandhi, Rajiv Gandhi, and Narendra Modi issued the first, second, and third NPEs on behalf of the Indian government, respectively, in 1968, 1986, and 2020. On July 29, 2020, the Union Cabinet of India approved the National Education Policy 2020 (NEP 2020). Reshaping the nation's needs is the goal of the new policy. The main points of the NEP 2020 concerning higher education stress the importance of a multidisciplinary approach, enabling students to select a wide range of studies from several disciplines. The

policy encourages subject choice and curriculum design flexibility to meet students' interests and goals. It promotes the fusion of practical training and vocational education. A credit-based system that permits students to transfer credits between universities was suggested by the NEP. This makes academic mobility and experiences smoother. More autonomy was supposed to be given to higher education institutions so they could become independent, creative, and competitive worldwide. The goal of the policy was to lessen the regulatory load on organizations. The NEP was centered on encouraging innovation and research in universities. It suggested creating a National Research Foundation to support and finance scientific endeavors. Technology integration places a strong emphasis on using it to enhance learning and assessment processes. The objective was to provide an electronic learning platform and online materials as part of a digital infrastructure for education. NEP 2020 promoted international cooperation and joint ventures between Indian and international universities. Its goals were to help Indian colleges become more globally recognized and to draw in international students to study in India. NEP-2020 is centered on guaranteeing high-quality instruction by offering educators top-notch training that will enhance curriculum, pedagogy, and multidisciplinary approach practices in schools and universities. For tertiary education establishment, Research experience and a master's degree are desirable. A new vision and design for higher education has been envisioned, with huge, active, multidisciplinary institutions with ample resources. The NEP-2020 initiative aims to establish a liberal higher education system for undergraduate students that provides a rigorous and integrated exposure to science, art, humanities, mathematics, and professional subjects. Encouraging innovative and adaptable course designs, unique course combinations, integration of career education, and numerous entry/exit points. Something fresh The National Research Foundation will be established in order to accelerate, support, and broaden innovation and research nationwide. All educational levels should use technology to improve instruction in the classroom, aid in the professional development of teachers, increase educational access for underserved populations, and simplify the planning, management, and administration of educational programs. To offer comprehensive development When developing curriculum and pedagogy, key factors such as critical analytical skill, creativity and invention, scientific temper, communication, teamwork, multilingualism, problem solving, ethics, social responsibility, and digital literacy are taken into account. Vocational education should be a fundamental component of all curricula; by 2025, this policy seeks to ensure that at least 50% of students have access to it. The National Education Policy (NEP) 2020 was gradually implemented in India, with the expectation that each state and union territory would modify and execute the policy in accordance with their unique needs and requirements. States may have had different implementation progress, and things may have changed since then.

After consulting with the federal government, states and union territories were expected to develop their own plans and strategies for implementing NEP 2020. It was anticipated that state education departments would be pivotal in assimilating the policy's recommendations into their own educational frameworks.

### Literature review

The goal of the National Education Policy-2020 is to address India's expanding economic needs by offering high-quality education. Three main goals of the new policy are to attain the greatest standards of quality, equity, and integrity throughout the educational system, from pre-school to post-secondary education. The nation's economy depends heavily on the fields of banking, research and development, manufacturing and services. In all these areas, finance is the backbone of the economy, and the study of commerce and management equips people with the skills necessary to manage money. The current Indian education system places a strong emphasis on theoretical subjects, depriving students of practical experience—a key barrier to taking advantage of global employment prospects. As a result, the National Education Policy-2020 seeks to foster the critical thinking, creativity, and competence that employers in the global job market demand. Therefore, all management and commerce curricula should be revised using an outcome-based approach so that all parties involved are aware of what will be taught and how to best prepare for future changes in the market. In addition to monitoring students and their learning levels, facilitating multiple pathways to learning involving both formal and non-formal education modes, and assembling a team of counsellors or highly qualified educators, NEP 2020 aims to provide infrastructure support and innovative education centres to bring back dropouts into the mainstream.

