

# Effect of the 2020 New Education Policy on Higher Education

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**Abstract:** *The National Education Policy (NEP) 2020 is the most recent development of the Indian Educational System and is based on the five guiding principles of Access, Equity, Quality, Affordability, and Accountability. In the middle of all the unfavourable news and changes that have been made, the Government of India's New Education Policy (NEP 2020) was a welcome shift and piece of new information. Many people were completely unprepared for the NEP 2020 news. Many educators did not anticipate the adjustments that NEP 2020 has suggested. Although both high school and college education have been touched by the education policy equally, this article primarily concentrates on NEP 2020 and its effects on higher education. No of their socioeconomic status or place of residence, all pupils will receive a quality education as part of the NEP, developing tomorrow's youth into moral and decent citizens who will further the country's growth. In addition, the NEP promotes education that is holistic, integrated, enjoyable, and engaging, which can be accomplished by using new pedagogies. The key elements of NEP are also discussed in this essay, along with an analysis of how they relate to the current educational system. The NEP 2023's replacement of the 10+2 structure with the 5+3+3+4 structure is the most gaze change. For a very long period, the 10+2 has been a standard in our educational system. So, a complete change in that system can be a bit perplexing for the students.*

**Keywords:** New Education Policy (NPE), Higher Education

## I. INTRODUCTION

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible.

In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organisation (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP had 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received." The vision of the National Education Policy is:

*"National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all."*

**Aithal & Aithal (2020)** in their paper critiqued the NEP by presenting the important aspects of NEP and compared them to the existing education system. The NEP focuses on the primary and direct stakeholders of education – students, teachers, administrators, private and public institutions, state, and central governments. Essentially, NEP is the blueprint to make India the next knowledge keeper and leader of the world. The NEP was designed in alignment with the 2030 Agenda of Sustainable Development, as known as the Sustainable Development Goal 4 (SDG4), while also perfecting the incorporation of India's heritage and value systems.

**Aithal, P. S. et al** in their paper highlighted important aspects of new education policy and compared them with the existing conventional education system. NEP 2020 emphasized to promote innovations and expected to have varied implications on the Indian teaching system. It has also laid down framework for its effective implementation.

**Jha, P. et al (2020)** has discussed drawbacks of the New Education Policy, 2020. The present NEP is third in its series which India is going to implement. It took thirty four years to formulate it since the last one in 1986. The policy has number of relevant considerations regarding how to provide quality education of global standard, bring equality in education and increase participation of private players.

## II. OBJECTIVES OF THE STUDY

- The primary objective of this research is to study the impact of New Education Policy 2020 on higher education.
- To highlights and overview the policies of the newly accepted higher education system (NEP 2020).

## III. RESEARCH METHODOLOGY

This research is a descriptive study. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc.

## IV. INDIAN EDUCATION SYSTEM

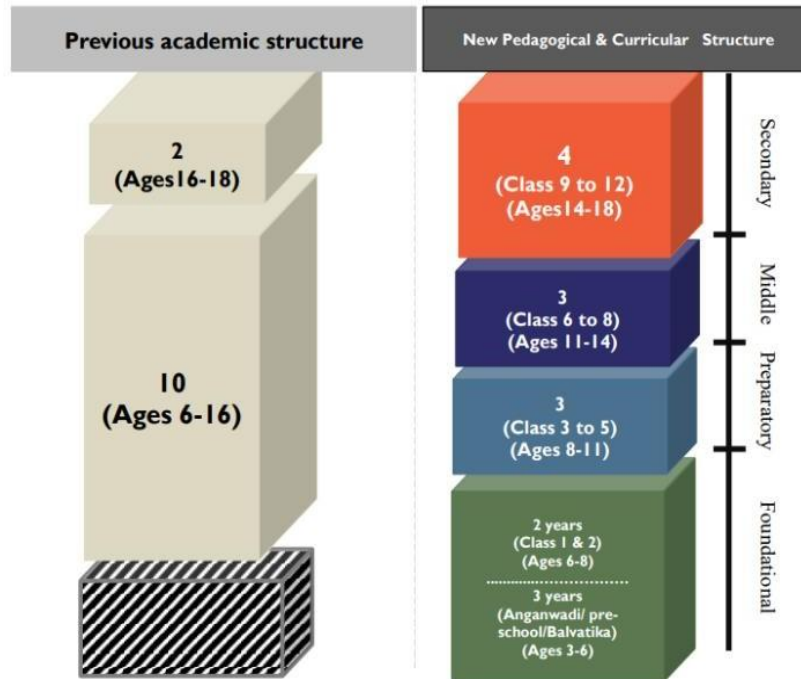
Current education system was active and running from last 34 years and in the year 2020 a new radical reform could be seen after supplementation of NEP 2020 in forthcoming years. Starting from Gurukul system of education to the British influenced education system, many up gradation and changes has been accepted implemented or modified in the education system. Many of us are one through the system that would be replaced soon, there are many prominent changes that could bring some expected positive outcomes like the old 10 + 2 system will be replaced by 5+ 3 + 3 + 4 system and another important change is that the stream system [Arts, Science and Commerce] has been removed now students are free to choose the available combination of subjects.

