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Importance of NEP 2020 in Global Education

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Abstract:

The National Education Policy of India, (NEP) 2020, enhances its importance within the framework of global education to align fourth of the seventeen Goals (SDG4) pointed out by United Nations for Sustainable Development. The skill-based holistic learning introduced by NEP 2020 has empowered Indian education by offering the chance to foster global partnerships. The aim of this new educational policy is to increase the rank India as a study destination by promoting the entirety of vocational and technological skills, make qualifications globally comparable by creating globally competitive graduates, offer a lively and vigorous global knowledge society by raising flexibility and multidisciplinary education. A fresh wave brought by NEP 2020 in the field of education inspires educators to accept a more holistic approach towards education to rethink traditional methods. Just like SDG4, NEP 2020 aims to align global goals, focus on 21st-century skills, ensure holistic and flexible learning, attract international students, contribute knowledge society, internationalize higher education, and keep up global comparability of qualifications. The support of ENTAB with the help of their Experimental Learning Assets must provide the chance of bringing about revolution in Indian education. Besides, STEM (Science, Technology, Engineering, and Mathematics) education has come forward for establishing importance of NEP 2020 in Global Education with its power of offering integrated learning, skill development learning, hands-on and inquiry-based learning, real-world relevancy and broad application facility.

Keywords: NEP (2020), SDG4, ENTAB, STEM, Global, Education.

1. Introduction:

The National Education Policy of India, (NEP) 2020, enhances its importance within the framework of global education to align fourth of the seventeen [Goals \(SDG4\)](#)¹ pointed out by United Nations for Sustainable Development. The skill-based holistic learning introduced by NEP 2020 has empowered Indian education by offering the chance to foster global partnerships. The aim of this new educational policy is to increase the rank India as a study destination by promoting the entirety of vocational and technological skills, make qualifications globally comparable by creating globally

¹Welcome to the United Nations, 2025. [Goal 4 | Department of Economic and Social Affairs;https://sdgs.un.org/goals/goal4](https://sdgs.un.org/goals/goal4)

competitive graduates, offer a lively and vigorous global knowledge society by raising flexibility and multidisciplinary education. It gives Indian education system the golden chance of becoming a global knowledge hub by bringing international standards to Indian education system. It has the power of preparing learners for the complexities of modern world to acquire deep knowledge of Indian values and heritage along with essential skills. NEP 2020 provides a new school structure such as 5+3+3+4(NEP2020)² along with a credit system for furnishing students by providing multiple pathways in order to prepare them for changing situation of the world. Learner-centric approach of NEP 2020 has the power of placing learners at the centre of education system to focus on their individual abilities, needs, power of critical thinking and interests through an experimental learning and multidisciplinary, flexible curriculum. As a result, the traditional role of teacher is changed by NEP 2020.

Teachers have become guides and facilitators for coaching and supporting students. Activities like discussion, hands-on tasks and group work have given students the chance of active participation in this new educational policy. Collaborative activities help students to acquire knowledge from one another by sharing ideas. Personalized learning approach offers various ways for different styles to engage students with the material. Enjoyment of their learning boosts their motivation and engagement. Enhancement of basic skills of students like collaboration, thinking critically, independent learning and power of solving problem, lead them to long-term knowledge retention and academic outcome by building self-confidence of students. New school structure along with numerous admission and egress options by using Credits of Academic Bank and a National Credit Framework, Modification in assessment, Multidisciplinary education, Holistic development, Flexible curriculum and Experimental learning always help students to establish themselves as per their desires.

