

# INVESTIGATE THE IMPACT OF NEP 2020 ON HIGHER EDUCATION

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## Abstract

*The National Education Policy - 2020 is a comprehensive policy which is transforming the Higher education system. This study aims to investigate the impact of NEP 2020 on higher education in India through a comparative analysis of select educational institutions before and after the implementation of the policy. The study will employ both qualitative and quantitative research methods to gather data from educators, students, and administrators. The findings of the study will provide insights into the changes in the higher education sector, including curricular reform, pedagogical approaches, and institutional governance. The results will help inform the policy makers and stakeholders on the effectiveness of the NEP 2020 and the areas that require improvement. This policy aims to revolutionize the Higher education system, making it more inclusive and relevant to the 21st century. The policy focuses on areas such as access, equity, quality and accountability in education. The New Education Policy (NEP) 2020 is a landmark policy in the history of Indian education.*

**Keywords:-** NEP, Effectiveness, Comprehensive, Universal Access & Curriculum Reform

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## Introduction:

The New Education Policy 2020 has several key features that are expected to have a significant impact on the Higher education system. One of the most significant impacts is the shift from the 10+2 system to a 5+3+3+4 system, which is designed to provide a more comprehensive and holistic education to students. Another major impact of the policy is the promotion of multilingual education, which will help students develop a better understanding of the country's diverse cultures and traditions. The policy also emphasizes the importance of vocational education, making it a central component of the education system. This will help bridge the gap between the demand for skilled workers and the supply of trained personnel, and will also provide students with alternative pathways for career development. As NEP 2020 is a recent policy and its full impact on higher education in India is yet to be determined, there are limited findings available which impact of NEP 2020 on higher education in India.

The shift in curriculum under the New Education Policy (NEP) 2020 is expected to have several impacts on the Higher education system. Some of these impacts include:

- (a) **Holistic Education:** The 5+3+3+4 system of education proposed in the NEP will provide students with a more comprehensive and holistic education, covering a wider range of subjects and skills. This will help students develop a better understanding of the world around them and prepare them for the challenges of the 21st century.
- (b) **Improved Critical Thinking and Problem-Solving Skills:** The NEP places a strong emphasis on the development of critical thinking, creativity, and problem-solving skills. By exposing students to a wider range of subjects and skills, the new curriculum is expected to help students develop these important abilities.
- (c) **Flexibility and Choice:** The NEP allows for greater flexibility and choice in the curriculum, enabling students to tailor their education to their individual needs and interests. This will help students develop their unique strengths and interests, and prepare them for the careers of their choice.

Quality higher education must aim to develop individuals who are excellent, thoughtful, well- rounded, and creative. It must enable a person to study one or more specialized areas of interest at an in-depth level and develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skills of the 21st century across a range of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological the vocational subjects. The new education policy brings some fundamental changes to the current system, and the key highlights are multidisciplinary universities and colleges, with at least one in or near every district, revamping student curricula, pedagogy, evaluation, and support for enhanced student experience, establishing a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities and colleges.

The main problems faced by the Indian higher education system includes enforced separation of qualifications, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools, and lack of competitive peer-reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education.

Institutional restructuring and consolidation aim to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary, creating well- rounded and innovative individuals, and transforming other countries educationally and economically, increasing the gross enrolment ratio in higher education. Holistic and multidisciplinary education should strive in an integrated way to improve all human capacities-mental, cultural, social, physical, emotional, and moral. In the long term, such a comprehensive education shall be the method for all undergraduate programs, including those in medical, technical, and vocational disciplines. Optimal learning environments and support for students offer a holistic approach including adequate curriculum, interactive pedagogy, consistent formative assessment, and adequate support for students.

### **Objectives of the study**

The primary objective of this research is to study the impact of New Education Policy 2020 on higher education. The study also outlines the salient features of NEP and analyses how they affect the existing education system. The study investigate NEP pattern related study materials to supply all involved scholars or researchers or teachers time to time.

### **Research methodology**

This research is a descriptive study to investigate the impact of NEP. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc. This data was then analysed and reviewed to arrive at the inferences and conclusions.

### **SALIENT FEATURES OF NEP RELATED TO HIGHER EDUCATION**

The new NEP has been introduced with an aim to formalize changes in the system from school level to college/university level. Keeping in mind the developing scenario, education content henceforth, will focus on key-concepts, ideas, applications and problem-solving angles. The National Education Policy is expected to bring positive and long-lasting impact on the higher education system of the country. The fact that foreign universities will be allowed to open campuses in India is a commendable initiative by the government. This will help the students experience the global quality of education in their very own country. The policy of introducing multidisciplinary institutes will lead to a renewed focus on every field such as arts, humanities and this form of education will help students to learn and grow holistically. Thus, students will be equipped with stronger knowledge base.

