



## New Education Policy 2020 and its impact On Higher Education

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### Abstracts:

The paper shows how new education policy 2020 aims to transform education while keeping the learner at the centre. The NEP 2020 is a significant step forward since it focuses on the entire development of pupils by providing access, relevance, equity, quality, and solid foundational learning. By expressing a new vision for educational institutions, the NEP has supplied a much-needed revision and reform agenda. It has established the groundwork for a radical shift in how education is delivered, opening up new opportunities for educators while ensuring that every Indian kid of school age has access to and receives a high-quality, egalitarian education. The National Policy on Education (NPE) is a policy that the Government of India intends to implement in order to enhance education among India's people. The policy extends from primary school to universities in both rural and urban India. Prime Minister Indira Gandhi announced the first NPE in 1968, Prime Minister Rajiv Gandhi declared the second in 1986, and Prime Minister Narendra Modi declared the third in 2020.

**Key words:** Nep 2020, Impact On Higher Education, Higher Education, Education In India, New Education

### Introduction:

The National Education Policy 2020 (NEP 2020), which was approved by India's Union Cabinet on July 29, 2020, depicts the vision of the country's new education system. The new policy supersedes the previous National Policy on Education from 1986. The policy offers a comprehensive framework for basic education, higher education, and professional preparation in both rural and urban India. The policy aims to transform India's educational system by 2021. The language policy in NEP is a broad regulation and warning in nature, and the execution is up to the governments, organisations, and schools.

It plans to increase public spending on education from roughly 4% to 6% of GDP at the earliest opportunity.

In January 2015, the New Education Policy interview cycle was launched by a board of trustees led by former Cabinet Secretary T. S. R. Subramanian. Based on the board report, the draught NEP was submitted in 2019 by a board led by former Indian Space Exploration Association (ISRO) CEO Krishnaswamy Kasturirangan. The Service of Human Asset Development then delivered

the Draught New Education Policy (DNEP) 2019, which was followed by a series of public consultations. The Draught NEP was 484 pages long. The Service used a detailed interview process to develop the draught policy: "More than two lakh ideas were gathered from 2.5 lakh gramme panchayats, 6,600 squares, 6,000 Metropolitan Neighbourhood Bodies (ULBs), and 676 locations." The National Education Policy envisions:

The primary issues addressed by the Indian higher education system include authorised division of abilities, early specialisation and understudy influx into restricted examination zones, less emphasis on research all things considered universities and schools, and a lack of serious friend assessed scholarly exploration subsidising and huge associated universities resulting in low levels of undergrad education. Institutional rebuilding and union hope to end higher education's fracture by transforming higher education organisations into massive multidisciplinary organisations, producing well-rounded and creative people, and changing different nations educationally

and financially, increasing the gross enrolment proportion in higher education, including professional preparation, from 26.3% (2018) to half by 2035.

### **Impacts On Higher Education**

The influence of NEP 2020 on school education in India will be enormous, as the following proposed changes will be implemented.

**Changed pedagogy:** The NEP 2020 impact involves a shift in curriculum and pedagogy structure. It is now 5+3+3+4, or 5 (foundational) + 3 (preparatory) + 3 (middle) + 4 (secondary).

**Every child in school by 2030:** Once the NEP is fully implemented, every child between the ages of three and eighteen will have access to a high-quality education, whether in public or private schools. More than 3.22 million out-of-school youngsters will be brought into the formal education system by providing alternate entry and departure points.

**Fewer pupils from vulnerable socioeconomic categories will drop out:** There will be fewer dropouts as a result of NEP 2020's increased alternatives for students from Socially and Economically Disadvantaged Groups, which include the introduction of Special Education Zones, a Gender Inclusion Fund, and improved access to open and remote learning options. **Changing the way students learn:** NEP will have the greatest impact on the student learning process. The policy argues for a shift away from the current rote-learning approach and towards a more activity-based, experiential learning methodology. As a result, the educational system will be able to absorb new curricular and technology innovations, easing the move to a more personalised, student-centered model.

**Developing skills for future jobs:** The NEP has recommended curriculum and methodology change to ensure that children learn higher-order cognitive skills, 21st-century skills, mathematics and computational thinking, and critical thinking skills, among other things. The impact of NEP 2020 would entail building skills that would result in a workforce that is better equipped for the future and capable of meeting the shifting demands of future occupations. **Assessments influence teaching-learning in schools:** Shifting the emphasis from annual exams to a system of formative assessments to improve the teaching-

learning process is one of the most critical components of NEP 2020 impact.