## V. INDIAN EDUCATION POLICIES

India has gone through two major education policy after independence, first in 1968 and second in 1986 this is the third change that is proposed in 2020. The changes are made according to the need of the time. The main objective of the education policy after independence to make literate and educate the people of India made the skill set improved to the world level.

The most attention-grabbing amendment in the NEP 2023 is the replacement of the 10+2 structure with the 5+3+3+4 structure. The 10+2 has been prevalent in our education system for a very long time. So, a complete change in that system can be a bit perplexing for the students. Below we will try to explain the meaning of the 5+3+3+4 structure and how it is completely distinctive from the old 10+2 structure.

In the new Pedagogical and Circular Structure, the government has subdivided the schooling of students into four parts. These four parts are Secondary, Middle, Preparatory, and Foundational. These four stages of schooling will be crucial parts of educational development in students' school lives. The subdivision of these four stages in the schooling of students will be done as follows.



The first stage of schooling for students is the Foundation Stage. In this, the early grooming of students will be done for 5 years. These 5 years will be 3 years of Anganwadi/ Pre- Primary/ Balvatika and first and second grade.

The second stage will be the preparatory stage. This schooling stage will last for 3 years as well. Class 3rd, 4th, and 5th will lay the foundation for the middle and secondary stages.

The third stage of schooling will be the middle school stage. In this from Class 6th to 8th. These three years will prepare the students for the final stage of their school life i.e. Secondary Stage.

The final stage of schooling life for students will be the secondary stage, in this instead of 2 years, the students will have a complete four years from Class 9th to 12th to complete their secondary education.

## 1968

Based on the report and recommendations of the Kothari Commission (1964–1966), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and proposed equal educational opportunities in order to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India and specialized training and qualification of teachers. The policy called for a focus on the learning of regional languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English language, the official language of the state where the school was based, and Hindi. Language education was seen as essential to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for the use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians. The policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six percent of the national income. As of 2013, the NPE 1968 has moved location on the national website.

## 1986

In 1986, the government led by Rajiv Gandhi introduced a new National Policy on Education. The new policy called for "special emphasis on the removal of disparities and to equalize educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve such a social integration, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor

families to send their children to school regularly, development of new institutions and providing housing and services. The NPE called for a "child-centered approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the Open University system with the Indira Gandhi National Open University, which had been created in 1985. The policy also called for the creation of the "rural university" model, based on the philosophy of Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India. 1986 education policy expected to spend 6% of GDP on education.

## 2020

In 2019, the Ministry of Human Resource Development released a Draft New Education Policy 2019, which was followed by a number of public consultations. The Draft NEP discusses reducing curriculum content to enhance essential learning, critical thinking and more holistic experiential, discussion-based and analysis-based learning. It also talks about a revision of the curriculum and pedagogical structure from a 10+2 system to a 5+3+3+4 system design in an effort to optimize learning for students based on cognitive development of children.

