



## Impact of New Education Policy (NEP) on Higher Education in India

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### ABSTRACT

*The New Education Policy (NEP) of 2020 is seen as a turning point in Indian higher education history. This approach promises a paradigm shift in the field of education and represents a substantial divergence from accepted norms. The complex and thorough investigation that this research paper undertakes focuses on the several effects that the NEP will have on colleges and universities across the country. It examines crucial factors such institutional autonomy, curriculum revisions, frameworks for research and innovation, strategies to promote diversity, and the seamless integration of technology. This paper also compares the NEP 2020 with the former policy i.e., NEP 1986. By breaking down these important components, it aims to shed light on the policy's revolutionary potential.*

### KEY WORDS

*New Education Policy, Higher Education, Technology, Innovation.*

### INTRODUCTION

The New Education Policy (NEP) 2020 is a thorough plan for reforming and reorganizing the Indian educational system. The National Policy on Education (1986) was replaced by it after being approved by the Indian Union Cabinet on July 29, 2020. The NEP aims to handle the changing socioeconomic and technical environment while promoting a more comprehensive, adaptable, and inclusive educational system.

Here are some key highlights and principles of the NEP 2020:

1. **Early Childhood Care and Education (ECCE):** The importance of early childhood education to a child's overall development is

acknowledged by the NEP. For kids ages 3 to 6, it emphasizes the importance of high-quality Early Childhood Care and Education (ECCE). For a child's cognitive, emotional, and social development, this stage is crucial. To make learning engaging and successful, the policy promotes the incorporation of play-based learning, storytelling, and other interactive techniques.

2. **Foundational Literacy and Numeracy:** By the end of Grade 3, every child must possess fundamental literacy and numeracy skills, according to the NEP. The policy recommends the use of early assessment techniques and targeted interventions for students who might need extra support to accomplish this. This basic information is considered crucial for a student's success in higher education and future learning.
3. **Multilingualism and Regional Languages:** A flexible and open-minded language policy is supported by the policy. It encourages up to at least Grade 5, and preferably up to Grade 8, the use of the mother tongue, local language, or regional language as the medium of instruction. This strategy seeks to increase accessibility, cultural relevance, and student comprehension in education.
4. **Curricular Flexibility and Multidisciplinary:** The NEP supports an open-ended curriculum that enables students to select disciplines in accordance with their interests and aptitudes. It encourages students to take a multidisciplinary approach, combining topics from several fields to develop a well-rounded education. This adaptability is made to accommodate various learning preferences and goals.
5. **Holistic and Multidimensional Assessment:** The NEP urges a change from rote memorizing and high-stakes tests to a more all-encompassing and ongoing assessment approach. It suggests formative and summative tests that gauge a student's cognitive, emotional, and practical abilities. With this method, a student's talents should be more thoroughly understood.
6. **Teacher Training and Professional Development:** The policy places a strong emphasis on how important teachers are to forming the educational system. It demands that teachers have rigorous pre-service training and ongoing professional development. This involves instruction in contemporary pedagogies, the use of technology, and an emphasis on socioemotional learning. The goal is to give teachers the tools they need to effectively facilitate learning.
7. **Higher Education Reforms:** Research, critical analysis, and innovation are prioritized in the NEP's holistic vision for higher education. It suggests reorganizing institutions of higher learning to promote accountability and autonomy. In order to produce a workforce that is both knowledgeable and skilled, the policy also encourages the convergence of vocational education and research.
8. **Technology Integration:** The NEP acknowledges the value of technology in contemporary education. It promotes the use of digital technologies and technology-enabled learning to improve educational access, quality, and equity. This includes creating digital infrastructure, creating electronic curriculum, and preparing teachers to use technology successfully.
9. **Equitable and Inclusive Education:** The NEP emphasizes the importance of ensuring that all people, regardless of socioeconomic status, gender, or physical capabilities, have access to a quality education. It suggests solutions to the inequities in opportunity and access to high-quality education.