2. Review of Literature:

Purvaba E. Makwana and Amit A. Rajdev(2026)³ have pointed out the National Education Policy (NEP) 2020 as a notable reform project of solving current issues including national and international by changing educational system of India. In their work, Parag Kalkar(2024), Sumita Joshi, D Baskaran and Sagar Mohite (2024) ⁴ have expressed that NEP (2020) pays special attention to internationalization of higher education by putting emphasis on foreign collaboration. The

²itms.co.in, 5+3+3+4 Education System New Academic Structure NEP 2020' <https://www.iitms.co.in> ›blog › new-academic-structure -.... 1. Footnote:-The **National Credit Framework (NCrF)** is an integrated educative system interconnected to India's National Education Policy (NEP 2020)

³Makwana, P.E., Rajdev, A.A., (2026). National Education Policy 2020: A Systematic Review of Educational Reforms and Implementation Issues; (4932-4941) doi.org/10.64643/IJRTV1218-190803-459

⁴Kalkar,P., Joshi,S., Baskaran,D., Mohite, S.,(2024). Role of NEP 2020 in Encouraging Global Partnerships in Indian Higher Education, (2668-2674) <https://doi.org/10.52783/jier.v4i3.1828>

initiatives of this policy bring academic mobility, degree programmes and research skills into a group with well-known foreign universities by establishing campuses in India and inspiring Indian Institutions for increasing their global presence. As per opinion of [Monika Chaudhary \(2024\)](#)⁵, after the release of NEP in July 2020, NEP 2020 takes over the position of transforming requirements of education from primary to higher education by replacing 1986 structure of education through thorough reformations. [Manish Soni\(2023\)](#)⁶ opines in favour of change brought by this new educational system of India by highlighting multidisciplinary and holistic education, integrating technology into the learning process, and improving innovation and research to incorporate technology into library services for providing a knowledge –based society. Chakraborty talks about how transformations like assessments based on competency change the focal point from the act of memory to the act of applying as a means suitable to the 21st century workforce.

According to Gita [Manishi Swami, Gyananand Maharaj, Markanday Ahuja, Amarjeet Kaur Malhotra\(2021\)](#)⁷, the successful [execution](#) of NEP 2020 can depend on learning based on pedagogy drawn from ancient treatise on Shrimad Bhagwat Gita. [Vijay Anant Athavale and Rajni Bansal\(2021\)](#)⁸ highlight that the National Education Policy with its requisite flexibility has the power of changing the educational system of India into a competitive education system of globe. In their article, [Bhumkia Rajdev, Abdul Basith and Suhail K\(2021\)](#)⁹write that NEP (2020) illuminates the dream of the government of India for making India an international center for education.

3. Research Gap /Knowledge Gap:

The title of my research domain is “Importance of NEP 2020 in Global Education.” As per antecedent information of research, conduction of numerous efforts to several facets of importance of NEP 2020 in global education is revealed in front of us. But this is very crucial section for which ample investigations are needed. As a result, there is a need for investigation. This article has been selected by me for providing new ideas to fill up the gap among several investigations. For this reason, my topic investigates new point of views regarding this domain.

⁵ Chaudhary, M., (2024). The Changing Dynamics of Indian Education for Holistic and Multidisciplinary Development: A Literary Review of NEP 2020. (342-345) <https://creativecommons.org/licenses/by/4.0/>

⁶ Soni,M.,(2023). A Literature Survey on National Education Policy 2020 (NEP 2020) and Libraries, (13-23) <http://journal.hmjournals.com/index.php/jlep>
<https://doi.org/10.55529/jlep.34.13.23>

⁷Manishi, G., Maharaj,S.G., Ahuja, M., Malhotra, A.K., (2021). Implementation Of National Education Policy (NEP) 2020 Of India: A Perspective on Pedagogy From Bhagwad Gita, (144-159) <https://doi.org/10.46827/ejes.v8i8.3844>

⁸Athavale, V. A., Bansal,R., (2021). A Review on National Education Policy 2020 and Its Influence on Academics, (1-4) <https://www.researchgate.net/publication/355168443>

⁹ Rajdev, B., Basith, A., K, S., (2021). Revisiting NEP 2020 From the Perspective of Global Education and Knowledge Society, (1-5) <https://countercurrents.org>Life/Philosophy

4. Emergence of the problem:

4.1 Aim: The aim of this article is to highlight the importance of NEP 2020 in global education.

4.2 Objectives:

The followings are the objectives of this article:

- (i) To examine social status regarding importance of NEP 2020 in global education.
- (ii) To isolate the problematized opinions regarding importance of NEP 2020 in global education.
- (iii) To assess the role of NEP 2020 in world-wide education.
- (iv) To illuminate power of NEP 2020 in global education.
- (v) To illustrate the chronicles of NEP 2020 in global education.

