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New Education Policy 2020: Impact on Higher Education

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Abstract: The quality of education in a country depicts the priority of education for a particular country. For inclusion of ordinary people to the mainstream and to encourage education for all economic classes Government of India (GOI) has framed new education policy named National Education Policy, 2020 (NEP 2020). Declaration of Government of India regarding new education policy was a pleasant change and unmarked news during negatives of COVID-19 pandemic on globe. The changes declared in NEP-2020 recommendations were like unexpected. This new education policy will cover education from a three years old child to higher education. This research paper tries to emphasise on effects of NEP 2020 on higher education. This article also tries to discuss the key features of NEP and evaluate how these can affect the prevailing system of education in India.

Keywords: New Education Policy 2020 (NEP 2020), Gross Enrollment Ratio (GER), Higher Education.

I. INTRODUCTION

Change is perpetual and it varies from time to time. No society is escaped from change and such change is the nature of society. Changes are generally of two types, first change is because of nature and another one is imposed by human beings themselves. If this change comes for the development of society then change in education policy should be the first. The quality of education in a country depicts the priority of education for a particular country. In recent years, India finds low ranking in education at world level,

The level of education in a country shows where the government place the education in the priority list of policies and how is it deals with education. The Government sought the resources to develop public policies and replacing earlier policies that were largely instinctive (Rizvi & Lingard, 2009). In recent years, ranking of education especially universities of India fell down in world. So, it was expected from the authorities to take some concrete decision to improve the situation. Considering the development objective of the whole nation government of India has decided after 34 years to transform the education policy.

For inclusion of ordinary people in the mainstream and to encourage education for all economic classes Government of India (GOI) has framed new education policy i.e. National Education Policy, 2020. This policy covers the education from rudimentary to the higher education in both urban as wells as rural India. The first NPE was introduced in 1968, second policy was introduced in 1986 and some amendments were made in 1992 further, now third National Education Policy in 2020 (NEP-2020) by Government of India.

United Nations has set up 17 Sustainable Development Goals (SDGs) in a summit of 193 nations in 2015 and India was also a signatory member there. Now India has a challenge to achieve the 4th Goal of SDGs and aim to lift the country's education by supporting developmental domineering education, and NEP- 2020 is a step in that direction. Government has a believe that at least by 2040 India can achieve this target with equal reach and high quality education.

It is anticipated that the new NEP – 2020 is a completely revision of education policy with more skills for problem resolution, creativity for new invention, holistic and multidisciplinary. This policy is expected with new regulations that can make education system more experimental, discovery and learner centric, very flexible, revolutionary and enjoyable which can sustain economic and social growth.

II. LITERATURE REVIEW

The Indian government has come up with a number of different educational policies. The initial new education policy was implemented in the year 1968, and after that in the year 1986 was formulated by the government that was in charge at the time and was led by Rajiv Gandhi. Next NEP was announced in 2020 with the motive of make Bharat Atma-nirbhar. Over time, numerous shifts have been made to national education policy with the goal of reshaping the educational system as a whole, including higher education. This literature review examines how the NEP has influenced higher education in India.