With the goal of preparing students for success in the twenty-first century, the New Education Policy 2020 is an extensive endeavour to change the Indian educational system. With the aim of promoting a more inclusive, adaptable, and all-encompassing learning environment, it covers all facets of education, from early childhood through higher education.

## Objectives of Study

1. To understand the New Education Policy (NEP).
2. To find the impact of NEP on higher education.
3. To draw comparison between NEP 1986 and NEP 2020.

## Literature Review

Shalu Jain, Ankur Khare, Om Goel, Prof. (Dr.) Punit Goel in their study have aimed to investigate the impact of NEP 2020 on higher education in India through a comparative analysis of selective educational institutions before and after the implementation of the policy.

Pawan Kalyani in his paper has explored about National Education Policy 2020 and its effects on the stakeholders and has also tried to bring awareness and future impact of National Education Policy 2020 by asking a series of questions floating on all the available social media and analysing the same.

Dr. Hemlata Verma and Adarsh Kumar have stated that NEP 2020 provides for quality higher education through multidisciplinary universities and autonomous colleges. They have critically examined the policy in the paper and proposed changes to ensure a seamless continuum with its predecessor in addition to its predecessor, boosting its importance. Their paper describes the analysis of the requirements for NEP 2020 provisions and management practices at the university level.

## Impact of NEP 2020 on Higher Education in India

India's educational paradigm is changing dramatically as a result of the New Education Policy (NEP) of 2020. It includes changes from early schooling to post-secondary education. The crucial NEP elements that have an immediate influence on higher education are carefully examined in this section.

- a) **Regulatory Reformation in Higher Education:** With the exception of medical and legal education, the Higher Education Commission of India (HECI) was established as the primary regulating body, marking a significant change brought about by NEP 2020. The academic and funding functions will be divided by HECI, which will also rationalize the regulatory structure. A higher level of regulatory efficiency is promised by the creation of specialized verticals within HECI, such as the National Higher Education Regulatory Council (NHERC), General Education Council (GEC), Higher Education Grants Council (HEGC), and National Accreditation Council (NAC).
- b) **Autonomy Advancement and Accreditation Maturation:** A progressive transition from affiliated colleges to autonomous entities is supported by NEP 2020, which fervently advocates for increased autonomy for educational institutions. This clause envisions the potential transformation of autonomous degree-granting colleges into research- or teaching-intensive universities in addition to allowing for the enrichment of the curriculum. In order to provide a comprehensive education on par with prestigious institutions, multidisciplinary education and research universities (MERUs) were established.
- c) **Streamlined Admissions and Academic Progression:** The creation of a single admission assessment is a revolutionary step in reducing the strain of several competitive exams. All student candidates stand to benefit from this tactical move, which will level the playing field. Additionally, the creation of an Academic Bank of Credits (ABC) makes it easier to accumulate credits for courses that have been passed, allowing for flexible credit transfer across schools and allowing students to smoothly resume their study.
- d) **Encouraging Global Educational Engagement:** NEP 2020 invites international colleges and universities to open campuses in India. The challenge posed by this overture is for local institutions to improve the standard of education they provide. The goal of the strategy is to promote global involvement, improve educational possibilities, and give students local access to top-notch instruction.
- e) **Holistic and Multidisciplinary Learning Paradigm:** The NEP emphasizes the value of an extensive and diverse approach to education with the goal of maximizing human potential in all of its forms. By 2030, it intends for districts all around the country to have interdisciplinary higher education institutions (HEIs). This method fosters the development of well-rounded people by integrating intellectual, aesthetic, social, physical, emotional, and moral growth.