4.3. Rationale for the Study:

The importance of this policy exists in turning rote-learning, rigid education system of India into a skill based, flexible and multidisciplinary system to align with global standards of 21st century by encouraging internationalization and integration of skill and technology to pay attention to some important global systems such as Adjustment with Best Practices of Globe, Internationalization of Higher Education, Alignment with Sustainable Development Goal (SDG-4), International Recognition and Mobility, and Global Citizenship and Skills, for bringing equitable and inclusive quality in education. Adjustment with Best Practices of Globe depicts the best innovative practices based on critical thinking, student-centric pedagogy, and holistic development reflected in systems of the best performance of Singapore and Finland. Internationalization of Education at higher level highlights facilitation of this policy for international collaboration of higher education through working together to arrange joint degrees and the foundation of foreign university campuses in India by inspiring highly performed Indian institutions like IIT Madras and IIT Delhi for establishment of world-wide campuses in order to enhance the educational footprint of India throughout the world. Alignment with [Sustainable Development Goal \(SDG-4\)](#)¹⁰ helps to know the importance of NEP 2020 as a framework to carry out successfully the achievement of equitable and exhaustive quality education by 2030 on the basis of UN Sustainable Development Goal (SDG-4). International Recognition and Mobility improve recognition of credit and mobility of students by providing Indian students the opportunity of pursuing international studies by utilizing [Academic Bank of Credits \(ABC\)](#)¹¹ and manifold access and multiple exit options. The effort of NEP 2020 to turn students of

¹⁰icert.org.in [Alignment with the Sustainable Development Goals](#); <https://icertpublication.com> › index.php › empowering-i.

¹¹Digital India, [Academic Bank of Credits \(ABC\)](#); <https://www.digitalindia.gov.in> › initiative › academic-

India into globally competitive youth by bringing about a change in Indian education system along with paying attention to Indian tradition and context, proves its global importance.

4.4. Impact Statement:

The key aim of my article based on investigation is to make reader understand how important it is to pay attention to the new and up-to-date process of NEP 2020 for enjoying the facilities of global platform. NEP 2020 as a holistic, progressive and dynamic framework of education system collaborating India with global education trends, can lead the students of our country to establish our proper position on global platform on account of their globally competitive power of shaping the path of our nation for a prosperous future by performing global responsibilities with the help of their proper education.

5. Methodology:

The theoretical analysis of method applied to a field of study in a very systematic way is acknowledged as methodology. This article composed for International Journal has attempted investigation at the time of collecting primary source including quantitative data and secondary source related to importance of NEP 2020 in global education. The applied methodology for this research article is the hypothetical structure and notion of importance of NEP 2020 in global education based on collection of primary data from Survey and Interviews, and secondary data from articles, magazines, newspapers, websites, documentary sources, and correspondence. The main intention of this article is to emphasize the importance of NEP 2020 in global education. This article yearns for indicating the multifarious facets of importance of NEP 2020 in global education by underscoring various kinds of significance of NEP 2020 in global education.

6. Study Conducted:

The significant element of NEP 2020 in global learning covers up its ability to evolve self-confident, skillful, and independent persons who can provide suitable offering to community and the strategy making by enriching Indian students through NEP 2020 which has the power of filling up the breach between expertise based on theory and pragmatic application of knowledge for solution of complicated obstacles for solution of complicated obstacles faced by the contemporary world using different types of innovative and skillful activities.