Students demonstrate competency in a variety of ways: Students will be less nervous about tests and will be able to demonstrate what they have learned to the best of their abilities through various evaluations throughout the year. The impact of NEP 2020 will also include a stronger emphasis on demonstrative learning and a low-stakes board test in Grade 10. In 10 years, all instructors must be taught and professionally developed: One of the NEP's key impact areas is to have all teachers professionally educated or certified by the year 2030. If implemented, all teachers from Anganwadi to secondary school will have the necessary credentials and adhere to a set of standardised professional standards, representing a significant advance over the current system. NEP 2020 will have a good impact on school education in India, as these improvements are long overdue and will contribute to future-oriented education.

### **NEP 2020 Innovations:**

1. 100 best Indian universities would be encouraged to work in other countries.
2. 100 best foreign universities would be allowed and collaborated with to work in India.
3. Each study hall will focus on the most recent educational innovation that enables improved learning experiences.
4. Faculty Solidity will be provided in a specific organisation with no general exchange to other foundations.
5. Faculty members have access to educational plans and instructional methods within a supported system.
6. Workforce motivational forces and responsibilities will be determined based on academic and research execution.
7. A fast track progression mechanism for faculty with high impact research commitments will be marketed.
8. A distinct boundary-based Programming interface policy will be established with peer and understudy criticism, advancements in educating and teaching method, proficient development exercises, Quality and impact research, commitment to a foundation in terms of confirmation, and social neighbourhood commitment.
9. The Programming interface policy will be unequivocally defined in the Institutional development plan.

10. Focus on achieving the practical Education Development Goal (SEDG) and a GER of half by 2035.

### **Importance of NEP:**

#### **School Education**

#### **Ensuring Universal Access at all levels of school education**

The NEP 2020 focuses on ensuring universal access to school education at all levels, from pre-school to secondary school. Infrastructure support, innovative education centres to reintegrate dropouts, tracking of students and their learning levels, facilitating multiple pathways to learning involving both formal and non-formal education modes, association of counsellors or well-trained social workers with schools, open learning for classes 3, 5, and 8, secondary education programmes equivalent to Grades 10 and 12, vocational courses, adult literacy Under NEP 2020, over 2 crore out-of-school children will be re-enrolled.

#### **Early Childhood Care and Education with a New Curriculum and Pedagogy**

With an emphasis on Early Childhood Care and Education, the 10+2 school curriculum framework will be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years. NCERT will create a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children as young as eight years old. ECCE will be provided through a vastly expanded and enhanced network of institutions, including Anganwadis and pre-schools, with teachers and Anganwadi workers educated in ECCE methodology and curriculum.

#### **Obtaining Basic Literacy and Numeracy**

Recognising Foundational Literacy and Numeracy as an essential and important prerequisite to learning, NEP 2020 proposes for the establishment of a National Mission on Foundational Literacy and Numeracy by the Ministry of Human Resources and Development. States will develop a plan for achieving universal foundational literacy and numeracy in all primary schools for all students by grade 3 by 2025. A National Book Promotion Policy will be developed.

#### **Curriculum and pedagogical reforms**

The school curriculum and pedagogy will aim for holistic development of learners by equipping them with crucial 21st century skills, curricular content reduction to increase essential learning and critical thinking, and a higher emphasis on

experiential learning. Students will have more topic options and freedom. There will be no sharp distinctions between the arts and sciences, curricular and extracurricular activities, or vocational and academic tracks.

#### **Language power and multilingualism**

The policy has emphasised the use of mother tongue/local language/regional language as the medium of instruction until at least Grade 5, but preferably until Grade 8 and beyond. Sanskrit will be provided as a student option at all stages of school and higher education, including in the three-language formula. Other traditional Indian languages and literatures will also be accessible as alternatives. No student will be forced to learn a language.

#### **Evaluation Reforms**

NEP 2020 envisions a change from summative to formative assessment that is more competency-based, supports learning and development, and measures higher-order abilities like analysis, critical thinking, and conceptual clarity.

#### **Education that is both equitable and inclusive**

NEP 2020 strives to ensure that no child is denied the chance to study and excel due of their birth circumstances or background. Special attention will be paid to Socially and Economically Disadvantaged Groups (SEDGs), which include gender, socio-cultural, and geographical identities, as well as disabilities.

#### **Strong Teacher Recruitment and Career Pathways**

Teachers will be hired through rigorous and open methods. Promotions will be merit-based, with a multi-source periodic performance review method and possible advancement tracks to become educational administrators or teacher educators. The National Council for Teacher Education will create a set of common National Professional Standards for Teachers (NPST) by 2022, in collaboration with NCERT, SCERTs, teachers, and expert organisations from all levels and regions.