The UGC has always made efforts to improve and enhance the Indian Higher Education System. However, the methods used by various universities across the nation to test, assess, and assign grades vary. Given this variety, in CBCSs (choice-based credit system's) implementation appears to be superior, but it shouldn't be regarded as the best. In the comparison of SWOC and ABCD, ABCD analysis was given more weight (Aithal, P. S., & Kumar, P. M. 2016). The National Policy 2015 was created for higher education and was supposed to have an education plan that improved on past policies and addressed current issues. Private nonprofits had to operate professionally and follow strict rules. It was highly encouraged as well as rewarded to assist other people. For good results, incentives like generous scholarships and stipends were used to encourage values-based research, consulting, and teaching. Like 1968 and 1986, this policy affected the economy, society, and politics and allowed many people to participate (Patel, J. 2020). India is a rapidly developing nation with 130 billion human strengths and it can surpass other developing countries if it adopts a suitable education system. In this regard, the proposal for the 2019 National Education Policy was a wide-ranging framework with multiple innovations to provide a general education that will specialised and customised at the school and college levels through the incorporation of research at both levels (Aithal, P. S., & Aithal, S. 2019). In this direction the National Education Policy 2020 executed with the target of increasing the gross enrollment ratio (GER) from 26% to at least 50 percent by the year 2035. It will help in providing students with a liberal education that draws from a variety of academic fields. Both of these goals are intended to be accomplished by the year 2035. Because of the adoption of this new policy, Indian society will have the opportunity to become more ethical, equitable, knowledge-rich and productive (Suresh Kumar P. M & Aithal P. S. 2019). All Education Commissions and Policy Documents before NEP 2020 recommended a 6% GDP education budget, but it never happened. NEP 2020 promised 6% of GDP for education with Central and State Governments' efforts. However, global slowdown and COVID-19 halted economies. Author found that at least next five years are impossible, but investing 50–100 million rupees in education can help India in the next decade until 2030 (Aithal, P. S., & Aithal, S. 2020). The NEP has altered society and the economy, making it harder to predict the future. Education is shifting towards digital platforms and the next generation must adapt or be left behind. The NEP, 2020 trains professional in diversified sectors it may be agriculture or artificial intelligence and helps young people gain the skills they need. Graduate school's artificial intelligence, 3D machines, data analysis, biotechnology and other subjects help young people to become more employable and skilled in cutting-edge fields. (Singh, U. S., & Baghel, S. S). The policy changes frequently and considers socioeconomic conditions and future uncertainty. As economies move online, a new generation of students must learn new skills. The NEP 2020 considers professional training in agriculture and AI. NEP 2020 equips many college-bound youth. Real-time evaluation and a consultation-based monitoring and review framework will allow the education system to change without a new policy every 10 years (Kurien, A. & Chandramana, S.B. 2020). NEP fosters creativity, innovation, critical thinking, higher-order thinking capacities, problem-solving abilities, teamwork and communication skills along with social and moral awareness. NEP also creates a new National Research Foundation (NRF) to boost academic research in all fields. It ensures that the various organistaions such as ICMR, UGC, ICHR, DBT, DST work together to avoid duplication. Technology also

emphasizes to improve classroom instruction and reach out to those who cannot attend HEIs online. Students and teachers must embrace NEP, and HEIs must implement many NEP measures without government intervention (Kumar, J. M., 2020). The new idea of putting vocational courses on the curriculum came from NEP 2020. Some good ideas are to get rid of the stress of board exams, add new subjects, lower the stream wall, and so on. Students will learn what they want because they can choose classes together. Now, the focus of the education system is on teaching students what they want to learn. If a student picks classes based on their skills and interests, they are more likely to do well (Kalyani, P. 2020).

III. OBJECTIVES OF THE STUDY

The main objective of this study is to know how New Education Policy – 2020 effects the higher education of India. This research also describes the main Characteristics of this policy and tries to analyse the impact of this new education policy on existing education system.

IV. RESEARCH METHODOLOGY

The secondary data is used for this study and it is collected from different websites including government of India, journals, magazines, newspapers and other publications. Collected data is further analysed and reviewed to reach on a conclusion. This study is descriptive in nature.

V. FEATURE OF NEW EDUCATION POLICY

NEP-2020 is introduced with a view to create historical heritage of country wide and deep. Further, it can construct high excellence multi - disciplinary moderate education from school to higher and professional education level and it can recognise contributions of numerous scholars towards different subjects. The objective of NEP, 2020 includes by 2030 to achieve the gross enrolment ratio (GER) from 28% to 50% and higher & professional education from 5% to 20% through some fundamental amendments in existing educational model and creating accountability of each and every stakeholder.

One of the elevated goals of the NEP- 2020 is to fetch millions of out of school children and convert them into the main school system. Moreover, essential aspects enclosed in NEP are to reduce the heavy syllabus, focus on occupational and environment education.