- f) **Structural Innovations in Degree Programs:** Undergraduate degrees will now typically last three or four years under NEP 2020, and students will have the choice to graduate with a diploma, degree, or certificate depending on the number of years of study they have already completed. Additionally, the creation of an Academic Bank of Credit makes credit transfer easier, enabling students to effortlessly pick up where they left off with their studies after a break.
- g) **Emphasis on Research and Innovation:** Fostering a culture of research and innovation inside higher education institutions is of utmost importance, according to the NEP 2020. It supports the development of specialized research clusters, innovation hubs, and centers of excellence at institutions. These programs aim to advance cutting-edge study and research across numerous areas. The policy intends to improve the international position of Indian universities and considerably advance knowledge by creating a favourable environment for research operations.
- h) **Flexible Academic Credits and Choice-Based Credit System (CBCS):** The NEP promotes the implementation of a Choice-Based Credit System (CBCS) in higher education in accordance with global best practices. In accordance with this structure, students have the freedom to select from a wide variety of elective courses, both within and beyond disciplines. This gives students the ability to customize their education to match their unique interests, professional goals, and academic strengths. Additionally, the creation of an Academic Bank of Credit (ABC) guarantees that earned credits are safely stored and may be transferred without any issues, enabling students to continue their study without losing any ground.
- i) **Focus on Skill Development and Vocational Education:** The NEP emphasizes the integration of skill development and vocational education within higher education, recognizing the necessity of matching educational requirements with labor market demands. Institutions are urged to provide students with courses and programs that focus on developing students' practical, industry-relevant skills. The goal of the strategy is to increase graduates' employability and better prepare them for the rapidly changing workforce by putting an emphasis on practical training and experiential learning.
- j) **Promotion of Online and Blended Learning:** The NEP promotes the broad use of online and blended learning formats in higher education in response to the changing nature of the educational landscape. Access to high-quality education is being widened by the move toward digital educational platforms, especially for people living in rural or underserved areas. Additionally, it gives students more freedom so they may mix their studies with other obligations like work. The use of technologically enhanced learning resources is anticipated to improve the learning environment and better equip students for a future driven by technology.
- k) **Quality Assurance and Accreditation:** Ensuring the quality of education is a paramount concern addressed by the NEP. The policy places significant importance on robust accreditation processes to evaluate and benchmark the performance of higher education institutions. Accreditation agencies play a pivotal role in assessing various aspects, including curriculum design, teaching methodologies, research output, and infrastructure. This quality assurance mechanism aims to uphold high standards in education delivery and provide students with the assurance of receiving a valuable and relevant education.
- l) **Inclusive Education and Equity:** The NEP places a heavy emphasis on inclusive education with the goal of bridging participation and access gaps across various demographic groups. Through the implementation of focused projects to aid vulnerable and underrepresented communities, it addresses concerns of social and economic equity. The strategy aims to develop a more inclusive and equitable higher education system by guaranteeing that education is available to everyone, regardless of background or circumstances.
- m) **Environmental Education and Sustainability:** The NEP embraces environmental education as a crucial part of higher education because it recognizes the fundamental role of environmental stewardship.

It covers a wide range of subjects, including as waste management, biodiversity preservation, and sustainable development. The objective of the strategy is to develop graduates who are knowledgeable about sustainable practices and prepared to tackle urgent environmental concerns. This is accomplished by teaching knowledge and instilling a feeling of environmental responsibility.

- n) **Engaging with Industry and Community:** The NEP promotes strong connections and collaborations between higher education institutions and local businesses and communities. This proactive involvement cultivates relationships that are advantageous to both parties, making it possible for students to participate in cooperative research projects, internships, and experiential learning opportunities. Institutions educate students for the demands of the professional world and increase their employability by involving them directly in real-world applications of their studies.
- o) **Strengthening Teacher Education:** NEP 2020 sets a heavy emphasis on improving the quality of teacher education programs because it recognizes the crucial role that educators play in determining the standard of education. It demands thorough pre-service and in-service training for educators, ensuring that they are well-versed in the most recent educational strategies, as well as in their respective fields and socioemotional competencies. The strategy seeks to improve instruction overall by funding instructors' professional growth, which would ultimately benefit students and the educational system as a whole.

## Comparison: NEP 1986 vs. NEP 2020

### Objectives and Goals

The need to address the ongoing issues with the Indian educational system served as the primary impetus for the New Education Policy of 1986. Its main goals were to make education accessible to everyone, remove inequalities in educational possibilities, and raise the standard of education as a whole. In order to give every kid the skills necessary for both individual and societal progress, NEP 1986 aspired to promote a more diverse and equal educational environment.