Ajay Kurien and Dr. Sandeep B Chandramana claim that the NEP policy brings a wide range of reforms and reads mostly as a very progressive text, with a firm grasp on the socioeconomic situation of the present and the possibility of uncertainty in the future. A whole new set of skills is needed to keep up with the growing dematerialization and digitalization of economies, which is fundamentally what education for the next generation of students must address. Given that the epidemic is accelerating the trend toward digitalization and disruptive automation, this seems to be an even more important prerequisite now. All things considered, the NEP 2020 tackles the need to train experts in a range of disciplines, from artificial intelligence to agriculture. India must prepare for what lies ahead. Additionally, the NEP 2020 lays the path for many young people who aspire to become students to have the necessary skill set. The new education policy has an admirable goal, but to achieve a cogent structural transformation, it will be judged on how well it integrates with other government policy initiatives, such as Digital India, Skill India, and the New Industrial Policy, to

mention a few. To ensure that vocational education curriculum is successful, policy linkages can guarantee that education policy addresses and learns from Skill India's experience in interacting more dynamically with the corporate sector. Further evidence-based decision-making is also required in order to adjust to the fast-changing disruptions and transmutations. NEP has reassuringly included provisions for consultative monitoring and review frameworks and real-time evaluation tools. Instead of anticipating a new education policy for a change in curriculum every ten years, this will enable the school system to continuously improve itself. This will be an incredible accomplishment in and of itself. A turning point for higher education is the NEP 2020. What will really make it revolutionary is if it is implemented efficiently and within a set timeline. As stated by Dr. Abhay Kumar in his research paper Importance of NEP 2020, In Imparting Education With both positive and negative features, NEP-2020 is a creative and future concept whose goal is to give everyone access to high-quality education at all levels, with an emphasis on research-based and holistic advancement. Through their expanded capacity for innovation and technological know-how, NEP 2020 empowers and instills confidence in the youth to generate new knowledge, new skills, and human values to address present and future difficulties and challenges facing a civilized society. The new education policy has many intrinsic propositions to improve the quality of school and higher education, to spark interest in their chosen field, to find challenges and turn them into opportunities by coming up with creative solutions to make life comfortable and successful with expected happiness. The goal of the policy is to provide value-based, knowledge-based, and skill-based higher education for everyone in the nation.

Based on the research conducted by Dr. Rahul Pratap Singh (et al), A clear route to education across the nation is offered by the NEP 2020. The best institutions in the world will be permitted to establish campuses throughout the nation under NEP 2020. The NEP 2020 has a strong emphasis on curriculum reform, with a particular focus on giving students opportunities for experiential learning and developing their critical thinking skills. Above all, the primary focus will be on teaching pupils in their mother tongue for every topic. The adoption of multidisciplinary, interdisciplinary, and transdisciplinary ways to humanize education with a focus on humanities-related courses is the fundamental component of this policy. These days, a professional degree student can also study some humanities courses. The current approach provides flexibility in education by using transferable credit banks to address high dropout rates. At the primary level, placing a strong emphasis on mother tongues or local languages would undoubtedly reduce the number of dropouts and enhance kids' ability to study. The emphasis on Indianization, which will result in the creation of better people for the nation, is the most significant aspect of this new program.

After 34 years of an education system, Pawan Kalyani through his research paper claims that a significant change was necessary because of the gap between industry and academia. This gap results in the production of intelligent and skilled students who are either unemployed or underpaid if they find employment in industry or corporate settings. A person becomes upset in both scenarios, which can lead to depression and other comparable issues. The new education policy is currently only a suggestion, so it's possible that some adjustments will need to be made—either before or after the policy's practical results are observed. The majority of the proposals included in NEP 2020 have a great deal of potential to benefit all stakeholders in the long run. The introduction of vocational courses is a novel idea; other good ideas include reducing the stress associated with board exams, introducing new subjects, reducing the wall of streams, and much more. Students can now select the subjects they wish to study, so practically speaking, they will learn what they want to learn. The emphasis in the educational system has switched from teaching students what the system wants them to learn to teaching them what the students want to learn based on their preferences and choices. Students' innate abilities and traits can be revealed via Dermatoglyphics when selecting possible topics of study. An individual's fingerprints never change during the course of their lives. There are greater odds of success if a person chooses their subjects based on their inherent talent and skill set. To sum up, while it is still a proposal, it will take on its final form and be prepared for execution in the upcoming few months. Just wait and see the results of the NEP 2020 to see how the plans are really implemented and carried out on the ground.