#### **School Administration**

Schools can be organised into complexes or clusters that will serve as the primary unit of government, ensuring the availability of all resources such as infrastructure, academic libraries, and a strong professional teacher community.

### **School Education Standardisation and Accreditation**

NEP 2020 envisions distinct systems for policy formulation, regulation, operations, and scholarly pursuits. States and territories will establish autonomous State School Standards Authorities (SSSA). The SSSA's need for transparent public self-disclosure of all basic regulatory information will be heavily used for public monitoring and accountability. Through talks with all stakeholders, the SCERT will create a School Quality Assessment and Accreditation Framework (SQAACF).

### **Increase GER to 50% by 2035 through higher education**

The National Education Policy 2020 intends to raise the Gross Enrollment Ratio in higher education, including vocational education, from 26.3% in 2018 to 50% by 2035. Higher education institutions will gain 3.5 million new seats.

### **Multidisciplinary Holistic Education**

The policy envisions broad-based, multidisciplinary, comprehensive Undergraduate education with flexible curriculum, unique topic combinations, vocational education integration, and many entry and exit points with appropriate certification. UG education can last three or four years, with several departure alternatives and suitable certification available during the time. Certificate after one year, Advanced Diploma after two years, Bachelor's Degree after three years, and Bachelor's with Research after four years, for example.

### **Regulation**

The Higher Education Commission of India (HECI) would be established as a single overarching umbrella authority for all higher education, with the exception of medical and legal education.

### **Rationalised Institutional Architecture**

Higher education institutions will be converted into large, well-resourced, thriving multidisciplinary institutions that provide high-quality teaching, research, and community participation. The concept of university will allow for a range of entities ranging from research-intensive universities to teaching-intensive universities and autonomous degree-granting colleges.

Faculty Who Are Motivated, Energised, and Capable

NEP gives guidelines for inspiring, energising, and developing faculty capacity through clearly defined, independent, and

transparent recruitment, flexibility to design curricula/pedagogy, incentivizing excellence, and advancement into institutional leadership. Faculty who fail to meet fundamental standards will be held accountable.

### **Teacher Training**

The NCTE will collaborate with NCERT to develop a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021. The minimum degree qualification for teaching will be a four-year integrated B.Ed. degree by 2030. Stand-alone Teacher Education Institutions (TEIs) will face severe penalties.

### **Student financial assistance**

Efforts would be made to reward the merit of students from SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to help, foster, and track the success of scholarship recipients. Private higher education institutions will be pushed to provide more free ships and scholarships to their students.

1. Open and Distance Learning
2. Online Education and Digital Education:
3. Technology in education
4. Promotion of Indian languages
5. Professional Education
6. Adult Education
7. Financing Education
8. Mentoring Mission
9. Universalization from ECCE to Secondary Education by 2030, aligning with SDG 4
10. Attaining Foundational Learning & Numeracy Skills through National Mission by 2025
11. 100% GER in Pre-School to Secondary Level by 2030
12. Bring Back 2 Cr Out of School Children
13. Teachers to be prepared for assessment reforms by 2023
14. Inclusive & Equitable Education System by 2030
15. Board Exams to test core concepts and application of knowledge
16. Every Child will come out of School adept in at least one Skill
17. Common Standards of Learning in Public & Private Schools

### **Conclusion:**

The NEP 2020 is the first education policy of the twenty-first century, succeeding the 34-year-old National Policy on Education (NPE), 1986. This policy is aligned with the 2030 Agenda for Sustainable Development and

aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs, and aimed at bringing out the unique capabilities of each student.

Higher education is an important factor in determining a country's economy, social prestige, innovation acceptance, and ethical human behaviour. The education division of the national government is responsible for further developing GER to remember each resident of the country for higher education contributions. The National Education Policy of India 2020 is working towards this goal by making incentive arrangements to work on quality, appeal, moderation, and expanding the inventory by opening up higher education to the private sector while enforcing strict controls to maintain quality in each higher education foundation.

NEP-2020 is expected to meet its goals by 2030 by empowering merit-based confirmations with free-ships and grants, merit and examination based persistent entertainers as employees, and legitimacy based demonstrated forerunners in controlling bodies, and strict observing of value through biennial accreditation based on self-affirmation of progress through innovation based checking. All higher education foundations that are currently classified as partnered schools will either expand as multi-disciplinary independent schools with degree-granting power in their names or become constituent schools of their subsidiary universities. As a result, the Indian higher education system is shifting from instructor-driven to student-driven, from data-driven to information-driven, from marks-driven to abilities-driven, from assessment-driven to trial-driven, from learning-driven to explore-driven, and from decision-driven to capability-driven.

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