The main purpose of NEP 2020 is to equip Indian students by providing all learners equal facilities to excel; promoting innovation and excellence in learning and teaching methodologies to set standards for designing of curriculum, assessment practices and teachers' training; and developing a profound understanding of concepts and adaptable skills for empowering students to face and

solve the future challenges. The NEP 2020 enriches the framework of curriculum to include vocational education, sports, co-curricular activities and arts by acknowledging the importance of education to go beyond academics for encouraging well-rounded students. The emphasis of NEP 2020 on experimental learning, choice of preferred subjects and interdisciplinary programmes on the basis of their aptitudes and interests, transformation of technology in education, enhancement of learning and teaching experiences through integration of digital platforms and tools, accession to quality resources, facilitation of personalized learning, persuasion of diverse career paths tailor of education to individual goals, development of skills for solution of problems to think critically, application of knowledge to situations in real-life, - has empowered its importance in global education.

7. Data Collection:

I followed the process of meeting interviewees and preparing questionnaire for collection of information regarding importance of NEP 2020 in global education as Primary Sources. I have to take the help of magazines, article, newspapers, correspondence, documentary sources, and websites as secondary sources for data collection. For designing the Questionnaire in order to conduct interviews and survey, the following Research Questions helped me to a great extent.

- What is the importance of NEP 2020 in Global Instruction?
- Why is this policy essential for Global Education?
- What is the connection between significant role of NEP 2020 and Global Education?
- How is the present condition of this policy in Global Education?
- Does this policy affect Global Education?
- How is it possible for NEP 2020 to be important in Global Education?

The aforesaid research questions furnish me with a transparent concept regarding importance of NEP 2020 in Global Education.

8. Analysis of Collected Data:

The remarks based on collection of questionnaire used by me at the time of survey and meeting with some young students belonging to age group between nineteen years to twenty-five years, five teachers belonging to age group between thirty to fifty years, three members of Board of Studies of University of Kalyani, and some guardians regarding significance NEP 2020 in Global Education, have helped me as my friend and guide to conclude my article properly. The opinion of twenty young students has empowered me by pointing out the relevancy of my article in the surroundings of current age. The Analysis of data has enriched my knowledge regarding qualitative and quantitative Methodologies. Several language functions such as Enquiring, Listening, Requesting, Note taking and Explaining have provided me the chance of proceeding this study

successfully. The application of four skills of language like Speaking, Listening, Writing and Reading has helped me to complete the Interview process very systematically.

Data collection has provided me some correct ideas which depict in front of me a clear idea regarding the importance of NEP 2020 in Global Education. Although the basic structure of this policy has shown its importance in Global Education yet it is our duty to highlight the importance of NEP 2020 in Global Education still now for transforming India into a digital India and enjoying other global trends in education.

The analysis of data provided by primary sources has pointed out two opposite views regarding importance of this policy in Global Education. Most of the interviewees have emphasized the importance of this policy in Global knowledge to think over the facilities of NEP 2020 as a new framework of education. They hope that the support of ENTAB ([School Management Software](#))¹² with the help of their Experimental Learning Assets must provide the chance of bringing about revolution in Indian education by offering virtual replicas, digital content, 21st century skills related to NEP goals, Campus Care 10X ERP, engagement, and nurturing critical thinking. This type of digital infrastructure oblate by ENTAB for supporting both teachers and learners to adopt pedagogical changes highlights the importance of NEP 2020 in Global Education.

The opinion of others is not in favour of NEP 2020. They are afraid of fastidious perspicacity and challenges to implement NEP 2020. As it is not possible for NEP 2020 to develop digital infrastructure of remote and rural areas uniformly, the promotion of digital technological studies through [SWAYAM](#)¹³ (Study Webs of Active-Learning for Young Aspiring Minds), [DIKSHA](#)¹⁴ (Digital Infrastructure for Knowledge Sharing), etc. brings about the aggravation of existent inequalities. The opinion of Scholars regarding the ambitious goal of investment of 6% of GDP may not be implemented properly for want of prudent financial consignment. The conclusion of Research identifies the possibility of success of highly visionary policy document of NEP 2020 on the basis of fruitful application, readiness of institution and training of teacher. The analysis of data has revealed in front of us an overall gap regarding the present condition of NEP 2020 in Global Education. The active role of NEP 2020 in Global Education is very much important to fill up this gap.