#### Research Methodology

Study is based on exploratory and descriptive research design. Secondary data is used in exploratory research to familiarize oneself with the subject. The source of secondary data considered for the study were websites, research papers published in journals and NEP 2020 documents. Both quantitative and qualitative methods are used to gather primary data. Qualitative data collection is carried out through focus group interview technique, wherein subgroups of 30 each are created and data is collected through structured discussion method. Quantitative data collection is carried out through questionnaire and circulated through computer aided method. Data is gathered from two groups of respondents: students (sample size 120) and teaching fraternity (sample size 30). The convenience sampling approach, which is nonprobabilistic sampling methodology, is employed to gather data from postgraduate students of esteemed engineering and management colleges in Bangalore.

#### Objectives of Study

- Examine the Features that NEP-2020 will have on institutions of Higher Education.
- To ascertain the respondents' level of awareness of NEP 2020.

- To Understand the impact of NEP 2020 on Communication by HEI
- A recommended communication plan for HEI in light of NEP 2020

### Data Analysis and Interpretation

From the secondary study we can conclude that the important features of NEP 2020 are as below -

1. Fair access to high-quality instruction
2. Will Attend to Students' Varying Needs, (Multilinguistic)
3. A flexible and interdisciplinary approach to curriculum that seeks to foster critical thinking and lessen the emphasis on memorization.
4. Redesigning the assessment process to gauge a student's overall comprehension and growth.
5. Multidisciplinary Inclusion in Higher Education Establishments.
6. Suggests a credit-based system to encourage academic flexibility and allow credits to be transferred between institutions.
7. The National Research Foundation was established, highlighting the value of innovation and research in higher education
8. Vocational education, which gives pupils the chance to learn both theoretical and practical skills at all levels.
9. A multilingual strategy that encourages the use of local languages as an instruction medium
10. The Higher Education Commission of India (HECI), which would take the place of current regulatory agencies, will be established as a single entity to regulate higher education.

To ascertain the respondents' level of awareness of NEP 2020.

For Teachers - Awareness about NEP is defined with respect to above 10 features for Quantitative analysis Likert 5 point rating scale is used and the rating scales are defined as below – 1- Unaware about NEP , 2- Knows 1-3 features of NEP , 3- Knows 4-6 features of NEP , 4- Knows 6-10 features of NEP, 5- Knows the features and involve in implementation either through curriculum design or any other form .Data Collected is summarised in the table below

Rating Scale	No. Of Respondents	Percentage of Respondents
1	3	10 %
2	14	47%
3	6	20%
4	5	17%
5	2	7%

From the above table for Teaching fraternity about the awareness with respect to NEP 2020, Interpretation can be drawn suggesting the highest 47% of the respondents knows 1-3 important features of NEP 2020 ,While second highest of 20% knows 4-6 features of NEP followed by 17% Knows 6-10 features of NEP, 10% of respondents teachers do not know about NEP 2020, a very small percentage of 7% teaching staff is involve in the process of implementation either through curriculum design or any other forms.

For students – Awareness about NEP is defined with respect to above 10 features for For student Respondents Quantitative analysis Likert 5 point rating scale is used and the rating scales are defined as below- 1- Unaware about NEP 2020, 2- Have heard and knows the full form of NEP 2020, 3- knows 1-3 features of NEP , 4- Knows 4-6 features of NEP, 5- knows more than 6 features .

Rating Scale	No. Of Respondents	Percentage of Respondents
1	30	25%
2	64	53%
3	21	18%
4	5	4%
5	0	0%

From the above table for Students about the awareness with respect to NEP 2020, Interpretation can be drawn suggesting the highest 53% Have heard and knows the full form of NEP 2020, followed by 25% Not heard



about NEP 2020, while 18% knows 1-3 features of NEP, followed by 4% Knows 4-6 features of NEP, There is no student respondents who are aware about more than 6 features of NEP.