On 29th July 2020, the cabinet approved a new National Education Policy with an aim to introduce several changes to the existing Indian education system. [1]

## VI. DETAILED ANALYSIS OF IMPACT OF NEP ON HIGHER EDUCATION

### Regulatory System of Higher Education:

A significant change in NEP 2020 is the proposal to set up the Higher Education Commission of India (HECI), as an umbrella body for higher education, excluding medical and legal education. This will usually bring out a question that what will happen to the present UGC and AICTE? HECI is aiming at reforming the higher education sector; the Bill will separate the Academic and Funding aspects of the sector. According to the new Bill, HECI will not have any financial powers. The funding processes which were handled by the University Grants Commission (UGC) will be taken care by the Ministry of Education, previously known as the Ministry of Human Resource Development (MHRD). This change however is expected to clear the regulatory mess in India's Higher Education system. HECI is expected to have four independent verticals - National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard-setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. To have uniformity in education standards, a single umbrella body was always a requirement and this has been a vision of numerous educationists.

Another important change the NEP 2020 suggests that the National Testing Agency will serve as a premier, expert, autonomous testing organization to conduct entrance examinations for undergraduate and graduate admissions and fellowships in Higher Education Institutions. The high quality, range, and flexibility of the NTA testing services will enable most universities to use these common entrance exams - rather than having hundreds of universities each devising their own entrance exams - thereby drastically reducing the burden on students, universities and colleges, and the entire education system. It will be left up to individual universities and colleges to use NTA assessments for their admissions. It also surely helps the students to easily transfer their degrees and credits to universities abroad.

More Holistic and Multidisciplinary Education: The NEP 2020 claims that, a holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. The NEP 2020 envisions one large multidisciplinary Higher Education Institution (HEI) in or near every district, by 2030.

The structure and lengths of degree programmes: In the context of the National Education Policy 2020 scheme, any undergraduate degree in any institution will be of duration of three or four years. One can leave the degree within this period. Any educational institution will have to give to the student a diploma degree after the student completes two years of study, a degree after the student completes three years of study and a certificate to those students who complete one year of study in any professional or vocational course of their choice. The Government of India will also help in establishing an Academic Bank of Credit for storing the academic scores digitally. This will enable the institutions to

count the credit at the end and put it in the degree of the student. This will be helpful for those individuals who might have to leave the course mid-way. They can start the course later on from where they left off and not start from the beginning once again. Even though NEP 2020 says that Higher education institutions will be given the freedom to start PG courses there may be some difficulty in designing One Year PG Degree for students who have completed 4 Year UG Degree and a Two Year PG Degree for students who have completed 3 Year UG Degree.

#### **Internationalisation at home:**

NEP 2020 also allows foreign universities and colleges to come to India and this brings out a challenge for the native institutions to improve the quality of education provided by them. The Indian higher education sector is buzzing all around as the opportunity of paving the way for foreign universities to set up campuses in the country. India has one of the largest networks of higher education systems in the world, with more than 900 universities and 40,000 colleges. But GER (Gross Enrolment Ratio) of India in higher education is 26.3%, which is significantly low when compared to other BRICS countries like Brazil (50%) or China (51%), and very much lower when compared with European and North American nations which would be more than 80%. India must achieve a significant growth in the area of global higher education for obtaining a sustainable economic growth, which should not be driven by natural resources, but by knowledge resources. As per the reports, India will need another more than 1,500 new higher education institutions by 2030 to accommodate a huge inflow of students, that's why the Indian government wants to promote FDIs (Foreign Direct Investment) and open up the ECB (External Commercial Borrowing) route to strengthen the capital investment for the education sector.

#### **VII. CONCLUSION**

The Government of India presented NEP2020 with much deliberation, excitement, and pomp. The recommended method of delivering instruction is exceedingly thorough, cautious, and all-encompassing. There aren't any distinct divisions, limits, or compartments. With about 20 years of anticipated endurance, the expected timespan is greatly increased. Beginning with elementary school, it progresses through graduate school and even higher levels of education. The main focus is on multidisciplinary, comprehensive, and all-encompassing education. Additionally, there is a focus on vocational education, which is meant to begin sooner in the academic phase. The policy is primarily broken down into three sections for delivery according to the proficiency of the learner, and a fourth section for implementation strategies. School, higher education, and other levels, notably professional education, are included.

At school level, the old 10+2 system shall be replaced with new 5+3+3+4. More stress on the local/Indian languages, more help to SEDGs and teachers to be assisted in self-improvement and thus upgradation.

The success of this new education policy will depend on how it is implemented. Therefore, it can be said that India is the country with the youngest population and India's future will depend on providing high - quality educational opportunities to these youth.

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