9. Findings:

The analysis of data helps me to find out some processes of highlighting the importance of NEP 2020 in Global Education. Various types of National Frameworks and Devices, International Frameworks and Initiatives and Key Structural Support Devices have come forward to prove the

¹²Entab, [National Education Policy \(NEP \) 2020](#); <https://www.entab.in> › National-Education-policy-NEP

¹³Swayam, [Swayam Central](#); <https://swayam.gov.in>

¹⁴Diksha, [DIKSHA \(Digital Infrastructure for Knowledge Sharing\)](#); <https://diksha.gov.in> › about

importance of NEP 2020 in Global Education. National Frameworks and Devices such as Credit and Mobility Frameworks; Curriculum and Mobility Frameworks; Digital Devices and Platforms; Assessment Tools; and Regulatory and Research Bodies have spread their helping hand for furnishing the importance of NEP 2020 in Global Education. Credit and Mobility Frameworks integrate credits for several types of learning such as experimental, academic and vocational learning.

Curriculum and Mobility Frameworks developed by NCERT play an important part to structure the 5+3+3+4 school system based on the National Curriculum Framework for School Education (NCFSE) and the National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCFECCE). Digital Devices and Platforms working through the service of SWAYAM, DIKSHA, and NEFT (The National Educational Technology Forum) act as main digital portals for providing content of students and training of teacher, and creating integration of online content in regional languages, virtual labs, and AI. Assessment Tools are mandatory for evaluation of social, emotional and intellectual domains through 360 - degree assessment using Holistic Progressive Cards. Regulatory and Research Bodies work through the establishment of the Higher Education Commission of India (HECI) as a shield modulator for providing fund for research in the midst of National Research Foundation (NRF) by replacing UGC and AICTE.

International Frameworks and Initiatives emphasize on Credit Mobility and Collaborations for shaping programs of student exchange and collaborations with global universities for academic improvement, Internalization of Higher Education through facilitation of foreign universities for establishing campuses in India. Global Best Practices raise importation of international educational practices related to professional development of teacher and learning based on research, and Focus on Foreign Languages for boosting the ability of global employment by inspiring schools to offer foreign languages. Besides these, Key Structural Support Devices pay attention to promote Vocational integration, Multidisciplinary education, and Language -based content for proving the importance of this policy in Global Education.

10. Conclusion:

The proper use of NEP 2020 in Global Education is an investment in the future for creating a better world. NEP 2020 can bridge the gap between theory-based knowledge and practical application of knowledge to solve problems of life and world with the help of different activities. Besides, STEM (Science, Technology, Engineering, and Mathematics) education has come forward to establish the importance of NEP 2020 in Global Education with its power of offering integrated learning, skill development learning, hands-on and inquiry-based learning, real-world relevancy and broad application facility.

NEP 2020 fosters a workforce ready for future by encouraging Future-ready skills and holistic development to provide holistic approach, skills for the 21st century, and experiential learning; Global collaboration and alignment to offer global standards, international partnership, and attracting talent; and Digitalization and inclusivity to oblate inclusion and equity, and technology integration. The importance of NEP 2020 in Global Education lies in its recognition of global education trends by highlighting personalized learning, global citizenship, digitalization and technology, digital infrastructure, STEM education, vocational and technical education. The purpose of NEP 2020 to pay attention to Holistic and Flexible Learning, be aligned with the Sustainable Development Goal for Education (SDG4), Internationalization of Higher Education, Global Comparability of Qualifications, Attracting International Students, focus on 21st -Century of Skills, and Contribution to a Knowledge Society, has emphasized the importance of NEP 2020 in Global Education.

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