▪ Phases of Education under New education Policy 2020

In spite of old education policy where 10 + 2 formula was applied for schooling, new education policy is classified under four phases. The formula for education is based on 5 + 3 + 3 + 4 schooling. New education scheme schooling is divided in 3 years and 12 years. It is being declared mandatory to follow new scheme whether a government or non government institutions.

Four phases of schools in new education policy:

1. **Foundation Stage-** This stage is fixed for five years, which involves children from age 3 years to 8 years. Out of these five years, three years are completed in Anganwadi as pre- school education and school education in class 1 and 2 focus will be given on development of student's language skill and overall skills.
2. **Preparatory Stage-** The duration for this stage is fixed three years. The age criteria for children under this scheme start from 8 years to 11 years. Under this stage the focus is given on enhancement of numerical understanding of students and further, aim is to give them understanding of regional language. Beside this, students will also be taught art, science and mathematics etc. with experiments.
3. **Middle Stage-** Time duration fixed for this stage is also three years. Under this stage children from 6th standard to 8th standard is considered and subject – based course will be taught. Here, coding is introduced; occupational internships and opportunities will be started in 6th standard so that children can be qualified for job during school education.

4. **Secondary Education-** For this Phase a period of 4 years is fixed from 9th standard to 12th standard. Thorough study of subjects and alternative educational courses will be provided here so that students can choose subjects of their own choice without considering the streams.

In earlier old scheme study was started at the age of six however, here the study will start at the age of 3 years. Because of 10+2 system old scheme government schools don't have pre- schooling.

VI. DETAILED ANALYSIS OF NEP 2020 AND ITS IMPACT ON HIGHER EDUCATION

▪ Regulatory Structure of Higher Education:

NEP 2020 has targeted to raise Gross Enrollment Ratio (GER) in higher education to increase from 26.3% in the year 2018 to 50%, to reach that target a need to increase 3.5 crore new seats in the institutions. GER - Gross enrollment ratio means the numeral of eligible population that have taken admission to the total number of eligible population at a level of education in educational institutions. Higher education commission of India is established for all type of education in place of UGC except medical and legal education. In NEP 2020 a provision of set up of university is there which is equivalent with IIT and IIM. This university will deals with multidisciplinary education and research and goal for these is to be world class. National testing agency will conduct a general entrance test for admission in this test. For students subject selection will be elective, no compulsory subjects for higher education under NEP 2020. Even, the subject courses under Arts and Humanities will be educated together with technical education. NEP 2020 will not consider streams separately such as now Arts, Science or Commerce. All the institutes will opt a holistic approach including IITs. There will be four bodies of HECI- Higher Education of Commission of India.

- **National Higher Education Regulatory Council (NHERC):** this body will act as a supervisory or regulator for the higher education together with teacher education.
- **General Education Council (GEC):** To bring standardisation it creates the skeleton of higher education programs for expected learning outcome.
- **National Accreditation Council (NAC):** For institutions accreditation it will work on basic criteria of primary functions, self –disclosure of public, results and good governance.
- **Higher Education Grants Council (HEFC):** This body of HECI works as a financing body for colleges and universities. This council is in place of NCTE, AICTE and UGC, which are currently occupying this work.

Under new education policy, there exist multiple entries and exits. This system contains three or four years of undergraduate programmes. But students can leave the course at different levels and will be awarded with certificates or degrees according to that level of exit. For one year students will be awarded with certificate, after two year advanced diploma, after three year bachelor's degree and after four years they will be awarded with graduate certificate with research. Under this policy Academic Bank of Credit is formed, under which credit earned by a student's is conserved digitally. National Educational Technological Farm is created to promote digital and online education. Ministry of Education creates a dedicated body to make sure quality education on digital platform to provide the education for both from school to higher education. The digital content will be accessible in regional languages as well.

▪ Accreditation and Autonomy Graded:

One of the important features of NEP 2020 is to support the phasing out strategy. Under this strategy autonomy will supported from affiliated colleges to Autonomous institutions. This flexibility to autonomous institutions will raise a hope of enrichment of curriculum. These autonomous institutions with appropriate accreditations even can be teaching intensive or research intensive universities. The statement of establishment of MERU - Multidisciplinary Education and Research

Universities gives a rich expectation in this direction and these are equalent to IITs and IIMs with an aim to provide multidisciplinary education.