The New Education Policy of 2020, in contrast, acknowledges the changing needs of a world that is changing quickly while building on the foundations set by its predecessor. Its goals include a comprehensive overhaul of education with a focus on the growth of creativity, critical thinking, and problem-solving abilities. In order to ensure that education not only conveys knowledge but also develops well-rounded persons capable of adjusting to a dynamic global environment, NEP 2020 aims to educate students for the challenges of the 21st century.

### Structural Reforms

The NEP 1986 structural changes made a significant contribution to the transformation of the educational sector. The development of Navodaya Vidyalaya to deliver high-quality education in rural regions, the adoption of the 10+2+3 system, and a stronger focus on teacher preparation programs were notable initiatives. These changes attempted to develop a uniform and easily accessible framework for education delivery throughout the nation.

NEP 2020 presents a fresh round of structural changes that are motivated by current educational needs. With an early emphasis on foundational learning, the policy supports a switch to a 5+3+3+4 system. It places a strong emphasis on combining academic study with vocational training so that students can explore a wider range of topics. Additionally, the establishment of the Higher Education Commission of India (HECI), which aims to improve the standard and applicability of higher education, represents a substantial change in the regulatory system.

### Curriculum and Pedagogy

NEP 1986 developed a content-centric strategy, concentrating on fundamental subjects and following a set curriculum. Reflecting the educational paradigms of the period, the focus was placed on the mastering of

fundamental knowledge across disciplines. The curriculum was created to give students a thorough understanding of important topics while preparing them for future specialization.

NEP 2020, in contrast, envisions a competency-based curriculum that prioritizes critical thinking and experiential learning. It promotes a more adaptable, learner-centred methodology that enables students to delve farther into their areas of interest and acquire a wider range of skills. The strategy supports a multidisciplinary approach because it understands that combining several disciplines leads to education that is more comprehensive and flexible.

### **Technology Integration**

Given the state of technology at the time, technology integration was not given much attention in NEP 1986. The strategy was developed at a time when technology access was restricted and its application in education was still developing.

The revolutionary potential of technology in education is acknowledged by NEP 2020. It promotes the extensive use of technology in the processes of teaching and learning. The policy acknowledges how technology may support individualized instruction, give students access to a multitude of learning materials, and get them ready for the demands of the digital age.

To sum up, the comparison between NEP 1986 and NEP 2020 highlights the continuous evolution of Indian educational policy. In contrast to NEP 1986, which established the framework for equal access and standardized education, NEP 2020 addresses the needs of a continuously shifting global environment. It emphasizes critical thinking, adaptability, and holistic development more, reflecting the demands of the twenty-first century. Additionally, NEP 2020 embraces technology as a crucial component of education, realizing its ability to improve student learning outcomes and get them ready for a digital future.

### **CONCLUSION**

In conclusion, the New Education Policy (NEP) of 2020 represents a critical turning point in the history of higher education in India. The system will be completely overhauled according to its multifaceted strategy, which will guide it toward a future marked by adaptability, inclusivity, and technology integration. This research article has made an effort to illuminate the tremendous effects that NEP 2020 is poised to have on colleges and universities countrywide by carefully examining its many aspects. NEP 2020 lays forth an ambitious vision for the future of higher education in India, from the reformation of regulatory organizations to the emphasis on research and innovation, from the integration of technology to the promotion of environmental education.

Additionally, the comparison of NEP 1986 and NEP 2020 highlights the continuous evolution of Indian educational policy. While NEP 1986 set the groundwork for uniform access to education, NEP 2020 better fits the needs of a world that is changing quickly. In order to meet the demands of the twenty-first century, it places a high priority on critical thinking, flexibility, and holistic growth. NEP 2020 also acknowledges the critical role technology plays in education, maximizing its potential to improve learning outcomes and get students ready for a future driven by technology. Overall, NEP 2020 stands out as a revolutionary force that has the power to influence higher education in India for many years to come.

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