Quality higher education must aim to develop individuals who are excellent, thoughtful, well- rounded, and creative. It must enable a person to study one or more specialized areas of interest at an in-depth level and develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skills of the 21st century across a range of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological the vocational subjects. The new education policy brings some fundamental changes to the current system, and the key highlights are multidisciplinary universities and colleges, with at least one in or near every district, revamping student curricula, pedagogy,

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### **Common entrance exam for all colleges:**

The common Entrance exam for all higher education institutes to be held by National Testing Agency (NTA). The exam will be optional.

• A Higher Education Council of India (HECI) will be set up to regulate higher education. The council's goal will be to increase gross enrolment ratio. The HECI will have 4 verticals:

a) National Higher Education Regulatory Council (NHERC), to regulate higher education, including teacher education, while excluding medical and legal education.

b) National Accreditation Council (NAC), a "meta-accrediting body".

c) Higher Education Grants Council (HEGC), for funding and financing of universities and colleges. This will replace the existing National Council for Teacher Education, All India Council for Technical Education and the University Grants Commission.

d) General Education Council (GEC), to frame "graduate attributes", namely the learning outcomes expected. It will also be responsible in framing a National Higher Education Qualification Framework (NHEQF). The National Council for Teacher Education will come under the GEC, as a professional standard setting body (PSSB).

## **DETAILED ANALYSIS OF IMPACT OF NEP ON HIGHER EDUCATION**

### **Regulatory System of Higher Education:**

A 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. This is considered as the right step in streamlining education policy. However, to ensure quality of higher education, institutes must be measured based on relevant parameters like research, industry linkages, placements and academic excellence, etc. If the HECI can manage this, the benefits to its biggest stakeholder, the youth of India, might be significant.

### **Graded Accreditation and Graded Autonomy:**

The concept of "empowerment and autonomy to innovate" is one of the key features in NEP 2020 which supports a "phasing out" strategy from Affiliated Colleges to Autonomous Institutions. The increased flexibility offered to autonomous institutions also gives hope in curriculum enrichment. It also says that with appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire. The announcement of setting up Multidisciplinary Education and Research Universities (MERUs) in the country gives more hope. These institutions will be at par with the existing IITs and IIMs and will aim to showcase multidisciplinary education for the Indian students.

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.

### **Provisions for Teachers:-**

The NEP 2020 in the preamble well articulates grounding the entire education system in Indian culture, values, traditions, wisdom, and nationalism. This needs further reflection and practical formulation for schooling as well as teacher education in-context. Every system of teacher education in the world is grounded in its own culture, values, and life styles. For the Indian system, it not impossible to work out in terms of educational goals, curriculum design and transaction, interaction and engagement, self-reflection, assessment and evaluation, and the like if educators sit together in appreciation of each other's articulation toward a national (Bhartiya) system of education including teacher education. Teacher education will gradually be moved into multidisciplinary colleges and universities by 2030. By 2030, the minimum degree qualification for teaching will be a 4- year integrated B.Ed. degree. The 2-year B.Ed. programmes will also be offered only for those who have already obtained Bachelor's Degrees in other specialized subjects. Adapted 1-year B.Ed. programmes for those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty. Multidisciplinary higher education institutions having accreditation for ODL may also offer high-quality B.Ed. programmes in blended or ODL mode. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged. Teachers will be recruited through robust, transparent processes. Promotions will be merit-based, and a mechanism for multi-source periodic performance appraisals will be put in place. Progression paths to become educational administrators or teacher educators will be available for the teachers. A common National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education, in consultation with NCERT, SCERTs, teachers from across levels and regions, expert bodies in vocational education, and higher education institutions etc. The standards would cover expected roles of the teacher at different levels of expertise/stage, and the competencies required for that stage. This could be adopted by states to determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. The professional standards will be reviewed and revised in 2030, and thereafter every ten years. A technology-based comprehensive teacher requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades. Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. Teachers will also focus on socio-emotional learning - a critical aspect of any student's holistic development. Teachers will be recognized for novel approaches to teaching that improve learning outcomes in their classrooms. Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices.

### **Conclusion:-**

The NEP proposes an increased emphasis on the arts and humanities, recognizing their importance in developing well-rounded individuals. This will provide students with a more comprehensive education, and help them develop a better understanding of the world and its cultures. The NEP aims to better prepare students for the workforce, and the new curriculum is expected to help achieve this goal. By exposing students to a wider range of subjects and skills, and by emphasizing the development of critical thinking and problem-solving skills, the new curriculum is expected to help students develop the skills they need to succeed in the 21st century workforce. In conclusion, the New Education Policy 2020 represents a significant step forward in the reform of the Higher education system. With effective implementation and monitoring, it has the potential to bring about positive changes that will benefit students, teachers, and the education sector as a whole. Overall, the NEP 2020 addresses the need to develop professionals in a variety of fields ranging from Agriculture to Artificial Intelligence. India needs to be ready for the future and the NEP 2020 paves the way ahead for many young aspiring students to be equipped with the right skillset.

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