Under new education policy NTA - National Testing Agency will act as a ruler where autonomous agency and experts will carry out entrance examinations for under graduation, admissions in graduation and fellowships in Institutions for Higher Education. The NTA adapt high-quality quality, flexibility and wide range of testing. This way these will cover most of the universities with single common entrance exams rather having few universities which conducting their own exam. This will reduce the huge burden of students, colleges and universities. To use of NTA assessments for their admissions, this choice will be left up to individual colleges and universities.

▪ **Internationalisation of Education at Home:**

Even, India is having a largest higher education system with nine hundred universities and forty thousand colleges in the world but though Gross Enrollment Ratio of higher education in India is 26.3% which is very low and far behind in comparison to other BRICS nations such as China (51%) or Brazil (50%). Further, if we compare GER of India with North American and European nations where it is more than 80%, it is very much low.

To achieve sustainable economic growth, India should focus on target a momentous growth in the sector of global higher growth as it is driven by knowledge resources, not dependent on natural resources. Reports state by 2030 India needs at least 1500 new higher educational institutions to accommodate the enormous inflow of students and for that reason government of India wishes to encourage the FDI to strengthen the capital investment in educational field. Additionally, Indian government wants to improve its image on world's platform because more than seven lakhs students of India are studying outside the country boarder. By allowing foreign universities, in Indian education, NEP intent to provide world class education locally at a lower cost without travelling and reducing human capital migration.

▪ **More Holistic and Multidisciplinary Approach:**

By 2030, the NEP 2020 envisions a huge multidisciplinary HEI - Higher Education Institution in coverage of at least every city. To attain a multidisciplinary and holistic approach flexible and creative curriculum of every HEIs should includes with credit based projects and courses considering fields of value-based education and environmental education, community engagement and services. However, multidisciplinary education works to build up for all aspects of human – social, physical, moral, aesthetic, intellectual and emotional in an integral way. This type of education extend well-formed humans in this critical 21st century in all fields across technical, arts, languages, sciences, professional and vocational fields.

▪ **The Formation and Duration of Degree Programmes:**

Under NEP 2020, undergraduate degree will be of three years or four years. Institutions have to provide the students certificate one year of completion, diploma degree after two year completions and degree after completion of three years in any of professional/ vocational course. To store academic scores digitally government will establish Academic Bank of Credit. This will help the students to calculate the credits at the end and for students who have to leave the course mid-way. This way, students can start their education from the level where they left off not from the beginning. NEP 2020 is considering giving freedom to the HEI to start PG course for one year who has completed four year under graduation and two year PG course for students who have completed three year under graduation. But this may be difficult to design.

VII. FINDINGS AND CONCLUSION

New Education policy (NEP 2020) covers the education from rudimentary to the higher education in both urban as wells as rural India. Under NEP 2020 Subject selection will be elective, no compulsory in higher education. There will be no separate streams like Arts, Science or Commerce. Education will be provided through digital content, capacity building and digital infrastructure. E- Content will be tried to accessible in regional languages which is a challenging task for the government. The

objective is to achieve the advanced education target of literacy in youth and adult 100 percent by 2030. Under new education policy National Testing Agency (NTA) will act as a ruler where autonomous testing agency and experts will conduct entrance examinations for under graduation and graduate admissions and fellowships under Higher Education Institutions.

Currently, India is having a education system with 900 universities and 40,000 colleges in the world which is among the larger but though Gross Enrollment Ratio of higher education in India is 26.3% which is very low and far behind in comparison to other BRICS nations such as China (51%) or Brazil (50%). Further, if we compare GER of India with North American and European nations where it is more than 80%, it is very much low. Reports state by 2030 India needs at least 1500 new higher educational institutions to accommodate the enormous inflow of students and for that reason government of India wishes to encourage the FDI to strengthen the capital investment in educational field.

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