Impact Of NEP 2020 on marketing communication of Higher Educational Institution For Teaching Fraternity

Rating Scale	Respondents	Yes (%)	No (%)
1	3	1(33%)	3 (100 %)
2	14	11(79%)	3 (21%)
3	6	4(67%)	2(33%)
4	5	4 (80%)	1(17%)
5	2	2(100 %)	0
Total	30	22 (73 %)	08 (27%)

From the above table interpretation can be drawn suggesting the impact of NEP 2020 on marketing communication by higher educational institution. we can find that majority of respondents (73%) have agreed that NEP 2020 has impact on marketing communication, while 27% did not agreed about the impact of NEP 2020 on Higher educational Institution.

For Students

Rating Scale	Respondents	Yes (%)	No (%)
1	30	10 (33%)	20 (67%)
2	64	46 (72%)	18(28%)
3	21	19 (90%)	2 (10%)
4	5	5(100%)	0
5	0	-	-
Total	120	80 (67%)	40 (33 %)

Interpretations for students suggest that about 80 respondents comprising of 67% have agreed that there is Impact of NEP 2020 on marketing communication of Higher educational Institution, While 40 (33%) of respondents said there is no impact of NEP 2020 on marketing communication.

Further Qualitative data is gathered using focus group interview in order to understand the underlying reasons behind their preferences. For teaching fraternity majority assume that NEP 2020 communication will be able to attract more students, while some believe that it has no impact the reason is say multilingual mode of giving instruction will not be having any impact as they are accustomed of following instructions in English and hence has improved the same to read and write better. Same applies for subject preferences as they have selected the subject of their choice long back they don't have option of changing the same now. Once the NEP 2020 is implemented across all levels of educational system it will give the freedom and option of selecting language at the beginning and going forward at higher educational level opting for subjects as well as language will become easy. Academic credit system which facilitates free entry and exist system can be useful as most of the students want to complete their studies and then they want to go for jobs. Some popular features of NEP 2020 are Multilingual options, flexible and interdisciplinary approach to curriculum and redesigning the assessment process. Other features also need to be communicated to create awareness.

### Communication Plan for HEI

Data analysis shows that the target audience is not sufficiently aware of NEP 2020; some crucial features that are relevant features need to be communicated properly. Two essential features of NEP 2020 are the ability to choose from a wide variety of subjects and instructions in multiple languages. The academic credit bank system, which will enable numerous admission and exit policies. Further NEP2020 motivates students to incline towards research and innovation flexibility of assessment to motivate creativity rather than memorising are some of the crucial features that need to be communicated to target audience. NEP 2020 is not adequate all essential features need to be included as well to attract and create awareness among the target market.

### Result and Conclusion

More complex marketing strategies are required to achieve the NEP's main objective, which is to guarantee that all Indians obtain high-quality education at a reasonable cost. The biggest accomplishment of NEP 2020 is its recognition of the need for more autonomy, fewer rules, or a more centralized regulatory framework, as

well as for improved teaching and learning techniques, teacher preparation, and more significant assessments. Research indicates that a significant portion of the youth population will benefit from NEP 2020's flexibility, creativity, and innovation in the classroom. However, research also indicates that many higher education institutions' intended audience is unaware of the program's features. For it to be implemented successfully and become popular, higher education institutions must be used to spread the word. It is important to draw attention to the aspects that will enable both educational institutions and the target market to meet their enrolment goals and make better enrolment decisions. For a nation like India, Nep 2020 is an essential educational reform. This is because of financial reform, or because it will assist private higher education institutions—which are essentially self-funded—in meeting their enrolment goals. Accurate and concise information on NEP 2020's features will aid in enrolment, supply high-quality resources, and encourage many young people to pursue higher education. The importance of communication regarding NEP 2020 and its features for multifaceted and reciprocal benefits for all higher education institutions is emphasized in the paper's conclusion.

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